
the Village
High School

(1) SPCSA Charter Proposal Cover Sheet

Identify the **primary point of contact** for your Committee to Form. If you are a Charter Management Organization applying directly for sponsorship, please also identify the **primary point of contact for your organization**.

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

Primary contact person: Dr. Amelia Cook
Mailing address:

Street/PO Box: 8094 Crushed Velvet Place

City: Las Vegas *State* Nevada *Zip* 89166

Phone Number: *day* [redacted] *evening* [redacted]

[redacted]

Name of team or entity applying: The Village High School

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

Is the applicant a Committee to Form or a charter management organization (CMO)?

X Committee to Form **☐ Charter Management Organization**

If the applicant is a CMO, identify the CMO and any affiliated NV non-profit:	

<u>Committee to Form Applicants:</u> Please list the names, residence, and roles of all persons on the committee to form. Each member should be listed in the space that aligns to their membership category pursuant to NRS 388A.240. *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)*	**Position with Proposed School**
1(a): a teacher or other person licensed pursuant to chapter 391 of NRS	Melanie Palmer Teacher	Nevada, Clark County	School Board
1(b): a teacher or other person licensed pursuant to chapter 391 of NRS OR a school administrator	Lin Soriano Educational Attorney Current Principal	Nevada, Clark County	School Board
1(c): a parent or legal guardian who is not a teacher or employee of the proposed school	Dr. Amelia Cook Parent	Nevada, Clark County	School Board President
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.	Josh Sliker Employment Attorney	Nevada, Clark County	School Board
1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources.	Bianca McCall Human Resources	Nevada, Clark County	School Board
2: Other *(optional)*	Mari Galloway (CEO)	Nevada, Clark County	School Board
2: Other *(optional)*	Rachel Kaplan	Nevada, Clark County	TVHS Principal
2: Other *(optional)*			

CMO applicants: Please list members of the applicant team including CMO employees, proposed school employees, board members, etc.

Full Name	Role with Proposed School	Organization (Enter CMO or School)

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this Committee to Form, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2022-23 or 2023-24 school years? ☐ **Yes** **X No**

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

Proposed School Name	City	State	Opening Date

Proposed School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
The Village High School	2023-2024	9th – 10th	9th – 12th

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
K						
1						
2						
3						
4						
5						
6						
7						
8						
9	150	175	200	200	200	200
10	150	150	175	200	200	200
11	N/A	150	150	175	200	200
12	N/A	N/A	150	150	175	200
Total	300	475	675	725	775	800

Proposed Location

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

Campus Location	County	Zip Code(s) to be Served by School
North Las Vegas	Clark County	89030, 89031, 89032, 89081, 89115

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

Does the proposed school intend to contract or partner with an education management organization (EMO) or charter management organization (CMO) to provide school management services? ☐ Yes X No	
If yes, identify the name of the EMO or CMO and specify which designation:	

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

Was the application prepared by a person who is not a member of the Committee to Form the charter school or CMO, or by another entity including, without limitation, an educational management organization? Additionally, did a person who is not a member of the Committee to Form the charter school, CMO, or another entity including, without limitation, an educational management organization assist the committee in preparing the application? ☐Yes X No	
If yes, what is the name of the person(s) and/or entity(s)?	
Please list any affiliations this person(s) and/or entity(s) has to existing schools and the dates of such affiliation.	
Please provide a resume for the person(s) and or entity(s) as Attachment 27	



Signature

April 30, 2022

Date

Dr. Amelia Cook

Printed Name:

Note: In addition to the complete, unredacted version of the application, NAC 388A.265 requires that applicants submit a version of the application which excludes or redacts from the application and any related material to be shared with the public. All applicants should be prepared to submit a version of their application that complies with this regulation, if requested.

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2) Meeting the Need

(1) Provide the mission and vision for the proposed school and briefly describe how they serve as the foundation for the proposed school, including:

Mission: The Village High School (TVHS) transforms the lives of graduates by offering a high-quality education in conjunction with coping, decision-making, and practical life skills that lead to grit and perseverance, and better understanding of what it takes to be successful in the world. TVHS's culture will create a safe space for all students.

Vision: We are a charter school that is committed to creating and sustaining an exceptional education for students whose needs cannot be met in traditional environments.

TVHS's mission and vision consist of five core beliefs:

1. Students cannot learn if they do not feel safe.[1][2]
2. Many students are in desperate need of counseling and mental health services at school.[3]
3. Formative assessment and data drive instruction.
4. High quality teachers, curriculum, student engagement, and materials increase student growth.
5. Professional development that is focused and thoughtful is vital to the success of the school.

TVHS proposes to give families the ability to attend a quality high school in which students feel in charge of their learning, safety, and mental health. Our unique model will transform education for diverse and traditionally underserved student populations.

(a) The key components of your educational model

The key components for TVHS's model is to provide a rigorous, innovative, and blended, problem-based core curriculum. Savvas Learning Company offers complete and cohesive support that will implement Common Core State Standards (CCSS).[4] Based on a constructivist view of learning, TVHS's model encourages students to use real-world problem solving to create knowledge, reflect, and discuss their understanding.[5] TVHS will provide specialty elective programs in social-emotional learning, and a day each week, Wellness Wednesday, where students can focus on self-care, goal setting, and their future, without the pressures of academics. Students learn from teachers through whole group, small group, and one-on-one instruction. Group learning allow teachers the opportunity to demonstrate for students the application of life-long learning skills via team collaboration, data interpretation, and persuasive arguments.

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[1]GLSEN. (2019). *School Climate in Nevada (State Snapshot).* New York: GLSEN.
[2] Nevada Department of Education. (n.d.). Nevada School Climate Survey. Retrieved from http://datatool.nevadaschoolclimate.org/
[3] State of Nevada Department of Education. (n.d.). SEAD. Retrieved from https://doe.nv.gov/SafeRespectfulLearning/SEAD/
[4] Savvas.com, (2022). About us. Retrieved from https://www.savvas.com/index.cfm?locator=PS3d1m
[5] Kurt, S. (2021). Constructivist Learning Theory. Retrieved from https://educationaltechnology.net/constructivist-learning-theory

Classroom teachers will mentor students weekly during dedicated one-on-one sessions, held during Wellness Wednesday. During these mentoring sessions students will set long and short-term goals. These sessions will foster strong relationships between students and mentors as they celebrate successes and discuss learning opportunities from roadblocks they need to overcome.

Electives use Goodlife Curriculum- Every Student Ready for Life. Goodlife provides the platform for caring adults to effectively connect to today's youth with confidence, knowing that what they are using to guide, teach and empower youth has been curated with the best tools and methods available.[6] Clear teaching through consistent messaging in addition to mentoring also reduces risks of early anti-social behavior, alienation, family management problems, and lack of commitment to school. Finally, the framework helps to produce healthy beliefs, creates opportunities for involvement, and reinforces pro-social behavior.

SEL intentionally develops attitudes, behaviors, and skills that are fundamental for academic and life success. SEL programming incorporates two essential benefits: (1) encouragement of positive, strength-based behaviors, integrated as norms for lifetime practice and (2) discourages negative behaviors. [7]

Educators, policymakers, and employers, alike, believe that SEL is key to optimizing education and training. Working in partnership with the stage-model framework, SEED Impact, will be customized and integrated into the school to measure, credibly report, and accelerate the learning experience of program participants. With a focus on life-transformations, the SEED Impact approach tracks major shifts in competency measured across three domains of growth/competency ladders:

- Being (comfort with self)
- Doing (aptitude with new skills)
- Relating (interpersonal relationships)

SEED Impact will guide TVHS's leadership team to customize these three competency ladders to clarify core SEL practices in alignment with our mission and most-desired outcomes. At the start and end of each school year, the staff will use the competency ladders to assess each learner's performance. Learners will also self-assess their experience. Combining these two complementary survey tools strengthens the validity and reliability of the measurement with SEED Impact and amplifies the benefits derived by each participant.

In customizing the assessments, SEED Impact will build on the tools, research, and reporting TVHS has already completed in this area. The intent is to simplify and reduce the work on TVHS's staff as SEED Impact guides to effectively implement this advanced approach to SEL measurement and accelerated learner growth. Once tools are refined and made operational, SEED Impact will provide data analysis and a dynamic report reflecting the SEED Impact brand and tailored for specific audiences as requested by the organization. Overall, SEED Impact will be equipped to report the impacts that most powerfully capture its work while generating actionable data to guide learners to increasingly higher levels of competency.

[6] Goodlife. (n.d.). Retrieved from SELdoneforyou.com
[7] SEED Impact. (n.d.). Social Emotional Learning. Retrieved from https://www.seedimpact.org/social-emotional-learning

Integrating this approach increases self-reflection and amplifies the students' learning experiences. Staff, instructors, and students will come to share a common, clarifying language that enables the learner to understand "where I am" in my personal growth, in relation to "where I want to be" and "what I can do next to grow into more of my potential." The goal is recognition and celebration of student success to ignite deeper learning.

Findings will include:

- Percent SEL gains by participant, cohorts, and subgroup.
- Distribution of competency levels.
- Narrative accounts supporting and enriching these data.
- Summary ratings of the core practices.
- Correlation of the results from the ladder ratings and self-assessments.
- Suggested strategies for accelerating growth in SEL.

Working closely with SEED Impact to launch these SEL tools for strategic learning and outcome measurement, our program will gain:

- Streamlined data collection – reducing the work required of staff and volunteers.
- Ability to blend numbers and narratives in compelling reports that credibly convey the fullness of our program's life-changing results.
- Baseline data to inform program enhancements and against which to track gains.
- Ability to compare across cohorts and time periods, and tally results across the organization.
- Ability to causally link the benefits of participating in our program to successes in school home, and employment, as SEL benefits translate across environments.

Between program experiences, participants can be challenged to reference the three ladders to accelerate their SEL growth. SEED Impact will support our staff to guide participant self-reflection on the similarities and differences between the stages reached on each ladder with the next-higher stages. Learners will identify skills and behaviors from higher stages to mirror, and then throughout the year practice, journal, and report on their successes. This reflection can be incorporated in student learning plans. Learners will enter the next program experience with heightened SEL competencies on which to build. We will gain holistic, rather than piecemeal reporting of results, grounded in SEL research. Our work with SEED Impact is less about evaluation and more about the opportunity for staff, leaders, students, parents, and funders to apprehend the power of our school.

(b) The outcomes you expect to achieve

TVHS plans to achieve the mission and vision through a rigorous, blended learning, problem-based core curriculum, weekly focus on social-emotional learning and self-care, one-to-one mentoring, while creating a sense of community and service among students and staff. TVHS believes this culture will also increase academic achievement and success after graduation. As a school, TVHS is committed to achieving the following outcomes and academic goals.

- A safe space and accepting culture for all students to grow, learn, and achieve their highest

- A rigorous, hands-on core curriculum with exceptional and trained educators and professionals.

· Weekly focus on social-emotional learning, self-care, and mentoring. (Wellness Wednesday)

· Creating opportunities for students to be leaders within the school and community.

· Establishing partnerships with institutions of higher education and business professionals to create opportunities outside of the school.

· Meets or exceeds the average student academic performance of the local district in all required state accountability tests, WIDA/CRT Science/EOC/NAA/ACT.

TVHS expects that each student will graduate with a 21st Century College and Career ready diploma and the grit and perseverance to be a contributing member of society. The educational experience at TVHS will allow students to either attend a college, university, or technology school upon graduation and/or immediately access the workforce regardless of the path a student chooses. TVHS graduates will have qualities and abilities that will set them apart from other graduates.

The qualities of a TVHS graduate will be:

· Career ready
· Effective communicator
· Financially savvy
· Confident speaker
· Strong sense of civic responsibility
· High integrity
· Perseverance
· Model by example for others
· Critical thinker
· Self-advocate
· Personal accountability

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

Below, in Table 2.1, if a compilation of our key supporters, partners, and the resources that they will contribute to The Village High School.

Table 2.1 : Partners and Resources

Community Partner	**Contact**	**How Partnership supports TVHS and Wellness Wednesday**	**Letter of Support**
Foundation for Recovery (89108)	Laura Plowman	Once monthly on wellness Wednesday a Peer Recovery Support Specialist will share their personal story. Provide relevant trainings to students and their families on topics such as reducing stigma, overdose prevention, hard reduction	Yes
North Las Vegas Library District (89030)	Director Forrest Lewis	Library card for all students, share variety of resources for students and families, instruction on how to effectively utilize the library databases (once per quarter on wellness Wednesday	Yes

Goodlife (Every Student Ready for Life)	Nate Chrisman	Social-Emotional Learning Curriculum, Staff training for mentoring students, Goodlife launch day speaker on Wellness Wednesday once per quarter	Yes
Winzer Corporation	James Rolnik	Custodial Supplies/Paper Products and Dispensers	Yes
SEED Impact (based out of New York)	Melinda Lackey	Social Emotional Growth Assessment, Data Reports and Analytics, Teacher/Staff Training	Yes
Americorps (Nevada Recovery Corps 89108)	Anthony Palomeque	Peer Recovery Coaches every Wellness Wednesday and possibly 2 additional days a week on campus so that there is support for the students on Monday, Wednesday, and Friday	Yes
The Phoenix- TRY (89101)	Alison Chambers- Trauma Recovery Yoga (TRY)	Yoga sessions once per month on wellness Wednesday, parent resources, family activities in the evening, Yoga for the staff	Yes
American Foundation for Suicide Prevention (AFSP) (National office in New York, satellite NLV office)	Taryn Hiatt	Provided a School Policy on Suicide Prevention, an after-suicide toolkit, Staff Training, and resources	Yes
City of North Las Vegas (89030)	Community Services and Engagement Director- Serafin Calvo	Community Outreach team in NLV, will distribute fliers and promotional items to the community	Yes included with Director Lewis
Office of Suicide Prevention (OSP) (89074)	Richard Egan, Dominick	Suicide prevention resources and Safe Talk training (teachers), Assist training (counselors), Youth Mental Health and First Aid Training (all staff)	Yes
Henderson Equality Center (89014)	Chris Davin, Trevor	Assistance with GSA, LGBTQ safe space, Teacher training, support, and resources	Yes
Nevada Women in Trades (89102)	Robin Johnson	Construction of a school mural using tile and teaching the skills to the students each week on WW util finished	Yes
Opera Las Vegas (89141)	Jim Shore- General Director	Wellness Wednesday once per semester; 45-minute presentation/performance "Who's Afraid of Opera, Tours of the Opera House, Periodic voice classes	Yes
DC Financial Services (IL 60462)	David P. Chandler- Owner/Financial Advisor	During wellness Wednesday, will provide 2-yearly informational workshops about financial investing and money management	Yes
NAMI- National Alliance on Mental Illness (89109)	Trinh Dang- Executive Director	Enhance educational opportunities for students and families by providing education, support, and community-based resources to supplement programs and initiatives at the school	Yes

Red Hook Capital	Alyssa Ross	Securing a location and securing funding for a build-out. Securing a lease on a facility in June/July 2022	Yes- included in Attachment #16
The Pride Tree (89179)	Grant Frailich- Founder/President	Enhance educational opportunities and families by providing financial and community-based resources to supplement programs and initiatives at school	Yes
The CEO Within (North Las Vegas)	Alice Vo Edwards- Founder/CEO	Enhance the educational opportunities for our students and families by advising on how to improve or enhance student success and/or student and teacher wellbeing and retention. Provide financial and community-based resources to supplement programs and initiatives at the school where funding becomes available to such programs. We are also discussion possible participation on the school board.	Yes

(2) A charter school must have as its stated purpose at least one of the goals set forth in NRS 388A.246. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:

(a) Improving the academic achievement of pupils;

- Align instructions to learning standards, using measurable learning targets (i.e., knowledge reasoning, skill, product demonstrating improvement in perceived self-efficacy).
- Include formative assessments (i.e., general assessment for perceived self-efficacy, SEED Impact competency ladders and assessment).
- Provide consistent feedback (i.e., goals charts, animation integration to student portal, Wellness Wednesdays, etc.).
- Use the feedback loop concept for students and staff.
- Self-assess regularly.

(b) Encouraging the use of effective and innovative methods of teaching;

- Savvas Learning Company Curriculum - Math, Literacy, Science, Social Studies/Civics, World Languages (Spanish), English Language Learners (ELL)
- Seed Impact - social-emotional growth assessment and extensive teacher training on working with students that have experienced trauma.
- Goodlife (Every Student Ready for Life - social-emotional learning curriculum, Staff training for mentoring students)
- Kagan Training - Kagan structures are a way of grouping students and allows for students to interact and collaborate.
- Suicide Prevention Training (through our WW partners OSP AFSP)
- Audio, Visual, and Kinesthetic lessons in all classrooms.

(c) Providing an accurate measurement of the educational achievement of pupils;

- Northwest Evaluation Association (NWEA) - assessments that measure growth and proficiency as well as provide insights to help tailor instruction. Assessments are given in the fall, winter, and spring in the subjects of Reading, Math and Science.[8]
- ACT/SAT
- Criterion Referenced Test (CRT) Science
- End of Course Exams (EOC) - assessments that are given at the end of the semester/year to measure curriculum retention and growth, 70% or higher is a passing score.
- SEED Impact - Social-Emotional Learning (SEL) growth assessments to measure a student's emotional health and growth throughout the school year. Provides training to staff on teaching students with trauma and a peer mentoring program.
- World Class Instructional Design and Assessment (WIDA)
- Quality Teaching for English Learners Program and Training (QTEL)
- Infinite Campus Student and Parent portal
- Workplace Readiness Skills and Assessment
- School Performance Plan (SPP)
- Data disaggregation of student populations
- Formative and summative assessments designed by instructors.

(d) Establishing accountability and transparency of public schools;

TVHS will measure its progress in meeting the needs of its student population using the data from NV Department of Education Accountability Reports. On an annual basis, data will be gathered to develop a SPP as a method of accountability. This plan will detail specific goals and action steps to achieve academic success and fiscal efficiency, including budget projections and stated evaluations. To maintain responsibility for student's academic success, the academic programs which are utilized will be re-evaluated, and administration will discuss with the governing board their findings as to whether there is growth in student achievement based on the investment.

Communication between TVHS, all its stakeholders, and the governing board is essential to establishing accountability and transparency. TVHS will communicate with parents and/or guardians through the online student information system (Infinite Campus), weekly grade updates, mid-quarter progress reports, quarterly report cards, parent conferences, and parental involvement workshops. Other such methods of communication may include the respective documentation and communication processes for development and update of Educational Plans (EPs), Individual Education Plans (IEPs), Behavior Intervention Plans (BIPs), and English Language Learner Plans, as appropriate.

School Board meetings will follow Nevada Open Meeting Laws. Meeting notices and agendas will be posted on TVHS website (thevillagehs.com) and on campus to ensure the public is aware of the meeting and the items to be discussed. This ensures transparency with the public. TVHS's website will also have a direct link to the Nevada Department of Education

[8] Northwest Evaluation Association. (2021). Retrieved from https://www.nwea.org/about/

Report Card. Board meetings will be open to the public, the minutes will be published on TVHS website, and stakeholders will receive notification.

(e) Providing a method for public schools to measure achievement based upon the performance of the schools; and

TVHS will be following the Nevada School Performance Framework (NSPF) and will receive a star rating.[9] The star rating includes; Academic Achievement, Graduation Rate, English Language Proficiency, College and Career Readiness and Student Engagement.
TVHS will provide a viable alternative to other public schools which, by stimulating continual improvement through the creation of an innovative and unique model to create a safe space for all students, foster grit and perseverance, and focus on social-emotional learning (SEL). SEL growth will be assessed three times each year, fall, winter, spring. The data will be used to build school culture and adopt best curriculum and practices that can positively affect all students. Table 2.2, shows a brief overview of the programs, objectives, performance measures, and outcomes

Table 2.2: Programs, Objectives, and Performance Outcomes

Program/Curriculum	Program/Curriculum Objectives	Performance Measures and Outcomes
SEED Impact- Program Implementation/Teacher Training (to be implemented fall/winter 2023) • Curriculum that supports social emotional learning growth • Assessment and tracking of social emotional growth • Mental health and self-care support • Peer mediation • Mentoring	Findings will include: • Percent SEL gains by participant, cohorts, and aggregate • Distribution of competency levels • Narrative accounts supporting and enriching these data • Summary ratings of the core practices • Correlation of the results from the ladder ratings and self-assessments • Suggested strategies for accelerating growth in SEL	With a focus on life transformations, SEED Impact's approach tracks major shifts in competency measured across three domains of growth: 1) being (comfort with self), 2) doing (aptitude with new skills), 3) relating (interpersonal relationships). Students are given an assessment 3 times (Fall, Winter, Spring) to assess their SEL growth and the data is using to enhance and individualize each student's high school experience to meet their needs.
Ramsey Financial Literacy Program for High School Students	The brand-new third edition of Foundations in Personal Finance for high school is full of content that teaches essential personal finance principles like how to budget, save, avoid debt, invest, be a wise consumer and much more.	13 chapters and 72 lessons, fully digital and print delivery methods, Digital and print student textbook parity, 45-, 90- and 180-day pacing guides, Auto-graded assessments.
Innovative Schools Summit July 5-9, 2022, in Las Vegas (mentor training, trauma informed teaching, school culture and climate, at-	High teacher, faculty, and student retention rate, Positive school culture and climate, Teacher and Student retention, Resources available for students and families	Graduation rate, Project 150 Room, Growth on SEED Impact assessments, Teacher Evaluations, Teacher retention

[9] State of Nevada Department of Education. (n.d.). Nevada School Performance Framework. Retrieved from https://doe.nv.gov/Accountability/NSPF/

risk and struggling students)		
My Perspective English Language Arts Curriculum (grades 9 - 12)	My Perspectives grades 9-12 fully meet the expectations of the criteria for all three gateways, including alignment and usability. The materials include texts in each grade that are high quality and build knowledge and are accompanied by tasks and questions so students practice building grade-level speaking, listening, writing, and reading skills. The materials consistently provide Across the series, the materials provide cohesive planning and access to vocabulary development and differentiation supports, including digital access.	Curriculum is aligned with Nevada State Standards and has been approved and highly rated on edreports.org. The program is also project-based and features a technology component. Measures of performance; Classroom Assessments, End of Course Assessments, ACT, NWEA Math Growth Assessments.
Carnegie Learning Math	The instructional materials reviewed for the Carnegie Learning Math Solutions Integrated series meet expectations for alignment to the CCSSM for high school, Gateways 1 and 2. In Gateway 1, the instructional materials meet the expectations for focus and coherence by being coherent and consistent with "the high school standards that specify the mathematics which all students should study in order to be college and career ready" (p. 57 of CCSSM). In Gateway 2, the instructional materials meet the expectations for rigor and balance by reflecting the balances in the Standards and helping students meet the Standards' rigorous expectations, and the materials meet the expectations for mathematical practice-content connections by meaningfully connecting the Standards for Mathematical Content and the Standards for Mathematical Practice.	Curriculum is aligned with Nevada State Standards and has been approved and highly rated on edreports.org. The program is also project-based and features a technology component. Measures of performance; Classroom Assessments, End of Course Assessments, ACT, NWEA Math Growth Assessments.
Science- Savvas Learning Company (Pearson)	Savvas Health, Drive Right (drivers training), Miller and Levine Biology (2019), Experience Chemistry, Experience Physics, Environmental Science	Curriculum is aligned with Nevada State Standards. The program is also project-based and features a technology component. Measures of performance; End of Course Assessments, ACT, NWEA Math Growth Assessments.

Civics and Social Studies	US History Interactive, World History Interactive (Project Imagine), Magruder's Government, Economics	Curriculum is aligned with Nevada State Standards. The program is also project-based and features a technology component. Measures of performance; Classroom Assessments, End of Course Assessments, ACT, NWEA Math Growth Assessments.
World Languages-Spanish	Authentico- Spanish 1, Spanish2, Spanish 3	Curriculum is aligned with Nevada State Standards. The program is also project-based and features a technology component. Measures of performance; Classroom Assessments, End of Course Assessments, ACT, NWEA Math Growth Assessments.
Goodlife	Social Emotional Learning (SEL) Curriculum	GOODLIFE prevention and social emotional learning curriculum has been architected using evidence-informed prevention frameworks. GOODLIFE provides the platform for caring adults to effectively connect to today's youth with confidence, knowing that what they are using to guide, teach and empower youth has been curated with the best tools and methods available. Research shows that mentored youth are less likely to skip school or engage in drinking, drugs, and violence. Clear teaching through consistent messaging in addition to mentoring also reduces risks of early antisocial behavior, alienation, family management problems, and lack of commitment to school. Finally, the framework helps to produce healthy beliefs, creates opportunities for involvement, and reinforces pro-social behavior. GOODLIFE is a Tier 1 and 2 prevention and intervention educational curriculum that improves the Social Emotional Learning skills of middle and high school students. Measures of performance: SEED Impact SEL growth assessments, attendance rate, graduation rate, and success after graduation.

(f) Creating new professional opportunities for teachers.

TVHS staff will be offered several opportunities to enhance their "craft" and create professional growth. Here is a brief overview of the programs and trainings.

Reflective Practice[10] - a group of 6 teachers will take turns teaching a lesson in front of the group and then observing one another, while taking observation notes based on the Charlotte Danielson Framework for Teaching clusters. A lead teacher/instructional coach will be the facilitator and supervisor for the activity. The purpose is to reflect on one's actions to engage the process of continuous learning. This practice will involve paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively. All teachers will be required to participate in reflective practice at least one time per school year. Please see Attachment 11 – Teacher Evaluation Tools.

The SEED Impact, SEL program provides training to staff on teaching students with trauma and a peer mentoring program.

Regular trainings on mentoring, SEL curriculum, provides materials, and simulations.

Through the Clark County School District (CCSD), we will utilize their teacher license renewal credit program through the Educational Learning Management System (ELMS).

Kagan provides yearly training and seminars for educators on Kagan strategies and how to apply in the classroom.

Instructors will be encouraged to participate in professional development opportunities in their area of expertise.

Mentors will receive periodic training on subjects such as truancy and trauma informed care and the impact strong school relationships have on student attendance.

Yearly attendance at the National Student & Security Conference & Workshop

Yearly attendance at the School Climate and Culture Forum, along with the At-Risk and Struggling Students Conference.

Yearly attendance at the Wired Differently: Trauma-Informed Schools Conference

TARGETED PLAN

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

Proposed to open in the fall of 2023, TVHS will educate and service 300 students in grades 9-10. Our goal is to enroll 150 ninth and 150 tenth graders. At capacity, TVHS will be able to educate and serve 800 students in grades 9-12. Our target community are marginalized student groups, students who do not feel safe at school, and students who need access to counseling, mentoring, and mental health services at school.

The following five core beliefs are the center of TVHS's mission and vision:

[10] Cambridge Assessment International Education. (n.d.). Getting Started with Reflective Practice. Retrieved from https://www.cambridge-community.org.uk/professional-development/gswrp/index.html

1. Students cannot learn if they do not feel safe. TVHS's safe space includes diversity, equity, and inclusion training for all students, teachers, and stakeholders.
2. Robust student engagement is essential for meaningful learning. TVHS's instruction stresses how lessons apply to life outside the classroom allows for customized learning approaches to increase engagement, interest, and understanding.
3. Student achievement is impaired by problems they bring from home. TVHS's social emotional learning model includes counseling, mental health services, and mentorships.
4. Schools need high quality teachers, curriculum, and materials to increase student achievement and engagement.
5. Meaningful and frequent staff training is vital to the success of the school.

TVHS will give families in the North Las Vegas Valley the opportunity to attend a quality high school in which students feel in charge of their own learning, feel safe, and are mentally healthy. Our target community is the North Las Vegas Valley, specifically zip codes 89030, 89031, 89032, 89081, 89115, as shown in Figure 2.1. There are currently six public high schools; Canyon Springs High School, Cheyenne High School, Desert Pines High School, Legacy High School, Mojave High School, and Rancho High School within these zip codes. The average performance for these high schools is 2.8 stars out of 5.[11] TVHS's goal is to significantly raise the star level for students, who live within these zip codes that attend the school.

TVHS's plan is to serve the North Las Vegas Community by transforming the lives of graduates by offering a high-quality education in conjunction with coping, decision-making, and practical life skills that lead to grit and perseverance and better understanding of what it takes to be successful in the world. TVHS's culture will create a safe space for all students, and their allies. TVHS is a charter school that is committed to creating and sustaining an exceptional education for students whose needs cannot be met in traditional environments.

(2) During the 2019 legislative session, AB 462 required the SPCSA to develop an Academic and Demographic Needs Assessment. A copy of this document can be found here. Given the demographic and academic needs as defined below, please describe how your proposed school would meet one or more of the needs defined in the Academic and Demographic Needs Assessment.

TVHS is a tuition free public charter school and is open to all residents of Nevada. The school's identified community, shown in Figure 2.1, will focus on serving families in North Las Vegas from the following zip codes: 89030, 89031, 89032, 89081, and 89115.[12] To understand that targeted population more in depth, ethnicity demographics along with academic/school climate data from schools within the same, and surrounding, zip codes was examined by the committee to form. The findings displayed in Table 2.2 present a diverse targeted population, encompassing a variety of needs. The data demonstrates there is a need for quality education for high school aged students in the targeted zip codes and throughout the North Las Vegas community. As shown in Table 2.3,

[11] City-Data.com. (2021). Zip code information. Retrieved from http://www.city-data.com/zips/89030.html, http://www.city-data.com/zips/89031.html, http://www.city-data.com/zips/89032.html, http://www.city-data.com/zips/89081.html, http://www.city-data.com/zips/89115.html

[12] United Way of Southern Nevada. (2021). Community Data. Retrieved from http://communityconnect.uwsn.org/community-data

areas in the 89030 and 89115 zip codes are in more need, have a lower median income, and have a higher student aged population. Based on this data, the committee to form has narrowed down the zip codes for TVHS's location, to 89030 and 89115.

The academic need in the targeted zip codes is evident. Each of the zip codes aligns to the recent 2019 Academic and Demographics Needs Assessment.

Figure 2.1: Targeted Zip Codes

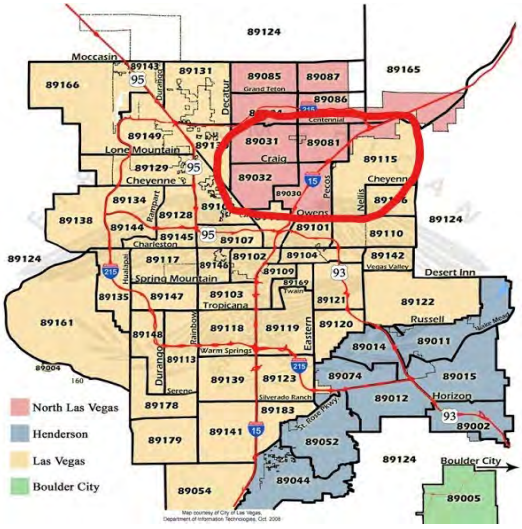


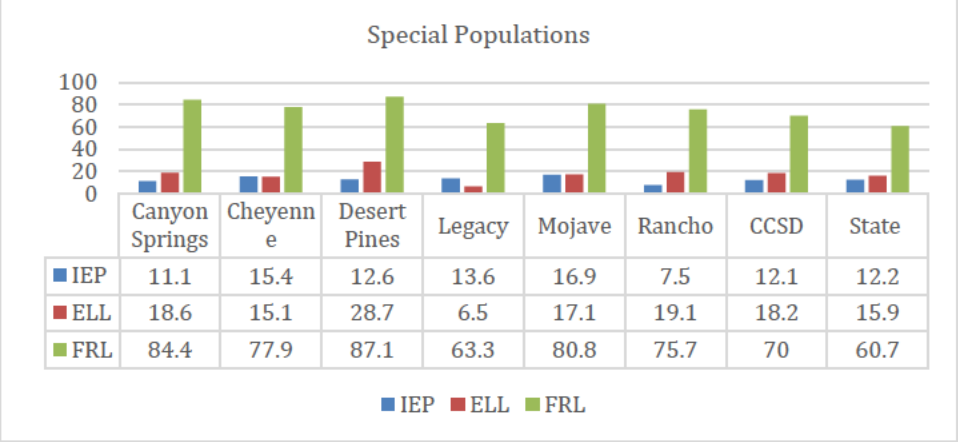
Table 2.3 : Population Demographics by Zip Code

Demographics	Clark County	89030	89031	89032	89115	89081
Population	2,325,798 (75.5%)	53,928	68,201	44,034	58,794	29,774
Population in poverty	299,169 (14.1%)	5,265 (10%)	5,876 (8.7%)	4,656 (10.6%)	5,945 (10%)	1,218 (5%)
Median income	$56,802	$35,470	$64,278	$59,427	$36,700	$47,217
Youth aged 3-17	367,306 (17%)	11,735 (22%)	14,329 (21%)	8,504 (19.3%)	13,839 (23.5%)	7,963 (27%)
Food Insecurities	293,050 (12.6%)	8,682 (16.1%)	8,593 (12.6%)	5,548 (12.6%)	11,465 (19.5%)	4,257 (14.3%)

(a) Demographics: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally serve the following student groups, each of which has been identified as persistently underperforming based on data provided by the NDE: Students qualifying for free or reduced-price lunch (FRL), English Language Learners (ELLs), and Students with Disabilities (those with an Individual Education Program, or IEP). Successful applicants will demonstrate the capacity to support these student groups in achieving academic performance at or above the state average.

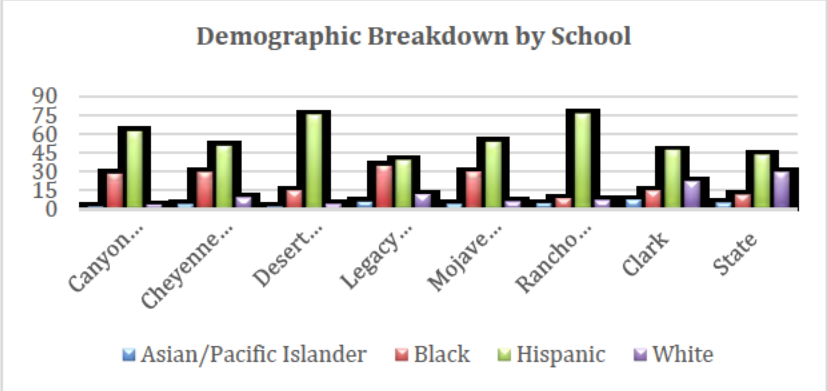
As demonstrated in Figure 2.2, TVHS anticipates that approximately 13% of students will have an Individualized Education Plan (IEP), 40% will be English Language Learners (ELLs), and 90% will qualify for Free/Reduced Lunch (FRL) Services. This information was garnered from the District School Accountability Report 2020-2021.[13]

Figure 2.2: School Population Percentage IEP/ELL/FRL by school



	Canyon Springs	Cheyenne	Desert Pines	Legacy	Mojave	Rancho	CCSD	State
IEP	11.1	15.4	12.6	13.6	16.9	7.5	12.1	12.2
ELL	18.6	15.1	28.7	6.5	17.1	19.1	18.2	15.9
FRL	84.4	77.9	87.1	63.3	80.8	75.7	70	60.7

Figure 2.3: Demographic Breakdown by School

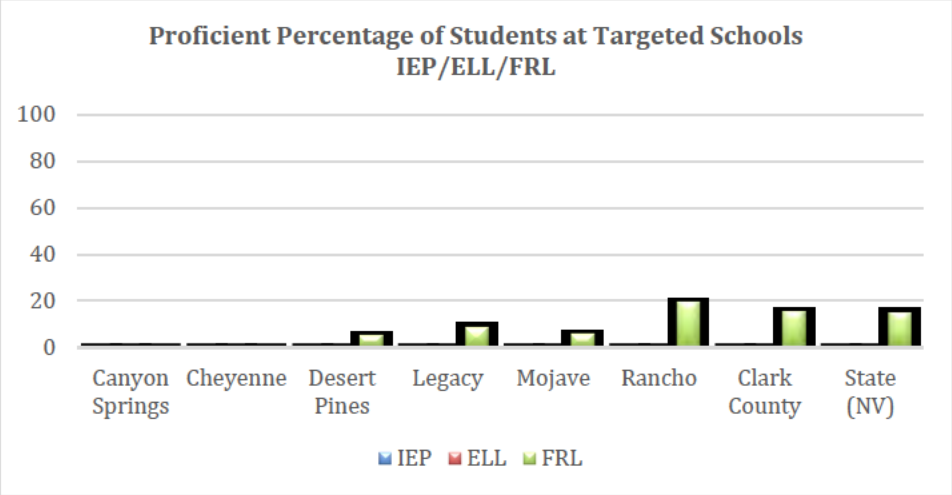


[13] Nevada Department of Education. (n.d.). Nevada Schools Report Card. Retrieved from http://www.nevadareportcard.com/di/

As demonstrated in Figure 2.3 above, TVHS anticipates serving a student population that is heavily Hispanic, approximately 56%. The remainder of the distribution is White 11%, Black/African American 30%, and Asian/Pacific Islander at 3%. These findings show a diverse population that is encompassing a variety of needs. Upon examining the educational needs of the students in the surrounding area, and then reviewing the NEPF Star ratings of the high schools in the focus areas, there is a need for the community to have access to a high school that can provide all the students with opportunity and a quality education.[14]

As demonstrated in Figure 2.4 below, the six high schools within the targeted areas have consistently underperformed on the American College Test (ACT), taken by all Nevada 11th graders, as well as the Science Criterion Referenced Test (CRT), taken by all 9th/10th graders. All schools have scored below the state and Clark County averages on all tests and in all subject areas.[15]

Figure 2.4 : Proficient Percentage of Students by School



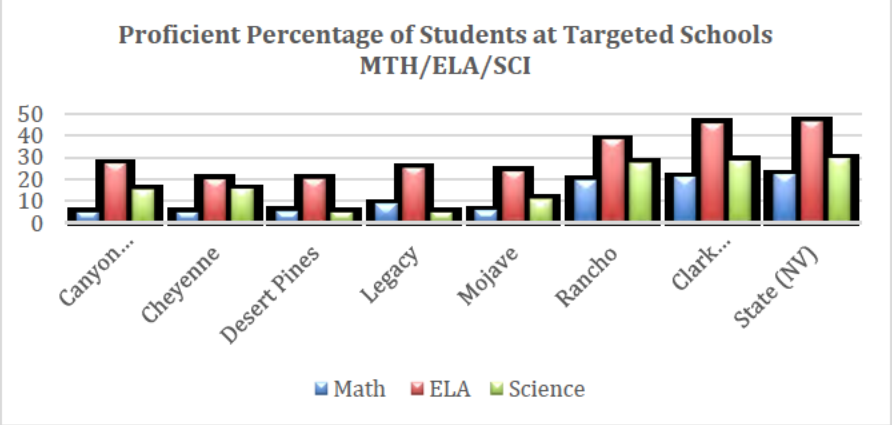
The disaggregated data by special student subgroups, as demonstrated in Figure 2.5, indicate the student outcomes decrease or have no proficient students on the American College Test (ACT) as well as the Science Criterion Referenced Test (CRT). In the IEP and ELL categories, there was no measurable growth displayed by any of the schools. However, in the FRL category, three of the schools displayed minimal growth Desert Pines (5.5%), Legacy (9%), and Mojave (6%). Rancho High School measured substantial growth (19.7%), exceeding both the State and County growth

[14] State of Nevada Department of Education. (n.d.). Nevada Educator Performance Framework. Retrieved from https://doe.nv.gov/Educator_Development_and_Support/Nevada_Educator_Performance_Framework(NEPF)/

[15] Nevada Department of Education. (n.d.). Nevada Schools Report Card. Retrieved from http://www.nevadareportcard.com/di/

percentages. Each of the high schools in the targeted zip codes align to the Academic and Demographic Needs Assessment as outlined by the Nevada Charter Authority.[16]

Figure 2.5 : Proficient Percentage of Students in Special Programs by School



(b) Academic Needs: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis to intentionally provide access to 3-, 4- and 5-star schools in zip codes where a significant percentage of students are attending a 1- or 2-star school. A map and list of zip codes is provided within this document; SPCSA charter schools are removed from the data set used to identify zip codes.

The grade levels served are 9-10, starting fall 2023-2024 with 300 students. The first year, 2023-2024, the breakdown will be 150 students for grade 9 and 150 students for grade 10. The second year, 2024-2025 with a student breakdown of 175/150/150 and a student population of 475 students. In year three, 2025-2026 with a student breakdown of 200/175/150/150 and a student population of 675 students. In year four, 2026-2027 with a student breakdown of 200/200/175/150 and a student population of 725 students. Finally, maxing out the student population during year five 2027-2028 with a breakdown of 200/200/200/200 and a student population of 800 students. TVHS's first graduating class will be May 2026.

The mission of the State Public Charter School Authority (SPCSA) is "to sponsor, support, and oversee dynamic and responsive public charter schools that prepare all students for academic, social, and economic success."[17] As shown in Tables 2.4 and 2.5, currently in North Las Vegas within the 89030, 89031, 89032, 89081, 89115 zip codes there are 21 public middle and high schools, 15 are ranked at either a 1 or 2 stars. The enrollment of students at those 1–2-star middle and high schools is approximately 16,125 students, who currently attend under performing schools. These schools struggle with irregular attendance, behavior issues, and poverty.

[16] Nevada State Public Charter School Authority. (2021). *2021 Academic and Demographic Needs Assessment.* Nevada. Retrieved from https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2021/210122-2021-Academic-and-Demographic-Needs-Assessment.pdf

[17] State Public Charter School Authority. (n.d.). Retrieved from https://charterschools.nv.gov/

Table 2.4: HS Star Ratings

HIGH SCHOOL	STAR RATING
CANYON SPRINGS	3
CHEYENNE	2
DESERT PINES	2
LEGACY	3
MOJAVE	3
RANCHO	4
AVERAGE	2.8 stars

Table 2.5: Target Zip Code 1-2 Star Middle and High Schools

TARGET ZIP CODE	TOTAL # SCHOOLS MS/HS	1-2 STAR SCHOOLS	1-2 STAR ENROLLMENT	1-2 STAR MS	1-2 STAR HS
89030	6	4	1,809	2	2
89031	3	2	3,829	1	1
89032	5	4	4,593	3	1
89081	4	3	3,393	2	1

During the 2020-2021 school year, the average graduation rate for the state of Nevada was 81% and Clark County had a rate of 80%. This means only 80 out of every 100 students is graduating from Clark County public schools. Clark County had a 91% average daily attendance rate, which was 1% under the average state attendance rate of 92%. The Clark County chronic absenteeism percentage for 2020-2021 was 34.3%, while the state average was 31.2%.[18] As shown in Table 2.6, the targeted high schools have a substantially higher absenteeism and lower graduation rate. TVHS believes that with its model, students will feel safe, interested, and motivated to come to school each day, therefore improving both the absentee and graduation rate.

Table 2.6: Chronic Absenteeism and Graduation Rate

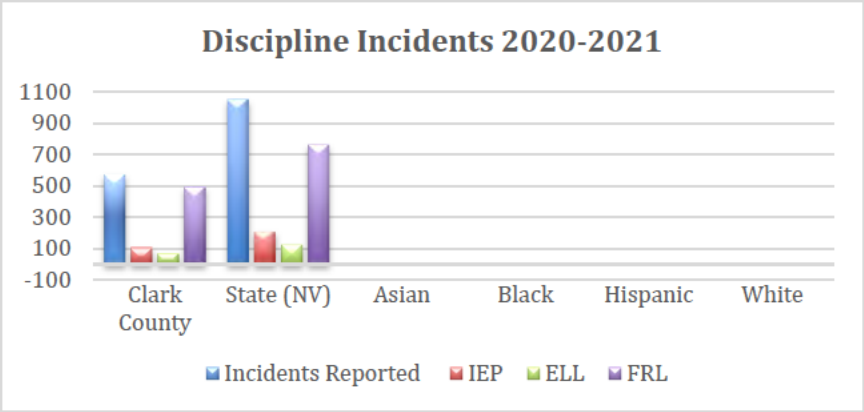
HIGH SCHOOL	CHRONIC ABSENTEEISM	GRADUATION RATE
STATE	31%	81%
CLARK	34%	80%
CANYON SPRINGS	74%	90%
CHEYENNE	55%	88%
DESERT PINES	66%	86%
LEGACY	58%	86%
MOJAVE	62%	81%
RANCHO	41%	95%

[18] Nevada State Public Charter School Authority. (2021). *2021 Academic and Demographic Needs Assessment.* Nevada. Retrieved from https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2021/210122-2021-Academic-and-Demographic-Needs-Assessment.pdf

Based on the school climate survey in 2020-2021[19], many students do not feel safe at school. This is the number one issue that TVHS is looking to change. Overall results for the social emotional learning are in the low 70% for all six schools, out of a 100% scale. SEL refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; maintain positive relationships and make responsible decisions. SEL is fundamental not only to children's social emotional development but also their health, ethical development, citizenship, motivation to achieve, and academic learning. TVHS has adopted the Goodlife SEL curriculum and the SEED Impact program to measure and grow each student's social emotional learning through SEL growth assessments.

The amount of violence and the use of weapons and drugs on campus at the high schools in these areas is a safety concern. Every day on the news is a different incident of violence at a Clark County school. According to the Discipline Report during the 2020-2021 school year, as shown in Figure 2.6, there were a total of 1054 incidents of bullying, violence, weapons, or drugs reported in the Clark County School District. Based on The Nevada School Climate and Social Emotional Survey 2020-2021, all six schools within the targeted zip codes are hovering just above least favorable conditions for physical and emotional safety, with scores at 300-340 out of a maximum score of 500. Students are not feeling both physically and emotionally safe at school. According to the Social and Emotional competence overall results, all six schools fell within the 70-76 range out of 100, the state average is 76. The social emotional composite score measures a students' perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making.

Figure 2.6: Discipline Incidents by Subgroup



The mission of the SPCSA is "to sponsor, support, and oversee dynamic and responsive public charter schools that prepare all students for academic, social, and economic success," and TVHS's culture and programs will accomplish those goals. The reported numbers for violence, substance misuse/abuse, and bullying are alarming. TVHS will address these needs via its curriculum, mentoring program, and community resources. Examples by which these issues will be addressed are (1) Life Skills Training (LST) reduces alcohol, marijuana, and tobacco use by 50-75%; (2) Peer Coaches and One-to-one Mentoring have a 77% success rate for reducing antisocial behavior; (3)

[19] Nevada Department of Education. (n.d.). Nevada School Climate Survey. Retrieved from http://datatool.nevadaschoolclimate.org/

Peer Led Disciplinary Board and Peer Mediation Program; Peer Counseling etc.; and (4) LIFT-Linking the Interests of Families and Teachers.

(c) Academic Need: Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis to prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed for student groups that are most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones.

The term *at-risk* is often used to describe students or groups of students who are considered to have a higher probability of failing academically or dropping out of school. This term may be applied to students who face circumstances that could jeopardize their ability to complete school, such as homelessness, incarceration, teenage pregnancy, serious health issues, domestic violence, transiency, or other conditions. It may also refer to learning disabilities, low test scores, disciplinary problems, grade retentions, or other learning-related factors that could adversely affect the educational performance and attainment of some students. While educators often use the term *at-risk* to refer to general populations or categories of students, they may also apply the term to individual students who have raised concerns—based on specific behaviors observed over time—that indicate they are more likely to fail or drop out. To be proactive, TVHS will be using three main programs to help students be successful in school and in life. Response to Intervention (RTI), Savvas Learning Curriculum and Savvas Realize Learning Management System, Wellness Wednesday, a One-to-One Mentoring Program, and SEED Impact SEL Assessments.

1. Response to Intervention (RTI): a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom.[20] The tiers of the RTI Processes are:
    a. Tier 1 Interventions- classroom intervention, screening assessment, differentiated instruction by developmental level and learning style
    b. Tier 2 Interventions- small group targeted interventions
    c. Tier 3 Interventions- individualized, intensive instruction and intervention

Research has shown that between 5-10% of the student body will require Tier 2 interventions and 1-5% will require Tier 3 interventions.

1. Savvas Learning Company Curriculum: Including Math, Literacy, Science, Social Studies/Civics, English Learners (ELL), World Languages (Spanish). In addition to classroom instruction, teachers also mentor students during dedicated weekly one-on-one meetings (Wellness Wednesday). With their mentors, students set long- and short-term goals, and discuss both their academic and emotional experiences while working toward these goals. Mentoring sessions build strong relationships between students and their mentors. Together, they celebrate successes, discuss reasons for roadblocks, and talk about areas of learning opportunity. Mentors will demonstrate a strong understanding of grade-

[20] RTI Action Network. (2021). RTI in Secondary Schools. Retrieved from http://www.rtinetwork.org/learn/rti-in-secondary-schools

level appropriate indicators for successful high school completion, such as early literacy, attendance, credit sufficiency, and plans to enable students to successfully meet these milestones.

2. Savvas Realize™ learning management system. It's the digital home of more than 1000 interactive Savvas programs. With one login, students and faculty can access everything—from standards-aligned content and customizable assignments to calendars, analytics, and groups. Now Realize is even better with a newly refined look, deeper integrations, easier ways to collaborate, and more versatility. Savvas Realize moves learning forward to better serve each student, teacher, and school system.[21]

3. SEED Impact: Working in partnership with SEED Impact, a stage-model framework, the SEED Impact Competency Ladders, will be customized, and integrated with TVHS programming to measure, credibly report, and accelerate the learning experience of TVHS's students. SEED Impact will guide TVHS's leadership team to customize three competency ladders (being, doing and relating) and clarify core SEL practices in alignment with its mission and most-desired program outcomes. At the start and end of each program year, program staff will use the competency ladders to assess each learner's performance. Learners will self-assess their experience as well. Combining these two complementary survey tools strengthens the validity and reliability of the measurement, amplifying the benefits derived by each participant.[22]

In customizing the assessments, we will build on the tools, research, and reporting what the organization has already done in this area. The intent is to simplify and reduce the workload on the staff as SEED Impact guides us to effectively implement this advanced approach to SEL measurement and accelerated learner growth.

PARENT AND COMMUNITY INVOLVEMENT

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

The founding team is committed to be a part of the North Las Vegas community. TVHS recognizes the role that parents, and community members have in the success and sustainability of a charter school. TVHS wants to engage with the families to create trust, support, and a deep understanding of the communities' strengths, desires, and needs. TVHS plans to gather this information through online surveys. In Table 2.7, you will see the results of the survey along with the outcomes of those results.

Table 2.7: Survey Results and Outcomes

Survey Question	Community Response	Outcomes
What is the most difficult part of school for your child?	Top 5: 1) testing, 2) assignments/teachers, 3) peers/classmates, 4) hours, 5) bullying	Weekly Wellness Wednesday, Goodlife SEL Curriculum, One-to-one Mentoring, Peer Mediation program

[21] Savvas Realize (2022). What is Savvas Realize? Retrieved from https://savvasrealize.com/#/
[22] SEED Impact. (n.d.). Social Emotional Learning. Retrieved from https://www.seedimpact.org/social-emotional-learning

How safe does your child feel at school?	66.7% unsafe, somewhat unsafe, or neutral. 33.3% safe or somewhat safe.	At-Risk & Struggling Students Conference The At-Risk & Struggling Students Conference focuses on evidence-based programs and strategies that educators can use to prevent dropouts and to help students experience success in school. 7th National Student Safety & Security Conference & Workshop 2022. School Climate & Culture Forum Scholars struggle to consistently define and distinguish the terms, but educators agree on the need to transform both "climate" and "culture" to improve academic outcomes.
Does your child have issues involving anything specific at school?	70% mentioned issues with mental health, along with 40% dealing with gender, sexual orientation, and bullying issues.	Wellness Wednesday, SEED Impact social-emotional growth assessment program, Established relationships with; Henderson Equality Center, Alternative Peer Group (APG), Foundation For Recovery (FFR)
What is important to you and your child when choosing a high school?	teachers, learning environment, school reviews	Extensive teacher training: Wired Differently: Trauma-Informed Schools Conference. One-to-one Mentors for all students and time each week set aside to meet with those mentors. SEL programming intends two essential benefits: 1) encouragement of positive, strength-based behaviors, integrated as norms for lifetime practice, and 2) discouragement of behaviors associated with negative school and life outcomes. Increasingly, educators, policymakers and employers alike hold that SEL is the key to optimizing education and training.
What programs would you like to see offered at TVHS?	social-emotional learning, mental wellness, adequately trained staff, practical real-life skills, career skills	Weekly Wellness Wednesday, Goodlife SEL Curriculum, Ramsey Financial programming, Home-Economics, One-to-one Mentoring, Peer Mediation program, SEL/Real-world Electives
Are you satisfied with the education that your child is receiving?	only 29% of the parents surveyed were satisfied with their child's education, less than 1 out of 3	Provide a safe space for students to grow and learn. Provide the necessary staff training, school culture, programming and resources to students and their families to ensure that they are satisfied with their child's education.

TVHS has and will continue to hold town hall meetings for parents to come and learn about the school and to ask any questions they may have. At the meetings, the founding team will be doing a presentation about TVHS, there will be fliers available with information, along with representatives from the Board and TVHS. We will distribute fliers at local stores and around the local neighborhoods and parks.

(4) Describe how you have engaged the local community to date as active partners in this application. What specific strategies have been implemented to date?

Partners listed in Table 2.8, will all be participating in Wellness Wednesday and are currently active in the application process. Partners have committed to hosting different sessions, all different time periods, and frequencies, to provide TVHS students and families with the needed resources, support, and experiences. A schedule will be determined and finalized the beginning of each semester, so that partners can plan well in advance. Data will be used from the previous semester

to adjust WW and the sessions offered to better meet the school need. TVHS will continue to seek out partners for WW to keep it current and relevant to the students and staff.

Table 2.8: Active Community Partners

Community Partner	Contact	How Partnership supports TVHS and Wellness Wednesday	Letter of Support
Foundation for Recovery (89108)	Laura Plowman	Once monthly on wellness Wednesday a Peer Recovery Support Specialist will share their personal story. Provide relevant trainings to students and their families on topics such as reducing stigma, overdose prevention, hard reduction	Yes
North Las Vegas Library District (89030)	Director Forrest Lewis	Library card for all students, share variety of resources for students and families, instruction on how to effectively utilize the library databases (once per quarter on wellness Wednesday	Yes
Goodlife (Every Student Ready for Life)	Nate Chrisman	Social-Emotional Learning Curriculum, Staff training for mentoring students, Goodlife launch day speaker on Wellness Wednesday once per quarter	Yes
Winzer Corporation	James Rolnik	Custodial Supplies/Paper Products and Dispensers	Yes
SEED Impact (based out of New York)	Melinda Lackey	Social Emotional Growth Assessment, Data Reports and Analytics, Teacher/Staff Training	Yes
Americorps (Nevada Recovery Corps 89108)	Anthony Palomeque	Peer Recovery Coaches every Wellness Wednesday and possibly 2 additional days a week on campus so that there is support for the students on Monday, Wednesday and Friday	Yes
The Phoenix-TRY (89101)	Alison Chambers-Trauma Recovery Yoga (TRY)	Yoga sessions once per month on wellness Wednesday, parent resources, family activities in the evening, Yoga for the staff	Yes
American Foundation for Suicide Prevention (Satellite NLV office)	Taryn Hiatt	Provided a School Policy on Suicide Prevention, an after-suicide toolkit, Staff Training, and resources	Yes
City of North Las Vegas (89030)	Community Services and Engagement Director- Serafin Calvo	Community Outreach team in NLV, will distribute fliers and promotional items to the community	Yes included with Director Lewis
Office of Suicide Prevention (89074)	Richard Egan, Dominick	Suicide prevention resources and Safe Talk training (teachers), Assist training (counselors), Youth Mental Health and First Aid Training (all staff)	Yes
Henderson Equality Center (89014)	Chris Davin, Trevor	Assistance with GSA, LGBTQ safe space, Teacher training, support, and resources	Yes

Nevada Women in Trades (89102)	Robin Johnson	Construction of a school mural using tile and teaching the skills to the students each week on WW util finished	Yes
Opera Las Vegas (89141)	Jim Shore- General Director	Wellness Wednesday once per semester; 45- minute presentation/performance "Who's Afraid of Opera, Tours of the Opera House, Periodic voice classes	Yes
DC Financial Services (IL 60462)	David P. Chandler- Owner/Financial Advisor	During wellness Wednesday, will provide 2-yearly informational workshops about financial investing and money management	Yes
NAMI- National Alliance on Mental Illness (89109)	Trinh Dang- Executive Director	Enhance educational opportunities for students and families by providing education, support, and community-based resources to supplement programs and initiatives at the school	Yes
Red Hook Capital	Alyssa Ross	Securing a location and securing funding for a build-out. Securing a lease on a facility in June/July 2022	Yes- included in Attachment #16
The Pride Tree (89179)	Grant Frailich- Founder/President	Enhance educational opportunities and families by providing financial and community-based resources to supplement programs and initiatives at school	Yes
The CEO Within (North Las Vegas)	Alice Vo Edwards- Founder/CEO	Enhance the educational opportunities for our students and families by advising on how to improve or enhance student success and/or student and teacher wellbeing and retention. Provide financial and community-based resources to supplement programs and initiatives at the school where funding becomes available to such programs. We are also discussion possible participation on the school board.	Yes

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

Student and Family Outreach
Goals for Outreach

1. Two Hundred confirmed student enrollments by August 2023.
2. Ten or more scheduled events, parent meetings, to obtain support from local families and To increase student interest and enrollment. (February 2022 – August 2022)
3. At least one parent of a potential TVHS student, will join TVHS School Board.

Outreach Strategies – Spanning October 2021 – August 2023

1. Networking events for fundraising (See Table 2.9)
2. Parent Meetings in multiple NLV zip codes and communities.
3. Intense marketing, social media presence and literature distribution.

Table 2.9: Networking Events

Who	Date Met	Time	What did we hope to accomplish/gain?	How have we used their feedback in the design?
Aloha Spooktacular Bazaar (Sahara West Library 89117)	10/16/21	11-2pm	Networking, surveys, letters of support. Pass out information materials and promotional items.	Connections made with students and families. Surveys completed and feedback resulted in adopting a SEL curriculum, providing a safe space, Yondr pouches to limit cell phone use in school
NLV Harvest Fair and Carnival (Neighborhood Rec Center 89030)	10/30/21	10-2pm	Networking, surveys, letters of support. Pass out information materials and promotional items.	Connections made with students and families. Surveys completed and feedback resulted in adopting a SEL curriculum, providing a safe space, Yondr pouches to limit cell phone use in school
Pearson Center-Parent Meeting (89032)	05/21/21 05/28/21	6:30-8:30pm 6:30-8:30pm	Networking, surveys, letters of support. Pass out information materials and promotional items.	Connections made with students and families. Surveys completed and feedback resulted in ensuring appropriate, adequate, and timely teacher training
Town Hall Meetings @SkyView YMCA (89081)	03/13/21 03/27/21 04/10/21 04/24/21 05/08/21 05/15/21 03/10/21 03/20/21	1:30-3:30pm 10am-12pm 1:30-3:30pm 10am-12pm 10am-12pm 1:30-3:30pm 5-7pm 5-7pm	Networking, surveys, video testimonials, letters of support and students that completed and intent to enroll. Possible parent board member recruitment, possible TVHS board member recruitment.	Online survey- 89084, 89121 We recently added zip code to the survey to collect more specific zip code data to focus on specific areas. Videos- testimonials from students and parents, clips will be complied into an advertisement that will be shared via social media.
Pass Out Fliers-targeting zip codes (89030, 89031, 89081, 89115)	03/10/21 03/20/21 04/20/21	5-7pm 5-7pm 5-7pm	Spreading the word about TVHS, obtaining intent to enroll forms and/or letters of supports	We learned that there are better ways to market and that students have better luck than adults.

	05/05/21	5-7pm		
	05/08/21	5-7pm		
Henderson Equality Center	06/11/21	6-7pm	Attend the GSA meeting and make connections with students. Give students information about TVHS and encourage students to fill out an intent to enroll and tell their friends.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent and community voice. Solicit more student interest and enrollment.
Cocktail Party Mix and Mingle Fundraising Event (Tim Winterfeld's house)	01/08/22	5-9pm	Fundraising, Networking, Planning for future fundraising events.	Wine Tasting Event 02/26/22
East Library Town Hall Meeting (89101)	02/23/22	6-7pm	Networking, surveys, letters of support, pass out informational materials, and promotional items.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent and community voice. Solicit more student interest and enrollment.
Wine Tasting Fundraiser Event	02/26/22	7-9pm	Fundraising, feedback on our model, recruitment of TVHS Board members.	Tickets $25 donation each. Current members had to sell 4 tickets. Theme baskets will be auctioned at the end of the night for various amounts. Hoping to generate funds for TVHS.
Centennial Library Town Hall (89131)	03/03/22	6-7pm	Networking, surveys, letters of support, pass out informational materials, and promotional items.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice.

				Solicit more student interest and enrollment.
West Library Town Hall (89106)	03/16/22	3:30-5:30pm	Networking, surveys, letters of support, pass out informational materials, and promotional items.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice. Solicit more student interest and enrollment.
Middle School Counselor High School Presentations (Present TVHS literature and town hall meeting information and dates 89030, 89115 focus)	03/18/22	Monaco, Von Tobel, Bridger, JD Smith, Johnston, Sedway	Networking, surveys, letters of support, pass out informational materials and promotional items. Distribute materials to schools by February 16 to make sure that there is enough time to advertise the dates for the library events.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice. Solicit more student interest and enrollment.
Personal mailings to Homeschool students	04/12/22	11am	Mailed home promotional materials and information to 70 students that are currently Homeschooled	Solicit student enrollment
Wellness Wednesday Resource Fair-Pearson Community Center	04/13/22	3-7pm	Networking, surveys, letters of support, pass out informational materials, and promotional items.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice. Solicit more student interest and enrollment.
Walnut Community Center (Yoga demonstration and informational TVHS meeting.	04/23/22	3-5pm	Networking, surveys, letters of support, pass out informational materials, and promotional items. Participate in a TRY Yoga session	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice.

				Solicit more student interest and enrollment.
UFC Fit- Vendor Village (89149)	04/30/22	8am – 2pm	Networking, surveys, letters of support. Pass out information materials and promotional items. Obtain surveys, video testimonials, letters of support and students that completed and intent to enroll.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice
NLV Police Neighborhood BBQ (89030, 89031)	05/21/22	12-4pm	Networking, surveys, letters of support. Pass out information materials and promotional items. Obtain surveys, video testimonials, letters of support and students that completed and intent to enroll.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice
Henderson Equality Center Pride Fest	06/10-06/11/22	All day	Networking, surveys, letters of support. Pass out information materials and promotional items. Obtain surveys, video testimonials, letters of support and students that completed and intent to enroll.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice. Solicit more student interest and enrollment.
3-on-3 Basketball Tournament	Sept. 2022 and April 2023	All day	Networking, surveys, letters of support. Pass out information materials and promotional items. Obtain surveys, video testimonials, letters of support and students that completed and intent to enroll.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice. Solicit more student interest and enrollment.

Community and Civic Leader Outreach
Goals for Outreach

1. Forty or more students, parents, community members, and organizations to give input and feedback into the school mission, vision, and design.
2. Twenty or more letters of support from community members, parents, and/or organizations.
3. Three or more community members join the School Board. (CPA, Marketing specialist, Grant Writer)

Outreach Strategies – Spanning May 2021 – August 2023

1. Participate in 3-5 events around the community to get The Village High School name out to the public and to establish connections. (See Table 2.10)
2. Between 15-20 individual meetings with professionals and organizations with a personal connection.
3. Between 15-20 individual meetings with professionals and organizations recommended to us by personal connections.

Table 2.10: Networking Events

Who	Date Met	Referred By	What did we hope to learn?	How have we used their feedback in the design?
Project 150- Stacy Chapter	05/12/21	2-3pm	How we could work together to help Nevada students.	TVHS will have a Project 150 community room on campus. TVHS will collect donations (food, clothes, shoes) for Project 150.
Trinh Dang, Executive Director - National Alliance on Mental Illness (NAMI)	06/22/21	Bianca Amy	Possible curriculum/programs for SEL. Connections to the mental health community.	Several connections to the mental health and behavioral health community.
Henderson Pride Festival (Chris Davin)	06/05/21	Amy	TVHS was hoping to meet and speak with Governor Steve Sisolack, Councilwoman Pat Spearman, Senator Dina Titus, Rev. Bonnie Radden.	TVHS has built a partnership with the Henderson Center to connect with the youth they serve. TVHS was able to distribute informational fliers to all politicians
LIMA Provider meeting LVMPD (Angel Lash)	12/09/21	Bianca Rachel	How TVHS can enroll the students that are currently in the program.	Clientele does not meet the age requirement for high school. Trying to establish a connection with juvenile aged students that could benefit from TVHS programs.

Dr. Alice Edwards- The CEO Within business consultant (marketing)	12/27/21	Bianca	Feedback on our educational model and new ideas to improve our marketing and social media presence.	Developed multiple promotional fliers and a landing page. Increased and differentiated our marketing materials (t-shirts, stickers, magnets, mugs, prize wheel) Fill out a survey and spin the wheel to win a prize. Enroll at TVHS and get a swag bag.
Melvin King- Library Board Trustee	12/28/21	Dana, Andrew, Amy	The libraries would like to expand their programs to include schools.	Melvin suggested we reach out to the middle schools in the area and book town hall meetings within the zip codes we'd like to serve. Outcome: TVHS will be sending fliers to 6 middle schools to invite families to three town hall events planned for February and March.
Foundation for Recovery, FFR (Tina Fennel, Anthony Palomeque, Laura Plowman, Ron Schnese)	12/29/21	Rachel Amy	Establish a relationship to bring programs into TVHS in the evenings for families that are in recovery or battling addiction.	Americorps- established a peer coaching program to incorporate on wellness Wednesday. FFR- once each month a peer coach will share their story on WW.
American Foundation for Suicide Prevention (Taryn Hiatt)	01/07/22	Amy Rachel	Introducing TVHS and our new model for education. Gain support for the school. Programs for WW?	SEL curriculum and resources to use on WW and will participate in WW
The Phoenix (Michelle Costigan and Todd Jones)	01/10/22	Rachel	Introducing TVHS and our new model for education. Gain support for the school. Programs for WW?	Programs for TVHS families in the evenings. (Yoga, Rock climbing, Painting, etc.)
Office of Suicide Prevention (Richard Egan)	01/11/22	Bianca	Introducing TVHS and our new model for education. Gain support for the school.	Curriculum for suicide prevention. Participation in WW, peer support. Yondr pouches to limit cell phone use in school

NLV Mayor Candidate Robert Taylor (interview)	01/29/22	Bianca Rachel	Introducing TVHS and our new model for education. Gain support for the school and to support his running for Mayor of NLV.	Keynote speaker on Wellness Wednesday. Volunteer for after school activities.
Olive Crest- Care for Abused and Neglected Children	02/04/22	Amy	Connect with families with high school aged children that would benefit from TVHS.	They have programs for teens that align with life-skills classes. These programs are student driven. They requested that TVHS provide more information (infographic) to see where they can provide support to the school.
Black Monday Event with Darren Waller (New Beginnings)	02/07/22	Bianca Rachel Amy	Networking, surveys, letters of support. Pass out information materials and promotional items.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice. Parents want a safe space for their students, teachers that have been trained to work with students experiencing trauma, and a place that will help them focus on their recovery
The Phoenix/Try Alison Chambers Joyce Bosen	02/14/22	Rachel Amy	Establish partnership for after school activities for families of TVHS students.	Will participate in WW and offer after school programs for students and families, with Trauma Recovery Yoga TRY
PTSD in CCSD	02/15/22	Rachel Amy	Learn about the trauma that is happening in CCSD and discuss solutions	Students do not feel safe at school and mental health is on a decline. TVHS will use SEED Impact SEL growth testing and building a safe, positive school culture. Use of Yondr pouches to limit cell phone use
Laura Deitch	01/20/22	Lin	Potential Board Member interview	Was unable to commit to the TVHS board
Jamee Millsap	1/27/22	Lin	Potential Board Member interview	Conflict of Interest with her current employer
Dr. Lauren Chapple-Love	1/28/22	Lin	Potential Board Member interview	Interested in participating in Wellness Wednesdays

Kendrik Kumabe	January 2022-ongoing	Rachel Amy Sunday @9am	Networking to establish a possible partnership with K-8.	Regular meetings, event referrals, marketing assistance and grant writing
Director Forrest Lewis	03/09/22	Rachel Amy 4-5pm	How we can reach more students and connect more with NLV.	Connected to Serafin Calvo, will be participating in WW, all students will have a library cards and access to resources
Serafin Calvo	03/23/22	Rachel Amy 4-5pm	How we can reach students and the community. How can we get students to sign up?	NLV Outreach team, getting marketing materials for the team to distribute.
Red Hook Capital-David Hyun and Marissa Quintanar, Alyssa Ross	04/06/22	5-6pm	Facilities and land available for purchase within our zip codes.	Finding a facility that can be home to TVHS
Spencer Styles-Charter Impact	04/12/22	10-11am	Budget revisions	Finalize budget workbook and narrative for application resubmission
NLV Mayor Candidate Robert Taylor	04/15/22	9-11am	Reconnect, get updates, and promote TVHS	Went Live on Facebook to promote TVHS from his barber shop, encouraged people to fill out LOI
Office of Suicide Prevention-Richard Egan and Dominick Terry	04/20/22	4-5pm	Suicide Prevention program, Teacher Training, Letter of Support	Using the suicide prevention program and OSP will be participating in Wellness Wednesday
Opportunity 180 Grant Training	04/25/22	4-5pm	Information about O180 Grants and the To Do's	Deadlines for the LOI, May 5, Application due date, June 24

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

The founding team all have close ties with the Las Vegas community. All team members work and live within Las Vegas valley.

Dr. Amelia Cook
Dr. Cook moved to Las Vegas in August of 2013. She currently serves as a Curriculum Coordinator at Cristo Rey St. Viator in North Las Vegas. Dr. Cook's experience spans over twenty years in education, mainly in secondary education grades 7-12. She has served as a department chairperson and a School Improvement Specialist in Mathematics. Dr. Cook is a nationally certified trainer with the Center of Teacher Effectiveness in classroom management and with DimensionU in gaming implementation in education.

Mari Galloway
Mari is an executive level professional, she moved to Las Vegas 4 years ago. She is the CEO of Cyberjutsu, dedicated to bringing more women and girls to cyber. Mari also is an online instructor for the University of Maryland. Mari wants to be more involved within the community and wants to help merge the presidents and CEO of major companies with the students of TVHS to secure a safe and successful future.

Bianca McCall, LMFT
Founder of Reach In Now Suicide Prevention and Awareness Bianca is a seasoned executive-level professional, who has global reach as an educator. With a practical ability to get things done and a fair and thoughtful approach to management, Bianca proposes innovative approaches and initiative to get things done. She moved to the fabulous Las Vegas, Nevada in July of 2005, and quickly fell in love with its transient nature. She gets to meet people from every part of the world, while they find themselves in the desert seeking life-altering experiences. Which makes Las Vegas the most spiritual place in this part of the world. She noticed there was a wonderful opportunity to continue her education and begin her career in mental health, which she would go on to earn her master's degree in Marriage, Child, and Family Counseling. In June of 2011, Bianca founded Desert Rose Counseling Group.

Melanie Palmer
Melanie Palmer is a native of Chicago, IL and relocated to North Las Vegas, NV in 2017. Melanie is a Radio Broadcaster turned educator, who relocated to North Las Vegas in 2017. Prior to her relocation she worked for the Gary, Indiana School District, a private early childhood education institution, the Chicago Public Schools District, and had a 16-year career in radio broadcasting in both Commercial and Public Radio. Melanie also serves as the President of the Taylor Michelle Russell Foundation (TMRF) named for her late daughter, whose mission is to give children who are suffering with Hemophagocytic Lymph histiocytosis (HLH), a rare auto- immune disease, as well as other children who are ill with rare diseases, the Chance of a Lifetime. She has been a member of Delta Sigma Theta Sorority, Inc., a Public Service Organization, for 28 years. While working as a substitute teacher and Master Control Engineer, she saw the disparities in education for minority students on the southside of Chicago, which led to her return to school to obtain a teaching license. In 2011, she earned a Type 3 Teaching Certificate in Elementary Education with Middle School endorsements in English Language Arts and Social Studies from Chicago State University, and in 2016 she obtained an Elementary Education Teaching License in the State of Indiana. In 2018, she obtained an Elementary Education Teaching License in the State of Nevada. Melanie is currently an Intervention Specialist and a former Middle School Teacher Lead and Middle School Social Studies Teacher.

Lin Soriano
Lin Soriano is a life-long educator. She moved out to Las Vegas and began teaching elementary Humanities in CCSD in 2003. She has since earned Teaching English as a Second Language (TESL) endorsement and has held various positions in CCSD, including 5th grade inclusion teacher, 8th grade world geography teacher, English Language Learner (ELL) Specialist, instructional coach, and school administrator. Lin was a dean of students in a middle school, as well as an assistant principal at a middle and high school. She also spent some time in Mexico teaching English to children and adults. She is currently still employed with CCSD as an Elementary School Principal and was most recently in the central office in the Student Services Division as lawyer in the Office of Compliance and Monitoring and handles all special education due process cases filed against CCSD. Aside from her full-time employment with CCSD, she is an eviction mediator with the Access

to Justice Commission through the State Bar of Nevada, and an arbitrator for the Financial Industry Regulatory Authority (FINRA).

Josh Sliker
Josh has been a licensed attorney in the State of Nevada since October 2011 and in the State of Utah since May 2013. He was employed by the law firm of Barron & Pruitt, LLP as a Law Clerk from approximately August 2010 until he was licensed as an attorney in October 2011, and then was employed as an Associate Attorney until March 2016. In March 2016, he became an Associate Attorney with the law firm of Jackson Lewis P.C. until his elevation to Principal on January 1, 2021. He has served on the board of directors of the Las Vegas Defense Lawyers, a not-for-profit entity, since March 2016. Josh is looking forward to helping TVHS structurally, as well as developing policies, procedures, and long-term goals. He is excited to be able to recommend TVHS to families and clients in the Las Vegas area, and to provide a safe space for students to grow.

Rachel Kaplan
Rachel has lived in Las Vegas for 16 years, moving out west in 2006 from Michigan. Rachel has worked at several different public and charter schools, grades K-12, in multiple states. She has held multiple teaching, administrative and supervisory roles throughout her career. Rachel is an advocate for all students and for educating the whole child. Having taught mostly marginalized student populations, she sees the need for social-emotional education and mentorship for all students. Students are slipping through the cracks and getting lost. Rachel believes that "You must educate the whole child, and to do this it takes a village."

(7) Describe any expectations for parent volunteering.

Parental and community involvement is a fundamental aspect of the mission and vision of TVHS. The school will reach out to parents and the community through the website, monthly newsletters, social media outlets, and event calendars which will be updated monthly to disseminate information and maintain open lines of communication. The school will also provide workshops, hold parent meetings, and open houses, and email blasts to inform parents of involvement opportunities at the school throughout the school year. These include activities such as chaperoning field trips, assisting with class projects, helping in the office, speaking during Career Week, Family Day, etc. All parent volunteers will have to fill out an application and must be fingerprinted and background checked before they can be on campus.[23]

Parent satisfaction is critical to the success of the school. Parents will be active partners in the performance planning of relevant goals. There will be a parent representative on the Board and on the Board's Academic Committee. The purpose of the Academic Committee shall be to review school data, ensure academic expectations and goals are being met. They will also provide insight into instructional activities that meet specific needs of the students. In addition, the public, especially parents, will be notified of Board meetings and may be active participants at the Board meeting by providing public comment and bringing relevant matters to the Board's attention.

(8) For each strategic partnership your school has established with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than the CMO/EMO identified in the application or dual-credit partners discussed in

[23] Nevada Legislature. SB185. Retrieved from https://www.leg.state.nv.us/App/NELIS/REL/80th2019/Bill/6313/Overview, NRS 385.080, 388A.515, 388C.200, 391.104

subsequent sections, please complete the table below. If there are future organizations that you plan to seek to partner with, please list those as well. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Please see Attachment 1 for the Letters of Support, please see table 2.11 for each of strategic partners and their involvement in The Village High School and Wellness Wednesday.

Table 2.11: Strategic Partners

Community Partner	**Contact**	**How Partnership supports TVHS and Wellness Wednesday**	**Letter of Support**
Foundation for Recovery (89108)	Laura Plowman	Once monthly on wellness Wednesday a Peer Recovery Support Specialist will share their personal story. Provide relevant trainings to students and their families on topics such as reducing stigma, overdose prevention, hard reduction	Yes
North Las Vegas Library District (89030)	Director Forrest Lewis	Library card for all students, share variety of resources for students and families, instruction on how to effectively utilize the library databases (once per quarter on wellness Wednesday	Yes
Goodlife (Every Student Ready for Life)	Nate Chrisman	Social-Emotional Learning Curriculum, Staff training for mentoring students, Goodlife launch day speaker on Wellness Wednesday once per quarter	Yes
Winzer Corporation	James Rolnik	Custodial Supplies/Paper Products and Dispensers	Yes
SEED Impact (based out of New York)	Melinda Lackey	Social Emotional Growth Assessment, Data Reports and Analytics, Teacher/Staff Training	Yes
Americorps (Nevada Recovery Corps 89108)	Anthony Palomeque	Peer Recovery Coaches every Wellness Wednesday and possibly 2 additional days a week on campus so that there is support for the students on Monday, Wednesday, and Friday	Yes
The Phoenix- TRY (89101)	Alison Chambers- Trauma Recovery Yoga (TRY)	Yoga sessions once per month on wellness Wednesday, parent resources, family activities in the evening, Yoga for the staff	Yes
American Foundation for Suicide Prevention (National office in New York, satellite NLV office)	Taryn Hiatt	Provided a School Policy on Suicide Prevention, an after-suicide toolkit, Staff Training, and resources	Yes
City of North Las Vegas (89030)	Community Services and Engagement Director- Serafin Calvo	Community Outreach team in NLV, will distribute fliers and promotional items to the community	Yes included with Director Lewis

Office of Suicide Prevention (89074)	Richard Egan, Dominick	Suicide prevention resources and Safe Talk training (teachers), Assist training (counselors), Youth Mental Health and First Aid Training (all staff)	Yes
Henderson Equality Center (89014)	Chris Davin, Trevor	Assistance with GSA, LGBTQ safe space, Teacher training, support, and resources	Yes
Nevada Women in Trades (89102)	Robin Johnson	Construction of a school mural using tile and teaching the skills to the students each week on WW util finished	Yes
Opera Las Vegas (89141)	Jim Shore- General Director	Wellness Wednesday once per semester; 45-minute presentation/performance "Who's Afraid of Opera, Tours of the Opera House, Periodic voice classes	Yes
DC Financial Services (IL 60462)	David P. Chandler-Owner/Financial Advisor	During wellness Wednesday, will provide 2-yearly informational workshops about financial investing and money management	Yes
NAMI- National Alliance on Mental Illness (89109)	Trinh Dang-Executive Director	Enhance educational opportunities for students and families by providing education, support, and community-based resources to supplement programs and initiatives at the school	Yes
Red Hook Capital	Alyssa Ross	Securing a location and securing funding for a build-out. Securing a lease on a facility in June/July 2022	Yes-included in Attachment #16
The Pride Tree (89179)	Grant Frailich-Founder/President	Enhance educational opportunities and families by providing financial and community-based resources to supplement programs and initiatives at school	Yes
The CEO Within (North Las Vegas)	Alice Vo Edwards-Founder/CEO	Enhance the educational opportunities for our students and families by advising on how to improve or enhance student success and/or student and teacher wellbeing and retention. Provide financial and community-based resources to supplement programs and initiatives at the school where funding becomes available to such programs. We are also discussion possible participation on the school board.	Yes

3) Academic Plan

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

Nevada School Performance Framework[24] criteria categories include Academic Achievement, Graduation Rate, English Language Proficiency, College Career Readiness, and Student Engagement. TVHS will offer the following programs and partnerships within the 9-12 pathways and curriculum consistent with the Performance Framework best practices:

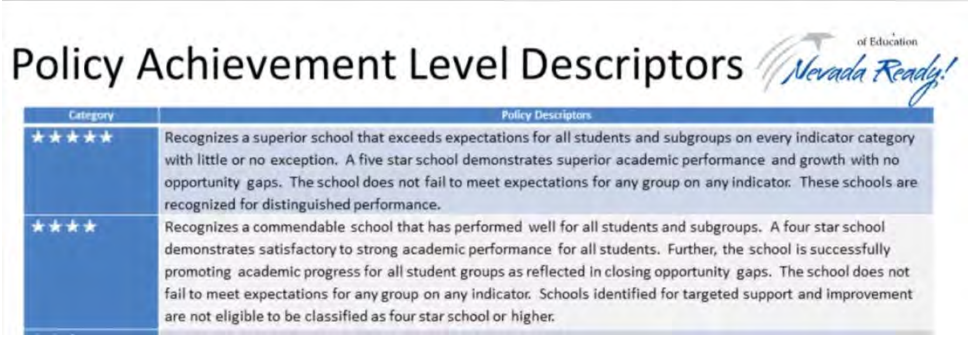
TVHS anticipates offering the following programs and partnerships within the 9-12 pathways and curriculum:

- SEED Impact- Social Emotional Learning (SEL)
- Suicide Awareness and Education
- Project 150 Community Room
- Ramsey Financial- Financial Literacy
- Dual Enrollment at the College of Southern Nevada (CSN)
- 1 to 1 Technology
- Technology Programs (Infinite Campus, Google, Evaluwise)
- World Language courses
- Tutoring Program for the lowest 20%, bubble students, and for intervention
- Student driven extra-curricular activities
- SEED Impact social emotional learning growth testing and competency ladders
- Yondr cell phone pouches to limit cell phone use during the day

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

Through these programs, trained and equipped teachers, and a positive school culture, TVHS is confident in meeting the criteria and indicators of a four- or five-star school. In Figure 3.1, the descriptors for the target levels 4 and 5 are explained.

Figure 3.1: 4 and 5 star Level Descriptors



[24] State of Nevada Department of Education. (n.d.). Nevada School Performance Framework. Rethttps://doe.nv.gov/Accountability/NSPF/

TVHS believes in the equity of measurable and ascertainable curriculum for all levels of students. The curriculum evaluation process will be led by a team of teachers, instructional coaches, and administrators who will evaluate and test the relevance and effectiveness of the curriculum on a regular basis through assessments. TVHS will align its curriculum with the Nevada Academic Content Standards (NVACS). The team will collect teacher feedback and student data from NWEA MAP, state assessment data, SEL data, and internally created assessments. Teachers will meet weekly with Professional Learning Communities that are grouped by grade levels/content areas. This will provide an opportunity to discuss and analyze student data and plan for instruction and lesson implementation.

The educational program uses standards-based, state-adopted texts and research-based instructional materials, aligned to NVACS, and high-yield educational strategies described above proven to improve student achievement and accelerate achievement of students with large gaps in learning. TVHS will implement a curriculum from Savvas Learning which provides core pathways and one-to-one mentoring for students who attend TVHS to attain and demonstrate mastery of state standards.

Teachers will be trained to use differentiated instruction and other research-based strategies described herein, as well as state adopted texts, enhanced by supplementary materials and programs, to ensure student success. Differentiated instruction across the curriculum and targeted intervention programs will serve as vehicles to increase learning opportunities for all students, including English Language Learners and students with disabilities.

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

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

- Wellness Wednesday
- Blended Learning, Problem-based learning
- Smaller class sizes (28 students per class)
- SEED Impact - Social-Emotional Learning Growth Assessment
- Kagan Structures
- Goodlife SEL curriculum
- Yondr Pouches

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

Goodlife Curriculum- Every Student Ready for Life. Goodlife provides the platform for caring adults to effectively connect to today's youth with confidence, knowing that what they are using to guide, teach and empower youth has been curated with the best tools and methods available. Clear teaching through consistent messaging in addition to mentoring also reduces risks of early anti-social behavior, alienation, family management problems, and lack of commitment to school.

Finally, the framework helps to produce healthy beliefs, creates opportunities for involvement, and reinforces pro-social behavior.[25]

- Percent SEL gains by participant, cohorts, and aggregate
- Distribution of competency levels
- Narrative accounts supporting and enriching these data
- Summary ratings of the core practices
- Correlation of the results from the ladder ratings and self-assessments
- Suggested strategies for accelerating growth in SEL.

Working closely with SEED Impact to launch these SEL tools for strategic learning and outcome measurement, our program will gain:

- Streamlined data collection – reducing the lift required of staff and volunteers
- Ability to blend numbers and narratives in compelling reports that credibly convey fullness of our program's life-changing results
- Baseline data to inform program enhancements and against which to track gains
- Ability to compare across cohorts and time periods, and tally results across the organization
- Ability to causally link the benefits of participating in our program to successes in school home and employment, as SEL benefits translate across environments.

Between program experiences, participants can be challenged to reference the three ladders (being, doing, relating) to accelerate their SEL growth. SEED Impact will support TVHS's staff to guide participant self-reflection on contrasts between the stages reached on each ladder with the next-higher stages. Learners will identify skills and behaviors from higher stages to mirror, and then throughout the year practice, journal, and report on their successes. This reflection can be incorporated in participant learning plans. Learners will enter the next program experience with heightened SEL competencies on which to build.

Kagan Strategies[28]: TVHS's secondary teachers have the responsibility of helping students master our academic content. The research data, as well as the experiences of other teachers and students, makes it clear that students perform better academically when use Kagan Structures are used. Kagan Structures elevate high school academic achievement. As secondary teachers, TVHS will have a second and a broader set of responsibilities: to have students leave the classrooms college- and career-ready. TVHS will need to prepare students with thinking skills and interpersonal skills necessary for success in the 21st century workplace and world. As students prepare for college and beyond, they need skills for success in an increasingly interdependent and fast changing environment in which innovation and the ability to work well with others are at a premium. Students cannot acquire those skills in our classrooms if they do not work with others.

Wellness Wednesday is a day each week to focus on mental health and self-care. Being mentally healthy during childhood means reaching developmental and emotional milestones and learning healthy social skills and how to cope when there are problems. Mentally healthy children have a

[25] Goodlife. (n.d.). PBIS & Social Emotional Learning. Retrieved from https://www.iwantgood.org/
[27] SEED Impact. (n.d.). Social Emotional Learning. https://www.seedimpact.org/social-emotional-learning

[28] Kagan Online. (2022). The Power of Kagan. Retrieved from https://www.kaganonline.com/power_of_kagan.php

positive quality of life and can function well at home, in school, and in their communities. TVHS has several community partners that students will be able to have access to such as Ramsey Financial Literacy, SEL Curriculum, TRY Yoga, Foundation for Recovery, mentoring, behavioral health, and suicide prevention. Students and faculty will also can meet with one another to discuss academic, personal, and social goals and determine a plan for student success.

Youndr Pouches: Yondr has been making schools phone-free since 2014. Through our learnings and experience, we have developed a comprehensive program to support the implementation of a phone-free school, from arrival to dismissal. Each phone is placed into a Yondr Pouch that locks when it is closed. Students and Staff flow into and out of the designated phone-free space, as guests enter, they secure their phone in a pouch and unlock their pouch as they leave. [29] Each classroom and office within the school will have access to an unlocking magnet so that technology can still be used when needed within the school. Yondr also offers a student work program, for students who are 18 years of age, to get paid to help distribute, lock, unlock, and collect the pouches at local shows and events. Students can make up to $18 per hour working these phone-free events and shows. Also, two of our school board members have taught in school's that used Yondr pouches and were part of the implementation team that brought the idea to the school.

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

Portions of TVHS's model will include Savvas Learning Curriculum, to include core curriculum, world languages, ELL, and Health, along with SEED Impact SEL growth assessment. Savvas, formerly known as Pearson K12 Learning, carries a longstanding tradition of innovation and leadership by providing content spanning all K-12 grade levels and disciplines. By combining new ideas, new ways of thinking, and new ways of interacting, Savvas design next generation learning solutions that help prepare students to become global citizens in a more interconnected, digital world. Developed authors and educators, their learning programs leverage the power of data and advanced technology to deliver immersive, personalized, and flexible content that connects teachers and students with real-world learning experiences, helping all learners discover their greatness. Designing innovative learning solutions that are more customizable, more adaptable, and more relevant — improving every student's chance to succeed, in the classroom, and in life.[30]

SEED Impact is another program that will be used in TVHS's model. The TVHS elective choice for our secondary programming is the SEED Impact Program. SEED Impact is a program that focuses on internal growth utilizing Social Emotional Learning (SEL). SEL intentionally develops attitudes, behaviors, and skills that are fundamental for academic and life success. SEL programming incorporates two essential benefits:[33] (1) encouragement of positive, strength-based behaviors,

[29] Yondr. (n.d.). Retrieved from https://www.overyondr.com/
[30] Savvas Learning. (2022). Academic and Product Research. Retrieved from https://www.savvas.com/index.cfm?locator=PS32J7
[33] Casel.org. (2019). Practical Benefits of SEL Program. https://casel.org/wp-content/uploads/2019/12/Practical-Benefits-of-SEL-Program.pdf

integrated as norms for lifetime practice and (2) discourages behaviors associated with negative school and life outcomes.

Educators, policymakers, and employers, alike, believe that SEL is key to optimizing education and training. Working in partnership with the stage-model framework, SEED Impact, will be customized and integrated with our programming to measure, credibly report, and accelerate the learning experience of program participants. With a focus on life-transformations, SEED Impact's approach tracks major shifts in competency measured across the three domains of growth.

Research has shown that after three and a half years of SEL intervention, academic performance of students scored 13% higher than those not exposed to SEL interventions.[34] Implementing an SEL program and assessment tool like SEED Impact, schools improved in student performance. Based on Casel.org, 27% more students would improve in academic performance, 57% more would gain in their skill levels, 24% more would improve social behaviors and lower levels of distress, 23% more would improve attitudes, and 22% more would show fewer discipline problems.[35]

The use of Yondr pouches will be implemented at TVHS. Yondr is a physical system where students will place their phones in a pouch, which locks.[36] According to Pew Research Center, the average smartphone user clicks on his/her phones 85 times a day and revealed that 46% of Americans say they cannot live with their phones.[37] Students and faculty will hold on to their own pouches throughout the day and teachers will have the unlocking device to unlock pouches at any time. Utilizing Yondr pouches will decrease the amount of discipline issues associated with smartphones and the distraction it causes to student learning.[38] Without the distraction of smartphones on campus, Yondr pouches improve learning, decrease discipline, and increase mental health and positive school culture.

CURRICULUM & INSTRUCTIONAL DESIGN

(1) In accordance with NRS 388A.246, provide a description of the proposed instructional design of the charter school and the type of learning environment the charter school will provide, including, without limitation, whether the charter school will provide a program of distance education, the planned class size and structure, the proposed curriculum for the charter school and the teaching methods that will be used at the charter school. Required courses, such as physical education, financial literacy[39] and computer science[40], should be included.

The founders of TVHS believe that the school must incorporate specific instructional strategies in each classroom, in addition to differentiated instructional techniques in the core curriculum, to achieve the school's mission. TVHS teachers will develop thematic lessons to

[34] Casel.org. (2020). What is SEL? https://casel.org/what-is-SEL/
[35] Casel.org. (2019). Practical Benefits of SEL Program. https://casel.org/wp-content/uploads/2019/12/Practical-Benefits-of-SEL-Program.pdf
[36] Screentime. (2022). Yondr Phone-Free Zones in Schools: What They Are and How They Work. Retrieved from https://smallbiztrends.com/2022/03/wellness-wednesday.html
[37] Smith, R. (2018). Could these grey pouches be the answer to smartphone addiction? Retrieved from https://www.weforum.org/agenda/2018/02/these-little-grey-pouches-are-creating-phone-free-spaces/
[38] National School Safety and Security Services. (2022). Cell Phones and Text Messaging in Schools. Retrieved from https://www.schoolsecurity.org/trends/cell-phones-and-text-messaging-in-schools/
[39] NRS 389.074
[40] NRS 389.072

provide real-world experiences to core subject matter while addressing rigorous content and key areas of the curriculum in alignment with NVACS. TVHS will actively seek and encourage both parental and community involvement in the school's programs to empower students to continuously strive for academic and personal success. The program will promote higher levels of student engagement in the curriculum through mentoring opportunities, community service projects, and one-to-one mentoring allowing for students to build positive relationships with their peers, teachers, and their community.

Emphasizing specific standards-based measures of performance, TVHS will set high expectations for all students through standards-based instruction which incorporates opportunities for active and genuine relationships among students, families, and community mentors within the social emotional learning model to create richer learning communities that hold all stakeholders accountable for success.

- Learning opportunities through initiatives that emphasizes individual and collaborative projects as the foundation for learning.
- Differentiated instruction provides service to all students' individualized learning needs through the RTI framework.
- High expectation for ALL students while offering support as needed (support strategies and resources for English Learners (ELL) and Students with Disabilities/Gifted Students)
- Wellness Wednesdays
- Commitment to technology integration throughout the curriculum
- SEED Impact - Social-Emotional Learning and assessment
- Goodlife SEL curriculum
- Dave Ramsey financial program

TVHS's curriculum is aligned to the NVACS, which incorporates NVACS in English Language Arts (ELA) and Mathematics, the new NVACS in Science (NGSS), and the NVACS in Social Studies and elective areas. The grade-specific standards will define end-of-year expectations and a cumulative progression to enable students to meet college and career readiness. The ELA Standards (strands in Reading, Writing, Speaking & Listening, and Language) and Literacy standards will emphasize reading, writing, speaking, listening, and language in History/Social Science, Science and Technical Subjects. The Standards for Mathematical Practice and Content will guide teachers to prepare students with the mathematical skills necessary for success in college and future careers.[41]

Curriculum Delivery: TVHS will provide professional development planning opportunities and resources for teachers to develop lessons that incorporate the NVACS while engaging students through various activities. As teachers build on interdisciplinary connections, it is expected that students will naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses. The expectation is that teachers work cooperatively through horizontal and vertical planning opportunities using the standards to develop lessons and projects throughout the school year.[42]

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[41] State of Nevada Department of Education. (n.d.). Nevada Academic Content Standards. https://doe.nv.gov/Nevada_Academic_Content_Standards/

[42] Tucker, P.D., & Stronge, J.H. (2005). Chapter 1. The Power of an Effective Teacher and Why We Should Assess It. http://www.ascd.org/publications/books/104136/chapters/The-Power-of-an-Effective-Teacher-and-Why-We-Should-Assess-It.aspx

Curriculum Support: TVHS's educational program is founded on the principle that students will be fully engaged in the curriculum and thereby be academically successful.[43] All students will be engaged in, and benefit from, the curriculum including students with special needs, EL students, and students who may enter below grade level. After school activities, quarterly guest speakers within academy strands, participation in school sponsored events, internship, and volunteer opportunities with school partners will provide students with opportunities to benefit from the curriculum and school wide programs beyond the bell. Faculty will differentiate instruction for students, as well as offer tutoring services or other such assistance to ensure students remain successful.

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

Teachers will be using explicit instruction to deliver content. Explicit instruction is an evidence-based practice that is effective because it reduces cognitive load.[44] Learning new concepts or topics can put stress on students who do not have the prerequisite knowledge and skills necessary to perform at grade level. Instruction will be focused on critical content that are aligned with the NVACS so that students can develop a deep understanding of the concepts and skills needed for success.

Instructional practices should focus on purpose and intentionality, and not on quantity.[2] The goal is to help teachers gain a better understanding by learning through the eyes of students. Here are instructional practices that will be modeled at TVHS.[45]

- Teacher Clarity - teachers will clarify purpose and learning targets with students by providing an explicit criterion on how students can meet success. Models or examples will be presented so that students understand what the expectations are and what the end project/product looks like.
- Classroom Discussion - teachers will facilitate class discussions. This will allow students to learn from one another and provides an opportunity for teachers to assess through observation on how well students are learning new concepts and get insight on misconceptions that need to be addressed.
- Feedback - steady and consistent feedback (written or verbal) are critical in providing areas of growth and need. Along with individual feedback, small-group and/or whole groups allow for two-way communication by providing feedback to the teacher for adjustments in the learning process and instruction.
- Formative Assessments - to provide students with effective and accurate feedback, teachers will assess frequently where students are in relation to a course's learning goals or final product (summative assessment).
- Metacognitive Strategies - students will be given opportunities to plan, organize, manage their own work, create goals, direct their own learning, and to self-reflect along the way. Providing students with time and a safe space to be aware of their

[43] U.S. Department of Education. (2014). *Guiding Principles: A Resource Guide for Improving School Climate and Discipline,* Washington, D.C.
[44] Calvin, S. (2020). Planning and Teaching with Explicit Instruction. https://www.ldatschool.ca/planning-teaching-explicit-instruction/
[45] Alber, Rebecca. (2015). 5 Highly Effective Teaching Practices. https://www.edutopia.org/blog/5-highly-effective-teaching-practices-rebecca-alber

learning progress and their mental state, will allow them to take ownership of their success and challenges.

TVHS will also create an environment for active learning. Active learning means engaged learners. TVHS's curriculum will require students to interact with each other, apply curriculum to real-life situations, and use a variety of technological tools beyond the classroom. In accommodating individual learning styles and individual learner needs TVHS's curriculum incorporates the following instructional practices:

- Savvas Learning - Savvas Learning offers a variety of educational resources throughout K-12 grades and disciplines. The programs include core curriculum, supplemental content, intervention programs, and professional development services.[46] Savvas Learning curriculum provides instructional materials that fits TVHS's blended learning that teachers to reconnect, engage, and inspire students. In addition, Savvas Learning offers adaptive technology that can assess students' skills and create activities for students to build and master foundational skills.[47] Savvas Realize provides access to standards-aligned curriculum to better serve every student, teacher, and school system. [48] Instructional materials meet every student where they are at with diverse and relevant content that encourages student voice and fosters student agency.[49]
- SEED Impact - The TVHS elective choice for our secondary programming is the SEED Impact Program. SEED Impact is a program that focuses on internal growth utilizing Social Emotional Learning (SEL). SEL intentionally develops attitudes, behaviors, and skills that are fundamental for academic and life success. SEL programming incorporates two essential benefits mentioned above
- Kagan training- Kagan structures are a way of grouping students and allows for students to interact and work together.
- Audio, Visual, and Kinesthetic lessons in all classrooms.
- Yondr cell phone pouches to limit cell phone use during instructional hours and encourage persona interaction and relationship building
- Universal Design of Learning - The Universal Design of Learning provides a framework that includes flexible methods for presentation, expression and active learning, and student engagement, so all students (i.e., students with disabilities, English language learners) can participate in core instruction.[50]
- Systematic and Explicit Instruction - TVHS teachers will use both formative and summative assessment data to align with instruction. Explicit components include connecting the new

[46] Savvas Learning Company. (2022). Frequently Asked Questions. Retrieve from www.savvas.com/index.cfm?locator=PS3e12
[47] Savvas Learning Company. (2021). For Back to School, Savvas Supports Educators and Students with Innovative Digital Tools and High-Quality Instructional Materials to Help Move Learning Forward. Retrieved from https://www.prnewswire.com
[48] Savvas Learning Company (2022). Move Learning Forward with Innovative Digital Experiences and the Highest Quality Content. Retrieved www.savvas.com/index.cfm?locator=PS3iQm
[49] Savvas Learning Company (2022). Equity & Inclusion in Learning. Retrieved from www.savvas.com/index.cfm?locator=PS3f2f
[50] CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org

content to previous learning, provides feedback, and provides opportunities to practice. Systematic components will include building lessons upon one another by moving from simple skills to more complex skills, prioritizes tasks from easy to challenging, and scaffolds instruction by providing support.[51]

- Vertical and Horizontal Teaming – Vertical and horizontal teams will exist throughout TVHS creating opportunities for success in every classroom, as both grade-level and content-area teams work together to align curriculum, instruction, and assessment. These Professional Learning Communities (PLCs) will provide opportunities within the school to engage multiple teaming patterns.
- Technology - TVHS recognizes that instructional technology can facilitate learning and enhance the curriculum itself. All members of TVHS, including parents, will benefit from the success of the technology plan. The teachers will improve their lesson plans and delivery methods. The students will have the opportunity to be exposed to and to learn an enhanced curriculum with all the additional tools for computation and visualization.

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

The proposed instructional model and curriculum of TVHS is through Savvas Learning. Formally Pearson K12 Learning, Savvas Learning offers a variety of educational resources throughout K-12 grades and disciplines. The programs include core curriculum, supplemental content, intervention programs, and professional development services.[52] Savvas Learning curriculum provides instructional materials that fits TVHS's blended learning that teachers to reconnect, engage, and inspire students. In addition, Savvas Learning offers adaptive technology that can assess students' skills and create activities for students to build and master foundational skills.[53] Savvas Realize provides access to standards-aligned curriculum to better serve every student, teacher, and school system. [54] Instructional materials meet every student where they are at with diverse and relevant content that encourages student voice and fosters student agency.[55]

The Savvas Learning Framework will allow teachers and students the opportunity to:

- cultivate voice and critical thinking – provides support to teachers to create a space to share lived experiences and allows for the encouragement of students to contribute to the classroom and advocate for themselves.
- embrace multiple representations – provides opportunities for teachers and students to understand their own cultural experiences and make meaningful inclusive connections with others.

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[51] Iris Center. (2021). Explicit, Systematic Instruction. Retrieved from *https://iris.peabody.vanderbilt.edu/module/math/cresource/q2/p04/*

[52] Savvas Learning Company. (2022). Frequently Asked Questions. Retrieve from www.savvas.com/index.cfm?locator=PS3e12

[53] Savvas Learning Company. (2021). For Back to School, Savvas Supports Educators and Students with Innovative Digital Tools and High-Quality Instructional Materials to Help Move Learning Forward. Retrieved from https://www.prnewswire.com

[54] Savvas Learning Company (2022). Move Learning Forward with Innovative Digital Experiences and the Highest Quality Content. Retrieved www.savvas.com/index.cfm?locator=PS3iQm

[55] Savvas Learning Company (2022). Equity & Inclusion in Learning. Retrieved from www.savvas.com/index.cfm?locator=PS3f2f

- promote and enhance student agency – provides structures and strategies for students to produce and implement plans, actions, and projects to clearly define and solve problems.
- foster positive and meaningful academic outcomes – support the production of action and deliverables that show mastery of content and skills.[56]

Through the partnership with CSN, TVHS will offer a dual credit program or Jump Start program offered to students. Those who are credit deficient will have the opportunity to make up those required credits through programs provided by the school. TVHS will work to ensure that its graduates meet state graduation requirements.

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

The high school program will offer two options for gifted students: Gifted Program through the content areas (9-12) /High School Gifted Courses: TVHS will offer gifted content area courses and/or State-approved high school elective courses. All students in the gifted course will be eligible for gifted services. Teachers of gifted students will be certified in the appropriate content field endorsed to teach gifted or on an approved waiver to complete the gifted endorsement and finish within three years.

Consultation Model: Some gifted students who may not take gifted courses (due to scheduling conflicts or other issues) may use the consultation model. Teachers of the gifted will meet regularly with the gifted consultation model student to discuss their progress and set realistic goals. The teacher of the gifted may also contact the administration, counselors, general education teacher(s), social worker, parent, and/or the respective students, if he/she deems appropriate, to discuss and/or monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of gifted goals in their courses.

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

Teachers will receive professional development that align with the mission and vision of TVHS. The Savvas Learning program offers schools customizable curriculum, a range of educational resources and technology tools. This includes professional development for educators, ongoing coaching, and support for schools. To support the social-emotional learning component, Goodlife and SEED Impact will guide the professional development of teachers and the leadership team to clarify core practices that will maximize outcomes. In addition, teachers will meet weekly with Professional Learning Communities (PLCs) that are grouped by grade levels/content areas and administration.[57]

[56] Savvas Learning Company. (2022). The Savvas Learning Framework. Retrieved from https://www.savvas.com/index.cfm?locator=PS3jLg
[57] Centers for Disease Control and Prevention. (2019). Professional Development and Follow-Up Support. Retrieved from https://www.cdc.gov/healthyschools/tths/pd_follow_up.htm

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

TVHS will not include a vocational or career and technical education program.

PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS

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

TVHS's students will be promoted, or graduate based on academic achievement criteria based on mastery of the grade level subject matter. The academic team will review passing grades in Mathematics, English, Social Studies and Science (core classes), elective courses, as well as how the student demonstrates appropriate social and emotional maturity (growth mindset). In determining promotion or retention decisions, TVHS shall consider the recommendation of the student's teachers, academic advisor, adult mentor, the student's grade in each course, the student's score on required state assessments and any other pertinent academic information needed to make an appropriate educational decision that represents the student's mastery of the content.

Assessments: Accountability for student achievement will be the primary mission at TVHS. Assessments will assist the school in determining student mastery of Nevada Academic Content Standards and assist in determining whether students are equipped with the necessary knowledge and skills they need to be college and career ready. Therefore, every child enrolled at TVHS will participate in academic assessments.
TVHS does not recognize parent opt out or parent/student refusal to test. If a parent keeps their child home during mandatory testing, TVHS will utilize the progressive attendance policy and the test will be made up upon the student's return to school.
Retention Policy: TVHS will implement a strict policy regarding retention. Students must meet specific levels of performance to be promoted. For students who are not meeting grade level performance standards and are at risk for retention, the parent/guardian will be notified to provide opportunities for intervention and remediation. At the end of the year, the student's data will be reviewed, in conjunction with the parent/guardian, and a final determination of grade level promotion or retention will be made by administration. If a student reaches twenty (20) absences in a school year, that student may be retained dependent on academic growth. The final determination will be made by administration.

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

TVHS will meet the state requirements for earning a diploma, as shown in Table 3.1, students will have the possibility to earn 24 credits, with the possibility of earning college credits as well. Students will be required to pass four years of math, English, science, and social studies. Through TVHS's unique pathway of Social Emotional Learning, students will also be able to earn college credits through CSN, and/or obtain their certification to be employed right after high school. Mentor(s) from TVHS will maintain contact and communication to follow students beyond

graduation and track their success.

Table 3.1: Standard Diploma Requirements

TVHS Diploma Requirements	
Area of Study	**Credits(s)**
English	4
Math	4
Science	3
Social Studies	3
Computer Science	0.5
Physical Education (PE)	2
Health	0.5
Electives	6
TOTAL CREDITS EARNED	24

Grading Student Performance: Academic grades will reflect the student's academic progress based on the competencies or benchmarks for the grade level/course in which the student is enrolled. A student's academic grade will reflect the teacher's most objective assessment of the student's academic achievement after careful consideration of all aspects of each student's performance during a grading period, including such factors as class attendance, homework, and participation.

The following Table 3.2 will be the academic grades used:

Table 3.2: Grading Scale

Grade	Numerical Value (%)	Grade Point Value
A	90-100	4
B	80-89	3
C	70-79	2
D	60-69	1
F	0-59	0

Course of Study

TVHS will offer the following courses of study for each grade level: English Language Arts (including reading, composition, and writing), Mathematics, Social Studies, Science, Computer Education and Technology, Health, and Physical Education.[58] Pupils will also receive instruction in

[58] NRS 389.018

financial literacy and social emotional learning. Students will earn up to six credits each school year, as shown in Table 3.3.

Grade level placement and promotion will be determined as follows:

Table 3.3: Minimum and Maximum Credit Totals

By End of School Year	Minimum and Maximum Cumulative Total for Credits
Year #1 0-6 credits	6 credits including one of each Math, English, Science, Social Studies, Physical Education/Health and 1 elective credit. (College bound students should take Spanish I)
Year #2 7-12 credits	12 credits including two of each in Math, English, Science, Social Studies, Physical Education/Health and two elective credits. (College bound students should have both Spanish I and Spanish II)
Year #3 13-18 credits	18 credits including three of each in Math, English, Science, Social Studies, two Physical Education/Health, and four elective credits.
Year #4 19-24 credits	24 credits including four of each in Math, English, Science, Social Studies, two Physical Education/Health, and six elective credits.

TVHS's students, who do not meet the criteria described above, will be considered for promotion under the following circumstances:

1. Received supplemental support services such as special education services that do not recommend retention (IEP and/or Section 504)
2. The Retention/Promotion Committee (teachers, academic advisor, and administrators) will determine if the student has shown adequate progress and mastery of the NVACS student who does not meet these will be considered for retention by the committee. The student's parent/guardian will be integrally involved in the process and any education decision made.

Students must maintain a minimum 60% mastery, TVHS will push for 70%, in NVACS for their grade level to be eligible for promotion. Upon failure to perform satisfactorily on the statewide assessment, a student shall be referred to the Retention/Promotion Committee consisting of the student's teacher(s), parents, and a school administrator. The team will determine if the student receives remedial instruction or be retained. All stakeholders will be informed of these standards through TVHS's website and through the student and parent-guardian handbook, which all students and guardians will sign at the beginning of each school year.

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

TVHS plans to offer a Standard diploma along with the 21st Century College and Career Ready diploma, students will have the possibility to earn 24 credits, with the possibility of earning college credits as well if they choose. Students will have the option to pass four years of math, English, science, and social studies, as shown in Table 3.4. Through TVHS unique pathway of SEL, students will also be able to earn college credits through CSN, and/or obtain their certification to be employed immediately following graduation.

Table 3.4: 21st Century College and Career Ready Diploma Requirements

TVHS 21st Century College and Career Ready Diploma Requirements	
Area of Study	Credits(s)
English	4
Math	4
Science	3
Social Studies	3
Computer Science	0.5
Physical Education (PE)	2
Health	0.5
Spanish I and II	2
Pathway Electives/Special Programs	6
TOTAL CREDITS EARNED	24

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

TVHS will have in place a tier intervention model (RTI) which will provide the necessary structures and support for students who are at risk of dropping out of school and/or not meeting Nevada's requirements for graduation. This tier intervention model will provide several opportunities for intervention that will support both the student's social-emotional and academic needs.[59]

Students of TVHS will be allowed to earn up to eight credits in one school year. Those who are deficient in credits may earn more credits by taking an additional term of courses, taken through APEX Learning, to be considered on-track for graduation. APEX courses are standards-aligned, interactive, and engaging original credit or accelerating credit recovery. The program addresses gaps and targets intervention that assures grade-level proficiency.[60] TVHS's guidance counselors will be available and provide support to make the necessary adjustments to ensure student success and to graduate. The RTI intervention support will allow students to receive additional academic support during the school year and/or during scheduled intersessions including summer break. This will provide opportunities for students to earn additional credits.

TVHS will also incorporate a one-to-one mentoring program allowing for students to build positive relationships with their peers, teachers, and community. Students will meet with their mentors through sessions on Wellness Wednesdays where together, they will set long and

[59] RTI Action Network. (2021). RTI in Secondary Schools. http://www.rtinetwork.org/learn/rti-in-secondary-schools

[60] Apex Learning. (2018). Special Report: Unlocking Success for Struggling Students. Retrieved from http://cdn.apexlearning.com/al/Struggling-Students-Special-Report.pdf

short-term goals. These sessions will foster strong relationships between students and mentors as they celebrate successes and discuss learning opportunities from roadblocks they need to overcome.

DUAL-CREDIT PARTNERSHIPS *(Required for all High School Applicants)*

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

College of Southern Nevada (CSN) has agreed in a Memorandum of Understanding (MOU) to provide the Jumpstart Study program and it will be available to qualified students. CSN will offer certain approved 299 or lower-level courses that qualify for academic credit and at the same time fulfill TVHS graduation requirements. These classes will be offered during the traditional school hours and students will be responsible to pay their fees directly to CSN. Each student must pass the CSN entrance exam or have the prerequisite ACT score and have a letter of recommendation from one of their high school teachers. CSN will provide the course curriculum, enrollment procedures, accounting, and awarding of the credits to the students. Collaboration between CSN and the high school guidance counselor will be expected.

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

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

This MOU is effective January 1, 2020 and shall terminate five (5) years later unless terminated under the provisions of this MOU. Either party may terminate the agreement without any cause, at any time, upon ninety (90) days written notice to the other party.

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

The proposed terms of the agreement with CSN will require collaboration by CSN, the high school guidance counselor, student, and parent/guardian.
TVHS is agreeing to cross credit and give students both college and high school credit for the same classes. If the class requirements are not met, the student will not receive credit for the course nor receive a refund. The classes being offered at TVHS will be taught by an approved CSN instructor, using approved curriculum, and meet college guidelines. Instructors must complete CSN onboarding and professional training. This includes being supervised by TVHS Administration. The approved instructor will be paid $200 from CSN, and extra duty pay for 10 hours at $22 per hour from TVHS for each concurrent enrollment the instructor teaches each semester during the school day. The student will be responsible for the purchase of required textbooks and supplemental materials. The student will be expected to pay the current per credit fee, and any other fees for enrollment or entrance exams. No refunds from CSN will be made after the first day of the semester. TVHS students will be paying $75.50 per course which will be paid directly to CSN. CSN agrees to waive college application fee, new student fee, and athletics/recreation fee. Qualified students may enroll in up to 4 courses per academic semester, and courses will be granted CSN credit that may be transferred to any college. Both TVHS and CSN will agree to maintain respective student records and work together to provide appropriate accommodations and/or disability support. This agreement is effective June 1, 2021 and shall terminate 5 years later unless terminated earlier by

either party, as per the MOU. Termination of the MOU would require a 90-day notice. The high school guidance counselor and TVHS administration will effectively work together to meet the terms of the MOU.

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

The monitoring of the Dual Credit partnership will be done by pupil daily attendance, parent supervision, and the mentoring staff at our school. TVHS will be supervising attendance of all TVHS enrolled CSN students. The MOU states that CSN can conduct site observations to ensure rigor and attendance is accurate. The students are expected to adhere to the terms of the agreement to attend CSN. The college credits should be received by the Counselors and posted the same semester on the student transcript. The student and parents will be notified of the completion of college credits each semester. This process will be reviewed by the steering committee CSN/TVHS each semester to ensure compliance. CSN will comply with the Family Educational Rights and Privacy Act.

(4) Identify any employees of the college or university who will serve on the governing body of the charter school.
At this time, there are no employees of CSN who will serve on the governing body of TVHS.

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

Please see Attachment 2

DRIVING FOR RESULTS

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

TVHS has identified four academic goals as shown in Table 3.5:

1. Student proficiency in Math, English, Reading, Writing, and Science
2. Academic growth of at least 1 year in Math and Reading
3. Reduction of achievement gaps in targeted at-risk subgroups
4. Percent SEL gains by participant, cohorts, and aggregate.

Table 3.5: Academic Goals and Targets

Goal	Measure	Metric	Target
Goal #1 Student proficiency in Math, English, Reading, Writing, and Science	ACT Nevada Science Criterion Referenced Test (CRT) PSAT/SAT	Establish baseline data from year 1 scores. Establish baseline data from year 1 scores.	Students will score 21 or higher on each section of the ACT to meet a composite score of 21 or higher.

		Establish baseline data from year 1 scores.	Students will score in the proficient category, level 3 or higher. Minimum score of 1440 to earn National Merit Scholarship
Goal #2 Academic growth of at least 1 year in Math and Reading	Northwest Evaluation Association (NWEA) growth test to Measure Academic Progress (MAP)	Establish baseline data from year 1 scores. Growth assessment given Fall, Winter, Spring	Students will grow 3-5 Rasch UnIT (RIT) points each assessment
Goal #3 Reduction of achievement gaps in targeted at-risk subgroups	ACT Nevada Science Criterion Reference Test (CRT) PSAT/SAT	Establish baseline data from year 1 scores. Establish baseline data from year 1 scores. Establish baseline data from year 1 scores.	Students will score 21 or higher on each section of the ACT to meet a composite score of 21 or higher. Students will score in the proficient category, level 3 or higher. Minimum score of 1440 to earn National Merit Scholarship
Goal #4 Percent social-emotional learning (SEL) gains by participant, cohorts, and aggregate.	SEED Impact Assessment	Competency ladder placement, three competency ladders (being, doing and relating).	Correlation of the results from the ladder ratings and self-assessments.

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

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

The baselines for all three goals were set by examining the performance of surrounding traditional Clark County School District (CCSD) high schools. NV School Report Cards were used in the examination of state assessment results, along with the Nevada School Climate Survey results. TVHS will establish its own baseline data in year one of operation.

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

TVHS will measure and evaluate individual student academic progress using both internal and external assessments. Internal assessments will be used to monitor student progress throughout the course and will include MAP growth testing, class unit tests, and End of Course (EOC) exams. These results may also shift students' instructional level and their need for intervention and/or assistance. External assessments will be used to provide end of year feedback to plan student learning and professional development for the following school year and will include the PSAT/SAT, ACT, NV CRT Science, and the SEED Impact social emotional assessments. See Table 3.6.

Table 3.6: Academic Progress Measures and Evaluations

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2023-24	2024-25	2025-26
All students will increase proficiency in Math from X% to x% by 2021 as measured by the state summative assessment.	Both	NWEA MAP growth test in both Math and Reading (given Fall, Winter, and Spring) End of Course (EOC) Exams	RIT score 226-233	3% (7pts) Growth in SEL and academic scores	5% (11pts) Growth in SEL and academic scores	5% (12pts) Growth in SEL and academic scores
All students will increase proficiency in ELA from X% to x% by 2021 as measured by the state summative assessment.	Both	NWEA MAP growth test in both Math and Reading (given Fall, Winter, and Spring) End of Course (EOC) Exams	RIT score 217-221	3% (7pts) Growth in SEL and academic scores	5% (11pts) Growth in SEL and academic scores	5% (12pts) Growth in SEL and academic scores
Reduction of achievement gaps in targeted at-risk subgroups	Both	NWEA MAP growth test in both Math and Reading (Fall, Winter, and Spring) End of Course (EOC) Exams WIDA	IEP, ELL, At-Risk 3-5% growth toward grade level	3% (7pts) Growth in SEL and academic scores	5% (11pts) Growth in SEL and academic scores	5% (12pts) Growth in SEL and academic scores
Show growth in percent social-	Both	SEED Impact SEL Growth Assessment	Fall result data will serve as	Any Growth	Any Growth	Any Growth

emotional learning (SEL) gains by participant, cohorts, and aggregate.		(given Fall, Winter, and Spring)	the student's baseline score			

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

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

To support teachers in developing embedded assessments, teachers will meet weekly by subject area, and be given examples of embedded assessments and data. Teachers will then be given time to plan out each week. Teachers will plan relevant activities, projects, group activities, to provide assessment data about a particular learning standard. The purpose of the data is to use it to make instructional decisions on a group or an individual basis. Teachers will monitor the data and will refer students whose needs cannot be met through the RTI process.

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

TVHS administration will utilize the MAP Growth assessments as our indicator of progress. MAP assessments will be given three times each school year in the fall, winter, and spring. These assessments are nationally benchmarked and are valid and reliable indicators of progress.[61] These assessments align with TVHS's curriculum and performance goals and are aligned to the NVACS. Teachers will also be regularly monitoring each student's progress through unit pre- and post-tests. In Table 3.7, it shows the programs that TVHS will offer, the objectives or those programs, and how the performance and outcomes will be measured to shown growth.

Table 3.7: Programs, Objectives, and Outcomes

Program/Curriculum	**Program/Curriculum Objectives**	**Performance Measures and Outcomes**
SEED Impact- Program Implementation/Teacher Training (to be implemented fall/winter 2023) • Curriculum that supports social emotional learning growth	Findings will include: • Percent SEL gains by participant, cohorts, and aggregate • Distribution of competency levels • Narrative accounts supporting and enriching these data • Summary ratings of the core practices	With a focus on life transformations, SEED Impact's approach tracks major shifts in competency measured across three domains of growth: 1) being (comfort with self), 2) doing (aptitude with new skills), 3) relating (interpersonal relationships). Students are given an

[61] Northwest Evaluation Association. (2021). https://www.nwea.org/about/

• Assessment and tracking of social emotional growth • Mental health and self-care support • Peer mediation • Mentoring	• Correlation of the results from the ladder ratings and self-assessments • Suggested strategies for accelerating growth in SEL	assessment 3 times (Fall, Winter, Spring) to assess their SEL growth and the data is using to enhance and individualize each student's high school experience to meet their needs.
Ramsey Financial Literacy Program for High School Students	The brand-new third edition of Foundations in Personal Finance for high school is full of content that teaches essential personal finance principles like how to budget, save, avoid debt, invest, be a wise consumer and much more.	13 chapters and 72 lessons, fully digital and print delivery methods, Digital and print student textbook parity, 45-, 90- and 180-day pacing guides, Auto-graded assessments.
Innovative Schools Summit July 5-9, 2022, in Las Vegas (mentor training, trauma informed teaching, school culture and climate, at-risk and struggling students)	High teacher, faculty, and student retention rate, Positive school culture and climate, Teacher and Student retention, Resources available for students and families	Graduation rate, Project 150 Room, Growth on SEED Impact assessments, Teacher Evaluations, Teacher retention
My Perspective English Language Arts Curriculum (grades 9 - 12)	My Perspectives grades 9-12 fully meet the expectations of the criteria for all three gateways, including alignment and usability. The materials include texts in each grade that are high quality and build knowledge and are accompanied by tasks and questions so students practice building grade-level speaking, listening, writing, and reading skills. The materials consistently provide Across the series, the materials provide cohesive planning and access to vocabulary development and differentiation supports, including digital access.	Curriculum is aligned with Nevada State Standards and has been approved and highly rated on edreports.org. The program is also project-based and features a technology component. Measures of performance; Classroom Assessments, End of Course Assessments, ACT, NWEA Math Growth Assessments.
Carnegie Learning Math	The instructional materials reviewed for the Carnegie Learning Math Solutions Integrated series meet expectations for alignment to the CCSSM for high school, Gateways 1 and 2. In Gateway 1, the instructional materials meet the expectations for focus and coherence by being coherent and consistent with "the high school standards that specify the mathematics which all students should study in order to be college and career ready" (p. 57 of CCSSM). In Gateway 2, the instructional materials meet the expectations for rigor and balance by reflecting the	Curriculum is aligned with Nevada State Standards and has been approved and highly rated on edreports.org. The program is also project-based and features a technology component. Measures of performance; Classroom Assessments, End of Course Assessments, ACT, NWEA Math Growth Assessments.

	balances in the Standards and helping students meet the Standards' rigorous expectations, and the materials meet the expectations for mathematical practice-content connections by meaningfully connecting the Standards for Mathematical Content and the Standards for Mathematical Practice.	
Science- Savvas Learning Company (Pearson)	Savvas Health, Drive Right (drivers training), Miller and Levine Biology (2019), Experience Chemistry, Experience Physics, Environmental Science	Curriculum is aligned with Nevada State Standards. The program is also project-based and features a technology component. Measures of performance; End of Course Assessments, ACT, NWEA Math Growth Assessments.
Civics and Social Studies	US History Interactive, World History Interactive (Project Imagine), Magruder's Government, Economics	Curriculum is aligned with Nevada State Standards. The program is also project-based and features a technology component. Measures of performance; Classroom Assessments, End of Course Assessments, ACT, NWEA Math Growth Assessments.
World Languages- Spanish	Authentico- Spanish 1, Spanish2, Spanish 3	Curriculum is aligned with Nevada State Standards. The program is also project-based and features a technology component. Measures of performance; Classroom Assessments, End of Course Assessments, ACT, NWEA Math Growth Assessments.
Goodlife	Social Emotional Learning (SEL) Curriculum	GOODLIFE prevention and social emotional learning curriculum has been architected using evidence-informed prevention frameworks. GOODLIFE provides the platform for caring adults to effectively connect to today's youth with confidence, knowing that what they are using to guide, teach, and empower youth has been curated with the best tools and methods available. Research shows that mentored youth are less likely to skip school or engage in drinking, drugs, and violence. Clear teaching through consistent messaging in addition to mentoring also reduces risks of early antisocial behavior, alienation, family management problems, and lack of commitment to school. Finally, the framework helps to produce healthy beliefs, creates opportunities for involvement, and reinforces pro-social behavior. GOODLIFE is a Tier 1 and 2 prevention and intervention educational curriculum that improves the Social Emotional Learning skills of middle and high

		school students. Measures of performance: SEED Impact SEL growth assessments, attendance rate, graduation rate, and success after graduation.

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

At the school-wide level, the administration and instructional team will review the school wide data to determine the areas of need and use the data to drive the school improvement plan. Staff will work together in PLCs to create an action plan identifying both successful and unsuccessful strategies. At the classroom level, the administration, through observations, walk-throughs, and classroom data, will identify which teachers will need extra support. Professional development and mentoring support will be provided. A corrective plan would be developed, and the teacher would be expected to implement the corrective action(s) with support.

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

TVHS will use interim assessment results to inform instruction. All reports on interim assessments and stated-mandated assessments will be made available to teachers, students, and TVHS to disaggregate the data. This data will communicate findings, areas of strength, and areas of improvement for each student. Teachers will use this data to inform instruction, enhance curriculum and teacher effectiveness, and encourage student growth toward proficiency. TVHS will utilize time during Wellness Wednesdays or one time each quarter in which faculty and staff will compile progress monitoring results and subject area teams will disaggregate the data and plan instruction and future assessments. TVHS will also structure non-instructional time during the day for vertical and horizontal team articulation and PLCs.

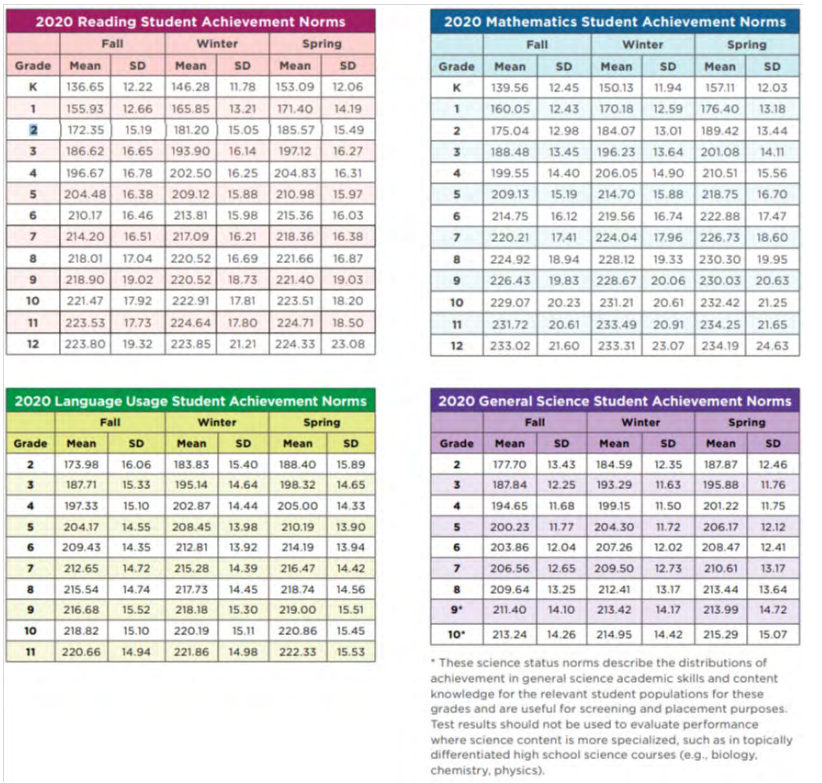
(e) Identify specific interim assessments and quarterly performance goals that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.

Table 3.8: Growth Assessments and Quarterly Performance

Goal	Assessment	Quarter 1 Goal	Quarter 2 Goal	Quarter 3 Goal	Quarter 4 Goal
Meet or exceed the 2020 MAP Student Achievement Norms	Measures of Academic Growth and Performance (MAP Test)	Meet or exceed the Fall student achievement norms	Meet or exceed the Winter student achievement norms	Meet or exceed the Spring student achievement norms	Set goals for next year and note deficiencies and strengths

Progress through all three SEL competency ladders by the end of the school year. Be mentally healthy	SEED Impact Assessment	Progress through competency ladders	Progress through competency ladders	Progress through competency ladders	Progress through all three SEL competency ladders

Figure 3.2: MAP Achievement Norms



2020 Reading Student Achievement Norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	136.65	12.22	146.28	11.78	153.09	12.06
1	155.93	12.66	165.85	13.21	171.40	14.19
2	172.35	15.19	181.20	15.05	185.57	15.49
3	186.62	16.65	193.90	16.14	197.12	16.27
4	196.67	16.78	202.50	16.25	204.83	16.31
5	204.48	16.38	209.12	15.88	210.98	15.97
6	210.17	16.46	213.81	15.98	215.36	16.03
7	214.20	16.51	217.09	16.21	218.36	16.38
8	218.01	17.04	220.52	16.69	221.66	16.87
9	218.90	19.02	220.52	18.73	221.40	19.03
10	221.47	17.92	222.91	17.81	223.51	18.20
11	223.53	17.73	224.64	17.80	224.71	18.50
12	223.80	19.32	223.85	21.21	224.33	23.08

2020 Mathematics Student Achievement Norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
K	139.56	12.45	150.13	11.94	157.11	12.03
1	160.05	12.43	170.18	12.59	176.40	13.18
2	175.04	12.98	184.07	13.01	189.42	13.44
3	188.48	13.45	196.23	13.64	201.08	14.11
4	199.55	14.40	206.05	14.90	210.51	15.56
5	209.13	15.19	214.70	15.88	218.75	16.70
6	214.75	16.12	219.56	16.74	222.88	17.47
7	220.21	17.41	224.04	17.96	226.73	18.60
8	224.92	18.94	228.12	19.33	230.30	19.95
9	226.43	19.83	228.67	20.06	230.03	20.63
10	229.07	20.23	231.21	20.61	232.42	21.25
11	231.72	20.61	233.49	20.91	234.25	21.65
12	233.02	21.60	233.31	23.07	234.19	24.63

2020 Language Usage Student Achievement Norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	173.98	16.06	183.83	15.40	188.40	15.89
3	187.71	15.33	195.14	14.64	198.32	14.65
4	197.33	15.10	202.87	14.44	205.00	14.33
5	204.17	14.55	208.45	13.98	210.19	13.90
6	209.43	14.35	212.81	13.92	214.19	13.94
7	212.65	14.72	215.28	14.39	216.47	14.42
8	215.54	14.74	217.73	14.45	218.74	14.56
9	216.68	15.52	218.18	15.30	219.00	15.51
10	218.82	15.10	220.19	15.11	220.86	15.45
11	220.66	14.94	221.86	14.98	222.33	15.53

2020 General Science Student Achievement Norms

	Fall		Winter		Spring	
Grade	Mean	SD	Mean	SD	Mean	SD
2	177.70	13.43	184.59	12.35	187.87	12.46
3	187.84	12.25	193.29	11.63	195.88	11.76
4	194.65	11.68	199.15	11.50	201.22	11.75
5	200.23	11.77	204.30	11.72	206.17	12.12
6	203.86	12.04	207.26	12.02	208.47	12.41
7	206.56	12.65	209.50	12.73	210.61	13.17
8	209.64	13.25	212.41	13.17	213.44	13.64
9*	211.40	14.10	213.42	14.17	213.99	14.72
10*	213.24	14.26	214.95	14.42	215.29	15.07

* These science status norms describe the distributions of achievement in general science academic skills and content knowledge for the relevant student populations for these grades and are useful for screening and placement purposes. Test results should not be used to evaluate performance where science content is more specialized, such as in topically differentiated high school science courses (e.g., biology, chemistry, physics).

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

TVHS will collect and store student achievement data through the following methods as shown in Table 3.9:

Table 3.9: Data Collection and Storage

Process	Purpose	Frequency
Infinite Campus online student information system	Manage student data including demographic information, registration, grades, schedules, attendance, test scores, behavior, and student concerns.	Ongoing throughout the school year
Measures of Academic Growth and Performance (MAP Test)	Online assessment that measures student growth aligned to the Common Core State Standards (CCSS).	3 times per school year, fall, winter, and spring

PSAT	The PSAT measures the knowledge and skills in reading, writing, and math students learn in the classroom. The same knowledge and skills a student will need to succeed in college and career.	9th and 10th grade
ACT	The ACT is the only national college admission test based on the number of correct answers. By taking the ACT, students can make themselves visible to colleges and scholarship agencies.	11th grade

(5) How will the school monitor for disparities in academic performance between student groups? What actions with the school take to address identified disparities?

Achievement gaps are defined as "the differences in academic performance between groups of students of different backgrounds."[62] These groups include racial and ethnic minorities, English second language learners, students from low-income families, and students with disabilities.[4] These academic disparities include:[2]

- Access to academic opportunities (i.e., advanced courses, AP courses, dual credit courses);
- Student performance on assessments (i.e., SAT, ACT, statewide tests, etc.); and
- Student attainment (i.e., high school diploma, graduation, college acceptance, employment).

The National Education Association (NEA) recommends strategies for monitoring disparities in student achievement.[63] Table 3.10 presents effective strategies NEA recommends and focuses on identifying contributing factors early in the school year.[64]

Table 3.10: Strategies for Monitoring Disparities

Strategy	Practices
Enhanced Cultural Competence	· Consider students' diversity to be an asset. · Increase faculty's cultural competence. · Be sensitive to students' home cultures; and

[62] National Education Association. (n.d.). Understanding the Gaps: Who are we leaving behind and how far? Retrieved from *https://studylib.net/doc/18332610/understanding-the-gaps--who-are-we-leaving-behind-%E2%80%94-and*

[63] Osher, D., Fisher, D., Amos, L., Katz, J., Dwyer, K., Duffey, T., & Colombi, G.D. (2015). Addressing the root causes of disparities in school discipline: An educator's action planning guide. Washington, DC: National Center on Safe Supportive Learning Environments. Retrieved from

[64] Hanover Research. (2017). School-Based Strategies for Narrowing the Achievement Gap. Retrieved from https://www.wasa-oly.org/WASA/images/WASA/1.0%20Who%20We%20Are/1.4.1.6%20SIRS/Download_Files/LI%202017/May-%20School-Based%20Strategies%20for%20Narrowing%20the%20Achievement%20Gap.pdf

	· Understand and capitalize on students' culture, abilities, resilience, and effort.
Comprehensive Support for Students	· Screen children early for medical/social services. · Work with medical, social services, and community agencies. · Identify students who need additional instructional support; and · Support students via mentors, tutoring, peer support networks, and role models.
Outreach to Students' Families	· Make sure the main office is family friendly. · Engage/reach out to students' families. · Establish family centers at schools and other community locations. · Hire staff from the community who speak families' home languages. · Provide transportation to and from school events; and · Conduct adult education and parenting courses at local schools.
Extended Learning Opportunities	· Extending learning to summer school programs · Dual credit/Jump Start courses
Classrooms that Support Learning	· Use varied, effective strategies to instruct diverse learners. · Use test and other information on students' performance in instructional planning. · Target literacy and math instruction, if needed. · Safeguard instructional time; and · Use research and data to improve practice.
Supportive Schools	· Make closing gaps a schoolwide responsibility. · Set high expectations and provide rigorous, deep curricula. · Focus on academics. · Provide safe, orderly learning environments for students and educators. · Use test data and other research on students' performance to inform instruction. · Identify strategies and programs to increase achievement. · Develop effective school wide leadership teams; and · Provide ongoing professional development for school-based leaders on effective strategies for closing the achievement gaps.
Access to Qualified Staff	· Improve teacher education programs. · Recruit, develop, and retain qualified teachers and paraeducators. · Attract high quality staff to work with students with the greatest needs. · Compensate teachers who take on extra responsibilities. · Provide time for faculty to meet and plan. · Provide continuous, data-driven professional development. · Prepare teacher leaders to be knowledgeable and effective on school reform; and · Help teachers work effectively with families and communities.
Adequate Resources and Funding	· Seek adequate and equitable funding; · Target resources on closing the gaps; · Expand school capacity via additional resources; · Engage businesses, universities, foundations in schools' work; · Seek federal, state, or private funding in collaboration with partners; and · Schools that close achievement gaps focus on improving learning for all students, maintain a "no excuses" attitude, use research and data to

	improve practice, involve everyone in improvement processes, persist through difficulties and setbacks, and celebrate accomplishments.

Source: Hanover Research[65]

TVHS will monitor for disparities in academic performance between student groups by dividing the process into three phases. The first phase is gathering and analyzing data that will help to gain a better understanding of student performance. The second phase includes addressing the question "What are the root causes of our disparities" in student performance? Understanding and conducting a root cause analysis will help TVHS learn more about how and why disparities exist. The third phase is creating an action plan that addresses the question "How will root causes of disparities" in student performance be addressed? This stage will help TVHS create an action plan that can be implemented, monitored, and improved over time.[66]

AT-RISK STUDENTS AND SPECIAL POPULATIONS

At-Risk Students

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

At-risk students are students with a higher probability of failing academically or dropping out of school, and who face circumstances that could jeopardize their ability to complete school, such as homelessness, incarceration, teenage pregnancy, serious health issues, domestic violence, transiency, or other conditions. It may also refer to learning disabilities, low test scores, disciplinary problems, grade retention, or other learning-related factors that could adversely affect educational performance. Other key factors are attendance, low literacy, lack of interest in school, negative interactions with peers, behavioral issues including aggression, violence, social withdrawal, family history/background, and educational history.[67]

Given the population the TVHS intends to serve, there is a significant percentage of the students to be identified as 'at-risk' based on the definition of "at-risk" as provided in NRS 388A.045: "A pupil is 'at risk' if the pupil has an economic or academic disadvantage such that he or she requires special services and assistance to enable him or her to succeed in educational programs. The term includes, without limitation, pupils who are members of economically disadvantaged families, pupils who are English learners, pupils who are at risk of dropping out of high school and pupils

[65] Hanover Research. (2017). School-Based Strategies for Narrowing the Achievement Gap. Retrieved from https://www.wasa-oly.org/WASA/images/WASA/1.0%20Who%20We%20Are/1.4.1.6%20SIRS/Download_Files/LI%202017/May-%20School-Based%20Strategies%20for%20Narrowing%20the%20Achievement%20Gap.pdf

[66] Osher, D., Fisher, D., Amos, L., Katz, J., Dwyer, K., Duffey, T., & Colombi, G.D. (2015). Addressing the root causes of disparities in school discipline: An educator's action planning guide. Washington, DC: National Center on Safe Supportive Learning Environments.

[67] National Education Association. (n.d.). Understanding the Gaps: Who are we leaving behind and how far? Retrieved from *https://studylib.net/doc/18332610/understanding-the-gaps--who-are-we-leaving-behind-%E2%80%94-and*

who do not meet minimum standards of academic proficiency. The term does not include a pupil with a disability."[68]

Generally, at-risk students are those with a higher probability of failure due to academic or behavioral challenges. Academically, initial indicators are grades and scores on diagnostic assessments. Behaviorally, TVHS will monitor the success of behavior interventions to indicate which students need more significant behavioral support. Multiple sources and early warning systems will be used to identify at-risk students. TVHS recognizes that many factors can be associated with increased risk of academic failure and/or potential dropout of students, such as:[69]

- Social and economic risk factors, including:
    - Free and reduced lunch;
    - Single parent family;
    - Student pregnancy or parenthood;
    - Parent educational attainment;
    - Foster care;
    - Homelessness; and
    - Involved in the juvenile justice system.
- Diagnostic testing (students who do not meet current grade level mastery expectations).
- Review of attendance records – if a student has a documented history of more than 10% absenteeism.
- Review of discipline records – if a student has documented history of 3 or more offenses in a school year.
- Documented input regarding academic performance provided by previous administration, teacher, and school staff.

Students who are identified as academically 'at risk' and who are not already identified with an Individualized Education Plan (IEP) will be referred to TVHS's RTI team. The RTI team will be comprised of staff members from the grade level or department, special education teacher, instructional coach, and counselor in addition to the student's parents. The teacher of record will notify the parent(s) that his/her child will be entering the RTI program, which will provide interventions in all areas of the student's academic or behavioral deficiencies.

During the RTI process, a goal is written in the deficit academic and/or behavioral area, the student is provided with additional interventions, and the student has weekly progress monitoring related to the goal. The data is collected and analyzed every 4-6 weeks. If the student is not making adequate progress toward the grade level expectation, then instruction becomes more intensive by increasing the amount of time in intervention, increasing the number of sessions in intervention, or changing the teaching method. If after 12-16 weeks, the student's data still shows a lack of adequate progress, the student will be referred for the special education eligibility process.

Should the student qualify for special education, the student will receive support in regular education with supplementary aids and services. Progress monitoring will continue. If a student shows little to no academic growth, an IEP meeting will be held to discuss increasing services which

[68] NV Rev Stat § 388A.045 (2019)

[69] Collaborative on Health and the Environment (CHE). (2019). Socioeconomic Environment. Retrieved from https://www.healthandenvironment.org/environmental-health/environmental-risks/socioeconomic-environment

may include a more restrictive environment and additional supplementary aids and supports. The goal is to provide the student access to a free and appropriate public education within the least restrictive environment using student's data in the decision-making process.

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

All students will be engaged in and benefit from the curriculum including exceptional students or students who enter TVHS below grade level. The results of the student's prior year standardized tests results and other student records will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, referral for special services). Students who are identified as academically at-risk, who are not already identified with an IEP, will be referred to the RTI team.

APEX courses are standards-aligned, interactive, and engaging original credit or accelerating credit recovery. The program addresses gaps and targets intervention that assures grade-level proficiency. With Apex, the learning experience integrates targeted remediation into the direct instruction. It also introduces new ideas through chunked, scaffolded instruction that builds on students' prior knowledge and stays grounded through connections to simple, relevant examples. With literacy, language development, and academic supports built directly into the curriculum, struggling students can overcome the precise barriers they face to access grade-level instruction.[70]

Savvas Learning curriculum provides instructional materials that fits TVHS's blended learning that teachers to reconnect, engage, and inspire students. In addition, Savvas Learning offers adaptive technology that can assess students' skills and create activities for students to build and master foundational skills.[71] Savvas Realize provides access to standards-aligned curriculum to better serve every student, teacher, and school system. [72] Instructional materials meet every student where they are at with diverse and relevant content that encourages student voice and fosters student agency.[73]

Progress monitoring will ensure that students are receiving the appropriate continuum of services and equitable access to the general education curriculum. During daily collaborative team meetings, staff will review student performance data from all instructional tiers to determine next day steps of instruction. Progress monitoring by special education staff will be done on a weekly basis to determine the effectiveness of the instructional program. Adjustments to instructional programs will be made as student progress or lack of progress is determined. Revisions to IEPs will occur as adjustments are needed to a student's academic program towards a restrictive environment based on progress. Apart from providing the specific services listed in a student's IEP, Section 504, and/or ELL plans, as applicable, THVS's faculty will differentiate instruction as necessary, as well as offer tutoring services or other such assistance to ensure students remain successful. Student performance will be continuously assessed.

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71 Savvas Learning Company. (2021). For Back to School, Savvas Supports Educators and Students with Innovative Digital Tools and High-Quality Instructional Materials to Help Move Learning Forward. Retrieved from https://www.prnewswire.com

72 Savvas Learning Company (2022). Move Learning Forward with Innovative Digital Experiences and the Highest Quality Content. Retrieved www.savvas.com/index.cfm?locator=PS3iQm

73 Savvas Learning Company (2022). Equity & Inclusion in Learning. Retrieved from www.savvas.com/index.cfm?locator=PS3f2f

Students not making adequate progress towards the NVACS will be identified and the following measures will be instituted:

- All students not meeting standards will be placed on a Progress Monitoring Plan (PMP) and specific strategies to remediate any learning deficiencies will be implemented (excluding ELLs who have been participating in the English to Speakers of Other Languages (ESOL) program for less than 2 years.)
- Reading strategies in the content areas will be facilitated throughout the curriculum to provide students additional practice in addition to those taught during language arts classes.
- Saturdays and daily pullout tutoring may be required for those students consistently demonstrating non-mastery of the standards.
- Students consistently demonstrating non-mastery of benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention.

In addition, students needing remediation based on respective subject area assessments in specific subject areas will be assigned to and placed on a specific PMP targeting these deficiencies. This plan requires active participation from the student, the parents, and specific teachers to ensure continuous student improvement. This initiative allows each student to have ownership and understanding of his or her learning style and allows each student to track and monitor his or her achievement. The PMP will consist of specific measurable individualized goals for that student, as well the strategies and services (tutoring, required additional classes, English Language Development (ELD) services) to be implemented for the student to achieve the specified goals.

Special education must be provided in the Least Restrictive Environment (LRE). To the maximum extent appropriate, children with disabilities must be educated with their nondisabled peers. Students with disabilities may be removed from the regular educational environment only when the nature or severity of the disability is such that modifications, supplementary aids, and services are insufficient in the general education environment. Specialized education (including related services) can be offered in the general education classroom, a resource rooms, a self-contained classroom, at home, in hospitals, or in residential programs.

It is possible that a child's needs cannot be adequately met in the mainstream classroom even with accommodations and services. In that event, the IEP team may decide that some combination of a specialized learning environment and the general classroom, or a more restrictive setting, is necessary to permit that child to benefit from his or her education. When a student is removed from the general education classroom, the IEP team must explain in detail why the removal is necessary. Even then, the student must be allowed to participate with nondisabled students at mealtime, recess, or any other non-academic or extracurricular activity, unless compelling needs or performance of that student require otherwise.

(3) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond?)

TVHS is committed to serving the needs of all its students, regardless of level, learning style, and/or special needs. In support of our mission, the goal remains that all students attain and demonstrate mastery of the NVACS. Academic underperformance is first identified during the enrollment

process when reviewing student's records and transcripts. The Special Education and Section 504 team may also choose to immediately refer students with significant concerns to the school-wide Student Study Team (SST) to ensure that more intensive actions are taken to address the student's needs.

Students that test below benchmark and/or receive a failing grade in one or more of their classes will be transitioned to the appropriate tier level of instruction to receive more face-to-face interventions. If a student is already on campus full time and displays low grades and or shows needs based on their intervention screening, the student will be assigned to a case manager for direct follow up. The case manager will work directly with TVHS's Academic Advisor and the student's parent/guardian to provide one-on-one interventions.

Students that do not qualify for an IEP or a Section 504 plan will still work with their teachers one on one each day through small group interventions and after and before each schedule transition. Teachers will schedule interventions with students and parents/guardians to assist in mastering their learning objectives. TVHS's daily collaborative team sessions will identify students and their areas of struggle. Each teacher, based on their expertise, will be assigned a group of students to monitor and schedule one on one or small group intervention.

If increased performance is not seen on course assignments, assessment scores, and progress scores, classroom teachers may refer the student to the SST. The team will prioritize further interventions. All academic interventions will be measured by examining year-by-year assessment data. If improvement is not seen amongst students within the bottom 20%, then school-wide intervention practices will be revised.

In accordance with student's needs, TVHS may employ Reading and/or Math instructional coaches and will employ the adequate number of ELL and Exceptional Student Education (ESE) personnel required, as well as the counseling staff necessary to adequately support and properly service students. Classroom teachers will use research-based texts, enhanced by supplementary materials and programs, to ensure student success. Teachers will be required to document in lesson plans when and how each standard is taught and assessed. TVHS will offer free tutoring after school and on Wellness Wednesdays to fill and address learning gaps, as well as enrichment programs aligned to ELA/Math and Science standards, such as Robotics Club and Art Club. These activities will be offered to address all learner needs as well as foster an academic culture and love of learning both in and out of the classroom, further promoting TVHS's mission.

Data-Driven Individualized Supports for All Students
TVHS will have a Response to Intervention (RTI) team within a Multi-Tier System of Supports (MTSS) structure composed of administrators, teachers, and specialists trained to use the framework to effectively meet the academic and behavioral needs of all students. TVHS will implement strategies designed to address individualized learning needs, including educationally disadvantaged students and students with special needs who may be at-risk of falling behind. TVHS's RTI team will oversee and monitor the early warning system including:[74]

[74] United States Department of Education. (2014). Early Warning Indicators and Segmentation Analysis: A Technical Guide on Data Studies that Inform Dropout Prevention and Recovery. John Hopkins University. Boston: MA.

- Collecting and analyzing data on the number of students identified by the system as exhibiting two or more early warning indicators, the number of students by grade level who exhibit each early warning indicator.
- Preparing a description of all intervention strategies employed to improve the academic performance of students identified by the early warning system.
- Determining, in consultation with the parent, appropriate intervention strategies based on data from the early warning system for each student who exhibits two or more early warning indicators, unless the student is already being served by an intervention.

Implementation of RTI/MTSS: Multiple tiers of increasingly intense instruction and intervention services are implemented to support student success as part of the RTI/MTSS process. Students not meeting specific levels of performance in content areas for each grade level (or not meeting specific levels of performance on statewide assessments) will receive additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need. Students needing remediation or intensive instructional/behavioral support will be matched to strategic and intensive instruction/ interventions.[75]

- Tier 1 is inclusive of all students. All students in Tier 1 will receive high quality, research-based instruction, differentiated to meet their needs and will be screened at minimum on bi-weekly basis to identify struggling learners who need additional support. Core academic interventions include the use of the core curriculum and whole-class instruction and interventions. Core behavioral interventions include school-wide discipline policies and procedures, as well as positive behavior supports. Academic assessments at the Tier 1 include mid-year assessments, benchmark assessments, formative and summative assessments, and end-of-year assessments. Behavioral assessments at the Tier 1 include observational data, parent conference records and disciplinary data.

- Tier 2 is inclusive of students not making progress in the core curriculum. TVHS will provide these students with increasingly intensive instruction matched to their needs including, but not limited to small group instruction, one-to-one re-teaching, pull-out intervention, individualized instruction, intensive interventions that address each student's needs, and additional tutoring opportunities with a qualified interventionist.

- Tier 3 interventions are introduced when students need a more frequent, intense, and individualized instructional setting, which may include but would not be limited to: daily pull-out tutoring, one-on-one instructions; behavior intervention plan, individualized counseling, and intensive individualized academic plans following assessments.

After school and summer tutoring will be available to TVHS's students regardless of being identified as being "deficient" in their academic performance in core classes. Key findings from the National Center for Education Evaluation and Regional Assistance showed "one year of enhanced instruction produces positive and statistically significant impacts on student achievement."[76]

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[75] Wayne RESA. (n.d.). Quick Guide for Multi-Tiered System of Supports: The Building Level. Retrieved from https://resources.finalsite.net/images/v1568836530/resanet/v3v3youp8fkgrbzuivve/BuildingMTSSQuickGuide.pdf

[76] National Center for Education Evaluation and Regional Assistance. (2009). The Evaluation of Enhanced Academic Instruction in After-School Programs: Final Report NCEE 2009-4077. Retrieved from https://eric.ed.gov/?id=ED506725

Services for Students with Special Needs
TVHS's model allows educationally disadvantaged students, including students with disabilities and students entering below grade level, to benefit highly from the core curriculum. Students with disabilities must be supported and challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. To accomplish this, TVHS will commit to instruction that incorporates supports and accommodates students including:

1. An Individualized Education Plan (IEP) for Special Education students and a progress monitoring plan for students below grade level proficiency, which include annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
2. Teachers and specialized instructional support personnel who are prepared and qualified to deliver high quality, evidence-based, individualized instruction, and support services.
3. Instructional accommodations in materials or procedures - which do not change the standards but allow students to learn within the framework of the NVACS.
4. Assistive technology devices and services to ensure that students with special needs have equal learning and developmental opportunities; and
5. Instructional supports for learning based on the principles of Universal Design for Learning (UDL)[77], which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression. In addition to providing the specific services listed in a student's IEP and/or ELL plan, TVHS will offer tutoring services or other such assistance to ensure students remain successful.

Evaluating Meeting the Needs
Components of monitoring and evaluating meeting the needs of subgroups include:

- Teacher utilized flexible grouping.
- Types of flexible grouping were utilized (i.e., pairs, small groups, and/or independent practice)?
- Teacher differentiated instruction for all levels of learners.
- Teacher scaffold instruction for special education students and/or ELL students
- Example of how the teacher differentiated instruction for learners.
- Assignments and assessments were meaningful, rigorous, and at or above grade level.
- Teacher grade book reflected meaningful, rigorous, and at grade level assignments/assessments.
- Teacher provided an explicit closure to ensure mastery of lesson objectives.
- Teacher conducted a review and emphasized the important points of the lesson
- Teacher utilized technology in the lesson.
- Teacher maintained appropriate pacing throughout the lesson to engage students.

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

TVHS is committed to serving the needs of all its students, regardless of their baseline data, learning style, and/or special needs. In support of our mission, the goal remains that all students attain and demonstrate mastery of the NVACS. TVHS will utilize a RTI team within the MTSS structure

[77] CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org

composed of administrators, teachers, and specialists trained to use the framework to effectively meet the academic and behavioral needs of all students.[78]

The RTI model integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.[79] TVHS will identify students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and subsequently begin the process to identify students with possible learning disabilities or other disabilities. The RTI implementation at TVHS will contribute to more meaningful identification of learning and behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed, and assist with the identification of learning difficulties and problems. Parents will be invited to RTI meetings to review screening data and place the student in a group intervention, when a student is placed in a second group of intervention, when an individual intervention is designed for the student, and when a special education referral is initiated. Parents will be continually informed about the plan and its implementation.

The RTI model at TVHS will have four essential components: (1) a school-wide, multi-level instructional and behavioral system for preventing school failure, (2) screening, (3) progress monitoring, and (4) data-based decision making for instruction and movement within the multi-level system.[80] The RTI model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions. Embodied in each tier are four steps TVHS will implement:

1. Identify the problem.
2. Analyze the problem and determine why there is a discrepancy.
3. Establish a performance goal for the student, develop an intervention plan to address the goal, and monitor the student's progress during implementation.
4. Use evidence-based data, collected during progress monitoring, to evaluate the effectiveness of the intervention. Once effectiveness has been evaluated, the RTI team will determine if additional intervention is needed and/or adjust the intervention to support student progress.

Within the RTI structure, resources will be aligned to a three-tier model that will use increasingly more intense instruction. Tiers include increasing levels of intensity of interventions.[81][82]

Tier 1 will include evidence-based instruction in the general education classroom with core instructional interventions. Tier 1 will include differentiated curriculum and instruction for all students. Primary instruction will include at-risk children who have been identified through the universal screening process to receive evidence-based instruction, sometimes in small groups, sometimes as part of a class-wide intervention. A certain amount of time (generally not more than

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[78] Wayne RESA. (n.d.). Quick Guide for Multi-Tiered System of Supports: The Building Level. Retrieved from https://resources.finalsite.net/images/v1568836530/resanet/v3v3youp8fkgrbzuivve/BuildingMTSSQuickGuide.pdf

[79] RTI Action Network. (2021). Learn About RTI. Retrieved from http://www.rtinetwork.org/learn

[80] National Center on Response to Intervention (March 2010). Essential Components of RTI – A Closer Look at Response to Intervention. Washington, DC: U.S. Department of Education, Office of Special Education Programs, National Center on Response to Intervention.

[81] Wayne RESA. (n.d.). Quick Guide for Multi-Tiered System of Supports: The Building Level. Retrieved from https://resources.finalsite.net/images/v1568836530/resanet/v3v3youp8fkgrbzuivve/BuildingMTSSQuickGuide.pdf

[82] RTI Action Network. (2021). Learn About RTI. Retrieved from http://www.rtinetwork.org/learn

six or eight weeks) will be allotted to determine if the student responds to the intervention—hence, the name RTI.

Each student's progress will be monitored closely. If the student does, indeed, respond to the evidence-based intervention, then this indicates that perhaps his or her difficulties have resulted from less appropriate or insufficiently targeted instruction. The Tier 1 process will include the following components:

- Expectations – 80% or more of students successful with general education curriculum and instruction.
- Assessments – universal screenings for academics and social/emotional growth (behaviors).
- Interventions – through differentiated instructional practices.
- Roles and responsibilities – primarily the general education teacher.

Tier 2 will include small group intervention with intensive assistance for students who are performing below monitored progress expectations at Tier 1. Tier 2 includes targeted interventions for students at-risk. Tier 2 standard treatment protocol interventions will include interventions that are:

- Evidenced-based interventions;
- From education research;
- Experiential-based Interventions; and
- From best practice with like students.

The length of time in Tier 2 is instructional time in addition to Tier 1, and the level of intensity of the interventions is greater. They may also be more closely targeted to the areas in which the child is having difficulty. Again, the child's progress is closely monitored. The time allotted to see if the child responds to interventions in this more intensive level may be longer than in the first level - a marking period, for instance, rather than seven weeks - but the overall process is much the same. The Tier 2 process will include the following components:

- Expectation - 15% of students may be at risk and in need of targeted interventions;
- Assessment - progress monitoring of student response to specific intervention;
- Intervention - standard protocol treatment intervention as available from the research; evidence-based intervention as available in the literature; and
- Roles and responsibilities - variety of personnel as determined at the local site.

Tier 3 becomes an option for continued and more intensive intervention. Five percent of students may be at significant risk and in need of intense interventions. If, however, the child does not respond to the first level of group-oriented interventions, he or she typically moves to the next RTI level. Tier 3 involves the use of a combination of different types of curriculum material(s) including but not limited to: standard protocol treatment intervention as available from the research, evidence-based intervention as available in the literature, and unique intervention based on teacher expertise. Tier 3 is more individualized as well as more intensive. Weekly progress monitoring specific to the intervention should continue; analysis of every four data points will take place to determine whether the student is showing progress. If progress monitoring graph line is flat lining (student showing no progress) then intensity of instruction will be increased. Intensity can be increased by providing intensive intervention to the student in a smaller group or individually by increasing the minutes per session, increasing the number of sessions per day or week, and/or by changing the method of instruction. If the child does not respond to instruction at this level, then he or she will need to be referred for a full and individual evaluation under IDEA.

Regardless of the number of interventions TVHS implements, each will be classified under one of the three levels of prevention. This will allow for a common understanding across the entire process. At Tier 1, evidence-based core instructional and behavioral methodologies, practices and supports designed for all students will provide the foundation in general education. Tier 2 will consist of supplemental instruction and interventions that are provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance. Tier 3 is targeted for those students that require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this tier, instruction and intervention intensity is reflected in increased frequency, greater duration and/or more individualization.

Tier 1 is inclusive of all students. All students in Tier 1 will receive high quality, evidence-based instruction, differentiated to meet their needs and will be screened at minimum on bi-weekly basis to identify struggling learners who need additional support. Core academic interventions include the use of the core curriculum and whole-class instruction and interventions, following research-based instructional strategies and best practices. Core behavioral interventions would include school-wide discipline policies and procedures, as well as positive behavior supports. Behavioral assessments at Tier 1 include observational data, parent conference records and disciplinary data.

The RTI process will consist of the following:

- RTI teams review (Tier 1 meetings) the screening data and identify students in need of additional support through Tier 2 intervention. For those students that meet benchmark standards, they will continue to remain at Tier 1 and their progress will be monitored at the next benchmark assessment.

- While receiving intervention at Tier 2, a student's progress will be monitored by the RTI team to determine if progress is being made adequately. If a student is not progressing and the intervention(s) has been implemented as designed, the student will be referred to the School Support Team (SST).

The SST will consist of the school administrator, school psychologist, counselor, general education teacher and the parent(s), ELL Coordinator (as applicable). The SST will assist teachers in providing additional interventions for students with learning, emotional, social, and behavioral problems in school, primarily within general education classes. The SST process will be initiated as assistance is requested and the collection of student information such as history of grades, background screening, attendance, academic, behavioral and/or social-emotional screening assessments etc. is conducted. Continual filtering of a student's response to intervention determines the effectiveness of interventions and assists in the data-based decisions. After the consideration of all the data by the SST, a data-driven decision is made as to whether a referral for a Multi-disciplinary Team evaluation will be initiated. This rigorous and constant sorting and analyzing of information makes the SST a reliable and efficient system incorporating the tiers of intervention delivery.

In addition to the SST being a valuable resource for schools it is also a filtering process which serves to fluidly move students through the tiers of intervention, always evaluating and monitoring their response to these interventions and making data-based decisions every step of the way. It is a process that ensures the delivery of general education interventions first to address student's academic, behavioral and/or social emotional needs. The filtering then begins as students who continue to perform below standards and show inadequate response to general education interventions, even when provided with appropriate instruction and evidence-based interventions, formally enter the SST process.

The SST will review the screening and progress monitoring data and information provided from all other relevant records to develop more focused, intensive interventions for the student. Parent(s)/guardian(s) are integral team members and will be invited to provide data regarding developmental history and current functioning within the family and community units. Barriers to learning will be identified and strategies to overcome such barriers will be developed. Progress monitoring schedule will be determined, and responsible persons will determine the implementation of interventions and progress monitoring. Interventions will be implemented and monitored. Progress monitoring data will be collected a minimum of every two weeks and parents will be notified of intervention implementation and student progress over time. The school psychologist will periodically conduct fidelity checks on the SST Intervention Plan while assisting with progress monitoring data collection.

If the focused, evidence-based interventions attempted at all Tiers do not produce a satisfactory level of progress, as evidenced by review of the RTI data and an analysis of any existing barriers to learning, interventions will be modified, and a comprehensive evaluation may be requested. Documentation of the various strategies and interventions employed in Tiers 2 and 3, as well as all data pertaining to progress monitoring, will become part of the referral packet. Parents will be kept informed of planned intervention efforts and the student's progress in response to intervention throughout the entire SST process.

Referral Procedures - Prior to a referral for students suspected of having a disability, school personnel will make one of the following determinations and include appropriate documentation in the student's educational record:

1. For students who present speech disorders; severe cognitive, physical, or sensory disorders; and/or severe social/behavioral deficits that require immediate attention to prevent harm to the student or others, the implementation of evidence-based interventions (including the parent involvement in the intervention procedures) and the observations of the student would be inappropriate in addressing the immediate needs of the student.
2. The activities described in the general education intervention procedures above have been implemented but have been unsuccessful in addressing the areas of concern for the student.
3. The parents of the child receiving the general education interventions requested, prior to the completion of the interventions, will request TVHS conduct an evaluation to determine the child's eligibility for specially designed instruction and related services as a student with a disability. In this case, the activities described in the general education interventions procedures are completed concurrently with the evaluation but prior to the determination of the student's eligibility for specially designed instruction.

In the instance significant risk factors are present or if the student demonstrates severe cognitive, physical or sensory impairments, or presents as a danger to self or others, an individual intervention plan should be developed as the child awaits the Multidisciplinary Team evaluation.

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

TVHS will use various methods to share information with students and parents. Ongoing communication will be maintained through on-line reporting systems such as, web-based grade book and progress reports, parent conferences, and other forms of written and oral communication that the parents may prefer. TVHS will make every effort for communication to take place in the

home language for those students from homes where a language other than English is spoken. Depending on the students program it could be weekly student behavior reports, parent teacher conferences, phone calls, and/or emails.

Specifically, TVHS will ensure communication with students/parents occur as follows:

- Written Notices & Email: Parents will be notified, in writing, at any time during a grading period when: it is apparent that the student is doing unsatisfactory work; when course or grade assignments drop abruptly or significantly; if a student is in jeopardy of failing a course, and/or if a student is in jeopardy of not meeting promotion criteria. Parents will also be notified in writing when a student is receiving instruction in an accelerated class or grade placement other than for which they are eligible.
- Phone & In Person: Teacher and/or administrator will call parents with updates or concerns and/or request in-person conference. TVHS will also host an open house at the beginning of the school year wherein they will make parents aware of school policies, procedures, and how to request conferences. Parent conferences will be held as requested by parents or as deemed necessary by teacher or administration.
- Interim Progress Reports: Parents receive an interim report between grading periods, which indicate student progress by course and contains academic, behavioral and attendance data.
- Parent Portal/ Online Gradebook: Parents have access to all the child's grades/assignments.
- Data Reports: MAP Scores, ACT, PSAT, SAT and reports of student individual performance and progress.
- School's Star Rating: (School Accountability Reports) will be made available to stakeholders and the community at-large via TVHS website and other means.

Additionally, TVHS will coordinate parent workshops to bring parents into TVHS and invite open dialogue. TVHS will coordinate other appropriate methods of communication with parents/guardians, as necessary, and will make every effort to communicate with parents in their native language. TVHS will have a campus podcast to further open lines of communication with parents and families, as well as increase engagement on the portal. TVHS will meet this task by communicating available resources, announcement of upcoming engagement dates, contests, and giveaways to support families who are dealing with remediation.

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

The classroom teacher is the first level of intervention for students with behavioral concerns. The teacher will collaborate with the student and parent/guardian to foster working relationships and promote positive classroom behaviors. TVHS teachers and staff will use Positive Behavioral Interventions and Supports (PBIS) along with Functional Assessment and Behavior Plans to determine why the behavior is being exhibited. Positive support paths will be demonstrated by all TVHS staff with the end-goal in mind to efficiently and appropriately correct student behavior issues.

1. Positive Behavioral Interventions and Support (PBIS), included with the Goodlife Curriculum, is beneficial for all students and provides effective tier one (1) interventions. Examples: set routines, silent signals, proximity, quiet corrections, giving students tasks, positive phrasing, take a break, state and explain the behavior that you want to see, and give out

tangible reinforcers. Wellness Wednesday will also be utilized for students to meet with their mentor and/or the Student Success Team (SST).[83]

2. Individual Behavior plans, and Functional Assessment provide effective tier two (2) and three (3) interventions. Individual Behavior plans target a specific behavioral difficulty. The purpose of the plan is to systematically modify a student's environment with the goal of changing the student's behavior. Individual Behavior plans are most effective when they are based on functional behavior assessments. The function of a behavior describes what the student is getting out of a behavior and by gathering data and analyzing the antecedents and consequences, teachers can create lessons and strategies that produce positive change.

Behavior plans will be developed, implemented by the school personnel, who daily, spend the most time with the student(s). Plans and implementation will be monitored by the SST. Interventions that will be offered for students exhibiting early signs of behavioral concerns are interventions that can be used in the classroom to positively reinforce student behavior for all students. Wellness Wednesday will be utilized to provide peer supports, counseling supports in the community, positive social groups, video content which promotes resiliency, problem solving strategies, and emotional intelligence. TVHS will also utilize a suicide prevention program through the Office of Suicide Prevention and American Foundation for Suicide Prevention.

Special Education

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

One of TVHS's founding board members serves as an attorney for the Clark County School District in the Student Services Division (special education). This member researched legislation, policy, state statutes, and federal laws regarding IDEA and special education issues, as well as those relating to Section 504 of the Americans with Disabilities Act (ADA). This board member ensures that the Clark County School District complies with all laws and policies in this area and advised schools on best practices to ensure compliance with the law and maintain high academic and behavioral standards for students with disabilities. This member has also been an inclusion teacher at the elementary level, focusing primarily on students with mild and moderate learning and behavioral disabilities.

Other member experiences include licensed teachers who have worked with students of all levels of disabilities. The board also has members of the community serving in positions that give students with disabilities real life practical experiences, often furthering functional curriculum goals and objectives.

[83] Fluke, S. & Peterson, R. (2015). Individual behavior plans & functional assessment, Strategy brief. Lincoln, NE: Student Engagement Project, University of Nebraska-Lincoln and the Nebraska Department of Education. http://k12engagement.unl.edu/individual-behavior-plans.

(2) Identification: How will the school identify students in need of additional supports or services?

TVHS will utilize the SST team when concerns have been expressed about an individual student's academic or behavioral needs. Prior intervention is used to assist the school in determining whether the student has needs that are able to be met within the general education setting without the need of special education supports/accommodations, or whether the student is suspected of having a disability and requires a more restrictive environment.

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

TVHS will be grades 9-12 so this question is not applicable.

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

TVHS will utilize the SST team when concerns have been expressed about an individual student's academic or behavioral needs. Prior intervention is used to assist the school in determining whether the student has needs that are able to be met within the general education setting without the need of special education supports/accommodations, or whether the student is suspected of having a disability and requires a more restrictive environment. If the student requires special education services, a meeting will be put together involving school administration, the school psychologist, teachers, parent/guardians, and other school personnel who are responsible for and work with students who require assistance. TVHS will initiate procedures to evaluate the student for eligibility under the Individuals with Disabilities Education Act (IDEA) and the Nevada Administrative Code (NAC). This meeting is so all members can discuss and share information and ideas that will help the student succeed and improve the student's ability to participate in the general education classroom. For a student to qualify for special education services the student must have a disability and a unique learning need that cannot be met through the general education setting with appropriate accommodations and modifications. To determine eligibility, the team will complete the appropriate assessments and present and discuss the results. Once this is completed the team will determine whether the student has or continues to have one or more disabilities and whether the student has a unique learning need that requires special education services.

For a smooth transition to adulthood, young people with disabilities need support, guidance, and planning. TVHS will help students with disabilities plan the future they want, pursue employment and/or higher education, and navigate the shift to adult life in the community. TVHS will utilize the time on Wellness Wednesdays to schedule a time with each student to develop, follow and successfully complete their unique transition plan to adulthood and future success.

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

TVHS will consider assessing students for special education based on teacher feedback from the Response to Intervention process, parent concerns, or other staff member concerns. Students that are proving successful and are making continuous gains to achieve grade level success will not be assessed for special education if it appears that a suspected disability is not having any impact on academic success. However, the staff will consider the entire picture of each student individually. Initially, students with learning concerns will be placed in interventions to help the team determine the scope of the concern or a possible disability. This will help reduce an automatic reaction to put all struggling students in special education. Also, the determination of special education is a team decision, and all relevant factors will be considered, including the impact on student learning. TVHS will also utilize Section 504 Accommodation Plans in lieu of a formal Individualized Education Plan (IEP) if that is more appropriate.

If a student has been incorrectly identified as needing special education services, the team will make that determination at an "exit IEP meeting." If the data supports the decision and the team agrees, the student will be exited from special education. A Section 504 Plan may be considered at that time if the student needs accommodations to help access the general education curriculum. It is important to note that the parent is an integral part of any IEP team decision, and their input will be taken into consideration along with the input of the other required team members and school staff.

(3) Continuum of Services: How will the operator provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

TVHS will continue to provide interventions and support for instructional and behavioral deficits. TVHS will have many opportunities to accommodate and modify with highly trained special education staff. Regarding students with severe intellectual, learning, and/or emotional disabilities TVHS would include these five best practices; inclusion, home-school collaboration, staff development, data-based instruction, and the criterion of ultimate functioning (i.e., preparing students for their current and future environment).

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

TVHS will have bi-weekly meetings for general education teachers to meet with the special education team to collaborate and discuss what is working and what is not working. They will be able to answer any questions and assist with any accommodations, modifications, or assistance with planning lessons or behaviors. TVHS will plan student schedules accordingly and special education teachers will be able to push into classrooms to assist with student struggles during instruction.

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

TVHS will hire staff that is highly qualified and endorsed in the areas needed for our students and school to succeed. All teachers will have the required licenses or will follow all state guidelines regarding provisional licensing of special education teachers.

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

General education teachers will have the opportunity to meet biweekly with the special education team. TVHS will have mandatory monthly staff developments to make general education teachers knowledgeable about Individualized Education Plans (IEPs), accommodations, modifications, goals/benchmarks, and how to ensure they are being implemented.

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

Upon compliance with the provisions of NAC 388.265, and the IDEA, no student with a disability will be suspended, expelled, or excluded from attendance if the suspension, expulsion, or exclusion results in a change of placement of the student during any school year. Before initiating any suspension, expulsion, or exclusion that will result in a change of placement, the team will convene a meeting of relevant members as determined by the parent and the IEP team to hold a behavior manifestation determination. The purpose of this meeting is to determine whether the behavior of the student was a manifestation of the disability of the student.

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

All special education teachers are required to keep data collection on student IEP goals and benchmarks. This is to determine if instruction is working or if it needs to be differentiated. Depending on the type of monitoring whether it is instructional or behavioral it could be collected daily, weekly, bi-monthly, or some other interval that is more appropriate for the goal. Behavior data is usually collected daily, and academic data is often collected once a week. This will be determined by TVHS's Special Education Team as the frequency that data is collected is related to how often measurable progress can be expected.

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

TVHS will always send at least two prior notices/invitations to any upcoming IEP meetings. Regardless of the level of experience families may have with special education, TVHS will ensure that families are well informed as to what their rights are and what they can expect from TVHS. We value their partnership in their child's education and will host at least one Family Night Presentation for students and families to have an open and honest dialogue about special education concerns and share resources and information regarding IDEA and state policies, as well as our own TVHS philosophy. The school will aim for families who will understand that TVHS is open to their suggestions and ideas and are all interested in achieving the same goal for their child.

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

TVHS will not be offering a full-time distance learning program at this time, this question is not applicable.

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

As mentioned in Table 2.2 in "Meeting the Need", TVHS has estimated that 13% of the school's population will qualify for special education services.

English Language Learners

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

Local educational agents, (LEAs) must identify in a timely manner English learners in need of language assistance services. The Home Language Survey (HLS) used to identify potential English learners shall be included in the registration packet or given in a questionnaire to parents or guardians at the time of the student's enrollment. In Nevada, the Home Language Survey, at a minimum, must include the questions that meet the requirements in NAC 388.620 (Determination of primary language of pupil). Each school district shall identify the primary language of each pupil who enrolls in a school within the district for the first time.

A pupil's primary language shall be deemed to be a language other than English if:
a) The pupil first spoke a language other than English.
b) The primary language spoken in the home of the pupil is not English or
c) The language most often spoken by the pupil is not English.

In the implementation of this requirement, for students identified as potential English learners through the home language survey, the school administers an English language proficiency screener (WIDA screener, grades 1 – 12) to determine if the student qualifies as an English learner. Results from the assessment must be sent to parents or guardian within 30 calendar days at the beginning of the year, or within two weeks during the school year. After English learners have been identified using the English language proficiency screener, LEAs must offer to English learners EL services and programs until ELs are proficient in English and can 6 participate meaningfully in educational programs without EL support. Additionally, LEAs must provide appropriate special education services to English Learners with disabilities that are found to be eligible for special education and related services.

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

Once students are assessed, the principal will ensure that eligible students are provided appropriate EL services. In addition, the principal or designees (ELL Teacher) will ensure that ELL students and their parents or guardians are aware of school activities and other opportunities at TVHS in a language they understand. Students who are eligible for ELL services will receive these services until it is determined, through re-evaluation procedures, that they possess adequate

English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

For students classified as Non-English or Limited English Proficient who are coded as non-English or limited English proficient because of the initial assessment, the following steps will be completed within the mandated timelines:

1. Classify students who are eligible for English Language Learner (ELL) services as Non-English or Limited English proficient. The students are eligible for ELL services.
2. Prepare a Parent Notification Letter. Once the parent receives the letter, they may choose to receive ELL instructional services. If the parent or guardian refuses EL instructional services, THVS will meet with the parent or guardian to ensure that the parent or guardian understands what is being waived. Parents or guardians may only waive ELL instructional services – not testing. TVHS will document the parent conference and place a copy of the waiver in the cumulative student folder.
3. Students will be evaluated with the World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS). Students will receive an English Language Proficiency Level on a scale of 1-6 (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching). Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.
4. Once students are assessed, the principal will ensure that eligible students are provided appropriate EL services. In addition, Principals or designees will ensure that EL students and their parents or guardians are aware of school activities and other opportunities at TVHS in a language they understand. Students who are eligible for ELL services will receive these services until it is determined, through re-evaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

ELL Program Placement: TVHS will implement an ELL program of instruction in meeting the needs of the ELL population to be served. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. TVHS will provide effective ELL instructional strategies in all courses including mathematics, science, social studies, and computer literacy following state guidelines.

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

TVHS plans to hire an ELL endorsed instructor and an instructional aide to assist. The ELL endorsed instructor will be responsible for all instructional plans and implement all accommodations as designed by the program to meet state guidelines. A certificated and ELL endorsed counselor may assist with some testing and supervision and ongoing monitoring. The ELL environment will be inclusive in all classes, with pull-out testing as required by the state of Nevada. TVHS is a school of acceptance and success for all.

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

The program at TVHS for the ELL students will use an instructional software from the Pearson series. It has specific remedial, testing, redo, and additional instructional materials for the ELL students. This comes complete with an online, and in classroom model. It includes audio, visual, and kinesthetic portions. In addition, it has a homework help section and parent portions as well. The Pearson program is used in many state and international schools because it is so inclusive of various levels and components. It is also culturally sensitive with reading, comprehension, and vocabulary. It also has some reteaching modules in every chapter, as well as practice exams prior to the actual exam. It has unit and yearly progression charts with correction strategies to follow. Pearson is a series that ELL students will easily adapt to along with other resources used by the instructor. Using the Pearson series allows for pacing, modeling, and specific tracking on all testing and data. It is a data driven program, backed by research and many years of proven practice by teachers of different cultures and countries.

The ELL instructor will be using a student-centered approach with direct instruction and multi-sensory learning to meet the needs of the ELL students. The engage-activate model will allow for the student-teacher connection initially. The goal will be mastery and proficiency at the student's grade level. There will be some task-based learning, community language learning, and some communicative language teaching by the instructor. The instructor may also choose to apply the engage-study-activate model, as determined by the student's exposure to the language and need. For the ELL program to be effective, the students will be included in classes with regular expectations and given remedial ELL instruction as needed or referred by the instructor.

The ELL teacher and all teaching staff will also be trained on the Quality Teaching of English Learners (QTEL) framework. This will provide access to the rigorous curriculum through a scaffolding approach that utilizes current data-based teaching strategies to push students past their zone of proximal development and acquire language through content development.[84]

All classes will have equal access to the ELL instructor, and all students and classes will be included to ensure academic success. The ELL students will be identified in each class, and the expectation is the instructors in all classes will be directed to use the presentation, practice, and materials. TVHS will have a school wide instructor in-service and training. This will ensure equal access for ELL students to gain the knowledge they need to be successful, with the ELL teacher assisting them. All classes will be expected and supervised to include audio, visual and kinesthetic elements, with projects or assignments. These strategies will ensure academic success, and equitable access at TVHS. If a student is failing in a class, the identifying interventions can be put in place and a reteaching or extra help by the instructor can be instituted immediately.

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

TVHS will progress monitor ELL students on a regular basis using data to track their progress. In addition, ELL students will be reassessed every year to determine whether the pupil's proficiency in English is fluent and whether they are able to succeed in courses of study that are taught only in English. TVHS will monitor all reclassified students for a minimum of two years after they have met language proficiency. The student must be given the test, ACCESS for ELLs, every year until the student exits the ELL program. Parents or guardians of LEP children do not have the option of withdrawing their student from participating in the ACCESS for ELLs.

TVHS may reclassify an ELL student only if the school administers the ACCESS for ELLs to assess the pupil's proficiency to comprehend, speak, read, and write English. Afterward, the pupil will

[84] Quality Teaching for English Learners. (2022). About Us. Retrieved from https://www.qtel.wested.org/about

obtain a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading, and writing English, as established by the publisher of the examination. TVHS will monitor any students reclassified as English proficient who have not yet met exit criteria. TVHS will ensure that reclassified students are appropriately placed in classes and TVHS will monitor a student reclassified as fluent-English proficient, but who has not yet met exit criteria, for no less than two years. The purpose of this monitoring is to ensure that the students maintain success in any academic class and are no longer in need of language acquisition assistance.

The monitoring from TVHS will include periodic contact with the student's teacher(s) to ascertain student progress. TVHS will also review the student's report card annually to review the student's attendance, academic and citizenship grades. To be considered academically successful, a student should have no grades below a "C" in English, reading, math, science, or social studies. Specific consideration for language proficiency must be taken into consideration in planning specific interventions for the student. If, because of monitoring, evidence indicates that the student is not successful in English-only classes and needs further language acquisition assistance, TVHS will administer the initial assessment test to ascertain the student's current English proficiency. A meeting will be held with the student's parents or guardians and the student will be considered for reinstatement into the ELL program, into an academic remediation program, or the student will remain in their current class schedule. TVHS will continue to monitor the student for language and academic progress. If the student is determined to be academically unsuccessful, TVHS and the appropriate teachers will seek out other services for the student to address any academic deficiencies. Prior to making any changes, the principal or designee will meet with the parents or guardians to discuss the recommended changes.

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

Parents of students attending TVHS will begin the year with understanding the ELL services provided at the school. In addition, they will be informed of and sign the learning compact (translated to accommodate all individual language learners). Parents of ELLs will be invited to attend school-wide events. Access to programs and activities in the parents' primary language will be provided when necessary. Additionally, parents of students identified as ELL will receive weekly progress reports regarding the growth that their child is demonstrating. The ELL Teacher will notify parents via phone, letter, or email when a formal meeting should be held to discuss their child's ELL progress. Parents of ELL students will receive monthly calls from their general education teacher to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow for parents to get to know their child's teacher and to ask questions or share their perspective on various matters. If the teacher is not fluent in the home language of the parent, a translator will be provided by TVHS to ensure that this necessary communication takes place. TVHS plans to use potential Title III funding and SB390 (Sec. 3114(a) and 3114(c) to support programs designed for parental involvement of TVHS's English Learners.[85]

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

TVHS will not be providing full time distance education and not applicable.

[85] Nevada Department of Education. (2020). Guidance Document for Title III English Learners and Immigrant Students. Retrieved from https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners(ELL)/Guidance_Document_TitleIII.pdf

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

TVHS will be expecting 30% of the student population to qualify for ELL services, based on current school enrollment and the enrollment filled out by the students and the parents completing the intent to enroll data. TVHS is expecting to hire an ELL teacher to screen the newly enrolling students. The counselor will also review all transcripts and records of incoming students for previous enrolling in ELL at prior schools. Students transferring credits from other schools will also be interviewed as they register for classes. Parents will also be consulted for the newly enrolling students.

TVHS anticipates approximately 98 ELL students in a school of 325 at the opening of the school year. However, TVHS predicts the students will have different developing levels of English with some students requiring more and others requiring less remediation. TVHS anticipates hiring Special Education Instructional Aide(s) to assist the ELL Instructor. TVHS anticipates students will exit the program as they master the proficiency of the grade level expectations. Classroom instructors may refer students to the ELL program as needed.

Homeless/Migrant Services

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

TVHS is planning an individual interview for all new students enrolling, to review their needs, home address, and family situation. This involves their current credit status, former schools, and school records. By doing this entrance interview, TVHS will be able to identify migrant and homeless students and place them into our school with the appropriate resources. A parent will be required to attend the entrance interview with the student, at which time a full review of the needs will be assessed. TVHS will have a Special Education teacher and an ELL specialist available. Additionally, the counselor will have community resources and be able to refer needy students to the appropriate services needed.

Project 150 Community Room will be located within TVHS and will be accessible to all students.

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

To ensure the students and families receive the services, there will be a follow up check by the counselor, and the mentors with the student within three weeks of any new student entering. This will include the school specialist, and a home contact made via phone, zoom or email to maximize services. The 3-week check will be recommended and noted for all new students and adjustments will be made to classes, services, or mentors, as needed.

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

TVHS will not be providing full time distance education and not applicable.

SCHOOL STRUCTURE: CULTURE

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

TVHS's mission, vision, and core values are the foundation of the culture and climate of the school. TVHS strives to commit to diversity and social awareness, as well as to academic achievement and excellence.

Mission: The Village High School (TVHS) transforms the lives of graduates by offering a high-quality education in conjunction with coping, decision-making, and practical life skills that lead to grit and perseverance and better understanding of what it takes to be successful in the world. TVHS' culture will create a safe space for all students.

Vision: We are a charter school that is committed to creating and sustaining and exceptional education for students whose needs cannot be met in traditional environments.

TVHS's mission and vision consist of five core beliefs:

1. Students cannot learn if they do not feel safe.[86][87]
2. Many students are in desperate need of counseling and mental health services at school.[88]
3. Formative assessment and data drive instruction.
4. High quality teachers, curriculum, student engagement, and materials increase student growth.
5. Professional development that is focused and thoughtful is vital to the success of the school.

TVHS proposes to give families the ability to attend a quality high school in which students feel in charge of their learning, safe, and mentally healthy. Our unique model will transform education for diverse and traditionally underserved student populations.

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

The creation and implementation of TVHS's culture will start during student enrollment and the hiring of faculty and staff. School culture is not created overnight, but rather born from the school's vision, beliefs, values, and mission.[89] Through TVHS's mission and vision, the culture will develop and grow through the accumulation of actions and traditions that align.

Students and their families will be immersed in the norms and expectations of TVHS from the moment they step foot on campus. Students will participate in activities that encourage acceptance and diversity, as well as communication development. Parents/guardians will be enculturated through the enrollment process, reading, and agreeing to the student and parent handbook, and direct weekly communication with school faculty and staff.

Faculty and staff enculturation begins in the interview and hiring process. Because TVHS's mission and vision focus on creating a safe space, as well as social emotional learning and mental health

[86] GLSEN. (2019). *School Climate in Nevada (State Snapshot).* New York: GLSEN.
[87] Nevada Department of Education. (n.d.). Nevada School Climate Survey. Retrieved from http://datatool.nevadaschoolclimate.org/
[88] State of Nevada Department of Education. (n.d.). SEAD. Retrieved from https://doe.nv.gov/SafeRespectfulLearning/SEAD/
[89] Fisher, D., Frey, N., & Pumpian, I. (2012). How to Create a Culture of Achievement in Your School and Classroom. Retrieved from http://www.ascd.org/publications/books/111014/chapters/Creating-Culture-in-Schools.aspx

counseling, applicants will be asked to share their personal educational philosophies including their viewpoints on equitable curriculum and pedagogical beliefs. Creating the type of culture, the School Board envisions starts at the top. The principal is instrumental in creating the structures and procedures within the school that truly embody the vision of TVHS. A strong administrative team that constantly and clearly communicates the "why" behind decisions and the purpose of TVHS is essential. Once a strong leadership team has been established, all other hiring decisions will fall into place to align with TVHS's vision and culture. Applicants who share similar beliefs to TVHS and alignment to the school's mission and vision will be considered for employment. Faculty and staff enculturation will continue throughout the school year by professional development implementations and team collaboration. During team collaboration, student academic and emotional growth will be discussed to continue to build and enforce school culture. These daily sessions will provide the necessary support and interventions for all learners.

Families and students will be informed and trained on the use of Yondr pouches on campus and the reasoning behind why the pouches are necessary to keep students and faculty safe and undistracted during the school day. Representatives from Yondr will conduct the informational sessions with the support of TVHS.

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

Assessing school culture should be intentional, completed anonymously and individually. These assessments will help to gain an understanding of cultural behaviors or markers of the overall culture of the learning community. In addition, school culture is the shared experiences both in school and out of school, creating a sense of community, family, and team membership, and will be measured through observations from all stakeholders.[90] TVHS will measure school culture and evaluate implementation using a survey that will be collected twice a year. The Nevada School Climate and Social Emotional Learning Survey. This survey is administered by the American Institutes for Research (AIR) on behalf of the Nevada Department of Education. The NV-SCSEL asks students questions about the environment and conditions for learning in their schools.[91]

Assessments on school culture will ask questions related to and attitudes towards school culture. Qualitative data will be collected, analyzed, and aggregated with all TVHS school leaders, board members, staff and families. The results of the survey will be used to shape pathways to school improvement, promote individual professional development, and implement the school's core values. Specifically, TVHS will use the data to structure Wellness Wednesday and ensure that we are offering programs that are best fit for the students needs.

[90] Wagner, C. (2007). The School Leader's Tool FOR ASSESSING AND IMPROVING SCHOOL CULTURE. Retrieved from https://www.redorbit.com/news/education/847037/the_school_leaders_tool_for_assessing_and_improving_school_culture/

[91] American Institute for Research. (2022). Nevada School Climate/Social Emotional Learning Survey. Retrieved from https://www.air.org/project/nevada-school-climate-social-emotional-learning-survey?msclkid=5034efcdc6a711ecb11925f4147acd12

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

TVHS's secondary program model is to provide a rigorous and innovative core curriculum, as well as a social-emotional learning program which focuses on individual and internal growth. Classroom teachers will also mentor students weekly during dedicated one-on-one sessions. During these mentoring sessions students will set long and short-term goals with their mentor. These sessions will foster strong relationships between students and mentors as they celebrate successes and discuss learning opportunities from roadblocks they need to overcome.

The TVHS elective choice for our secondary programming a combination of Goodlife curriculum and SEED Impact Program. Goodlife Curriculum provides the platform for caring adults to effectively connect to today's youth with confidence, knowing that what they are using to guide, teach and empower youth has been curated with the best tools and methods available. Clear teaching through consistent messaging in addition to mentoring also reduces risks of early anti-social behavior, alienation, family management problems, and lack of commitment to school.[92]

The Goodlife framework revolves around four themes: focus, friends, freedom, and future. This framework helps to produce healthy beliefs, creates opportunities for involvement, and reinforces pro-social behavior.[93]

- focus – examines thoughts, emotions, source of meaning, motives, and intentions that guide students' lives
- friends – pays close attention to relationships as influencers of a person's time, energy, and emotion.
- freedom – focuses on the pathway of thinking, believing, and acting as in individual, and focuses on decision making as having the power to choose.
- future – strives to focus on every moment of the students' lives and teaches how to embrace gifts and desires that life brings and to realize that the past does not define a person.

SEED Impact is a program that focuses on internal growth utilizing Social Emotional Learning (SEL). SEL intentionally develops attitudes, behaviors, and skills that are fundamental for academic and life success. SEL programming incorporates the two essential benefits as mentioned above. Working in partnership with the stage-model framework, SEED Impact, will be customized and integrated with our programming to measure, credibly report, and accelerate the learning experience of program participants. With a focus on life-transformations, SEED Impact's approach tracks major shifts in competency measured across three domains of growth as mentioned above.[94]

SEED Impact will guide TVHS's leadership team to customize three competency ladders (being, doing and relating) to clarify core SEL practices in alignment with TVHS's mission and program outcomes. At the start and end of each program year, program staff will use the competency ladders to assess each learner's performance. Learners will also self-assess their experience. Combining these two complementary survey tools thus strengthens the validity and

[92] Goodlife. (n.d.). Student Playbook. Retrieved from https://www.iwantgood.org/
[93] Goodlife. (n.d.). PBIS & Social Emotional Learning. Retrieved from https://www.iwantgood.org/
[94] SEED Impact. (n.d.). Social Emotional Learning. Retrieved from https://www.seedimpact.org/social-emotional-learning

reliability of the measurement with SEED Impact and amplifies the benefits derived by each participant.

In customizing the assessments, TVHS will build on the tools, research, and reporting that have already been done. The intent is to simplify and reduce the work on staff as SEED Impact guides TVHS to effectively implement this advanced approach to SEL measurement and accelerated learner growth. Once tools are refined and made operational, SEED Impact will provide data analysis and a dynamic report reflecting TVHS's brand and tailored for specific audiences as requested. Overall, TVHS will be equipped to report the impacts that most powerfully capture the work while generating actionable data to guide learners to increasingly higher levels of competency.

The integration of this approach within our programming will afford increased self-reflection and exemplify the experience of our program as a learning community. Staff, instructors, and participants will come to share a common, clarifying language that enables the learner to understand "where I am" in my personal growth, in relation to "where I want to be" and "what I can do next to grow into more of my potential." Recognition and celebration of student successes will ignite deeper learning.

Overall, SEED Impact's approach provides an integrated "mental map" of the entire program's landscape, and a concise way to portray and talk internally and externally about the program. TVHS will gain holistic rather than piecemeal reporting of results, grounded in SEL research. The work with SEED Impact is less about evaluation and more about the opportunity for staff, leaders, participants, parents, and funders to apprehend the power of its program. As more of the programs are implemented over time, TVHS will share common language and a unifying framework. SEED Impact reports will combine impact data with stories and photos to convey how each program and the organization is changing lives.[95]

TVHS will implement Wellness Wednesdays that will occur every Wednesday during the school year. Wellness Wednesday is an opportunity for students and faculty to engage in healthy lifestyles and learn about strategies of mental wellness and coping skills that lead to grit and perseverance. It is a day for students and faculty to tend to any academic, emotional, and/or mental needs.[96] Students will have an opportunity to meet with their adult mentors, create and revisit academic plans and set goals, catch up on their assignments and assessments so they don't fall behind, and participate in activities provided by TVHS's partners.

Wellness Wednesdays will benefit TVHS through the following ways:

- better physical and mental health
- healthy lifestyle
- lower stress levels
- increase focus
- improve morale

[95] The Aspen Institute. (2017). The Evidence Base for How We Learn, Council of Distinguished Scientists National Commission on Social, Emotional, and Academic Development. Retrieved from https://www.seedimpact.org/social-emotional-learning

[96] Lopez, G. (2021). Three reasons to keep Wellness Wednesdays. Retrieved from https://thepirateshook.com/2021/05/06/three-reasons-to-keep-wellness-wednesday/

- better school and work life balance
- increase engagement[97]

The use of Yondr pouches will be implemented at TVHS. Yondr is a physical system where students will place their phones in a pouch, which locks.[98] According to Pew Research Center, the average smartphone user clicks on his/her phones 85 times a day and revealed that 46% of Americans say they cannot live with their phones.[99] Students and faculty will hold on to their own pouches throughout the day and teachers will have the unlocking device to unlock pouches at any time. Utilizing Yondr pouches will decrease the amount of discipline issues associated with smartphones and the distraction it causes to student learning.[100] Without the distraction of smartphones on campus, there may be an increase in concentration, better academic performance, and promote positive social interaction by building rapport with others.

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

Student dress, personal appearance, and conduct are required to be of such character as not to disrupt or detract from the educational environment of the school. Any style that tends to diminish instructional effectiveness or discipline control by a teacher is not acceptable. TVHS dress code is in accordance with Clark County School District Regulation 5131. The school administration shall have the right to designate which types of dress, fashion, fads, or appearance disrupt or detract from the educational program and may be a potential safety hazard. The specific requirements and prohibitions are:

- Students must wear shoes with soles. Slippers and sandals are not permitted.
- Shirts and blouses must be appropriately buttoned in accordance with the design of the shirt or blouse. Length must extend beyond the belt level with no skin showing between bottom of shirt/blouse and top of pants or skirts.
- Crop tops, and clothing that is strapless, low-cut or has slits, or tops and outfits that provide minimum coverage or that are transparent, are not permitted.
- All attire may be no more than two inches above the knee. If shorts are worn, they must be hemmed and without fraying. Cutoffs are not permitted. Skin should not be visible more than two inches above the knee.
- No spaghetti straps are permitted. All sleeveless shirts must have straps covering the shoulder.
- Prohibit slogans or advertising on clothing, which by their controversial (e.g., Iron Cross) or obscene nature disrupt the educational setting. This includes any clothing that advertises

[97] Pilon, A. (2022). What is Wellness Wednesday? Retrieved from https://smallbiztrends.com/2022/03/wellness-wednesday.html
[98] Screentime. (2022). Yondr Phone-Free Zones in Schools: What They Are and How They Work. Retrieved from https://smallbiztrends.com/2022/03/wellness-wednesday.html
[99] Smith, R. (2018). Could these grey pouches be the answer to smartphone addiction? Retrieved from https://www.weforum.org/agenda/2018/02/these-little-grey-pouches-are-creating-phone-free-spaces/
[100] National School Safety and Security Services. (2022). Cell Phones and Text Messaging in Schools. Retrieved from https://www.schoolsecurity.org/trends/cell-phones-and-text-messaging-in-schools/

racial bigotry and sexual activities, tobacco products, alcoholic beverages, or drugs; jewelry; wallet chains; or any gang-related clothing.

- Coats, mittens, and scarves must be removed upon entering the building.
- Pants may not be worn in a sagging fashion that displays private undergarments, or any attire that is not conducive to the educational setting of TVHS. No undergarments may be displayed. If a student's pants do not fit at the waist, the student will need to wear a belt.
- Sunglasses may not be worn inside the building.

Any student violating the dress code will not be allowed to attend class. The principal may make an exception to this aspect of the policy if the offending shirt or blouse can be worn inside out or covered up by another article of clothing. The goal is to find solutions before immediately interrupting the student's classroom instruction. Continuous violations will result in Required Parent Conferences and/ or suspensions. The principal shall retain the authority to grant exceptions for special occasions and/or conditions.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

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

TVHS promotes a productive learning environment with positive staff/student interactions rich in rituals and traditions that support the school's philosophy and mission. The school's culture and climate are built around positive reinforcement for empathetic behavior, personal accountability, clear standards of conduct, and the expectancy of good character.

TVHS's discipline plan calls for the use of restorative justice discipline of pupils and onsite review of disciplinary decisions. Restorative justice means nonpunitive intervention and support provided by the school to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil (AB 168). Restorative disciplinary practices include holding a pupil accountable for their behavior; restoration or remedies related to the behavior of the pupil, relief for any victim of the pupil; and changing the behavior of the pupil (SB 89). The plan has been developed in accordance with written rules of behavior prescribed in NRS 392.463, NRS 392.4644, and NRS 392.466.

It includes, without limitation, provisions designed to address the specific disciplinary needs and concerns of TVHS. The plan provides for the temporary removal of a pupil from a classroom in accordance with NRS 392.4645. Once operational, TVHS will provide a copy of the plan to every staff member, and include it in the student/parent handbook, which will be posted electronically on the school website for public inspection.

TVHS holds the following beliefs and policies concerning student disciplinary procedures:

- Each student is a person deserving of the opportunity to correct their wrongdoings and to learn from their mistakes.
- Each staff member develops positive relationships with students, helping create a supportive environment where students thrive personally and academically.
- Students are held accountable for their behavior.

- A fair and thorough investigation will be conducted, including an attempt to discover underlying issues associated with the offense.
- A plan of action based on restorative justice will be designed for students with the goal to address underlying issues associated with the offense, change and/or improve the behavior of the student and remedy or "make right" any harm caused by the student to others.
- The feelings of the person harmed by a student's behavior or actions must be considered in the plan of action.
- Continued support will be provided to both the person harmed and the offender.
- Search methods and investigatory techniques must comply with the applicable law and TVHS policies and regulations.
- The Restorative Plan of Action, including disciplinary action, must be commensurate with the severity of the offense(s).
- A student's Restorative Plan of Action, academic and disciplinary chronology must be considered, except in the event of mandatory expulsion offenses as provided for in Nevada Revised Statutes.
- The school's administration is provided, by TVHS's School Board, with the authorization and discretion to make and implement disciplinary decisions and interventions, including but not limited to, suspension and recommendations for expulsion, except for mandatory expulsion offenses required by Nevada Revised Statutes, for all TVHS students.
- A Restorative Plan of Action, behavior contract, group and individualized counseling, Required Parent Conferences (RPC), referrals, detention, temporary assignment to an alternative placement, intervention with social workers, parent conferences, and attendance notification may all be utilized, as appropriate.

In the case of referrals, which are cumulative throughout the school year, the progression of discipline is contemplated as follows:

1) Student removed from class, sees an administrator.
2) Student removed from class, sees an administrator, and calls home.
3) Student removed from class, sees administrator, calls home, is placed on Required Parent Conference (RPC) status, or suspended immediately depending on the infraction, and may not return without a parent attending school with the student for the entire day. Return day is determined by the administrator and parent.
4) Suspension is defined as either at-home suspension or in-school suspension as deemed appropriate by the principal or principal's designee.
5) Suspensions for similar infractions will result in multiple day suspensions.
6) Suspended students will not be allowed to attend or participate in athletics or school activities on the days of suspension.
7) Suspended students will not be on the honor roll for that quarter.

- Any student who receives four or more disciplinary referrals will not be allowed to attend any field trips without a parent accompanying them for the day. These students will also be suspended from all school activities.

- RPC means that either a student-administrator conference (in the case of a student who is 18 or older) or a parent-student-administrator conference will take place. At the time of notice, the school administrator will specify if the required meeting must be held prior to the student's return to campus OR if the student may continue to attend school on campus until the meeting is held.
- The student should be present whenever possible.
- All parent conferences held because of student disciplinary issues will include students/parents being given notice of the charges against him or her, an explanation of the evidence, and an opportunity for the administrator to hear information and a defense from the student/parent (a hearing). A parent conference must be held prior to a suspension.
- Temporary Alternative Placement (TAP) can be either off-site in the online environment only or can be onsite with the direct supervision of a teacher, the school counselor, the school social worker or the school administrator.
- Every attempt must be made to contact a parent/guardian for each significant offense. Parents must be provided with written notification for all Restorative Plans of Action and disciplinary actions.
- Suspensions may be assigned at the discretion of the principal, up to a maximum of ten school days.
- Referrals of expulsion require formal due process. Due process includes a parent conference, which will include notice of the charges against the student, an explanation of the evidence, an opportunity for the administrator to hear information and a defense from the student/parent (a hearing), and an opportunity for appeal. An appeal can be made to the TVHS School Board.
- If the principal believes a crime may have been committed, law enforcement must be notified. Records of police involvement must be requested and maintained. Any criminal action taken by law enforcement is separate, and not always parallel to administrative action taken by the school.
- Additionally, a manifestation determination and functional behavioral assessment must be conducted if the student's behavior is, or will potentially, inhibit the student's access to Free Appropriate Public Education (FAPE).

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

Suspension

Suspension is the temporary removal of a student from school for dangerous and/or antisocial behavior. When circumstances warrant, students who must be removed from a classroom or playground should be kept at school to participate in as much of the program as possible. The primary purpose of suspension is to give the student, the student's parent(s), and the school the time needed for resolving a problem. The parents must be notified in writing of each suspension. Reasonable effort will be made to contact the parent(s) before the student leaves the school if the student leaves during school hours.

Duration and conditions of suspensions are as follows:

Since the time and actions needed to resolve problems depend on individual circumstances, the duration of suspension shall in all cases be related to a course of action designed to resolve the problem. The duration shall be specified in advance only when known factors preclude immediate resolution. The student shall be readmitted as soon as the school has reasonable assurance that the problem has been resolved or significantly improved.

TVHS may impose appropriate requirements relating to parental contacts, the student's future behavior at a school, and schoolwork to be done during suspension as outlined in school regulations.

A Notice of Suspension form is to be used by the principal or assistant principal, when a student is being placed on suspension, including in cases of a more serious nature or when circumstances may warrant further action, such as referral to the online program, or an expulsion recommendation or removal. Within three school days of suspension, a conference with the student, parent or guardian, and principal or assistant principal is to be held. No student is to be on suspension more than ten school days before a decision or recommendation is made. If a recommendation for the online or expulsion is made, the suspension will remain in effect until the final disposition of the online program or expulsion recommendation.

Students on suspension are not allowed on a school campus or at any school sponsored activity for any reason without the express prior permission of the school principal. When a student is placed on a suspension for any offense, the appropriate administrator will read the following statement to the student and will verify that act by making a notation on the suspension form:

"As the duly appointed representative of the owner of all school district property, I hereby warn you that should you come on this property during the term of this suspension without the express prior permission of the principal, you will be trespassing upon this property as defined by the Nevada Revised Statute 207.200 and will be subject to arrest for a misdemeanor."

<u>Expulsion</u>

Expulsion is the removal of a student from school for dangerous and/or antisocial behavior. The procedure for determining whether a student should be recommended for expulsion is set forth below:

1. The principal shall report any violation of the law to the appropriate law enforcement agency. "Principal" as used in this section means the principal or their designee.
2. The principal or designee shall suspend the student by use of a "Notice of Suspension" pending further investigation by administration and review of the facts, which may lead to a recommendation for expulsion.
3. Within three school days of the suspension, the principal or designee, must conduct a hearing with the student and the student's parent(s) or legal guardian(s), to discuss the investigation of the incident, the violation of school rules and/or regulations, and the student's prior discipline history, as well as any information submitted that the parent(s) or legal guardian(s) would like

the principal to consider as it relates to the suspension and the possible recommendation for expulsion.

4. At the conclusion of the hearing, the principal or designee shall make a decision regarding the disciplinary action, which may include removal from the day school and placed in the online program or a recommendation for expulsion. The principal or designee must recommend expulsion if it is determined at the hearing the student has or is believed to have committed any of the following offenses: Battery on a school employee; Battery to a student with significant injury; Possession of a firearm, including a weapon as defined by the Gun-Free Schools Act or any weapon deemed to be dangerous and/or; Possession of drugs or alcohol with intent to distribute, which require a mandatory recommendation for expulsion.
5. If the student is to be recommended for expulsion, the parent(s) or legal guardian(s) must be informed of the due process procedures available. The parent(s) or legal guardian(s) must decide whether to contest or not contest the expulsion and sign a statement to that effect. If the parent does not sign the statement, the expulsion will be treated as a contested expulsion.
6. The parent(s) or legal guardian(s) will be provided in writing with the due process procedures available. These procedures will be provided during the hearing with the principal or designee, or with the written decision.

The following levels of due process are available to the parent(s) or legal guardian(s) of a student who is being recommended for expulsion:

1. A hearing will be conducted by the school principal, or designee. The principal will disclose information obtained during the investigation of the incident which resulted in the recommendation for expulsion. This information, as well as the student's prior disciplinary record, will be reviewed with the student and the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) must be allowed to present any information to the principal that the parent(s) or legal guardian(s) would like the principal to consider. The student must also be allowed to be heard regarding the incident resulting in the recommendation for expulsion.
2. At the conclusion of the hearing, the principal shall inform the parent(s) or legal guardian(s) of the decision and must within two (2) school days following the hearing provide written notice to the parent(s) or legal guardian of the decision regarding the recommended expulsion.
3. The School Board must make the following determinations:
    i. What disciplinary offense, if any, has been committed by the student; and
    ii. If the student has committed a disciplinary offense, what is the appropriate consequence and educational placement considering the nature of the offense, the student's disciplinary history for one (1) calendar year prior to the date of the subject offense, as well as the student's overall academic record or any other academic concerns.
    iii. The decision of the School Board is final and binding.

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

TVHS's discipline plan calls for the restorative and progressive discipline of pupils and onsite review of disciplinary decisions. Restorative justice means nonpunitive intervention and support provided by the school to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil (AB 168). Restorative disciplinary practices include holding a pupil accountable for their behavior; restoration or remedies related to the behavior of the pupil, relief for any victim of the pupil; and changing the behavior of the pupil (SB 89). The plan has been developed in accordance with written rules of behavior prescribed in NRS 392.463, NRS 392.4644, and NRS 392.466.

It includes, without limitation, provisions designed to address the specific disciplinary needs and concerns of TVHS. The plan provides for the temporary removal of a pupil from a classroom in accordance with NRS 392.4645. Once operational, TVHS will provide a copy of the plan to every staff member, and include it in the student/parent handbook, which will be posted electronically on the school website for public inspection.

TVHS holds the following beliefs and policies concerning student disciplinary procedures:

- Each student is a person deserving of the opportunity to correct their wrongdoings and to learn from their mistakes.
- Each staff member develops positive relationships with students, helping create a supportive environment where students thrive personally and academically.
- Students are held accountable for their behavior.
- A fair and thorough investigation will be conducted, including an attempt to discover underlying issues associated with the offense A plan of action based on restorative justice will be designed for students with the goal to address underlying issues associated with the offense, change and/or improve the behavior of the student and remedy or "make right" any harm caused by the student to others.
- The feelings of the person harmed by a student's behavior or actions must be considered in the plan of action.
- Continued support will be provided to both the person harmed and the offender.
- Search methods and investigatory techniques must comply with the applicable law and TVHS policies and regulations.
- The Restorative Plan of Action, including progressive disciplinary action, must be commensurate with the severity of the offense(s).
- A student's Restorative Plan of Action, academic and disciplinary chronology must be considered, except in the event of mandatory expulsion offenses as provided for in Nevada Revised Statutes.
- The school's administration is provided, by TVHS's School Board, with the authorization and discretion to make and implement disciplinary decisions and interventions, including but not limited to, suspension and recommendations for expulsion, except for mandatory expulsion offenses required by Nevada Revised Statutes, for all TVHS students.
- A Restorative Plan of Action, behavior contract, group and individualized counseling, Required Parent Conferences (RPC), referrals, detention, temporary assignment to an alternative placement, intervention with social workers, parent conferences, and attendance notification may all be utilized, as appropriate.

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

The principal will be ultimately responsible for implementing the school's discipline policy but may delegate to the assistant principal as appropriate. Data will be reported to the School Board and to the SPCSA and be used to support our programming and policies.

(5) How will the school track discipline data and how will this data be used make needed changes for school culture? What actions does the school plan to take in order to monitor for and prevent disparities in discipline practices between student groups? For CMO applicants, and applicants intending to contract with a CMO or EMO, describe how the schools currently affiliated with the CMO/EMO have monitored for and addressed any disparities in discipline practices between student groups.

Maintenance and reporting of TVHS's disciplinary records will be administered by the principal or their designee. The School Board will provide oversight of the principal as appropriate. The data will be used to identify trends or significant numbers of certain disciplinary problems or trends in student demographics. When such issues are identified, further investigation and evaluation will be undertaken to determine root causes and whether changes to the school environment or culture should be made to obviate such issues. TVHS's response will be dictated by the data.

Data will be collected and monitored through Infinite Campus Student Information System (SIS). With the selection of Infinite Campus for its statewide data collection system, the Nevada Department of Education (NDE) becomes the sixth Infinite Campus statewide customer. NDE found Infinite Campus to be the only vendor with an off-the-shelf K12 state department of education data management system.

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

TVHS values open and proactive communication among and between the members of the school community, including parents, students, faculty, staff, administration, and the School Board. Issues that are not dealt with directly can become destructive to the school community and, therefore, detrimental to the learning process of our students. The adults in TVHS community must model for their students a willingness to address conflict directly, respectfully, and at the lowest level possible, whenever possible.

As such, TVHS will create a grievance policy consisting of four steps that is designed for settling differences in a prompt and equitable manner. These procedures guide how any adult member of the school community – parent, employee (faculty or non-faculty), administrator, or other adult – is expected to express grievances about other members of the community.

The school's administration and School Board both expect that conflict will be addressed and proactively dealt with following the fewest number of steps possible. The steps include:

1. addressing the situation directly with the other person(s) involved,
2. enlisting the assistance of an administrator to assist in facilitating a resolution,
3. preparing a written grievance for the principal, who then reviews and acts upon that grievance as appropriate; and

4. preparing a written grievance for the School Board, who then may choose to hear additional information at a board meeting and will ultimately make a final decision, not subject to appeal.

It is important to emphasize that in most cases the TVHS School Board will not become involved in a grievance until the final step of the process. Board members are encouraged to refer any member of the school community who may approach them with a grievance to the school's grievance policy and the proper process for resolving the issue.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

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

Please see Attachment 3

TVHS's school calendar meets the requirements of the Nevada Department of Education.

(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 such as language arts, mathematics, science, and social studies. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

As shown in Table 3.11 and 3.12, TVHS classes will be 50 minutes, 4 times a week, on Monday, Tuesday, Thursday, and Friday. This is a total of 200 minutes per week and 7200 minutes for the school year, 7200 minutes is equivalent to the 120 hours that students need to obtain for high school credit. During Wellness Wednesday each week, students will also have time to meet with their teachers regarding academics. Please see Attachment 3.

Table 3.11: Sample Student Schedule

the Village High School	Weekly Schedule for Monday, Tuesday, and Thursday, Friday	200 minutes per class weekly
Period #	**Time**	**Minutes**
Morning Huddle	8:00am - 8:30am	30
1	8:35am - 9:25am	50
2	9:30am - 10:20am	50
3	10:25am - 11:15am	50
LUNCH	11:20am - 12:05pm	45
4	12:10pm - 1:00pm	50
5	1:05pm - 1:55pm	50
6	2:00pm - 2:50pm	50
	Extra Curricular 3 - 4:00pm	
		375
		Total daily minutes with passing periods (35 minutes) = 410 mintues

Table 3.12: Sample Wellness Wednesday Schedule

the Village High School	Wellness Wednesday Weekly Schedule	Activities
8:30am - 9:00am	Morning Huddle	Check schedule for the day and be present
9:05am - 10:15am	Meeting with your mentor and mentoring group	Team building, Self Care, Mentoring, Counseling, Peer Mediation
10:20am - 11:30am	Wellness Wednesday Activity (Teachers will be encourage to participate in the WW activity, have Parent/Teacher Conference(s) , establish Professional Learning Community(s), and/or set mentoring appointments during this time)	*Special Guests (NAMI, Behavioral Health, Social Emotional Learning, Dealing and living with Trauma, Local Businesses, Community Members, Celebrities, Local Non Profits), Goodlife SEL curriculum, SEED Impact SEL growth assessment, Ramsey Financial Propgram
11:30am - 12:15am	Lunch	
12:20pm - 1:30pm	Wellness Wednesday Activity (Teachers will be encourage to participate in the WW activity, have Parent/Teacher Conference(s) and/or establish Professional Learning Community(s) during this time)	*Special Guests (NAMI, Behavioral Health, Social Emotional Learning, Dealing and living with Trauma, Local Businesses, Community Members, Celebrities, Local Non Profits), Goodlife SEL curriculum, SEED Impact SEL growth assessment, Ramsey Financial Program,
1:35pm - 2:45pm	Meeting with your mentor and mentoring group	Team building, Self Care, Mentoring, Counseling, Peer Mediation
3:00pm - 4:00pm	Teacher training, Planning and scheduling upcoming events	Teachers will also use this time to analyze their testing data, including MAP, SEED, and classroom common assessments.

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

TVHS offers a pro-active approach to reduce absences by providing a safe and accepting space for all students. For example, students who feel safe, welcomed, and engaged at school will tend to want to come to school as opposed to those who do not.

Attendance Enforcement for Secondary School Students' Grades 9-12[101]

a) All students and their parents/guardians will be required to sign an attendance notification.
b) NRS 483.2521 requires students under 18 to show proof of school attendance per. Students will be required to submit a DMV-301 to the DMV office for either an instruction permit or driver's license.
c) Students who exceed 6 unverified absences in any class, per semester, will not earn credit and may be referred to an alternative placement. Students referred to an alternative educational program will not gain credit from TVHS.
d) If a student is absent due to physical or mental reasons, the parent/guardian must provide written notification to the school attendance office within three days of the absence. Failure to do this will result in an unexcused absence.
e) A student who is determined to be habitually truant will be referred to the appropriate law enforcement officials and truancy court.
f) Students more than 30 minutes late to class will be marked absent.
g) Notices will be sent to the student's recorded residence after the third, fifth, and eighth
h) Absences for the following reasons will not be included in the absence total: a. while participating in a school-sanctioned activity, b. while on suspension or required parent conference, or c. while assigned in-house suspension.

[101] Regulation 5113. 2

i) If the parent/legal guardian has reason to believe that there is an error in the attendance record, or if extenuating circumstances exist, an appeal hearing may be requested with the principal or designee.
j) After any absence, a student shall be required to initiate contact with their teachers to obtain make-up work within three school days. Once contact has been made with teachers, the teachers will determine special make-up work and the time interval allowed for completion (3-day minimum).

Truancy Law

School attendance is vital to academic success in school. Laws regarding school truancy include:[102]

a) The principal of the school is required to report the pupils who are habitually truant to law enforcement.
b) A habitual truant is defined as "a student who has three unapproved or unexcused absences within one year, for any class."
c) A truant is a pupil who is absent from school without the written approval from a parent or guardian.
d) The court the parent to pay a fine of $100 or more for habitual truancy.
e) The court can order the suspension of existing driver's license privileges for students 16 years of age or older if they are habitual truants. This applies to students 14 years or older and it's not just existing license, it's holding up your original license. There needs to be a hearing first. NRS 392.148. Administrative sanctions against habitual truant after investigation and hearing; suspension or delay in issuance of driver's license; appeal by parent or guardian. (a) If it is the first time that administrative sanctions have been issued pursuant to this section because the pupil is a habitual truant, and the pupil is 14 years of age or older, order the suspension of the driver's license of the pupil for at least 30 days but not more than 6 months. If the pupil does not possess a driver's license, the order must provide that the pupil is prohibited from applying for a driver's license for 30 days:

(1) Immediately following the date of the order if the pupil is eligible to apply for a driver's license; or
(2) After the date the pupil becomes eligible to apply for a driver's license if the pupil is not eligible to apply for a driver's license.

If it is the second time or any subsequent time that administrative sanctions have been issued pursuant to this section because the pupil is a habitual truant, and the pupil is 14 years of age or older, order the suspension of the driver's license of the pupil for at least 60 days but not more than 1 year. If the pupil does not possess a driver's license, the order must provide that the pupil is prohibited from applying for a driver's license for 60 days immediately following:

(1) The date of the order if the pupil is eligible to apply for a driver's license; or
(2) The date the pupil becomes eligible to apply for a driver's license if the pupil is not eligible to apply for a driver's license.

[102] NRS 392.130

4) Operations Plan

BOARD GOVERNANCE

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

The primary roles of the governing board will be to establish and uphold the principles and integrity of the school's mission and be prudent fiduciaries of funds, establish performance goals for the principal and metrics for determining when such goals are met, provide oversight and accountability of the principal. The Board will maintain a strong working relationship with the principal and key stakeholders such as students, teachers and staff, parents, and the community. The Board establishes the mission, vision, and long-term strategy for the school, continually monitors and evaluates performance, but delegates day to day operations to key personnel hired. The Board will be responsible for hiring the principal, who will hire the school's faculty and staff. The school principal, selected by the Board, will be responsible for all aspects of school operations within the scope of operating policies, mission, vision, and fiduciary responsibilities as adopted and approved by the governing board. It is expected that the principal attends all board meetings to provide updates on the school's progress academically and other topics of interest for the Board. The school's faculty and staff will report directly to the principal, who will report to the Board.

The principal will be formally evaluated by the School Board at least once per year, but there will be ongoing dialogue between the principal and the Board. The evaluation process will allow the administration an opportunity to set personal and professional goals in alignment with the charter and the school mission and vision, prior to the beginning of the school year. The Village High School plans to use the Evaluwise[103] online evaluation system.

(2) Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 4).

The founding team all have close ties with the Las Vegas community. All team members work and live within Las Vegas valley.

Dr. Amelia Cook
Dr. Cook moved to Las Vegas in August of 2013. She currently serves as a Curriculum Coordinator at Cristo Rey St. Viator in North Las Vegas. Dr. Cook's experience spans over twenty years in education, mainly in secondary education grades 7-12. She has served as a department chairperson and a School Improvement Specialist in Mathematics. Dr. Cook is a nationally certified trainer with the Center of Teacher Effectiveness in classroom management and with DimensionU in gaming implementation in education.

[103] Evaluwise. (2020). Explore Evaluwise. Retrieved from https://www.evaluwise.org/

Mari Galloway
Mari is an executive level professional, she moved to Las Vegas 4 years ago. She is the CEO of Cyberjutsu, dedicated to bringing more women and girls to cyber. Mari also is an online instructor for the University of Maryland. Mari wants to be more involved within the community and wants to help merge the presidents and CEO of major companies with the students of TVHS to secure a safe and successful future.

Bianca McCall, LMFT
Founder of Reach In Now Suicide Prevention and Awareness Bianca is a seasoned executive-level professional, who has global reach as an educator. With a practical ability to get things done and a fair and thoughtful approach to management, Bianca proposes innovative approaches and initiative to get things done. She moved to the fabulous Las Vegas, Nevada in July of 2005, and quickly fell in love with its transient nature. She gets to meet people from every part of the world, while they find themselves in the desert seeking life-altering experiences. Which makes Las Vegas the most spiritual place in this part of the world. She noticed there was a wonderful opportunity to continue her education and begin her career in mental health, which she would go on to earn her master's degree in Marriage, Child, and Family Counseling. In June of 2011, Bianca founded Desert Rose Counseling Group.

Melanie Palmer
Melanie Palmer is a native of Chicago, IL and relocated to North Las Vegas, NV in 2017. Melanie is a Radio Broadcaster turned educator, who relocated to North Las Vegas in 2017. Prior to her relocation she worked for the Gary, Indiana School District, a private early childhood education institution, the Chicago Public Schools District, and had a 16-year career in radio broadcasting in both Commercial and Public Radio. Melanie also serves as the President of the Taylor Michelle Russell Foundation (TMRF) named for her late daughter, whose mission is to give children who are suffering with Hemophagocytic Lymph histiocytosis (HLH), a rare auto- immune disease, as well as other children who are ill with rare diseases, the Chance of a Lifetime. She has been a member of Delta Sigma Theta Sorority, Inc., a Public Service Organization, for 28 years. While working as a substitute teacher and Master Control Engineer, she saw the disparities in education for minority students on the southside of Chicago, which led to her return to school to obtain a teaching license. In 2011, she earned a Type 3 Teaching Certificate in Elementary Education with Middle School endorsements in English Language Arts and Social Studies from Chicago State University, and in 2016 she obtained an Elementary Education Teaching License in the State of Indiana. In 2018, she obtained an Elementary Education Teaching License in the State of Nevada. Melanie is currently an Intervention Specialist and a former Middle School Teacher Lead and Middle School Social Studies Teacher.

Lin Soriano
Lin Soriano is a life-long educator. She moved out to Las Vegas and began teaching elementary Humanities in CCSD in 2003. She has since earned Teaching English as a Second Language (TESL) endorsement and has held various positions in CCSD, including 5th grade inclusion teacher, 8th grade world geography teacher, English Language Learner (ELL) Specialist, instructional coach, and school administrator. Lin was a dean of students in a middle school, as well as an assistant principal at a middle and high school. She also spent some time in Mexico teaching English to children and adults. She is currently still employed with CCSD as an Elementary School Principal and was most recently in the central office in the Student Services Division as lawyer in the Office of Compliance and Monitoring and handles all special education due process cases filed against CCSD. Aside from her full-time employment with CCSD, she is an eviction mediator with the Access

to Justice Commission through the State Bar of Nevada, and an arbitrator for the Financial Industry Regulatory Authority (FINRA).

Josh Sliker
Josh has been a licensed attorney in the State of Nevada since October 2011 and in the State of Utah since May 2013. He was employed by the law firm of Barron & Pruitt, LLP as a Law Clerk from approximately August 2010 until he was licensed as an attorney in October 2011, and then was employed as an Associate Attorney until March 2016. In March 2016, he became an Associate Attorney with the law firm of Jackson Lewis P.C. until his elevation to Principal on January 1, 2021. He has served on the board of directors of the Las Vegas Defense Lawyers, a not-for-profit entity, since March 2016. Josh is looking forward to helping TVHS structurally, as well as developing policies, procedures, and long-term goals. He is excited to be able to recommend TVHS to families and clients in the Las Vegas area, and to provide a safe space for students to grow.

Rachel Kaplan
Rachel has lived in Las Vegas for 16 years, moving out west in 2006 from Michigan. Rachel has worked at several different public and charter schools, grades K-12, in multiple states. She has held multiple teaching, administrative and supervisory roles throughout her career. Rachel is an advocate for all students and for educating the whole child. Having taught mostly marginalized student populations, she sees the need for social-emotional education and mentorship for all students. Students are slipping through the cracks and getting lost. Rachel believes that "You must educate the whole child, and to do this it takes a village."

Please see Attachment 4

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

Please see Attachment 5

(4) If the full founding board has not yet been identified, explain how and when the additional board members will be identified.

TVHS board will continue to advertise for new members through word of mouth, social media posts on various platforms (Facebook, Instagram, TikTok, LinkedIn, Alignable, Twitter), and the use of Opportunity 180 and their board member connection program. TVHS hopes to find a board member with knowledge and expertise in finances (CPA), a member that is fluent in Spanish and a member with knowledge and expertise in marketing.

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

Please see Attachment 6

(6) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts

and to mitigate perceived conflicts. *If these relationships pertain to members of the committee to form, this information should match the committee to form disclosures.*

Upon application approval, the committee to form has no identifiable actual or perceived conflicts of interest. Should a conflict ever arise, the member would resign from the board and their position would then be filled as soon as possible.

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

Building capacity means providing our Board with the capabilities, knowledge and resources needed to perform well, achieve results, and fulfill our mission. The current Board not only fulfills the statutory requirements but is composed of respected leaders in their areas of expertise. It is a priority to maintain this high-caliber, diverse Board while ensuring its members can devote the time necessary for its success. Indeed, we believe the Board benefits from the diverse backgrounds, experiences, and perspectives of others. That is why Board members will have term limits and elections will be held. Further, the Board will benefit by networking with other charter school boards through relevant state and national charter school conferences and keeping abreast of best practices updates.

New members will be recruited and selected for their skills, which will round out the Board's capacity and knowledge and further aid the school in fulfilling its mission and vision. Parents, educators, business and financial professionals and community stakeholders will be ideal candidates to contribute to the school's goals, growth, and objectives. To increase the outcomes proposed in this application, TVHS will solicit involvement and participation of these groups. Should there be a vacancy on the Board, we will use the school's digital assets (e.g., internal social media and newsletter) to circulate the information as well as approach members of our stakeholder groups as potential Board candidates. During the recruitment process, potential Board candidates will be invited to learn about the mission, vision and philosophy of TVHS. Each potential candidate will be presented with the school's strategic plan and informed of the time commitment and legal and fiduciary responsibilities that are required for a position/role on the Board. Should there be a need, the Board may create a membership committee to facilitate recruitment.

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

Each Board member will have training to optimize their experience on the Board. We anticipate the training plan will include:

- Initial Orientation - The initial orientation is provided within thirty (30) days of a member joining the Board. The orientation is provided by at least two other Board members, and a key staff member(s) (i.e., Principal). A minimum of 8 hours of required (mandatory) training is provided by Roger Galizzi and James Wiley which includes topics such as: Review of the bylaws and mission; Open meeting law requirements, Review of Charter Agreement; Job duties for Board members; Review and understanding of the school's education model; Analysis of financial considerations including reading a financial statement, audit and understanding of the budget; School tour and orientation on the school operations including

meeting of key staff; and Review of the school management plan, school performance reports, attendance and other performance and outcome data.

- Ongoing Training/Development – The Board members have access to multiple opportunities for ongoing training. Four (4) hours of professional development annual training is required for all Board members and will be scheduled during evenings on a quarterly basis and/or through an annual Board Retreat (scheduled by and for the Board), and/or the annual Education Summit. Training topics may include Challenges of a first-year school; Education and self-government; School achievement and performance; financial reporting and performance; educational framework; Developing goals, objectives and strategic planning initiatives.

Board members will attend at least one annual state charter school conference (usually in June and September) where they will receive professional guidance and development on topics including governance and board leadership, financial oversight, budget, and academic accountability for schools. Board members will also be encouraged to join the Parent Teacher Organization (PTO) and attend meetings to show school support and to collect feedback from important stakeholders and the community. The Board will also determine whether to utilize a third-party training organization such as the National Charter Schools Institute or Charter School Management Corporation (CSMC) to conduct training.

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

TVHS Committee to Form includes a diverse group of professional and community leaders who have contributed funds and time to complete pre-approval activities such as research, marketing, formulation of academic plans, and all other aspects of the charter. Members of the Committee to Form will continue to support the school financially, tapping their personal and professional networks, participating in mentoring, and other relevant support activities. TVHS has no plans to contract with a third party CMO or EMO. Any contracts will be for specific professional services such as financial reporting, payroll, etc., subject to board approved procurement policies and procedures. TVHS is currently working with Charter Impact and Spencer Styles on the budget and back-office needs.

The school principal, selected by the Board, will be responsible for all aspects of school operations within the scope of operating policies, procedures, and fiduciary responsibilities as adopted and approved by the governing board. It is expected that the principal regularly attends Board meetings to provide updates on the school's progress academically and other topics of interest for the Board. The process to select the principal are as follows; 1. Advertise the position, for a least one week, via social media platforms, fliers, and word of mouth. Request an updated resume and cover letter from each applicant. 2. Interview(s) with the TVHS working School Board. If there are multiple candidates, there will be two rounds of interviews. 3. The final candidates will then be given a scenario to respond to within a given time period. 4. TVHS board will meet to review responses and determine a principal based on the different steps of the process.

Through this process, TVHS board has selected Mrs. Rachel Kaplan as the Principal of The Village High School. Mrs. Kaplan will be serving in a voluntary capacity until charter approval and securing of funding. TVHS will also be applying for the Opportunity 180 Year 0 Grant to support funding.

TVHS working School Board: Dr. Amelia Cook, Mari Galloway, Rachel Kaplan, Bianca McCall, Melanie Palmer, Josh Sliker, and Lin Soriano

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

Working Board Committees:
Learning Experience Committee (curriculum)- Lin Soriano, Mari Galloway, Dr. Amelia Cook
Fundraising/Grants/Donations- Bianca McCall, Rachel Kaplan, Dr. Amelia Cook
Student Recruitment/Videos- Melanie Palmer, Bianca McCall
Outreach- Dr. Amelia Cook, Bianca McCall, Rachel Kaplan
Policies and Procedures- Josh Sliker, Lin Soriano, Rachel Kaplan

A representative of each committee provides a report during the Board's weekly meetings which are currently held virtually on Thursdays at 7:00 p.m. An email reminder and summary of responsibilities is distributed each Sunday evening to Board members to advise what tasks must be completed and other pertinent information.

Consultant- Roger Gallizzi and James Willey, Every Student Learns, Inc. (school board training)
Consultant- Spencer Styles, Charter Impact, Inc., (Budget, financial narrative, and plan)

(11) 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.

A Grievance Policy will be adopted and provided to stakeholders that explicitly describe the process should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. The policy will be put in place to ensure concerns are heard and dealt with in a timely and equitable manner.

The Board and school administration expect that conflict will be addressed proactively and include:

1. Addressing the situation directly with the other person(s) involved.
2. Enlisting the assistance of the site-based administrator to assist in the resolution.
3. Prepare a written grievance for the principal, who will review and act accordingly.
   Prepare a written grievance for the Board of Directors, who then may choose to hear additional information at the board meeting after which an ultimate resolution will be made.

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

Table 4.1: Board Member Accountability

Goal	Purpose	Outcome Measure
Know and abide by Nevada Open Meeting Laws, NRS Chapter 241.	Law compliance	n/a
Perform all board and committee responsibilities.	Supporting the mission and vision	n/a
Attend the yearly governing board retreat.	Self-evaluation, effective board leadership	Attendance recorded by the Board Secretary.
Complete 4 hours of professional development each year.	Self-evaluation, effective board leadership	Hours shall be recorded by the Board Secretary.
Visit the school site at least one time per month on a rotating schedule with the other board members.	Understand and become familiar with the school operations and happenings, as well as show support for the administration, staff, and students.	Attendance recorded by the Board Secretary.
Financial contribution to the start-up cost for TVHS.	Financial support and commitment to the start-up process.	Contributions will be recorded by the Board Treasurer.
Join the Parent Teacher Organization (PTO) for the school.	To gather information about the school, participate in discussions, and listen to what the stakeholders are saying	Report back to the School Board any celebrations or concerns.

LEADERSHIP TEAM

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

(a) Organizational charts for year one **and** one for when the school is at full capacity
Please see Attachment 15

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

(c) Resumes of all current leadership (provide as Attachment 8). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2022-23 school year.
Please see Attachment 8

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

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

(a) School leadership, operations, and governance;
Dr. Amelia Cook (educator, business owner, entrepreneur), Rachel Kaplan (administrator, nonprofit board executive secretary), Josh Sliker (Business Attorney)

(b) Curriculum, instruction, and assessment;
Dr. Amelia Cook, Rachel Kaplan, Mari Galloway

(c) At-risk students and students with special needs;
Lin Soriano- Elementary Principal, Educational Law Attorney, Dr. Amelia Cook, Rachel Kaplan, Melanie Palmer

(d) Performance management; and
Josh Sliker, Lin Soriano, Bianca McCall

(e) Parent and community engagement.
Bianca McCall, Dr. Amelia Cook, Rachel Kaplan, Melanie Palmer

(3) Explain how the school leader will be supported, developed, and evaluated. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 10). Provide, as Attachment 12, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

The principal will be evaluated by the Board at least once per year. The evaluation process will allow the administration an opportunity to set personal and professional goals in alignment with the charter and the school mission and vision, prior to the beginning of the school year. The Village High School plans to use the Evaluwise online evaluation management system.

The principal will be evaluated on six domains:
1. Professional Growth and Learning
2. Student Growth and Achievement
3. School Planning and Progress
4. School Culture
5. Professional Qualities and Instructional Leadership
6. Stakeholder Support and Engagement

Nevada requires that all principals are evaluated annually. However, for principals who receive a highly effective rating for two consecutive years, the final summative evaluation requirement is waived the following year. During the subsequent school year, those who have met this criterion will continue to participate in the observation cycle for formative evaluation and professional growth purposes.

Nevada requires observation, and it requires multiple observations for some principals depending on the previous evaluation rating. For probationary principals in year one, three observations are

required. For year two, if effective or highly effective the previous year, then two observations are required. For year three, if effective or highly effective the first two years, then one observation is required. If rated minimally effective or ineffective, then three observations are required the following year.

For non-probationary principals, if rated minimally effective or ineffective the previous year, then three observations are required. If rated effective or highly effective, then one observation is required.

Nevada does not include any training requirements in state policy.

Objective Student Growth Measures: Nevada requires Student Learning Goals (SLGs)—district-level performance measures—to count for 40 percent beginning in the 2018-2019 school year. Student learning data must not be included in the evaluation rating for a first-year principal. Nevada requires principals to earn one of the three highest SLG rubric scores (two, three, or four) to be eligible for an overall rating of effective. To be eligible for an overall rating of highly effective, principals must earn one of the two highest SLG rubric scores (three or four).

Link to Teacher Effectiveness/Instructional Leadership: Nevada requires that principal evaluations include "an evaluation of the instructional leadership practices."

Improvement Plans: Nevada requires that principal evaluations include "recommendations for improvements in the performance of the administrator" and "a description of the action that will be taken to assist the administrator in the areas of instructional leadership, professional responsibilities, and the performance of pupils."

Surveys: Nevada allows for the use of evaluation by students or other administrators to be included as part of the overall principal evaluation. (School Discipline Reports, and the School Climate Survey)

Table 4.2: Principal Evaluation (one year cycle)	
Semester 1 Activities	Semester 2 Activities
Self-assessment/reflection on leadership practices (optional) Action Plan goal setting (conference with evaluator) Individual Professional Development Plan review (Years 2 and 3) On-site observation (minimum full instructional period) Provide list of deficiencies/suggestions at time of observation (if applicable) Review of data/artifacts	On-site observation (minimum full instructional period) Provide list of deficiencies/suggestions (if applicable) Review of data/artifacts Collect stakeholder perception data Reflective Summary by Principal (optional) Second semester summative evaluation: o Ratings on six domains o Review progress on action plan o Review professional development plan

First semester formative evaluation (Conference): o Ratings on six domains o Review progress on action plan o Review professional development plan o Ratings on NVACS o Complete evaluation document Plan for Improvement/Plan of Assistance (if applicable)	o Ratings on NVACS o Overall Evaluation Rating o Complete summative evaluation document Develop Individual Professional Development Plan for upcoming year. Plan Improvement/Plan of Assistance (if applicable)

Please see attachments 10 and 12

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

Administration will ensure effective instruction and use of programs by frequently observing teachers and providing them with immediate feedback and coaching, along with maintaining a consistent coaching cycle and style with each teacher. This information will be provided through a face-to-face post-observation conference and the use of the online evaluation tool Evaluwise.

Teachers are also required to participate in one Reflective Practice cycle in which they teach live in front of 5 of their colleagues, and then debrief the lesson in the conference room as a group. All participants will be transparent with one another regarding performance and will provide immediate feedback, coaching, and assistance.

TVHS will use Charlotte Danielson's Framework for Teaching (FFT)[104]. FFT is a comprehensive and coherent framework that identifies the aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research which promote improved student learning. The resources of FFT support teacher professional learning across the career continuum – from pre-service teacher preparation through teacher leadership and beyond.

Additional training and guidance on instruction and school culture will take place on campus weekly on Wellness Wednesday.

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

Succession Plans for the School Leader

- Administrative personnel will be cross trained on all roles (ensures redundancy)
- Office manager will be trained on administrative duties
- Designate the assistant principal, interim principal
- If removal is permanent, the position will be made public and the hiring process will be followed

[104] The Danielson Group. (2021). Retrieved from https://danielsongroup.org/framework https://www.nctq.org/yearbook/state/NV-Principal-Effectiveness-77

Temporary Succession Plans for the School Leader

- Designate the assistant principal the interim principal until
- Hire a substitute administrator if the leave is an extended period of time

Cultivating New Leaders

- Lead Teachers will be selected for each subject area department
- Lead Teachers will meet with administration weekly to establish goals and provide feedback
- Lead Teachers will be provided with leadership opportunities
- Assist in writing the School Performance Plan
- Masters in School Administration and/or School Leadership

STAFFING

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

TVHS will begin in Year 1 with a total staff of 32.5, including 16 total teachers, 2 administrators, 4 office staff and 10.5 counselors/support staff: with a starting enrollment of 300 students. By Year 5, TVHS will be projected to expand to a total staff of 83 and a total student enrollment of 800. The cost of personnel includes a 3% increase for each position each year beginning in year 2 to account for inflation and COLA increases.

Table 4.3: Staffing

TVHS Position	22-23 Incubation Year	23-24	24-25	25-26	26-27	27-28	28-29
Principal	0.8	1	1	1	1	1	1
Assistant Principal		1	1	2	2	2	2
Classroom (Core)		8	12	20	24	24	24
Classroom (Electives)		2	4	5	6	6	6
Spanish		1	2	3	4	4	4
PE		2	2	3	4	4	4
Special Education Teacher		2	3	4	5	5	5
ELL Coordinator		1	2	3	4	4	4
Counselor		1	2	3	4	4	4

Mental Health Counselor		1	2	3	4	4	4
Office Manager	0.5	1	1	1	1	1	1
Registrar		1	2	2	3	3	3
School Nurse		1	1	1	1	1	1
FASA Health Aide		1	1	1	2	2	2
Receptionist (main/counselors office)		2	3	3	4	4	4
Teacher Assistant (including Sp. Ed.)		2	3	4	5	5	5
Campus Monitor(s)		2	3	3	4	4	4
Custodian(s)		2	3	3	4	4	4
NSLP Cafeteria Manager		0.5	1	1	1	1	1
TOTAL STAFF	2.1	32.5	49	66	83	83	83
Projected Student Number		300	475	675	725	775	800

HUMAN RESOURCES

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

TVHS understands the importance of recruiting and hiring high quality teachers that are dedicated to the mission and vision of the school. To recruit high-quality teachers, TVHS will utilize social media (Facebook, Twitter, Instagram, TikTok, Alignable, LinkedIn), the school's website, job fairs, along with presentations at local colleges and universities.

TVHS will be looking for candidates with the following qualifications:

- Bachelor's degree or higher
- Licensed by the state of Nevada in relevant content area.
- Mentoring
- Experience working with students who have experienced trauma.

Attitude and Mindset:

- Humility (Humble)
- Sustainable commitment to doing a job well and going above and beyond (Hungry)
- The ability to understand and share the feelings of another (Empathy)

- Uncompromisingly student-centered
- Flexible
- Creative
- Growth oriented

TVHS will attract and retain staff by developing and managing staff compensation, paid time Off (PTO), and benefit packages which are competitive to area schools. We believe that teacher mentoring and training is one key to student achievement as well as teacher retention. Mentoring will be provided to teachers new to the profession, as well as new to the campus. Mentoring provides teachers new to the profession with practical information, guides teachers as they develop instructional skills, and offers feedback and opportunities for reflection. The teacher mentoring program will be inclusive of several areas; curriculum, student trauma training, student assessment, data disaggregation, classroom management, instructional strategies, communicating with parents, assisting students with special needs, and professional responsibilities such as maintaining gradebooks and required paperwork. Special to TVHS's design, all staff will be regularly trained on how to mentor students, implementation of SEL curriculum, and how to teach students that have experienced trauma. These will be special sessions for teachers that can be utilized on Wellness Wednesday and on Professional Development Days.

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

TVHS plans to hold recruiting fairs for teachers and staff within the zip code areas of the proposed high school. (89030, 89031, 89032, 89081, 89115) We also several North Las Vegas groups that we belong to on social media and will be utilizing those to target our marketing, along with word of mouth from current employees. We also have an Employment Interest Form on the website to fill out for those interested in employment at TVHS.

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

Please see Attachment 7

(4) What is the proposed teacher-student ratio, as well as the ratio of total adults to students?

The proposed student-teacher ratio for general education is 28 to 1, for special education the proposed ratio is 16 to 1.

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

Hiring School Personnel

1. Principal to determine staffing needs and salary constraints for each open position.
2. Principal or designee to notify Human Resources, provide a job description, and advertise the position on media outlets.
3. Principal or designee to collect candidate resumes for consideration.
4. Principal or designee to schedule and conduct interview. (panel interview made up of 3-5 staff.
5. Principal or designee to verify references and follow up on letters of recommendation.
6. After a decision, the principal or designee will extend the offer to the candidate.

7. In a timely manner, after the candidate accepts, principal or designee will provide follow up communication with each applicant.
8. Begin on-boarding process.

Fingerprinting/Criminal Background Checks

In Nevada, fingerprint background checks are now required due to the passage of Senate Bill 287 in 2017.[105] Specifically, the bill requires that those who are considered regular volunteers (those who visit four or more times per month) undergo these additional security measures. Ultimately enforcement is up to the principal of the school.

Additionally, the law requires all those who volunteer to be fingerprinted if they have regular contact OR unsupervised contact with students. Fingerprinting is now required every five years for volunteers that meet this criterion. The law also mandates those volunteers who will have one-time unsupervised contact with students must go through the fingerprinting process.

Finally, the law requires volunteers to act as mandatory reporters of child abuse and sign a document acknowledging that responsibility.[106]

Dismissing School Personnel

1. Following the Nevada Educator Performance Framework (NEPF), principal or designee to review performance deficiencies of staff, provide course of action necessary for improvement, and determination of disciplinary action step.
2. Employee will be put on a performance improvement plan and the principal will monitor progress.
3. If progress is not made, principal or designee to coordinate discussions of separation of employment and/or terms of dismissal.
4. Obtain resignation letter or final incident to cause separation.
5. Notify Human Resources.
6. Collect keys, and any other job-related materials, etc.
7. Deactivate Infinite Campus account (or other SIS system), alarm code, etc.
8. Process final payroll and terminate.
9. Term benefits effective last day of month in which employee terminates.
10. Provide COBRA notification (no later than 14 days after benefits term).

Human Resources Procedure for separating employment:

1. Obtain resignation letter/final incident to cause separation.
2. Executive HR Director will schedule Exit Interview.
3. Collect company resources.
4. Deactivate IT accounts and access.
5. If involuntary, process payroll information (within 3 business days).
6. Process final pay and terminate in payroll.
7. Term Benefits effective last day of month in which employment terminates.
8. Contact ADP to prompt COBRA notification (no later than 14 days after benefits term).
9. Move hard copy of employee file to the inactive section.
10. Update fingerprint list/Remove from both fingerprint books.

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[105] Nevada Legislature. SB287. Retrieved from https://www.leg.state.nv.us/Session/79th2017/Bills/SB/SB287_EN.pdf

[106] Nevada Legislature. SB185. Retrieved from https://www.leg.state.nv.us/App/NELIS/REL/80th2019/Bill/6313/Overview

11. Remove résumé from résumé book (instructional staff).
12. Pull teacher file.

(6) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 11, as well as any supporting protocols or documentation.

The teachers will be evaluated once per year, based on three different observations. The evaluation process that we are proposing is the Charlotte Danielson Framework for Teaching.[107] FFT is a comprehensive and coherent framework that identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. The FFT is an evolving instructional resource that provides a roadmap for effective teaching. It outlines 22 components and 76 elements organized into Four Domains of Teaching Responsibility: Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Over time, the FFT has evolved to reflect new learning in the field and meet the needs of today's classrooms and students. The Danielson Group developed the Framework for Teaching Clusters (FFT Clusters) to reorganize the 22 components of the FFT by drawing attention to the big ideas that support student learning. This tool anchors comprehensive approaches to teacher growth including coaching, professional learning communities, self-assessment and reflection, and other essential practices. The components of the FFT can support teachers to develop practices and approaches that meet the needs of their context. Given the shared elements of the current context during the 2020-21 school year, TVHS has identified eight essential components from the FFT and a pathway that prioritizes student wellbeing, equity, and racial justice. Without a deep understanding of students' identities and lives during these crises, TVHS has little chance of meeting their needs.

Evaluations will be completed and submitted through Evaluwise online evaluation management system.

Table 4.4: Evaluation Plan

Date	Probationary Staff	Post-Probationary Staff
By May 15th	Principal develops a preliminary list identifying probationary staff to be evaluated in the coming year	Principal develops a preliminary list identifying probationary staff to be evaluated in the coming year
By June 1st	Principal notified staff of evaluations for the subsequent school year	Principal notified staff of evaluations for the subsequent school year
By August 30th	Observing administrator meets with any new teachers to review and discuss the evaluation process	
By September 30th	Observing administrator and teacher meet to discuss the self-assessment and work performance worksheets to be completed by the teacher	Observing administrator and teacher meet to discuss the self-assessment and work performance worksheets to be completed by the teacher

[107] The Danielson Group. (2021). Retrieved from https://danielsongroup.org/framework

Within the first 45 days of school	Observing administrator conducts one formal classroom observation, pre and post conference, utilizing the Charlotte Danielson teacher evaluation, learning clusters, and Evaluwise online evaluation tool	
By December 30th		Observing administrator conducts one formal classroom observation, pre and post conference, utilizing the Charlotte Danielson teacher evaluation, learning clusters, and Evaluwise online evaluation tool
By January 15th	Principal notifies School Board of any non-renewal considerations	Principal notifies School Board of any non-renewal considerations
By March 30th	Observing administrator conducts second/any additional formal classroom observation, pre and post conference, utilizing the Charlotte Danielson teacher evaluation, learning clusters, and Evaluwise online evaluation tool	Observing administrator conducts any additional formal classroom observations, pre and post conference, utilizing the Charlotte Danielson teacher evaluation, learning clusters, and Evaluwise online evaluation tool
By April 15th	Observing administrator and teacher meet for an annual evaluation to summarize the teacher's performance and determine goals for next school year. Sign formal evaluation	Observing administrator and teacher meet for an annual evaluation to summarize the teacher's performance and determine goals for next school year. Sign formal evaluation

(7) Please explain the responsibilities of each of your school's administrative/leadership team members with regard to recruitment, hiring, development and retention of a highly effective staff. Identify the staff member responsible for leading payroll, benefits, and employee relations and describe how key Human Resources responsibilities will be managed.

The principal is expected to establish a working environment that qualified faculty and staff want to be a part of. Indeed, the ideal environment will be positive, encouraging, and supportive. In terms of the mechanics of hiring, the principal will lead interviews of job candidates in conjunction with other relevant staff members. The school will also provide a wide range of benefits such as: Health Insurance/Vision/Dental, PERS retirement contribution (half), and benefits savings plans.

Process to hire:
1. Advertise the position, for a least one week, via social media platforms, fliers, and word of mouth. Request an updated resume and cover letter from each applicant.
2. Interview(s) with the TVHS principal and a hiring committee, made up of various staff members and the hiring departments chairperson. If there are multiple candidates, there will be two rounds of interviews.
3. The final candidates will then be observed teaching a lesson to a live class.
4. The school principal and hiring committee will meet, review the final candidates resume, interview, and live observation to determine the best candidate for the position being hired.

Table 4.5: Human Resource Responsibilities

Responsibilities	Local Board	School Leader
Performance Goals	The TVHS Board, along with school administration, sets annual goals that address the student performance goals.	The school leader sets academic benchmark goals for the Fall, Winter, and Spring. School administration will monitor student achievement throughout the year and assess student and teacher performance.
Curriculum	The TVHS Board will delegate the identification of curriculum to the principal. The Board will ensure that it aligns with the state and federal requirements.	The school leader will be tasked with aligning the curriculum and ensuring that all students can be successful.
Professional Development	The Board will participate in annual professional development.	The administration will be responsible for overseeing, coordinating, assisting, and monitoring the staff development process.
Data Management /Assessments	The Board will oversee that data management is being compiled in a compliant and effective way. The Board will support the administration to procure highly effective assessment tools.	The school administration will determine the interim assessments to meet the needs of the students and support growth. The administration, along with the teachers will analyze and interpret the data.
Culture	The Board will create and adopt policies to promote the culture that supports the mission and vision of TVHS.	The school administration and staff will be responsible for creating and maintaining a safe, positive school environment for all stakeholders.
Budget and Accounting	The Board will oversee all aspects of the fiscal management of the school. The Board's Treasurer will be responsible for reviewing and approving School Financials. The Board will adopt a financial policies and procedures manual that is in line with financial best practices of charter schools across the country.	The principal will oversee portions of the budget such as classroom supplies, copiers, travel, professional development, etc. The principal will review the school's budget with the Board monthly at the monthly Board meeting.
Student Recruitment	The Board will develop a start-up budget that includes marketing efforts and student recruitment.	Administration will be responsible for hosting Open House meetings to help recruit students and be instrumental in organizing recruitment efforts during the startup years and beyond. Social media and the website will also play an important role in student recruitment.

Staff Recruitment /Hiring	The Board will develop and review policies for hiring of personnel to support the school's mission and vision which follow state and federal law. The Board will interview and hire the principal.	School administration will be responsible for interviewing (with a panel) and hiring all instructional and non-instructional staff. In addition, school administration may attend teacher recruitment job fairs.
HR Services (payroll, benefits, ect.)	The Board will select a third party payroll company to contract with and provide the processing of payroll and benefits.	School administration will serve as a HR resource to all staff. Administration will work with the legal team on the Board to ensure HR policies and procedures are followed correctly.
Facilities	The Board will select vendors that are in compliance with all public bidding laws.	The principal or designee will contact the Board with any issues relating to facilities and issues regarding facility repairs if the Board is requested to manage a vendor.
Student Support Services	The Board will allocate resources to the School Leadership for Student Support Services.	The principal will develop programs, using the Goodlife and SEED Impact social-emotional learning curriculum.
Technology	The Board will select a third-party IT service provider to contract with for IT services.	The principal will be responsible for reviewing the service provided by the IT company.
Community Relations	The Committee to Form and the Board will build relationships with groups and organizations within the community that supports the school's mission and vision.	The principal will network and engage with community businesses and organizations for the purposes of Wellness Wednesday, fundraising, after school programs, educational programs, guest speakers, etc.
Fundraising /Development	The Board will fundraise through its relationships within the community, go fund me, and other social media outlets. The Board has made the decision to work with Red Hook Capital Partners for the development.	The principal will assist the Board with its development and fundraising efforts.

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

Teacher performance will be evaluated through several means. Performance is measured through individual goals, student success, and following policy, procedure, and laws. Where appropriate, employee performance and assessment will be a collaborative process between TVHS and the employee. However, unsatisfactory performance in any area may result in corrective action which can include verbal coaching, performance improvement plan (PIP) written warning, written reprimand, suspension with or without pay, and/or termination In instances when it is necessary to conduct further investigation and the employee's continued presence in the work environment is

deemed detrimental, the school may place the employee on suspension pending investigation for up to five (5) days with or without pay.

An employee will be provided with notice and an opportunity to respond to performance concerns regarding the employee or charges being made against the employee. The school may conduct further investigation as warranted before making a final determination regarding the appropriate action to be taken. Notwithstanding any corrective action taken, the school may always exercise its right to terminate the employment relationship in accordance with applicable laws, employee contracts (if any) and school policies. The cost of turnover is high at any school and can impact student achievement, productivity, and overall school culture. TVHS plans to implement appropriate reward and retention strategies to reduce overall turnover of staff and impending cost. Turnover is calculated by including the number of days the position was open, recruiting costs, training costs, administrative processing, and payroll costs.

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

TVHS will be partnering with Charter Impact for additional support with our core Human Resources functions and back-office services. Charter Impact is a mission-driven business partner dedicated to empowering charter schools and non-profits with professional, personalized financial management and operational support.

Our regular service scope includes not only the accounting, accounts payable and payroll departments, but also assistance with reviewing contracts, ad hoc financial analysis, support with vendor negotiations, assistance with facility financing, management of lender relationships, and much more. As a general guideline, we provide all of the services that you would expect from an in-house finance and accounting department, plus student data services.

Started in 2010, Charter Impact specializes in providing insight and guidance for complex organizations in a way that only experienced financial advisors and CPAs can. Our Director-level team has an extensive background in finance, public accounting, auditing, grant management and technical consulting, which has helped us understand and identify the challenges facing mission-driven individuals and organizations, and shape and inform how all Charter Impact staff are trained.

Charter Impact has highly developed procedures, practices, and methodologies that can support the mission and vision of independent charter schools, and we customize internal controls and procedures based specifically on individual client needs. Our focus on sound internal controls, with an eye toward incorporating the highest degree of client efficiency and industry best practices provides the utmost security for client assets and financial stability, without overburdening client staff with unnecessary red tape.

We believe that strong financial management is a tool that can give small organizations the confidence and focus of big ones. It is our duty to address changing financial conditions,

requirements, and regulations in advance, discuss them with our clients as they happen, and report them in real-time, not a month or two after the fact. By bringing the expertise and expectations gleaned from nonprofit, for-profit and government programs, we help improve and refine the financial process for charters.

We know that what we do here has a positive, measurable impact on the students, families and communities we serve, and we take pride in providing our clients with timely, accurate fiscal information and guidance to enable sound, data-driven decisions for their organizations.

STUDENT RECRUITMENT AND ENROLLMENT

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

(a) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery. Note that your proposed enrollment window should satisfy the requirements of NRS 388A.453(7).

TVHS plans to begin operations in the 2023-2024 school year. Open enrollment shall commence on January 1, 2022, beginning at 12:01 a.m. and continue through February 28, 2022, until 11:59p.m., and will occur during a similar time frame in subsequent years in compliance with NRS388A.453.

A lottery will be held after the Open Enrollment period if the school receives more applications than there are seats available. If the limit is not reached during the Open Enrollment period, the enrollment window will remain open until the limit is reached. Once student enrollment is capped, names will be placed on a waiting list, in order, and students will be offered enrollment as seats become available. Families will be notified via email or phone of their child's acceptance into TVHS through the computerized lottery program.

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

The school will implement an open enrollment policy, the school will be open to any student in the state that is eligible for attendance in a public school, unless the number of students enrolled exceeds the school capacity. In this case, students will be placed into a lottery and as seats open, students will be randomly selected to fill the open seats. If the number of applicants falls short of capacity, the open enrollment window will remain open until capacity is reached.

Admission will be determined in the following progression:

1. Students continuing enrollment at TVHS will automatically be granted enrollment the following year with placement determined by number of credits earned based on TVHS academic policies.
2. Siblings of currently enrolled TVHS students will automatically be enrolled into available openings in appropriate grade levels.
3. Students may also be enrolled based on the following preferences:
    - Children of families of TVHS founding team.
    - Children of Board members, teachers, or staff.
    - All other children not meeting this criterion will be enrolled in the lottery.

The enrollment target for the first year is 300 students. The governing body and the school's principal will be responsible for monitoring progress. The target re-enrollment rate is 95%.

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

TVHS is committed to providing an equal opportunity education to all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability, or any other protected status in accordance with all applicable federal, state, and local laws that prohibit discrimination. Employees will receive training regarding the school's anti-discrimination, harassment, and retaliation policy as part of new hire on-boarding. In addition to having regular meetings to discuss the rules, TVHS will use applicable state-sponsored training/presentations for professional development. Daily and weekly monitoring of enrollment calls, and meetings will take place to ensure compliance.

(11) 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?

TVHS will assess the community need and the marketing tactics that reach the most families and will adjust ongoing recruitment and marketing efforts. TVHS understands that word of mouth, the website thevillagehs.org, and social media (Facebook, Instagram, Twitter, TikTok, LinkedIn, Alignable) is the most successful way to inform families about the school. In addition, postcards and fliers will be sent to residents within a two-mile radius of the school to increase enrollment. The school will welcome school tours during the school year to show families what the school is like in action and will also host parent information meetings in the evening. The school will take advantage of any charter school fairs hosted by the Charter School Association of Nevada. The principal will be responsible for ensuring enrollment targets are met. TVHS will use its waiting list to fill any vacancies that may occur by grade level.

(12) Complete the following tables for the proposed school to open in 2022-23. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2022.

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

Grade Level	Number of Students					
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
9		150	175	200	200	200
10		150	150	175	200	200
11			150	150	175	200
12				150	150	175
Total		300	475	675	725	775

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

Grade Level	Number of Students					
	2022-23	2023-24	2022-23	2025-26	2022-23	2027-28
9		150	175	200	200	200
10		150	150	175	200	200
11			150	150	175	200
12				150	150	175
Total		300	475	675	725	775

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

Grade Level	Number of Students					
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
9		158	183	208	208	208
10		158	158	183	208	208
11			158	158	183	208
12				158	158	183
Total		316	499	707	757	807

(13) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Start-up applicants proposing to open with more than 400 students, or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

The Committee to Form expects to see a high demand for this new high school model. The proposed school facility will be in North Las Vegas. The Committee to Form chose this location because it believes this is an area of our city that is in high need. The need is evidenced by the quality of schools in this area and the limited number of proficient test scores.

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

Table 4.6: Survey Responses and Outcomes

Survey Question	Community Response	Outcomes
What is the most difficult part of school for your child?	Top 5: 1) testing, 2) assignments/teachers, 3) peers/classmates, 4) hours, 5) bullying	Weekly Wellness Wednesday, Goodlife SEL Curriculum, One-to-one Mentoring, Peer Mediation program
How safe does your child feel at school?	66.7% unsafe, somewhat unsafe, or neutral. 33.3% safe or somewhat safe.	At-Risk & Struggling Students Conference The At-Risk & Struggling Students Conference focuses on evidence-based programs and strategies that educators can use to prevent dropouts and to help students experience success in school. 7th National Student Safety & Security Conference & Workshop 2022. School Climate & Culture Forum Scholars struggle to consistently define and distinguish the terms, but educators agree on the need to transform both "climate" and "culture" to improve academic outcomes.
Does your child have issues involving anything specific at school?	70% mentioned issues with mental health, along with 40% dealing with gender, sexual orientation, and bullying issues.	Wellness Wednesday, SEED Impact social-emotional growth assessment program, Established relationships with; Henderson Equality Center, Alternative Peer Group (APG), Foundation for Recovery (FFR)
What is important to you and your child when choosing a high school?	teachers, learning environment, school reviews	Extensive teacher training: Wired Differently: Trauma-Informed Schools Conference. One-to-one Mentors for all students and time each week set aside to meet with those mentors. SEL programming intends two essential benefits: 1) encouragement of positive, strength-based behaviors, integrated as norms for lifetime practice, and 2) discouragement of behaviors associated with negative school and life outcomes. Increasingly, educators, policymakers and employers alike hold that SEL is the key to optimizing education and training.
What programs would you like to see offered at TVHS?	social-emotional learning, mental wellness, adequately trained staff, practical real-life skills, career skills	Weekly Wellness Wednesday, Goodlife SEL Curriculum, Ramsey Financial programming, Home-Economics, One-to-one Mentoring, Peer Mediation program, SEL/Real-world Electives
Are you satisfied with the education that your child is receiving?	only 29% of the parents surveyed were satisfied with their child's education, less than 1 out of 3	Provide a safe space for students to grow and learn. Provide the necessary staff training, school culture, programming and resources to students and their families to ensure that they are satisfied with their child's education.

Please see Attachment 13

INCUBATION YEAR DEVELOPMENT

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2022-2023) to ensure that the school is ready for a successful launch in fall 2023. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 14 ("Incubation Year Planning Table").

Please see Attachment 14

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

The general philosophical beliefs that guide this leadership training and development plan are that all this work shall be driven by TVHS's organizational beliefs, and the content must reflect the philosophy and culture of the school.

The theoretical framework that guides the professional development is that leadership is developed by focusing on the Personal, Interpersonal, Managerial, and Organizational attributes, skills, and competencies of TVHS's leadership team. The theory of action is that, if TVHS, supported by board and external partners, provides high quality, in depth, current and innovative employee and leadership capacity-building in a thoughtful and well-planned structure, key performance indicators will rise and allow TVHS to accomplish its long-term strategic vision and plan. The elements of this focus will be a) Character and Culture; b) Organizational Management; c) Coaching and Mentoring; d) Decision Making, and e) Instructional Leadership.[108]

Within two months of the initial hiring of the leadership team, two days of professional development will be provided to ensure that there is alignment between the beliefs, goals, and culture of TVHS and the leadership behaviors of the new team. The Board will be included in this as well.

An additional day will be provided to ensure that the leadership team understands Nevada charter law, regulation, statutes, and expectations as well as understanding the collection and reporting of all pertinent data.

The board of directors, along with the leadership team, will receive two days of training in governance, Nevada Open Meeting Law, and conflict of interest. There will also be time set aside for the development of a governance team handbook which makes explicit the roles, responsibilities, and the protocols needed for interaction between the board of directors and the leadership team.

Upon the hiring of teaching staff, the priority will be team building, including the school culture and beliefs. Classroom level scope and sequence instruction, lesson plans, special education processes, school protocols, procedures and requirements will follow as well as training in the use of specific software.

[108] Gallizzi, R. (2021). Every Student Learns, Inc., Theoretical Framework.

Additionally, teaching staff will need training in Developing Positive School Culture, Teaching Students with Trauma, Social Emotional Growth Assessments, and Mentoring. This training will be through our community partners, SEED Impact, and Goodlife SEL Curriculum. These will begin with overviews and continuous training will be embedded throughout the school year as part of the professional development set aside on Wellness Wednesdays. Teachers will be supported by ongoing observation, feedback, and coaching.

The professional development for the leadership and board will be provided by Every Student Learns (ESL), a Nevada based organization. This organization was chosen because of a shared underpinning philosophy that every student has an innate ability and desire to learn given the right conditions. ESL looks for innovative ways to enhance and improve learning environments to optimize the educational opportunities for all involved. They have a proven track record of working with traditional public schools, school boards, charter schools, and charter school boards.

Savvas Learning Company will provide teacher training and technology training with the curriculum programs that we will be using at TVHS. These trainings will take place in the beginning of the year before school starts in the teacher workdays and then throughout the year on Wellness Wednesday.

All these providers will be present throughout the years through observation of staff and follow-up feedback and coaching as well as the embedded professional development.

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

Upon the assignment of a location, the principal will lead development and construction of the school, along with Red Hook Capital Partners.

SERVICES

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

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

TVHS will not provide daily transportation for the students to and from school. Should a special education student enroll who has an Individualized Educational Plan (IEP) that has transportation as an accommodation, TVHS will work to partner with CCSD or Regional Transportation Commission of Southern Nevada (RTC) as to how to best provide this accommodation. For any school field trips or events, a plan will be developed to accommodate transportation needs by contracting a charter bus company. The school will work with their broker at Charter School Insurance Alliance to ensure that all necessary insurance policies and coverage are in place.

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

TVHS plans on providing food services at their school and anticipates participating in the National School Lunch Program. TVHS also anticipates identifying and contracting with multiple, third-party service providers to ensure a variety of foods from various cultures on a weekly basis. The Board will ensure that the vendor(s) is approved and is in good standing with the Food and Nutrition Program.

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

TVHS plans to have a campus monitor(s) and custodian(s). Their role will be to maintain order and maintain the cleanliness of the facility during the school day. Also, there will be a contract with an outside cleaning company to provide a cleaning service five nights a week, simultaneously with the daytime staff. TVHS also has a relationship with James Rolnik at Winzer Corporation who can get paper products, bathroom supplies, cleaning tools/supplies, and chemicals at cost from the supplier. A-1 chemical will also provide all the bathroom dispensers and chemical dilution systems for no cost.

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

TVHS will be a provider of health services to all students identified in need of those services. The governing body will contract with the appropriate trained professionals, the number of professionals will be based on the student enrollment and number of students enrolled requiring care and services. In accordance with NRS 392.420, a licensed school nurse will be contracted by TVHS to train the health office staff. A First Aid Safety Assistant (FASA) will be responsible for planning and carrying out health examinations required by law, and for checking immunizations. The FASA will be responsible for following up with parents/guardians of any student who has a problem in any of the screenings or students missing immunizations. Pursuant to NRS 392.420, the FASA will also repost these findings to the State Health Officer.

(d) Purchasing processes

The purchasing agent will be appointed by the governing body (traditionally the school principal). They will be responsible for developing and administering the charter school's purchasing program. No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase, except for a petty cash purchase, will be authorized unless covered by an approved purchase order. No bills will be approved for payment

unless purchases were made on approved orders. The administrator or designee is authorized to enter and approve payment on contracts obligating charter school funds not to exceed ($25,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers. Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements, or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules.[109]

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

In compliance with Nevada NRS 388.253, TVHS will utilize the Nevada Crisis and Emergency Response Model Plan Guidance Checklist. In addition, the Federal Guide for Developing High-Quality School Emergency Operations Plans.

- Emergency Management Plan
- Campus monitor(s), security cameras, ID badges for all students and staff.
- Monthly drills
- All visitors must check in with the main office
- Staff training on emergency protocols
- National School Safety and Security Conference and Workshop
- Innovative Schools Summit (mentor training, trauma informed teaching, school culture and climate, at-risk and struggling students)

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

TVHS's IT plan is premised around the idea that it supports the mission and vision of the school. Technology will be part of school culture and because it is such an important part to this schools overall plan it will be crucial that all educators have a voice in the ongoing process of building out the structure. TVHS will primarily use a wireless system with a goal of providing a seamless one to one implementation for all staff and students. Ongoing assessment of the system will be built into the school technology plan. Ease of integration and technology as a tool to support the curriculum is of highest importance. Technology will be a tool that will be designed to work

[109] NRS Chapter 332, 388A.420

seamlessly and personally for every individual. Technology should never be a barrier to learning. To support daily operations TVHS will employ a technology firm (two have been sourced) to provide technology hardware and software support. Ongoing PD will be necessary and provided to ensure that staff are prepared to use the tools effectively and efficiently. Specific software tools and the Learning Management System (LMS) systems, Infinite Campus and Google Classroom will have a technology team designed, pathway of incremental stepped PD education for staff. The technology team will consist of TVHS staff with the expertise and experience to lead their colleagues in valuable PD to improve instruction. If necessary, TVHS will contract with outside consultants to deliver high quality PD to the staff. Specific online software tools that are part of the educational programming such as the Goodlife, SEED Impact, and Savvas Learning programs have professional development and training components included as part of the initial program rollout.

TVHS will use a router, filtering and firewall security system that will keep students safe even when they use laptops on/off school premises. The software components will include software to block, monitor and eliminate any suspicious or malicious intrusions via intranet. Students along with staff will develop and agree to an Acceptable Use Policy (AUP) to set the standard and expectations for the use of all technology. Students will also be held to an expectation of full compliance and will sign-off on the AUP. The goal of the IT infrastructure and complete technology system is immediate safe secured filtered access for all stakeholders with every aspect of the implementation centered on the learner and providing a reliable enterprise built on digital equity.

TVHS will pursue e-rate pricing and support from this this will provide between 70%-90% of the schools initial and ongoing technology related expenses.

All infrastructure components to support the visible end of technology must be robust at TVHS, as it is a high-tech school. Internet bandwidth will be provided by COX Communications which has given a pricing of $1000 a month for necessary bandwidth with room for growth within that quote and to include phone services. All other necessary hardware: secure router, server, UPS, switches, WIFI nodes, hardwire cabling, etc., will be sourced and installed using a reputable provider. Our provider will also plan for disaster recovery and will keep multiple backups using an automated off-site cloud-based system. Login credentials will be created and maintained offsite with a staff person designated to add or delete students as needed. Virus and other threat protections will be in place with a plan developed for disaster recovery.

The initial infrastructure will be robust and scalable for school growth. It will include security and cloud-based services. The actual physical on-site support hardware will be in a secured limited access location. Google will provide the primary e-mail, digital cloud drive with office products, and Google classroom as the primary Learning Management System. It is cost-effective, (free to public education), scalable, supports a wide variety of formats and teaching modalities. It is available to the students and parents 24/7 anywhere the internet is available. Because it is supported by Google all data has redundancy, and it is hardware independent. It is available on laptop, PC, tablet, and phone. The use of Google products will help to ensure the minimizing of any malicious malware and viruses. The school will use Infinite Campus as its Student Information System (SIS) using it to maintain student records, grades, attendance, finance, and human resources. This is an on-line system that has training components included in the startup pricing included in the budget. Additional software i.e., Adobe Suite, will be added as needed to support the needs of the staff and school. TVHS will review and comply with all NRS 385A.800 laws.

Student laptops as well as all TVHS hardware will have physical external asset itemized labeling.

All laptops will have tracking and locating software pre-installed, and laptops will be heavily branded with TVHS name and logo. Students will be given responsibility and be expected to maintain hardware in good physical condition. The school will design methods and systems to maintain hardware and to replace broken or irretrievable hardware.

To monitor and review all technology needs and to further develop technology the building principal will appoint a technology committee to have meetings and develop a five-year technology plan. They will also monitor, develop, and conduct yearly surveys of students, staff, and parents for technology services performance and needs. This will include implementation and ongoing school modifications as recommended by the committee. Other aspects of technology i.e., CCTV system will also be considered by the committee with all recommendations and plans taken to the Committee to Form and later to the School Board.

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

TVHS will be using the statewide Infinite Campus system and will also be hiring a Registration/Attendance Clerk to fulfil all required duties. Infinite Campus representatives will provide specific Registrar/Attendance training along with staff training specifically on Infinite Campus. Registrar/Attendance staff will attend any training hosted by the SPCSA. The high school counselors will also be trained on using infinite campus and on how to run different queries to analyze data patterns.

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

The governing board will delegate authority to the principal the task of ensuring student records are maintained accurately and up-to-date as well as safe and with limited access to only appropriate personnel. The Board will ensure student records will be accurately maintained and kept in a safe, locked area of the school's main office in secure cabinets, and in accordance with all Nevada laws. Only authorized staff and administration will have access to the files.

In accordance with NRS 385A.800-8.30, the school will participate in Student Accountability Information Network (SAIN) and will use software, hardware, and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. TVHS will report data to its sponsor by the beginning of the school's first year of operation. TVHS will use Infinite Campus that is hosted as an Application Service Provider by the Department of Education.

The governing board chairperson will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed. If the charter school closes, or a student withdraws, the school will forward the permanent record of the student to the office of student records of the school district in which the student resides. When a student

graduates from the charter school, the school shall forward the permanent record of the pupil(s) to the office of student records of the school district in which the pupil resides. If a licensed teacher who is a member of the governing body of a charter school fails to comply with the policy, the charter authorizer may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

In accordance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), 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 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 records, which they believe to be inaccurate or misleading. Schools may disclose, without consent, "directory" information. Schools must notify parents and eligible students annually of their rights under FERPA.

In addition, TVHS will comply with NRS 388.291 to ensure that all school service providers provide written disclosure of the types of personally identifiable information collected by the school service and the plan for ensuring data security. Strict compliance with this statute will be enforced by the Board Chair and the principal prior to purchasing any school service. Additionally, pursuant to NRS 388.294, the principal will ensure that all teachers and other licensed educational personnel complete professional development regarding the use of school service providers and the security of data concerning pupils.

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

Please see Attachment 15

FACILITIES

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

(a) The desired location of the school facility:

North Las Vegas; 89030, 89031, 89032, 89081, 89115

(b) The number of general education classrooms required each year;

Year 1 - 11 classrooms, Year 2 - 20 classrooms, Year 3 - 31 classrooms, Year 4 - 38 classrooms, Year 5+ 38 classrooms

The number of classrooms was based on the enrollment number, divided by the class size of 28 students in each classroom.

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

TVHS will have between 3-5 spaces for the various special education, ELL, intervention, and mentoring programs that are offered. The students will always have a private, safe place to go, like the Wellness Room, Relaxation Room, or even a Peer Mediation session. TVHS will have two chemistry labs and two biology labs, starting year 1 with one of each and then adding the second when we are closer to reaching capacity. TVHS will also have private offices designated for our school counselors, mental health and counseling professionals. Enrichment/RTI programs will take place in the classroom.

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

TVHS will have a gymnasium that seats all 1000+ students and staff at one time, and will be around 15,000sqft. (16sqft per student was used). It will be used for assemblies, guest speakers, class meetings, physical education classes, after school extra-curricular activities, and hosting of community events in the evenings.

The cafeteria will have a variety of seating choices and food options. There will be traditional lunch tables that seat 12, tables that seat 4 and tables that seat 2. We will have both indoor and outdoor seating. The cafeteria will seat 400 students max and be approximately 6,400 square feet.

(2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility, including progress to date, partners, and any evidence that supports the credibility of the plan. Please include the organization's plans to finance the facility, including:

Please see Attachment 16

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

Please see Attachment #16

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

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

To maintain the facility, TVHS plans to contract with a third party to clean the facilities nightly. TVHS will also have a campus security monitor/custodian who will be responsible for cleaning, restocking, and taking care of any other situational needs of the school. A maintenance budget line item will also be included and will be used for maintenance provisions that the school will have to address. By maintaining a positive school culture, we plan on having a beautification committee, the

staff and students will be a part of maintain the structure and cleanliness of the school and school campus.

(6) Communication with local jurisdictions and municipalities is important when opening up a new charter school. In some cases, municipalities may have additional processes that are required, or may request information from proposed charter schools. Please explain, in detail, the applicant team's interactions with the local jurisdiction to date. Specifically, the applicant should clarify if a proposed school is approved for final land use from the local government entity, as well as describe any other pertinent topics related to the facility (ex. queueing for drop-off and pick-up, providing sufficient recreation space). If the applicant has approval from the local jurisdiction for the proposed location, please provide that as part of Attachment 16 to the final application.

TVHS has narrowed down to one facility. Please see Attachment 16.

ONGOING OPERATIONS

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

In compliance with Nevada NRS 388.253, TVHS will utilize the Nevada Crisis and Emergency Response Model Plan Guidance Checklist. In addition, the Federal Guide for Developing High-Quality School Emergency Operations Plans.

The principal will be responsible for the Emergency Management Plan, with the approval of the School Board. This plan will follow the policies and procedures for AED use, fire drills, hard/soft lockdown, active shooter, and evacuations that have already been adopted by CCSD. Safety is the job of every member of TVHS community, with the principal and school administrators implementing the Emergency Management Plan. Staff and students will receive regularly scheduled training and practice for all the variety of emergency situations. All students will be taught drill procedures for evacuations at TVHS orientation, training for staff will take place during summer staff training.

TVHS will also implement the use of security cameras, two-way radios, a school-wide intercom system, and or any other technologies that can be used to communicate a crisis.

TVHS plans to hire a full-time campus security monitor(s) (CSM) to supervise the hallways, restrooms, and common areas. CSM's will also be responsible for escorting students to the office as well as conducting student searches if necessary.

(2) Provide, as Attachment 17, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

TVHS has received a quote for insurance coverage from Charter School Insurance Alliance, a division of Distinctive Insurance.

Please see Attachment 17

5) Financial Plan

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

The TVHS Board are the fiduciaries who are responsible for monitoring and oversight of the school's financial management, financial reporting, and internal controls. Accordingly, all board members will undergo training in how to be prudent stewards of public and other school funds. Training will include processes for conducting periodic risk assessments and how to evaluate such. Internal controls to reduce identified risks will be in place and working, to ensure accurate, complete, and timely financial reporting, so that funds are effectively managed in compliance with all relevant laws and regulations, and operations are efficient. Board members will also be educated in how to develop key performance indicators of financial stability to better monitor overall performance on an ongoing basis.

TVHS board will use a competitive search to contract with an experienced Charter School 3rd party financial provider, we are currently working with Spencer Styles and Charter Impact, for in-house services including budgeting and forecasting, cash management, accounts receivable/ payable processing, compliance, and grant reporting, as well as audit preparation. All grants and additional funds received by TVHS will also be financially managed by the 3rd party financial provider in cooperation with the board decisions and direction. The school principal or principal's designee will supervise the day-to-day cash collections at the school. The person designated to draw all orders pursuant to NRS 388A.420 for the payment of monies belonging to the charter school is the principal. The principal and school board will work closely with the retained financial service provider to ensure that the school always maintains debt solvency and sufficient cash reserves. All claims for payment from charter school funds will be processed by the financial service provider. Payments will be authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body. The campus principal is responsible for assuring budget allocations are observed and the total expenditures do not exceed the amount allocated in the budget.

The TVHS governing board will be contracting for the outsourcing of all payroll processes and retirement reporting to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing school board per Nevada law. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law. TVHS intends to adopt and comply with all state guidelines developed for Charter Schools, by the Nevada Department of Education. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services for the benefit of students. The governing body will appoint a purchasing agent. That person will be responsible for developing and administering the charter school's purchasing program. Any officer or employee of the governing school board may incur no obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. Any payment to a governing school board member will only be made

if approved in advance and only for travel expenses, salary or specific services rendered. For all expenditures using charter school money, except payrolls, a requisition and purchase order system will be used. Unless authorized by the administrator, no purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies, equipment, and services to ensure they are within budget amounts. After appropriate administrative review, the administrator will authorize direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers submitted for payment and reports directly to the board.

(2) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:

Please see Attachment 18

(3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.

Please see Attachment 19

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

An accounting firm that is familiar with federal and state accounting practices and is familiar with Nevada charter school audits, will provide TVHS's annual audit. TVHS will not incur an audit fee in the first year of operation as the first audit will take place in September following the first fiscal year. The auditing services provided will include the auditing of school finances for annual reporting, IRS reporting, and legal compliance.

Attachments

GOODLIFE

SOCIAL EMOTIONAL LEARNING MADE SIMPLE

It can be difficult making and keeping the social emotional learning needs of students a priority in schools. I believe, adequately addressing the life challenges that face students in today's world with the significant demands of teaching and meeting academic requirements, is not something you should have to do alone. That's why my team and I work with you, hand in hand to implement life changing programs that develop more focused, confident, determined, and resilient students.

Our team is committed to building an ongoing, long term relationship with your The Villiage High School to experience better outcomes for students and lighten the

[redacted]

WE PARTNER WITH YOU THROUGH...

- Providing intervention educational curriculum, called GOOD**LIFE** , that improves the SOCIAL EMOTIONAL LEARNING skills of middle and high school students and supports your PBIS plan.
- Providing you with a team member to train you staff to implement SEL within the classroom delivering the content to students.
- Providing GOOD**LIFE** Leadership Society (GLS) Guides AND training for mentoring students.
- Providing a GLS invitation for students being invited into the program.
- Providing a GLS launch day speaker to inspire and motivate students to enter the program. This relieves teachers of the pressure to "sell" the program to the students they invite.
- Provide GOOD**LIFE** gift package for every student including learning resources, and GOOD**LIFE** apparel.



EVERY STUDENT
READY FOR LIFE

DC Financial Services
1063 Royal Valley St.
Henderson, NV 89002
(702) 821-6487

Dear Nevada State Public Charter School Authority,

I am writing to express my support for the approval of The Village High School charter school. I believe that The Village High School will become a great asset to our community and a great benefit to the high school age children of the Las Vegas community.

The Village High School will fill a need that we have in our community for a focused high school for those students that feel they are marginalized and are not finding a place in the current school systems.

The Village High School will focus on social emotional learning which research has shown to have a direct effect on the graduation and continued success of students. As we look for ways to reach those students that don't always fit into our traditional schools, the approach, culture, and high academic rigor of The Village High School will provide success for all students in a tuition-free public charter school.

In alignment with the mission, DC Financial Services will partner with The Village High School to enhance educational opportunities for our students and families by providing two yearly informational workshops to high school students about financial investing and money management.

I am happy to support an excellent school of choice, The Village High School, and I know that it will be of tremendous benefit to our students and our community.

Sincerely,

[redacted]

Owner/Financial Advisor

Evelyn Pacheco
Nevada Women In Trades
5262 Steinbrenner Lane
Las Vegas, NV 89118

2021-06-28

Regarding: The Village High School

To [Nevada State Charter Authority]:

I am writing in support of The Village High School. *Robin's Tile and Stone Custom Corner LLC* strives to provide the highest quality of service, products and home improvement. I provide information, education, and design to the client on each and every project. Continued education is my goal to stay ahead of the competition. I learn from manufacturers, distributors, trade shows and other contractors.

Construction is a high-demand, high-growth industry in southern Nevada. The Las Vegas Global Economic Alliance determined five out of the top 10 high-demand occupations for southern Nevada are in construction in its Workforce Blueprint 2.0 Report. Careers in skilled construction trades can lead to steady, high-paying wages. While construction career opportunities are booming in southern Nevada, women are underrepresented. Women comprise less than 10% of Registered Apprentices even though they make up nearly half of the workforce population.

Nevada Women In Trades' mission is to empower and train women to become competitive applicants, preparing them to be hired into construction trades. They do this by providing an industry-recognized approach in training and instructing individuals to develop construction craft skills. This grant program will assist Nevada Women In Trades in closing gender gaps in construction.

The work of Nevada Women In Trades and this proposed project align with our organization and will be a benefit to Nevada. *Robin Tile and Stine Custom Corner LLC* commit to supporting this application by sharing the knowledge and education that I have acquired through the years by instructing women interested in the tile and stone industry. Teaching them about the tools needed, design work, application of various products and business practices. **I am interested in pursuing construction of a school mural using tile and my skills while teaching design and tile cutting skills to students.** We look forward to providing the opportunity for more women to enter in the skilled construction trades, and I am happy to answer any questions you may have.

Best regards

[redacted]

Gender Justice Nevada
900 East Karen Avenue
Suite C-211
Las Vegas, Nevada 89109

17 December 2019

TO WHOM IT MAY CONCERN:

Opera Las Vegas, a non-profit arts organization is the only professional opera company in Nevada, as recognized by Opera America. We produce a full season of operas and events including community outreach and education.

OLV is pleased to endorse the efforts of The Village School in their quest for a charter to become the first LGBTQ+ focused school in Nevada, and to open 6th, 7th and 8th grades in Las Vegas for Fall 2021. Our diverse programming includes the popular Opera With Class initiative which brings such programs as "Who's Afraid of Opera?" and others into schools and community centers.

We would be pleased to partner with The Village School in periodically bringing programs to this safe place for LGBTQ+ and other marginalized students, to assist in engaging them in this musical and theatrical art form in a meaningful and educational way. "Who's Afraid of Opera?" is a narrated Informance (information + performance) that describes the development of opera, the musical structure, and the many types of style by augmenting the talk with popular examples that not only entertain, but also support the "lesson."

This 45-minute presentation is followed by a Q&A session in which attendees can interact with the performers, ask questions about what they observed, or make comments about the experience. Since extended opera selections are prolonged expression of deeply held feelings, the exploration of that element is often revelatory with students who may be experiencing their own intense emotions.

Opera With Class also tours a family-friendly operatic show each year. This season's edition is the familiar Grimm fairy tale, The Bremen Town Musicians. John Davies has taken solos and ensembles from famous composers and re-purposed them to tell the story, which always includes a moral lesson. Audiences are not only amused by the well-known plot, but they are also ingeniously introduced to real operatic singing by talented young professionals. Future tours might be able to include The Village School in the scheduling. Periodic voice classes might also be viable.

Opera Las Vegas is happy to support your laudable efforts to allow students to be active participants in their education without limits

[redacted]

General Director



Dear Nevada State Public Charter School Authority,

I am writing to express my support for the approval of The Village High School charter school. I believe that The Village High School will become a great asset to our community and a great benefit to the high school age children of the Las Vegas community.

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The Village High School will focus on social emotional learning which research has shown to have a direct effect on the graduation and continued success of students. As we look for ways to reach those students that don't always fit into our traditional schools, the approach, culture, and high academic rigor of The Village High School will provide success for all students in a tuition-free public charter school.

In alignment with the mission, The Pride Tree will partner with The Village High School to enhance educational opportunities for our students and families by providing financial and community-based resources to supplement programs and initiatives at the school.

I am happy to support an excellent school of choice, The Village High School, and I know that it will be of tremendous benefit to our students and our community.

Sincerely,

[redacted]

Grant Frailich
Founder,President The Pride Tree

HENDERSON
EQUALITY
CENTER

Henderson Equality Center
1490 W Sunset Rd, Suite 120
Henderson, NV 89014
855-955-LGBT
Info@HendersonEqualityCenter.org
HendersonEqualityCenter.org

To Whom It May Concern:

I am President and Executive Director of the newest LGBTQ Community Center in Henderson, the Henderson Equality Center. I am writing to recommend the outstanding services that The Village School has been working on for the community in Southern Nevada. We at Henderson Equality Center, encourage the work they are doing, putting together a school that all LGBTQ students can attend and feel safe at.

I am confident that this educational facility would succeed and bring education to a new heights in Southern Nevada. Youth today don't feel safe at public schools, they don't have educated teachers that understand what the LGBTQ youth today face, from pronouns to the anxiety they face in and out of the class room. Having this school would make more youth feel safe, appreciated, understood, and recognized for what their journey in life is.

I 100% stand by this building of this school, and hope that more schools here in the valley and all around the world see the need for an LGBTQ inclusive school.

If you have any further questions, please feel free to contact me.

Regards,

[redacted]
Executive Director and President of Henderson Equality Center

FOUNDATION FOR RECOVERY™

January 10, 2022

To Whom it May Concern:

I am writing this letter on behalf of Foundation for Recovery in support of The Village High School and proposed wellness services for students. Foundation for Recovery is in agreement to provide a once monthly, hour-long speaker session in which one of our Peer Recovery Support Specialists (PRSS) will share their personal recovery story for students on-site at the school. In general, the PRSS speaker will share for about 30 minutes and leave 30 minutes for questions and discussion. PRSS speakers may be either employees of Foundation for Recovery or volunteers who have been appropriately screened, including a background check. All PRSS speakers will be required to have a minimum of two years of sustained recovery. A formal MOU will be executed outlining this service agreement.

Foundation for Recovery can also provide relevant trainings to The Village staff, students, and their families. These trainings could be offered on-site, such as in conjunction with a student assembly or parent night to provide education on topics such as reducing stigma, overdose prevention, harm reduction, and multiple pathways to recovery.

If you have any questions or would like any additional information, you may reach me at 702-539-0225.

Thank you,

[redacted]

Director of Programs

NORTH LAS VEGAS
LIBRARY
DISTRICT

phn: 702.633.1070
fax: 702.649.2576
2250 Las Vegas Blvd. North, Suite 133
North Las Vegas, NV 89030

March 15, 2022

To Whom It May Concern:

Please accept this letter as confirmation of our intent to partner with the proposed The Village High School charter school. North Las Vegas is the largest minority-majority city in Nevada, which also has the largest number of Title 1 schools. Many of our residents live at or below the poverty line, and educational opportunity is the only realistic option for most people to break the cycle of poverty. We realize that there is no easy solution to this problem, and that students need a variety of educational choices to find the right fit for their learning needs. With this in mind we welcome the prospect of The Village High School coming to North Las Vegas, adding a unique alternative for our High School student population.

The North Las Vegas Library District offers a variety of educational resources for our community, including books, programming, reading incentive programs, and a variety of education based digital resources. It is our commitment to work directly with The Village High School to ensure that each of their students receives a library card. With a library card their students will have access to all of our educational resources, including live tutoring. Furthermore, we will be partnering with them to provide hands on instruction on how to effectively utilize our educational databases during their Wellness Wednesday sessions.

Please feel free to reach out to me with any additional questions involving our library services, or for additional information regarding our intent to partner with The Village High School.

Sincerely.

[redacted]

Forrest Lewis, Director

NAMI Southern Nevada
National Alliance on Mental Illness

Dear Nevada State Public Charter School Authority,

I am writing to express my support for the approval of The Village High School charter school. I believe that The Village High School will become a great asset to our community and a great benefit to the high school age children of the Las Vegas community.

The Village High School will fill a need that we have in our community for a focused high school for those students that feel they are marginalized and are not finding a place in the current school systems.

The Village High School will focus on social emotional learning which research has shown to have a direct effect on the graduation and continued success of students. As we look for ways to reach those students that don't always fit into our traditional schools, the approach, culture, and high academic rigor of The Village High School will provide success for all students in a tuition-free public charter school.

In alignment with the mission, NAMI Southern Nevada will partner with The Village High School to enhance educational opportunities for our students and families by providing education, support and community-based resources to supplement programs and initiatives at the school.

I am happy to support an excellent school of choice, The Village High School, and I know that it will be of tremendous benefit to our students and our community.

Sincerely,

[redacted]

Trinh Dang
Executive Director
NAMI Southern Nevada
www.namisouthernnevada.org



Trauma Recovery Yoga
thetrymethod.com

April 19, 2022

The Village High School
https://thevillagehs.org
Attn: Rachel Kaplan

Dear Rachel:
Please accept this letter as an indication of our support for the Village High School's charter school application. Trauma Recovery Yoga will work with TVHS to provide mindfulness activities and exercises as part of their proposed Wellness Wednesday programming, to be provided at the Village High School location within the Clark County School District.

We've effectively collaborated with the school district in the past, and look forward to working with them once again to help students develop self-regulation skills and techniques that they can use for social-emotional wellness.

Sincerely,

Joyce Bosen
Founder of Trauma Recovery Yoga

Alice Vo Edwards, MBA, PhD
CEO & Founder
Office: 702-518-9539
Mobile: 702-286-9414
alice@theceowithin.me

THE CEO WITHIN
WWW.THECEOWITHIN.ME

Apr 26, 2022

Dear Nevada State Public Charter School Authority,

I am writing to express my support for the approval of The Village High School charter school. I believe that The Village High School will become a great asset to our community and a great benefit to the high school-age children of the Las Vegas community.

The Village High School will fill a need that we have in our community for a focused high school for those students that feel they are marginalized and are not finding a place in the current school systems.

The Village High School will focus on social-emotional learning which research has shown to have a direct effect on the graduation and continued success of students. As we look for ways to reach those students that don't always fit into our traditional schools, the approach, culture, and high academic rigor of The Village High School will provide success for all students in a tuition-free public charter school.

In alignment with the mission, The CEO Within LCC will partner with The Village High School to enhance educational opportunities for our students and families by advising on how to improve or enhance the school programs and initiatives to improve student success and/or student and teacher wellbeing and retention as aligned with social cognitive career theory, psychological capital, leadership and motivational theories. The CEO Within LLC is also ready to collaborate with The Village High School on providing financial and community-based resources to supplement programs and initiatives at the school where funding becomes available to provide such programs. We are also discussing whether participation as a board member may be feasible within my schedule.

I am happy to support an excellent school of choice, The Village High School, and I know that it will be of tremendous benefit to our students and our community.

Sincerely,

[redacted]

Alice Vo Edwards, MBA, PhD
Founder & CEO
The CEO Within LLC

Steve Sisolak
Governor

Richard Whitley, MS
Director

DEPARTMENT OF HEALTH AND HUMAN SERVICES
DIVISION OF PUBLIC AND BEHAVIORAL HEALTH
Helping people. It's who we are and what we do.

Lisa Sherych
Administrator

Ihsan Azzam, Ph.D., M.D.
Chief Medical Officer

April 29, 2022

Nevada State Public Charter School Authority
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

RE: The Village High School opening preparation

To Nevada State Public Charter School Authority,

The Division of Public and Behavioral Health, Office of Suicide Prevention for the State of Nevada (NOSP) supports the planned opening of The Village High School and plans to guide and provide Suicide Prevention trainings for staff in a mutual effort to improve mental health in the state of Nevada.

In conjunction with school leadership, NOSP will facilitate Suicide Alertness for Everyone (safeTALK) training classes for educators and staff. NOSP will also offer the option of advanced trainings in the full-day Youth Mental Health First Aid class and/or intensive two-day Applied Suicide Intervention Skills Training (ASIST). We will also provide informational materials to raise awareness of suicide and available resources. NOSP additionally plans to support The Village High School in their efforts for peer to peer based support programs. This collaboration will afford The Village High School the opportunity to build a suicide safer school from the start while addressing suicide awareness through a coordinated effort with the Nevada Division of Public and Behavioral Health, Office of Suicide Prevention.

Respectfully,

[redacted]

Misty Vaughan Allen
Statewide Suicide Prevention Coordinator
Nevada Division of Public and Behavioral Health

[redacted]

Richard Egan
Training and Outreach Facilitator
Nevada Division of Public and Behavioral Health
Office of Suicide Prevention

JUMPSTART
CONCURRENT STUDY PROGRAM

This Memorandum of Understanding is made and entered into by and between THE BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION, on behalf of THE COLLEGE OF SOUTHERN NEVADA And THE VILLAGE HIGH SCHOOL

I. Purpose

a. The purpose of this Memorandum of Understanding (MOU) is to memorialize the agreement between the Board of Regents of the Nevada System of Higher Education (NSHE) on behalf of the College of Southern Nevada (CSN) and Village High School (TVHS) to coordinate their efforts and work collaboratively to provide concurrent enrollment in CSN courses to qualified TVHS students. The TVHS and CSN are referred to individually as a "party", or collectively as the "parties."

b. The parties acknowledge and endorse the need for collaboration in carrying out the conditions and intent of this MOU, and agree to use their reasonable efforts to provide the appropriate actions hereunder, and to make available appropriate representatives and resources in order to maximize the benefits hereunder consistent with their respective priorities, budgets, and other obligations.

II. Terms of Agreement

a. The parties will jointly agree on concurrent enrollment courses to offer during the term of this MOU.

b. TVHS will offer certain approved 299 or lower-level college courses that qualify for CSN academic credit and fulfill TVHS's high school graduation requirements.

c. Contact hours (classroom instruction hours) for concurrent enrollment courses taught pursuant to this MOU must be equivalent to CSN regular courses. TVHS will offer concurrent enrollment classes during the traditional school day hours.

d. All instruction of the concurrent enrollment classes under this MOU will occur at a TVHS location. The TVHS waives any charge to CSN for facility usage under this MOU. Both TVHS and CSN shall be responsible for the actions or negligence of its own employees and agents. In no event shall liability exceed that set forth in Nevada Revised Statute Chapter 41.

e. Upon successful completion of the approved course, the TVHS student will receive credit towards high school graduation from TVHS and simultaneously receive credit from CSN.

f. CSN will work together with TVHS to formulate a steering committee that will meet at least once quarterly to review the policies and procedures outlined in this MOU and National Alliance of Concurrent Enrollment Partnerships Standards to ensure compliance.

g. Pursuant to Nevada Revised Statute 388.205, TVHS will develop a four-year plan for each student, which may include concurrent enrollment courses.

h. TVHS will ensure that each student seeking enrollment in a concurrent enrollment course, and the parent/guardian of the student, is made aware of opportunities and requirements for participating in interscholastic activities.

III. Fees and Payments

a. TVHS Students, or their parent(s)/guardian(s), are responsible to pay all fees applicable to CSN for course enrollment. CSN will charge TVHS students at the time of enrollment via CSN on-line invoice. TVHS students or their parent(s)/guardian(s) are responsible to pay for courses at the time of enrollment or via CSN payment plan. However, TVHS may pursue grants and other funding opportunities to help support their students in the dual enrollment program. A failure to pay fees by the due date, or create a payment plan as indicated through MyCSN, can result in classes being dropped. CSN does not guarantee classes dropped will remain available for continued enrollment.

On-Line Payments: Students may pay for tuition and fees with a credit card through MyCSN. CSN accepts MasterCard, Visa, Discover, American Express, and Diners Club credit cards. In the event that a credit card is declined online, classes will not show as paid, and all classes are subject to be dropped due to non-payment.

In-Person Payments: Students may pay for tuition and fees in person at the Cashier's Office at any of the three main campuses during office hours if paying by cash, cashier check, money order, or personal check. Checks must be made payable to the NSHE Board of Regents. Be sure to write the student's NSHE number on the check when paying in person. A Return check fee may apply.

Mail-In Payment: Students may mail in personal checks for payment. Be sure to write the student's NSHE number on the check and allow sufficient time for mail delivery. A Return Check Fee may apply. The mailing address is:

College of Southern Nevada
ATTN Cashiers Office - NLVE124
3200 East Cheyenne Avenue
North Las Vegas, NV 89030

b. The Board of Regents of NSHE govern all CSN fees and may change during the time this MOU is in effect. Any changes in fees noticed by CSN, shall be remitted on a prospective basis by TVHS for newly enrolled students.

c. TVHS students can verify all fees with CSN Director of Student Accounts and Cashiering Services by December 31st of a current school year to go into effect for the following school year. Notwithstanding, any other provision herein, CSN will not allow any further student enrollment pursuant to this MOU if there is an outstanding CSN invoice that has not been paid. Refunds will be handled based upon the Board of Regents approved policy found in Chapter 7 of the Nevada System of Higher Education Procedures and Guidelines Manual. The following is a link to the manual: https://nshe.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Procedures/PGMC

H07FEESTUITION.pdf

IV. Curriculum and Supplemental Materials

a. The curriculum of the concurrent enrollment courses taken by TVHS high school students must be the same as those offered to regular CSN students taking college level course(s). The course syllabus content must be the same and include CSN course descriptions, outcomes, assessment methods, and will adhere to the National Alliance of Concurrent Enrollment Partnerships (NACEP) Standards.

b. Qualified TVHS students may enroll in up to four (4) courses per academic semester.

c. Required texts will be selected by CSN in accordance with the CSN approved adopted textbook list. TVHS will be responsible for the purchase of required textbooks and supplemental materials.

V. Student Academic Eligibility Requirements

In order for students to qualify to enroll in a concurrent enrollment course and receive CSN academic credit, the following academic eligibility requirements apply.

a. The student must be a TVHS high school freshman, sophomore, junior or senior.

b. Diagnostics and assessments appropriate for placement in the course may be administered to the class members by CSN following NSHE Board policies (i.e., English, mathematics, and reading levels).

c. Students may be referred to the Jumpstart program by TVHS instructors; CSN and TVHS officials will review each referral individually for eligibility.

d. All students must complete the Jumpstart Concurrent Enrollment High School Authorization Form and parental or legal guardian consent must be obtained.

e. TVHS administration must concur in the determination of the student's qualification.

f. A final summative assessment will be administered to the students in coordination with the appropriate CSN academic department.

VI. Teacher Qualifications, Expectations, and Compensation

a. Teachers approved to teach in the Jumpstart program pursuant to this MOU must meet the same criteria as regular CSN part-time faculty, as noted in the CSN policy on qualifications for faculty. CSN's academic departments will review teacher qualifications and determine eligibility based on the teacher's educational credentials, knowledge in the course subject, and teaching experience.

b. Once approved to teach a concurrent enrollment course offered pursuant to this MOU, a TVHS teacher must complete CSN onboarding and professional development training.

c. An approved TVHS instructor will receive 1) $200 from CSN, and 2) extra duty pay for 10 hours at $22 per/hour (for a total of $220) from TVHS for each concurrent enrollment course the instructor teaches each semester during the traditional school day.

VII. Supervision and Evaluation of Instructors

a. TVHS will be responsible for the day-to-day supervision of the instructor including any instructor discipline.

b. CSN lead faculty are responsible for conducting site observation visits per NACEP Standards to ensure that the CSN courses offered through the Jumpstart program are offered with the same quality and rigor as the courses offered on CSN's campus.

c. TVHS administrators will conduct observations and administer discipline in accordance with TVHS policies and regulations as well as the applicable collective bargaining agreement.

VIII. Student Records and Student Identification Numbers

a. Both parties will each be responsible to initiate and maintain their respective student records for the courses for which they award credit. CSN will comply with the Family Educational Rights and Privacy Act (the Buckley amendment) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99).

b. For each student, CSN will assign an identification number to the student that shall correspond to or reference the student number assigned by TVHS to the student. TVHS will provide CSN with the assigned number for each student.

IX. Applicability and Transferability of College Credit

Approved concurrent enrollment courses are part of the NSHE common course numbering system and transfer among all NSHE institutions. CSN will grant college credit toward earning a credential, certificate, or degree, as applicable, for a dual credit course when a student satisfactorily completes the course.

X. Grant-In-Aid Privilege

NSHE/CSN professional Grant-In-Aid (GIA) policy for employees is afforded only to Jumpstart instructors (LOA and LOB contracts) and not immediate family. Classes can only be taken in the fall and spring semesters, must be equivalent to the number of credit hours taught by the Jumpstart instructor in the previous or current semester and may not exceed six-credit hours per semester. GIA benefits apply to the current semester of employment only.

XI. Disability Support Services

TVHS and CSN will work together to provide appropriate accommodations and/or disability support resources for any TVHS student taking a Jumpstart Concurrent Enrollment Program course.

XII. Term and Termination

This MOU is effective January 1, 2020, and shall terminate five (5) years later unless terminated under the provisions this MOU. Either party may terminate this agreement without cause, at any time, upon ninety (90) days prior written notice to the other party. Notice must be given to the point of contacts specified in this MOU, with the effective date of termination specified in said notice. If instruction in a concurrent credit course has commenced, CSN and TVHS will use their reasonable efforts to complete instruction of the concurrent credit courses and award college credit

before terminating activities under this MOU.

XIII. Non-Compliance Clause

CSN and TVHS both agree to adhere to the standards set forth by CSN and NACEP, which ensures the Jumpstart Concurrent Enrollment Program follows best practices toward offering the utmost quality of college standards. Non-compliance will result in measure taken by the respective CSN department to rectify and correct the non-compliance.

XIV. Modifications of the MOU

The provisions of this MOU may be modified only by written agreement and executed by CSN and TVHS within sixty (60) days' notice. This MOU sets forth the entire understanding and agreement between CSN and TVHS on this topic of concurrent enrollment classes between CSN and TVHS, and supersedes all previous statements or agreements, whether oral or written.

The points of contact for this Memorandum of Agreement and any required notices hereunder shall be sent to:

For The College of Southern Nevada:
Caprice Roberson
Associate Vice President
Office of Academic Affairs
6375 West Charleston Blvd. WCE254
Las Vegas, Nevada 89146
(702) 651-7357

For The Village High School:
Tim Winterfeld
President
The Village Schools Organization
North Las Vegas, NV 89081
(702) 518-8009

Notices required hereunder shall be deemed sufficient if given by electronic mail to the designated points of contact.

JUMPSTART
CONCURRENT STUDY PROGRAM

IN WITNESS THEREOF, the parties have caused this Memorandum of Understanding to be executed by their duly authorized representatives, and by so doing represent and warrant that they have full authority to enter same, as the day and date first above written.

Board of Regents of the Nevada System of Higher Education on behalf of the College of Southern Nevada
Recommended by:

[redacted]
Caprice Roberson, Associate Vice President, Academic Affairs

Recommended by:

[redacted]
James McCoy, Vice President, Academic Affairs

Approved by:

_____ Dated: _____
Dr. Federico Zaragoza, President

Approved as to Legal Form and Sufficiency by:

_____ Dated: _____
James J. Martines, General Counsel

The Village High School

[redacted]
President
Approved by:
[redacted]
Approved by:
[redacted]

_____ Dated: _____
General Counsel

This Memorandum of Understanding (MOU) is made and entered into by and between

THE BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION,

on behalf of

THE COLLEGE OF SOUTHERN NEVADA

And

THE VILLAGE HIGH SCHOOL

The Village High School (TVHS) and College of Southern Nevada (CSN) referred to individually as a "party" or collectively as the "parties."

WHEREAS, TVHS is a Nevada charter high school offering unique secondary educational opportunities to its students; and

WHEREAS, the Parties are willing to facilitate for selected TVHS students a limited opportunity for enrollment in higher education courses at CSN; and

WHEREAS, the Nevada System of Higher Education (NSHE) Handbook, Title 4, Chapter 16, Section 8 provides for, in relevant part:

> Dual and Early Enrollment for High School Students
> 1. High school students may be admitted and may enroll in a NSHE college or university, subject to the approval of appropriate institutional officials.

NOW, THEREFORE, the Parties agree as follows:

I. Term and Purpose

a. CSN, through its Academic Affairs department, will oversee the administration, instruction and educational requirements for the Certificate of Achievement and Associate Degree programs offered to TVHS students pursuant to this MOU. Any TVHS student, who graduates with a Certificate of Achievement or an Associate degree, may participate in the formal ceremonies of CSN, as applicable.

b. The term of the MOU shall be July 1, 2022, through May 31, 2027. By May 1, 2027, the Parties may agree through a written confirmation executed by their respective authorized representatives to extend the Term for five (5) additional years through May 31, 2032. Notwithstanding the foregoing, either party may terminate this MOU without cause upon thirty (30) days written notice to the other party, and any TVHS student will be able to complete the course(s) they are enrolled in pursuant to this MOU at the time of the written notice.

II. Admission and Enrollment at CSN Pursuant to this MOU

Student Selection & Admissions

The selection of the TVHS students that will be able to enroll in CSN dual enrollment study courses pursuant to the terms of this MOU is exclusively reserved to TVHS. Both parties will coordinate to verify that selected students qualify for admission and enrollment pursuant to the

terms of this MOU and applicable NSHE standards. Each first-time TVHS student must complete the CSN on-line admission form. The completeness and accuracy of the admissions form is the responsibility of the student.

New Student Orientation
Each first-time TVHS student must participate in a mandatory student orientation. The orientation must be complete before scheduling an appointment with a CSN academic advisor or registering for classes.

Placement Evaluations
Every TVHS student must prepare for and complete the Math and English placement assessments. Information regarding these placement assessments can be found at www.csn.edu/testingcenter

Academic Advisor/Success Coach/Counseling
After completing the orientation and placement evaluations, each TVHS student must meet with a CSN academic advisor or success coach. TVHS students can receive counseling services to the same extent as regular CSN students.

Locations
CSN will only offer academic courses and other coursework at established CSN campuses and CSN learning sites.

Class Schedule
TVHS students will be required to attend the selected classes on the dates, days, and times that these classes are scheduled as per the official CSN academic calendar. No classes will be scheduled for TVHS students outside of the official CSN academic calendar.

Limitation on Number of Credit Hours Each Semester
TVHS students enrolled pursuant to the terms of this MOU will be limited to a maximum of nineteen (19) credit hours each fall and spring semester at CSN. TVHS students may request to exceed 19 credits in a given semester following the CSN Credit Overload Process. In the event that a TVHS student is approved to take more than 19 credits in a semester, TVHS agrees to pay all student fees associated with those additional credits.

Selection of Courses
While there is no restriction on the type of course that a TVHS student may enroll in, each TVHS student's course selection must be approved by TVHS in consultation with the student, CSN's academic advisor/success coach and must be consistent with the results of any placement tests or prerequisites established by CSN. Any consultation will include discussion about the advisability for a particular student to enroll in an "on-line class" in contrast to a class taught at one of CSN's campuses or centers.

Course Textbooks
Required texts will be selected by CSN in accordance with the CSN approved adopted textbook list. The TVHS student will be responsible for the purchase of required course textbooks and materials.

Credits to be Awarded
Upon successfully completing a course in the dual enrollment program, the TVHS student will receive the corresponding credit amount listed in the CSN course catalog at CSN and credit for a course at TVHS.

Applicability and Transferability of College Credit
CSN courses are part of the NSHE common course numbering system and transfer among all NSHE institutions. All credits earned at CSN by a TVHS student must be applied toward a credentialed degree or certificate at CSN.

Academic Plans
Pursuant to NRS 388.205, TVHS will establish an academic plan for each TVHS student enrolled in the dual enrollment program.

Student Identification Number
TVHS will assign a unique identification number to each student in the dual enrollment program. CSN will retain the unique identification number provided by TVHS.

Student Records
Both parties will each be responsible to initiate and maintain their respective student records for the courses that they award credit. CSN will comply with the Family Educational Rights and Privacy Act (the Buckley amendment) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99). A TVHS student must sign a FERPA document before CSN will release any academic records to the TVHS executive director or anyone other than the student.

Compliance with CSN's Policies
TVHS students enrolled in classes at CSN pursuant to this MOU are subject to all of CSN's policies.

Student Transportation
CSN will have no role in the transportation of TVHS students either to or from any CSN facility.

Continued Eligibility for Interscholastic Activities at TVHS
TVHS students in the dual enrollment program will be eligible to participate in interscholastic activities provided they maintain the required GPA and attendance standards set by TVHS.

III. Fees and Payments

a. TVHS Students, or their parent(s)/guardian(s), are responsible to pay all fees applicable to CSN for course enrollment. CSN will charge TVHS students at the time of enrollment via CSN on-line invoice. TVHS students or their parent(s)/guardian(s) are responsible to pay for courses at the time of enrollment or via CSN payment plan. However, TVHS

may pursue grants and other funding opportunities to help support their students in the dual enrollment program. A failure to pay fees by the due date, or create a payment plan as indicated through MyCSN, can result in classes being dropped. CSN does not guarantee classes dropped will remain available for continued enrollment.

On-Line Payments: Students may pay for tuition and fees with a credit card through MyCSN. CSN accepts MasterCard, Visa, Discover, American Express, and Diners Club credit cards. In the event that a credit card is declined online, classes will not show as paid, and all classes are subject to be dropped due to non-payment.

In-Person Payments: Students may pay for tuition and fees in person at the Cashier's Office at any of the three main campuses during office hours if paying by cash, cashier check, money order, or personal check. Checks must be made payable to the NSHE Board of Regents. Be sure to write the student's NSHE number on the check when paying in person. A Return check fee may apply.

Mail-In Payment: Students may mail in personal checks for payment. Be sure to write the student's NSHE number on the check and allow sufficient time for mail delivery. A Return Check Fee may apply. The mailing address is:

College of Southern Nevada
ATTN Cashiers Office - NLVE124
3200 East Cheyenne Avenue
North Las Vegas, NV 89030

The Board of Regents of NSHE govern all CSN fees and may change during the time this MOU is in effect. Any changes in fees noticed by CSN, shall be remitted on a prospective basis by TVHS for newly enrolled students.

TVHS students can verify all fees with CSN Director of Student Accounts and Cashiering Services by December 31st of a current school year to go into effect for the following school year. Notwithstanding, any other provision herein, CSN will not allow any further student enrollment pursuant to this MOU if there is an outstanding CSN invoice that has not been paid. Refunds will be handled based upon the Board of Regents approved policy found in Chapter 7 of the Nevada System of Higher Education Procedures and Guidelines Manual. The following is a link to the manual:
https://nshe.nevada.edu/tasks/sites/Nshe/assets/File/BoardOfRegents/Procedures/PGMCH07FEESTUITION.pdf

IV. Miscellaneous Provisions

Governing Law
This MOU will be governed by and interpreted according to the laws of the State of Nevada and the Nevada Board of Regents handbook.

IN WITNESS THEREOF, the parties have caused this Memorandum of Understanding to be executed by their duly authorized representatives and by so doing represent and warrant that they have full authority to enter same, as the day and date first above written.

Board of Regents of the Nevada System of Higher Education on behalf of the College of Southern Nevada

Recommended by:

[redacted] Dated: 7/2/2021

Caprice Roberson, Associate Vice President, Academic Affairs

Approved by:

[redacted] Dated: 7/6/2021

Approved as to Legal Form and Sufficiency:

_____ Dated: _____

James J. Martines, General Counsel

The Village High School

[redacted] Dated 06/25/21

2023-2024 STUDENT CALENDAR

July 2023
Tuesday, July 4- Independence Day

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
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30	31					

JANUARY 2024						
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21	22	23	24	25	26	27
28	29	30	31			

January 2024
Wednesday, January 3- Classes resume
Monday, January 15- Martin Luther King Day (no school)
Monday, January 29- Training and Professional Development (no students)

August 2023
Monday, August 7- Classes begin

AUGUST 2023						
S	M	T	W	Th	F	S
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27	28	29	30	31		

FEBRUARY 2024						
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25	26	27	28	29		

February 2024
Monday, February 19- President's Day (no school)

September 2023
Monday, September 4- Labor Day (no school)
Monday, September 11- Training and Professional Development (no students)

SEPTEMBER 2023						
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MARCH 2024						
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24	25	26	27	28	29	30
31						

March 2024
Friday, March 8- End of Quarter 3 (45 days)
Monday, March 11 - Friday, March 15- Spring Break
Friday, March 15- Administration Spring Break
Monday, March 18- Classes Resume
Friday, March 29- No School

October 2023
Monday, October 9-Training and Professional Development (no students)
Friday, October 13- End of Quarter 1 (47 days)
Friday, October 27- Nevada Day (no school)

OCTOBER 2023						
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29	30	31				

APRIL 2024						
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21	22	23	24	25	26	27
28	29	30				

April 2024
Monday, April 1- Training and Professional Development (no students)
Monday, April 29- Training and Professional Development (no students)

November 2023
Friday, November 10- Veterans Day (no school)
Wed-Fri, November 22-24- Thanksgiving Holiday (no school)

NOVEMBER 2023						
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MAY 2024						
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26	27	28	29	30	31	

May 2024
Monday, May 20- End of Quarter 4 (45 days), End of Semester (90 days), End of School Year (180 days)

December 2023
Friday, December 15- End of Quarter 2 (43 days), and First Semester (90 days)
Thursday December 21- Thursday January 2, 2024- Winter Break

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2024						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June 2024
Wednesday, June 19- Juneteenth Holiday

2024-2025 STUDENT CALENDAR

July 2024
Thursday, July 4- Independence Day

JULY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024
Thursday, August 8- Classes Begin

AUGUST 2024						
S	M	T	W	Th	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024
Monday, September 2- Labor Day (no school)
Wednesday, September 11- Training and Professional Development (no students)

SEPTEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024
Friday, October 11- End of Quarter 1(45 days)
Friday, October 25- Nevada Day (no school)

OCTOBER 2024						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	**11**	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024
Monday, November 11- Veterans Day (no school)
Wed-Fri, November 27-29- Thanksgiving Holiday (no school)

NOVEMBER 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	20

December 2024
Friday, December 20- End of Quarter 2 (45 days) and First Semester (90 days)
Monday, December 23-Friday, January 3- Winter Break

DECEMBER 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	**20**	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2025
Monday, December 23-Friday, January 3- Winter Break
Monday, January 20- Martin Luther King Day (no school)

FEBRUARY 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

February 2025
Monday, February 17- Presidents Day (no school)

MARCH 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	**14**	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

March 2025
Friday, March 14- End of Quarter 3 (48 days)
Monday, March 17-Friday, March 21- Spring Break
Monday, March 24- Classes Resume

APRIL 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

April 2025
Friday, April 18- No School
Monday, April 21- Training and Professional Development (no students)

MAY 2025						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	**22**	23	24
25	26	27	28	29	30	31

May 2025
Thursday, May 22- End of Quarter 4 (42 days), End of Semester (90 days), End of School Year (180 days)
Monday, May 26- Memorial Day

JUNE 2025						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

June 2025
Thursday, June 19- Juneteenth

2025-2026 STUDENT CALENDAR

July 2025
Friday, July 4- Independence Day

JULY 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2026
Monday, December 22- Friday, January 2- Winter Break
Monday, January 5- Classes Resume
Monday, January 19- Martin Luther King Day (no school)

August 2025
Thursday, August 7- Classes Begin

AUGUST 2025						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

February 2026
Monday, February 16- Presidents Day (no school)

September 2025
Monday, September 1- Labor Day (no school)
Thursday, September 11- Training and Professional Development (no students)

SEPTEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	**6**	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March 2026
Friday, March 13- End of Quarter 3 (48 days)
Monday, March 9-Friday, March 13- Spring Break
Monday, March 23- Classes Resume

October 2025
Friday, October 10- End of Quarter 1 (45 days)
Friday, October 31- Nevada Day (no school)

OCTOBER 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	**17**	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 2026
Friday, April 3- No School
Monday, April 6- Training and professional Development (no students)

November 2025
Tuesday, November 11- Veterans Day (no school)
Wednesday, November 26-Friday, November 28- Thanksgiving Break

NOVEMBER 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2026						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	**21**	22	23
24	25	26	27	28	29	30
31						

May 2026
Monday, May 25- Memorial Day
Thursday, May 21- End of Quarter 4 (42 days),End of Semester (90 days), End of School Year (180 days)

December 2025
Friday, December 19- End of Quarter 2 (45 days) and First Semester (90 days)
Monday, December 22- Friday, January 2- Winter Break

DECEMBER 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	**19**	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2026						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 2026
Friday, June 19- Juneteenth

2023-2024 STAFF CALENDAR

July 2023
Monday, July 3- 12 month employees begin work year
Tuesday, July 4- Independence Day
Wednesday, July 19- 11 month employees begin work year
Wednesday, July 26- New Licensed Employees begin work

JULY 2023						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023
Wednesday, August 2- All other Licensed Employees begin work
Monday, August 7- Classes begin

AUGUST 2023						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023
Monday, September 4- Labor Day (no school)
Monday, September 11- Training and Professional Development (no students)

SEPTEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023
Friday, October 13- End of Quarter 1 (47 days)
Friday, October 27- Nevada Day (no school)

OCTOBER 2023						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	**13**	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023
Friday, November 10- Veterans Day (no school)
Wed-Fri, November 22-24- Thanksgiving Holiday (no school)

NOVEMBER 2023						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023
Friday, December 15- End of Quarter 2 (43 days) and First Semester (90 days)
Thursday December 21- Thursday January 2, 2024- Winter Break

DECEMBER 2023						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	**15**	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Returning Licensed Staff (186 days)
New Licensed Staff (189 days)
Administrators, 11-month staff (210 days) 12-month staff (231 days)

January 2024
Wednesday, January 3- Classes resume
Monday, January 15- Martin Luther King Day (no school)

JANUARY 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024
Monday, February 19- President's Day (no school)

FEBRUARY 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024
Friday, March 8- End of Quarter 3 (45 days)
Monday, March 11 - Friday, March 15- Spring Break
Friday, March 15- Administration Spring Break
Monday, March 18- Classes Resume
Friday, March 29- No School

MARCH 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024
Monday, April 1- Training and Professional Development (no students)
Monday, April 29- Training and Professional Development (no students)

APRIL 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024
Wednesday, May 22- End of Quarter 4 (45 days), End of Semester (90 days), End of School Year (180 days)
Wednesday, May 22- Licensed Employee end of work year (186 days)
Monday, May 27- Memorial Day Holiday for 11/12 month employees

MAY 2024						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024
Friday, June 14- 11 month employees end of work year
Wednesday, June 19- Juneteenth Holiday
Friday, June 28-12 month employees end of work year

JUNE 2024						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

2024-2025 STAFF CALENDAR

July 2024
Monday, July 8- 12-month Administration Begin Work
Thursday, July 4- Independence Day (no school)
Monday, July 22- 11-month Administration Begin Work

JULY 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JANUARY 2025

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2025
Monday, December 23-Friday, January 3- Winter Break
Monday, January 20- Martin Luther King Day (no school)

August 2024
Thursday, August 1- New Licensed Staff Return to Work
Monday, August 5- All Other Licensed Staff Begin Work
Thursday, August 8- Classes Begin

AUGUST 2024

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2025

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

February 2025
Monday, February 17- Presidents Day (no school)

September 2024
Monday, September 2- Labor Day (no school)
Wednesday, September 11- Training and Professional Development (no students)

SEPTEMBER 2024

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH 2025

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	**14**	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

March 2025
Friday, March 14- End of Quarter 3 (48 days)
Monday, March 17-Friday, March 21- Spring Break
Monday, March 24- Classes Resume

October 2024
Friday, October 11- End of Quarter 1(45 days)
Friday, October 25- Nevada Day (no school)

OCTOBER 2024

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	**11**	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2025

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

April 2025
Friday, April 18- No School
Monday, April 21- Training and Professional Development (no students)

November 2024
Monday, November 11- Veterans Day (no school)
Wed-Fri, November 27-29- Thanksgiving Holiday (no school)

NOVEMBER 2024

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	20

MAY 2025

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	**22**	23	24
25	26	27	28	29	30	31

May 2025
Thursday, May 22- End of Quarter 4 (42 days), End of Semester (90 days), End of School Year (180 days)
Friday, May 23- Teaching Staff last day (186 days)
Monday, May 26- Memorial Day

December 2024
Friday, December 20- End of Quarter 2 (45 days) and First Semester (90 days)
Monday, December 23-Friday, January 3- Winter Break

DECEMBER 2024

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	**20**	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2025

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

June 2025
Friday, June 13- 11-month Administration End Work
Friday, June 27- 12-month Administration End Work
Thursday, June 19- Juneteenth

Returning Licensed Staff (186 days)
New Licensed Staff (188 days)
Administrators, 11-month staff (211 days), 12-month staff (231 days)

2025-2026 STAFF CALENDAR

July 2025
Tuesday, July 1- 12-month Administration begin work
Thursday, July 17- 11-month Administration begin work
Friday, July 4- Independence Day
Wednesday, July 30- New Licensed Staff begin work

JULY 2025

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2026

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2026
Monday, December 22- Friday, January 2- Winter Break
Monday, January 5- Classes Resume
Monday, January 19- Martin Luther King Day (no school)

August 2025
Monday, August 4- All other Licensed Staff begin work
Thursday, August 7- Classes Begin

AUGUST 2025

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

February 2026
Monday, February 16- Presidents Day (no school)

September 2025
Monday, September 1- Labor Day (no school)
Thursday, September 11- Training and Professional Development (no students)

SEPTEMBER 2025

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MARCH 2026

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March 2026
Friday, March 13- End of Quarter 3 (48 days)
Monday, March 16-Friday, March 20- Spring Break
Monday, March 23- Classes Resume

October 2025
Friday, October 10- End of Quarter 1 (45 days)
Friday, October 31- Nevada Day (no school)

OCTOBER 2025

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2026

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 2026
Friday, April 3- No School
Monday, April 6- Training and professional Development (no students)

November 2025
Tuesday, November 11- Veterans Day (no school)
Wednesday, November 26-Friday, November 28- Thanksgiving Break

NOVEMBER 2025

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2026

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 2026
Thursday, May 21- End of Quarter 4 (42 days), End of Semester (90 days), End of School Year (180 days)
Friday, May 22- Teaching staff Last Day
Monday, May 25- Memorial Day

December 2025
Friday, December 19- End of Quarter 2 (45 days) and First Semester (90 days)
Monday, December 22- Friday, January 2- Winter Break

DECEMBER 2025

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2026

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 2026
Friday, June 12- 11-month Administration End Work
Friday, June 19- Juneteenth
Friday, June 26- 12-month Administration End Work

Returning Licensed Staff (186 days)
New Licensed Staff (189 days)
Administrators, 11-month staff (212 days) 12-month staff (232 days)

Draft Student Schedule

the Village High School	Weekly Schedule for Monday, Tuesday, and Thursday, Friday	200 minutes per class weekly
Period #	**Time**	**Minutes**
Morning Huddle	8:00am - 8:30am	30
1	8:35am - 9:25am	50
2	9:30am - 10:20am	50
3	10:25am - 11:15am	50
LUNCH	11:20am - 12:05pm	45
4	12:10pm - 1:00pm	50
5	1:05pm - 1:55pm	50
6	2:00pm - 2:50pm	50
	Extra Curricular 3 - 4:00pm	
		375
		Total daily minutes with passing periods (35 minutes) = 410 mintues

Draft Wellness Wednesday Schedule

the Village High School	Wellness Wednesday Weekly Schedule	Activities
8:30am - 9:00am	Morning Huddle	Check schedule for the day and be present
9:05am - 10:15am	Meeting with your mentor and mentoring group	Team building, Self Care, Mentoring, Counseling, Peer Mediation
10:20am - 11:30am	Wellness Wednesday Activity (Teachers will be encourage to participate in the WW activity, have Parent/Teacher Conference(s) , establish Professional Learning Community(s), and/or set mentoring appointments during this time)	*Special Guests (NAMI, Behavioral Health, Social Emotional Learning, Dealing and living with Trauma, Local Businesses, Community Members, Celebrities, Local Non Profits), Goodlife SEL curriculum, SEED Impact SEL growth assessment, Ramsey Financial Propgram
11:30am - 12:15am	Lunch	
12:20pm - 1:30pm	Wellness Wednesday Activity (Teachers will be encourage to participate in the WW activity, have Parent/Teacher Conference(s) and/or establish Professional Learning Community(s) during this time)	*Special Guests (NAMI, Behavioral Health, Social Emotional Learning, Dealing and living with Trauma, Local Businesses, Community Members, Celebrities, Local Non Profits), Goodlife SEL curriculum, SEED Impact SEL growth assessment, Ramsey Financial Program,
1:35pm - 2:45pm	Meeting with your mentor and mentoring group	Team building, Self Care, Mentoring, Counseling, Peer Mediation
3:00pm - 4:00pm	Teacher training, Planning and scheduling upcoming events	Teachers will also use this time to analyze their testing data, including MAP, SEED, and classroom common assessments.

START-UP SCHOOL PROPOSED BOARD MEMBER ROSTER

PROPOSED BOARD MEMBERS Name & Title on Board (if applicable)	OCCUPATION	LARGEST BUDGET MANAGED/ OVERSEEN ($ or N/A)	AREA OF EXPERTISE										COMMI	
			Accounting/Finance	Fundraising/Development	Construction/Real Estate	Legal	Technology	PR/HR/Communications	Education	Medical	Community/Volunteer	Board Experience	Learning Experience Committee	Student Recruitment/Videos
Mari Galloway	CEO Cyberjutsu						X				X		X	
Melanie Palmer	Teacher, Former Radio Broadcaster			X				X	X		X			X
Bianca McCall	CEO Desert Rose, Founder of Reach In University							X		X		X	X	X
Lin Soriano	Educational Attorney and Principal of an Elementary School	$100,000+				X			X		X		X	
Josh Sliker	Business Attorney				X	X							X	
Dr. Amelia Cook	Instructional Coach						X		X			X	X	X
Grant Hewitt	Vice President of Stand Alone	$1,000,000+	X	X				X	X		X	X	X	

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **The Village High School**

2. Full name **Amelia Olivas Cook**
   Home Address [redacted]
   Business Name and Address
   Phone Number
   E-mail address [redacted]

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. ☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. ☒ Yes

6. Why do you wish to serve on the board of the proposed charter school?

   I want to be a part of change in education. I have been an educator for more than 20 years and I have been a part of both high and low performing schools.

7. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member is someone who helps makes decisions that would impact the lives of those in the community we serve.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the Nevada Connections Academy school board. Out of the 3-4 years I have served on the school board, I have spent one year as the Vice President.

9. Describe the specific knowledge and experience that you would bring to the board.

I have school board experience. I am also an educator with knowledge of charter schools in Nevada.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

TVHS will create a safe space for all students by creating a school culture that is inclusive and does not discriminate. TVHS will also provide a learning and nurturing environment that will allow students to grow and thrive.

2. What is your understanding of the school's proposed educational program?

TVHS will provide the required courses and programs that align with a high school diploma in the State of Nevada. A flexible learning model will be offered to all students with a focus on social emotional learning and mental health. One-to-one mentoring, project-based learning, and Wellness Wednesdays will also be a part of TVHS' proposed educational program.

3. What do you believe to be the characteristics of a successful school?

A successful school encompasses a culture that nurtures and supports learning for all students. Enrollment is maximized and student achievement is increasing. School goals are accomplished and all stakeholders are aware and a part of the growth of the school.

4. How will you know that the school is succeeding (or not) in its mission?

TVHS will communicate with its stakeholders frequently. Feedback from parents, students, community leaders, faculty and staff will be critical in meeting school goals and performance objectives. Making adjustments to operational and academic protocols are essential in keeping alignment to the school mission and vision.

Governance

1. Describe the role that the board will play in the school's operation.

The board will make decisions using the mission and the vision as a foundation. The board will approve budgets, financial reports, choose the principal who will lead the school.

Start-Up Charter School Board Member Information

2. How will you know if the school is successful at the end of the first year of operation?

   We will know that the school is successful when the finances are balanced and accounted for. Also, when enrollment is up and students are returning for the next school year. The turnover for faculty and staff is low.

3. How will you know at the end of three years of the school is successful?

   Financial reports show a surplus and not a deficit. Enrollment for grade levels are at full capacity and we have a wait list of students to enter our school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

   Open communication and transparency with school stakeholders and making decisions with the school's best interest in mind.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   Continue to discuss as a school board and have open communication. Holding each member accountable for his/her actions.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[redacted] Amelia Cook

Signature of Certifying Charter School Official — Name Printed

Director of Academic Affairs — 6/28/2021

Title — Date

[redacted]

Statement of Assurances

Revised June, 2015

1. The charter school herein named, The Village High School, shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Start-Up Charter School Board Member Information

Certification

I, Amelia Cook, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for The Village High School Charter School is true and correct in every respect.

[redacted]

Signature

6/28/2021

Date

AMELIA OLIVAS COOK, Ed.D.

[redacted]

Self-directed, flexible, and enthusiastic educational professional with more than fifteen years of teaching expertise. Experience in developing and implementing cross-curricular activities. Talent for incorporating the application of math concepts through activities that connects the relationship between what is learned in the classroom and real-world situations. Skilled in employing teaching strategies to effectively engage and cultivate a fun learning environment that addresses the diverse interests and needs of all students. Talent for providing support for students that are struggling with learning concepts and mathematical topics. Active team member who effectively collaborates with all levels of staff members and establishes quality relationships with students and parents.

Experience in:

- Technology Integration
- Teacher Mentoring
- Smaller Learning Communities
- Team Teaching Approach
- Curriculum Design & Development
- Performance Assessments
- Math Labs and Activities
- Teacher Mentoring
- S.T.E.M. Integration
- Student Motivation

TEACHING EXPERIENCE

Cristo Rey St. Viator College Preparatory School **06/2019 - 07/2020, 07/2021 - Present**
Mathematics Teacher
Fortunate to be a part of the inaugural faculty. Implemented the principles of Corporate Work Study in the curriculum. Incorporate iPad technology in the classroom. Design and implement a rigorous curriculum to challenge students which includes math talks, Problem of the Month, Math Application Problems, and Formative Assessment Learning from SVMI.

Amplus Academy **11/2020 - 07/2021**
Mathematics Teacher
Teach Algebra 2 Honors to students grades 7-11. Develop lesson plans and interactive lessons for 100% virtual learning. Essential participant in math curriculum decision making conversations for grades K-12.

St. Anthony of Padua School **08/2020 - 10/2020**
Mathematics Teacher
Member of the inaugural faculty. Teach math in grades 5-8. Co-teach an elective called Inventor's Square where students are to create an invention to help others.

Somerset Academy, Sky Pointe Campus – Las Vegas, Nevada **07/2015 - 05/2019**
Mathematics Teacher
Design and implement rigorous curriculum to challenge all students. Provide cross-curriculum learning by incorporating STEM activities. Motivate students and manage classroom through the KAGAN strategies. Mentor teacher to first year teachers from Math and ELA departments, while using the Charlotte Danielson Evaluation Method.

Bishop Gorman High School – Las Vegas, Nevada **08/2013 – 06/2015**
Mathematics Teacher
Incorporate iPad technology in the classroom. Collaborate with colleagues in a Professional Learning Community to integrate activities and develop pacing guides.

OTHER EXPERIENCE IN EDUCATION

The Village Schools Organization/The Village High School **08/2018 – Present**
Director of Academic Affairs/School Board Liaison

Nevada Connections Academy **01/2017 – 01/2021**
School Board Member, Vice President (2019)

Waipahu High School – Waipahu, Hawaii **07/2008 – 07/2013**
Math Department Chairperson and School Improvement Resource Teacher – Math Coach

EDUCATION AND CERTIFICATIONS

Master of Science in Instructional Technology; University of Mississippi (present)

Doctor of Educational Leadership/Educational Technology; University of Phoenix (2017)

Master of Arts in Education; Secondary Education – Mathematics; University of Phoenix-Hawaii Campus (2004)

Bachelor of Science Business Administration; Travel Industry Management; Hawaii Pacific University (2000)

Certification in Mathematics (7-12); Hawaii Teachers Standards Board; Hawaii State, Clark County School District, Las Vegas, Nevada

REFERENCES

Mr. Keith Hayashi, Principal
Waipahu High School
94-1211 Farrington Highway
Waipahu, Hawaii 96797
(808) 528-9555
keith_hayashi@notes.k12.hi.us

Mr. Steven Hoy, CEO
DimensionU, Inc.
1895 Billingsgate Circle, Ste. B
Richmond, VA 23238
(804) 754-2570
shoy@dimensionu.com

Mr. Kent Matsumura, Principal
Honowai Elementary School
94-600 Honowai Street
Waipahu, Hawaii 96797
(808) 675-0165
kent_matsumura@notes.k12.hi.us

Dr. Amelia Cook earned an Ed.D in educational leadership/educational technology and a Master's degree in secondary education (mathematics) from the University of Phoenix, and a BSBA in business management from Hawaii Pacific University. Currently she serves as a Mathematics Instructional Coach and teacher at Cristo Rey St. Viator in North Las Vegas, Nevada. Dr. Cook's experience spans over 20 years in education. She has served as a department chairperson and a School Improvement Specialist in Mathematics. Some highlights from her profession in the field of education include experiences in technology integration, STEM education, project based learning, and teacher mentoring. Dr. Cook has worked closely with the Upward Bound/TRIO program at the University of Hawaii and was an adjunct faculty member at the University of Phoenix, Hawaii Campus. Dr. Cook is a nationally certified trainer with the Center of Teacher Effectiveness in the area of classroom management and with DimensionU in the area of gaming implementation in education.

Start-Up Charter School Board Member Information

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Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **The Village High School**

2. Full name **Rachel Kaplan**
   Home Address [redacted]
   Business Name and Address
   Phone Number
   E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

   I have been an educator for over 20 years. In those 20 years I have worked with several different types of students, in various capacities (teacher/administrator), throughout grade levels 6-12. I have seen the need that is there for a school with a mission and vision that focuses on not only academics, but also self-care. This is how we developed the educational model for The Village High School.

4. ☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to item 3, above).
   ☐ Does not apply to me. ☒ Yes (Village Schools Organization, nonprofit 501(C)(3)

Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school?

   I do not wish to serve on the governing board of TVHS, I am serving on the committee to form to assist with the application and recruitment.

7. What is your understanding of the appropriate role of a public charter school board member?

   They provide the mission/vision for the school, hire leaders to run the school, hold those leaders accountable for academic success, and provide financial oversight.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

   Currently, I serve on Village Schools Organization, a nonprofit 501(C)(3), as the secretary.

9. Describe the specific knowledge and experience that you would bring to the board.
   - Board experience (Secretary)
   - Budget
   - Supervising teachers/staff
   - Teaching experience
   - Administrative experience

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
   - Safe Space for students to learn
   - Social Emotional/Self-Care focus
   - 1-to-1 mentoring
   - Mental health/counseling availability
   - Inclusive of all student groups

2. What is your understanding of the school's proposed educational program?

   SEL Pathway, Drone tech/flight, and Cybersecurity will be the proposed programs for students. The students can earn certifications in each of the areas so that they can go right into the workforce after graduation. There will also be Wellness Wednesday each week that is dedicated to self-care.

3. What do you believe to be the characteristics of a successful school?
   - Fiscally stable
   - Put kids first
   - Highly qualified staff
   - Highly trained staff in dealing with students and trauma
   - Mentoring (during and after high school)
   - Quality core academics
   - Hands-on learning
   - Accessibility to programs and assistance

Start-Up Charter School Board Member Information

4. How will you know that the school is succeeding (or not) in its mission?
    - Safe space
    - SEL assessments are steadily improving each year
    - NSPF will be 4 or 5 stars
    - Students are successful after graduation

Governance

1. Describe the role that the board will play in the school's operation.
    - The governing school board holds the Charter
    - Hire and evaluate the Principal
    - Ensure that the school is operating according to the mission and vision

2. How will you know if the school is successful at the end of the first year of operation?

    I will know if we are successful is all of our current students return and we meet our enrollment quota for the following year. This would tell me that we are helping kids and that they want to be a part of the Village.

3. How will you know at the end of three years of the school is successful?

    In three years, I will know that the school is successful if it has reach a 4-5 star rating on the Nevada Schools Performance Framework. Enrollment is at capacity and we are retaining our teachers and students.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

    - Effective Leadership
    - Effective teaching
    - Positive school culture
    - Effective monitoring systems (testing, SEL assessment, growth assessments)
    - Professional development for teachers and staff
    - All stakeholders feel involved in TVHS

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

    I would follow the board policies on reporting the unethical practices so that they can be discussed and handled with the board.

Disclosures

Start-Up Charter School Board Member Information

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know any such trustees. ■ Yes (Stacie Wirth is my sister)

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   ■ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ■ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ■ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ■ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ■ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

Start-Up Charter School Board Member Information

☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification

I, Rachel L Kaplan certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority for The Village High School Charter School is true and correct in every respect.

[redacted] 6/24/21
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, The Village High School, shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[redacted] Rachel L Kaplan

Name Printed

Committee to Form 6/24/21

Title Date

Subscribed and sworn to before me

[redacted]

RACHEL KAPLAN

[redacted]

Highly experienced Elementary, Middle, and High School Teaching Professional and Administrator with a strong dedication to the total development of children. Organized and up-to-date on the latest curriculum and resources. Trained in Charlotte Danielson Framework and observation cycle. Kagan trained. Implements new teaching methods when applicable, as well as educational software and Internet programs. Works to develop and promote interactive learning within a group environment. Supportive leader who is committed to providing quality education to school aged children. Highly involved and committed to a proactive and hands-on approach in assisting teaching staff. Brings knowledge from advanced coursework in the "Leader in Me," "Win-Win Discipline" and "Driven by Data" approach to education. Dedicated professional successful at collaborating with students, teachers, parents, and the community. Maintaining a firm, fair, and consistent discipline strategy. Effective communication skills and decision-making ability.

EDUCATION

Administrative and Leadership Training- CCSD, Graduated December of 2007
K-12 Administrative Certification

Master of Science: Leadership and Curriculum Instruction, 2005
Oakland University - Rochester, Michigan

Bachelor of Science: Elementary Education K-8, Mathematics, and English, 2001
Oakland University - Rochester, Michigan

Associate of Science: General Courses, 1999
Delta College - University Center, Michigan

WORK HISTORY

Teacher, 08/2019 to Current
Clark County School District, Escobedo Middle School - Las Vegas, Nevada

- Planned, implemented, monitored, and assessed a classroom instructional program consistent with Clark County School District regulations and Board of Education goals.
- Modified the general education curriculum for special-needs students based upon a variety of instructional techniques and technologies.
- Improved student test scores on SBAC and MAP math tests each year.
- Elected member of the SOT Team.

Teacher, 08/2014 to 07/2019
Somerset Academy Charter School, Sky Pointe- Las Vegas, Nevada

- Planned, implemented, monitored, and assessed a classroom instructional program which was consistent with the Charter Authority regulations and Board of Education goals.
- Taught 6th grade, 7th grade Accelerated and 8th grade Pre-Algebra.
- Member of the "Driven by Data" and "Leader in Me" book study and part of the implementation team.

- Facilitated "Reflective Practice" using Charlotte Danielson Framework clusters
- Served as an Instructional Coach for grades 6-12
- Testing Coordinator (MAP, ACT, AP, CRT, SBAC, ASVAB, NAEP) and analyzed data to guide instruction.
- Attended the NCTM conference in Charleston, South Carolina.
- Board member of the National Honor Society
- Served as the high school Athletic Director and ran the athletic program and budget.
- Facilitate an after-school math tutoring program.
- Participated and facilitated the 4TXT (for teachers by teachers) staff training mini sessions on diverse topics
- Kagan trained.
- Math Department Lead-Weekly department meetings/monthly DL meetings with administration

Summer School Administrator 4/2017 to 8/2017
UNLV Rebel Academy - Las Vegas, Nevada

- On-site Administrator for Rebel Academy, Behavior Specialist
- Mentor to teachers and staff, ensuring all staff have appropriate curriculum and pacing using the long-term lesson planner.
- Trained in the Charlotte Danielson Method of evaluation and instruction.
- Developing school norms and systems
- Assisting in establishing classroom routines and procedure, classroom management
- Accessing and understanding a class scope and sequence, benchmarks and standards then training and assisting all staff
- Ensuring all staff have appropriate curriculum and pacing using the long-term lesson planner

Administrator, Dean of Students 01/2010 to 04/2014
Clark County School District, Centennial High School – Las Vegas, Nevada

- Supported classroom teachers in implementing a developmentally appropriate curriculum for a group of forty or more students.
- Supervised and evaluated a team of eight teachers, the school Nurse, the first aide safety assistant, all cafeteria food workers, attendance clerk, and three campus monitors.
- Completed multiple observations of teachers in the classroom and completed a formal evaluation each year, offering praise and recommendations for improvement.
- Supervised multiple dances, sporting events and activities each semester
- Worked with CCSD Police as well as Metro Police on multiple instances to investigate/resolve cases.
- Handled discipline, attendance, and safety for approximately 3,000+ students.
- Constructed and distributed the monthly school newsletter,
- Planned and executed several school events such as sports banquets, Freshmen breakfast, Back to School Night, Student of the Month Recognitions, Staff Luncheons/Recognitions

Teacher, 08/2006 to 01/2010
Clark County School District, Molasky JHS, Escobedo MS – Las Vegas, Nevada

- Planned, implemented, monitored, and assessed a classroom instructional program which was consistent with Clark County School District regulations and Board of Education goals.
- Modified the general education curriculum for special-needs students based upon a variety of instructional techniques and technologies.
- Improved student test scores on CRT math test each year
- 8th grade class advisor, head of Student Council, RTI (Response to Intervention) Committee, Assisted

the girls' basketball coach.
- Member of the School Improvement Committee

Teacher, 08/2001 to 08/2006
Huron Valley School District – Highland Township, Michigan
- Planned, implemented, monitored, and assessed a classroom instructional program consistent with Huron Valley School District regulations and Board of Education goals.
- On the committee which implemented an entire new Math Curriculum for grades 6-8, throughout the district.
- Successfully improved student participation in the classroom through integration of creative role-playing exercises.
- Collaborated with a team of faculty to develop after-school tutorial program for students in need of extra help.
- Coached Basketball, Volleyball, and Advisor for MathCounts Mathletes and the Student Council.

Mrs. Rachel Kaplan is a graduate of Oakland University, in Rochester Michigan. In 2001, she graduated with a Bachelor's of Science, majoring in Elementary Education, with a minor in Math and English. Mrs. Kaplan then earned her Master's Degree in Education, majoring in Leadership, Curriculum and Instruction in 2005. Mrs. Kaplan has been in education for the past 19 years and has served in multiple roles; a teacher, department chairperson, athletic director, instructional coach, supervisor, and an administrator. Her experiences spread across 2 states, 5 schools and grade levels K-12. She has several experiences working with marginalized students and under-served populations. Mrs. Kaplan continues to attend trainings and learn the best practices in education so that all students can be successful and grow. In her spare time, Mrs. Kaplan enjoys spending time with her family, being outdoors, and traveling to new places.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: The Village High School

2. Full name: Melanie L. Palmer
   Home Address: [redacted]
   Business Name and Address:
   Phone Number:
   E-mail address:

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. [x] Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   [x] Does not apply to me. [ ] Yes.

6. Why do you wish to serve on the board of the proposed charter school?
   I wish to serve on the Village High School Board to be serve as a catalyst for students who've been marginalized by society based on gender association and economic status.

7. What is your understanding of the appropriate role of a public charter school board member?
   My understanding of the appropriate role is to set policy, maintain the school's vision and

mission, promote educational excellence through advocacy, visionary leadership and high-quality services while ensure that the school complies with the applicable laws set forth by the NDE.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I haven't served on another charter school's board. I have served as the president of a non-profit 503C organization which provided financial support to the families of children who are ill with rare auto-immune diseases and educational scholarships o students majoring in medical research and education.

9. Describe the specific knowledge and experience that you would bring to the board.
The specific knowledge and experience I bring to the board is a 32-year career in education, as well as fundraising skills for non-profit organizations.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
It is my understanding of the mission of The Village High School is to create an innovative academic environment where students will feel safe and accepted. I also understand that students will be exposed to social-emotional learning, as well as project-based learning supported by research to drive academic success.

2. What is your understanding of the school's proposed educational program?
It is my understanding that The Village High School will provide a strong curriculum that meets Nevada State Standards. Students will also be taught with the Summit Learning Model, Service Based and Blended/FOD Learning.

3. What do you believe to be the characteristics of a successful school?
The characteristics of a successful school is one that provides the following:
   - A clear and shared focus
   - High standards and expectations for all students
   - Effective school leadership
   - High levels of collaboration and communication
   - Curriculum, instruction and assessments aligned with state standards
   - Focused professional development
   - Frequent monitoring of learning and teaching

4. How will you know that the school is succeeding (or not) in its mission?
I'll know that a school is succeeding in its mission when it is following a core competency framework set to guidelines around the skills sought to build students. When a school has adapted its core competencies to the mission and the programs that are offered to students. Measurable frameworks that lead students to the path of graduation with understanding and expectations that have been meet.

Governance

Start-Up Charter School Board Member Information

1. Describe the role that the board will play in the school's operation
The school board's primary role is to set the vision and goals for the school. To adequately adopt policies aligned with the district setting priorities that will lead to the achievement and accomplishment of goals that will guarantee student success

2. How will you know if the school is successful at the end of the first year of operation?
I will know that the school is successful at the end of its first year of operation if the school sustained focus on instruction, learning, and had strong effective Principal leadership. Also, effective use of student achievement data, and has established and maintained a safe and positive school climate and culture or all students

3. How will you know at the end of three years of the school is successful?
At the end of three years I'll know if the school has been successful if 85% or higher students are on-task to graduate. Math and ELA scores are at, or above, the state's average norms, attendance records have remained high and incidents of violence are minimal.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The steps that the Village High School will need to take to ensure success are:
   - Effective policies
   - Curricular determinations that are rigorous in nature
   - Professional development initiatives
   - Small class sizes
   - Ensure the professional growth of educators
   - Clear expectations
   - Effective communication with administration, teachers/staff and parents

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
If I had a belief that a member of the school's board is acting unethically I would first check to see if their behavior(s) are against the school board's or school district's policy. An investigation would need to take place and the Board President would need to be informed.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   X☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   X☐ I / we do not know any such employees. ☐ Yes

Start-Up Charter School Board Member Information

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

X☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

X☐ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
X☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. X☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. X☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
X☐ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
X☐ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Melanie Palmer, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for [redacted] Charter School is true and correct in every respect.

[redacted]

4/15/2021
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, The Village High School (name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.320;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidences;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

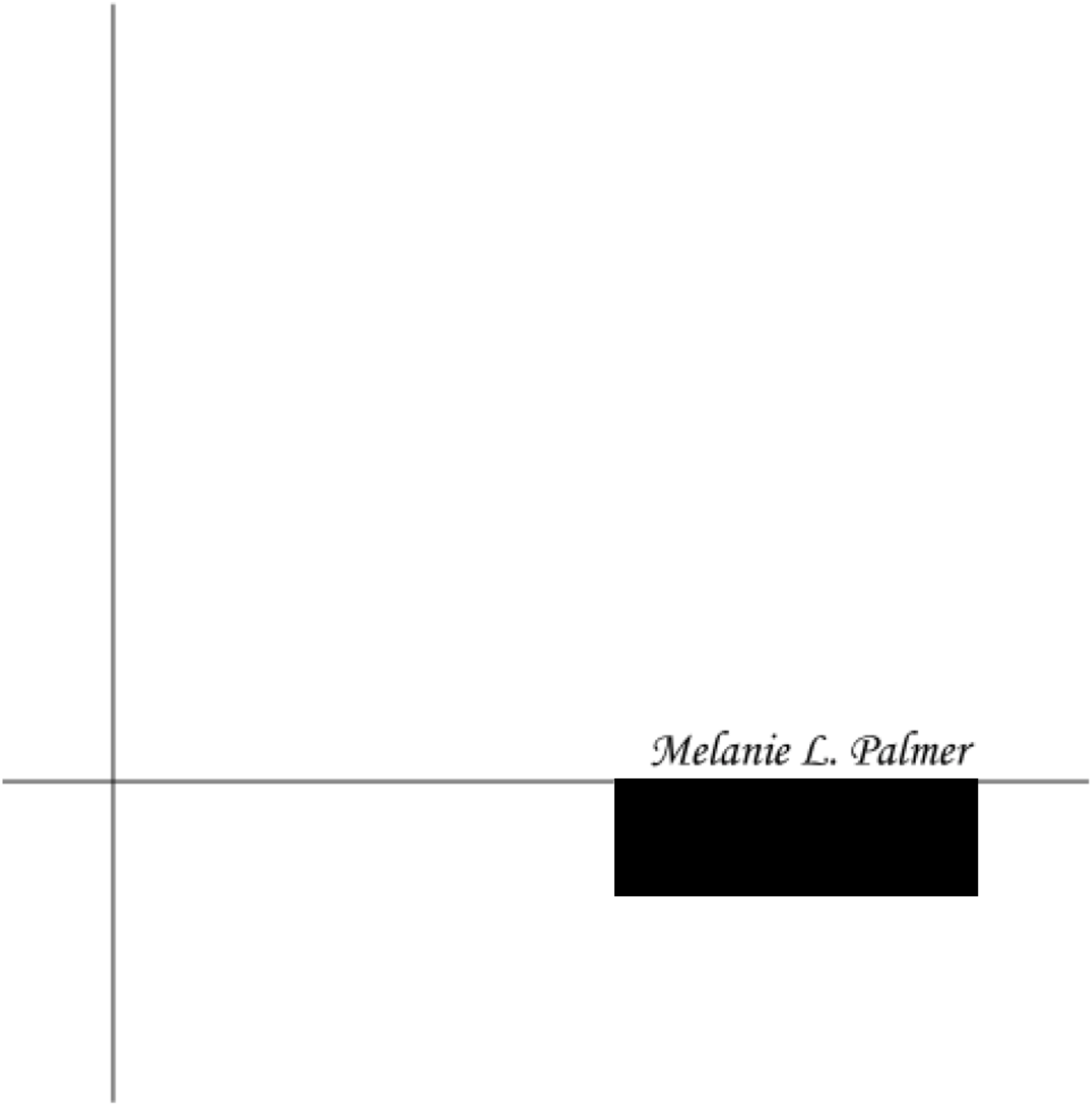
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[redacted]

NOTARY PUBLIC
STATE OF NEVADA
My Commission Expires: 06-26-2025
Certificate No: 15-1791-1


Melanie L. Palmer

Melanie L. Palmer

[redacted]

Teaching Certifications

- State of Nevada Reciprocal Education License in Elementary Education with endorsements in Middle School Language Arts and Middle School Social Studies - License Number 20079.
- State of Indiana Reciprocal Education License in Elementary Education with endorsements in Middle School Language Arts and Middle School Social Studies – License Number 10184704.
- State of Illinois Type 3/K-9 Certification in Elementary Education, with endorsements in Middle School Language Arts and Middle School Social Studies - License Number 2486885.

Education

Chicago State University Chicago, IL
Illinois Elementary Education Certification (Type 3/K-9) May 2011
Endorsements: Middle School Language Arts
Middle School Social Science

Lincoln University Jefferson City, MO
Bachelor of Science in Journalism May 1998

Teaching Experience

100 Academy School of Engineering and Technology Las Vegas, NV
(formerly Imagine Schools 100 Academy of Excellence)
Middle School Team Lead Aug. 2020 – Present

- Work with administrators, teachers and parents to improve students' educational experiences and meet teaching objectives, while teaching my own classes
- Mentoring new and inexperienced teachers and serve as a positive role model for other teachers in the team exhibiting knowledge of curriculum and effective pedagogy; exhibiting enthusiasm while motivating others and accepting challenges in a positive manner

Middle School Social Studies Teacher June 2018 - Present

- Teach students the academic tools necessary in preparation for lifelong learning and testing
- Plan, develop and execute rigorous lessons in Social Studies using the online platform of Google Meets for distance-learning, while maintaining effective classroom management
- Plan, develop and teach rigorous lessons in Social Studies for Sixth, Seventh and Eighth grade students using the Nevada State and Common Core State Standards to create rigorous, objective-driven lessons aligned with curriculum maps
- Identify the thinking skills that will be explicitly taught and practiced in each lesson, as well as identifying the physical, social, or content skills students will be able to master and how students will know how to achieve them
- Differentiate lessons based on individual students' unique learning needs ensuring that all students are appropriately engaged and challenged
- Incorporate appropriate classroom technology (SMART Board and Chromebooks) into the preparation and execution of lessons
- Ensure students are engaged through activities and technology which accommodate their various learning styles, personality styles, and need for physical movement
- Prepare students to take the Smarter Balanced Assessment Consortium (SBAC), the Standardized Test for the Assessment of Reading (STAR) Test, and The Northwest Evaluation Association (NWEA)

Sunrise Children's Foundation Las Vegas, NV
HIPPY Parent Educator Feb. 2018 – June 2018

- Ensured the written curriculum and materials needed to support the implementation of the curriculum towards achieving the stated goals was correctly disseminated and explained to parents of 3 and 4 year-old children via Home Visits
- Ensured parents had opportunities to enhance their skills and knowledge in child growth and development while using the program's curriculum
- Planned and implemented the promotion of parent involvement in the program via Group Meeting/Role Play Sessions
- Performed data entry functions as necessary to keep files up-to-date

Gary Lighthouse Upper Academy Gary, IN
Fourth Grade Math and Science Teacher July 2015-June 2017

- Planned, developed and taught lessons in Math and Science using the Indiana State and Common Core State Standards to create rigorous, objective-driven lessons aligned with curriculum maps

- Identified the thinking skills that were be explicitly taught and practiced in each lesson
- Identified the physical, social, or content skills students would be able to perform and how students would know how to achieve them
- Differentiated lessons based on individual students' unique learning needs ensuring that all students were appropriately engaged and challenged
- Incorporated appropriate classroom technology (SMART Board and computers) into the preparation and execution of lesson plans
- Ensured students were engaged through activities and technology which accommodated their various learning styles, personality styles, and needs for physical movement
- Taught students the academic tools necessary in preparation for lifelong learning and testing
- Prepared students to take the Northwest Evaluation Association (NWEA) and the Indiana Statewide testing for Educational Progress (ISTEP) Tests

Building Blocks Learning Academy Chicago, IL.
Kindergarten and Infant Room Teacher Sept. 2011-Aug. 2013 and July 2015-Aug. 2015
- Planned, developed and taught lessons in Language Arts, Math, Science, and Social Studies
- Worked one-on-one with students in reading sessions; arts and crafts; letter, shape, and color recognition in preparation of First Grade
- Worked one-on-one with infants in the development of their gross motor skills, color recognition, arts and crafts; letter, shape, and color recognition

Parent Volunteer Sept. 2005-Sept. 2011
- Assisted teachers on field trips with toddlers, preschool, and kindergarten students
- Lead weekly reading sessions with students, assisted with arts and crafts, teaching letters, shapes, and color recognition
- Participated with various school programs and assemblies

Loomis Primary Charter School Chicago, IL.
Second Grade Teacher Aug. 2014-June 2015
- Planned, developed and taught lessons in Language Arts, Math, Science, and Social Studies incorporating appropriate classroom technology into the preparation and execution of lesson plans via a PolyVision Board and computers
- Taught students the academic tools necessary in preparation for lifelong learning and testing
- Administered the Northwest Evaluation Association (NWEA) Test to students to assess acquisition of early literacy skills to students; student successes – student ranked in the 99%; on target for an ACT Score of 30; 15 of 25 students meet Target Growth of 130% in both Reading and Math
- Administered Reading Running Records to students to gauge their Reading and Sight-Word Levels

Caldwell Academy of Math and Science Elementary School (CPS) Chicago, IL.
First Grade Teacher Oct. 2013-June 2014
- Planned, developed and taught lessons in Language Arts, Math, Science, and Social Studies
- Taught students the academic tools necessary in preparation for lifelong learning and testing
- Administered the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Test to students to assess acquisition of early literacy skills to students

Upper-Grade Reading/ Sixth Grade Homeroom Teacher Aug. - Oct. 2013
- Planned, developed and taught lessons in Reading using the Novel-Based System
- Incorporated appropriate classroom technology (SMART Board and computers) into the preparation and execution of lesson plans
- Taught students the academic tools necessary in preparation for lifelong learning and testing
- Prepared students to take The Northwest Evaluation Association (NWEA) Test

Chicago Public Schools (CPS) Chicago, IL.
Day-to-Day Substitute Teacher April - Aug. 2013
- Utilized and put into practice the established lessons prepared by the classroom teacher
- Monitored student behavior to ensure a safe and efficient learning environment

Kohn Elementary School (CPS) Chicago, IL.
Second Grade Teacher Full-Time Cadre Substitute Apr. 2013-June 2013
- Planned, developed and taught lessons in Language Arts, Math, Science, Social Studies
- Taught students the academic tools necessary in preparation for lifelong learning and testing
- Administered the Northwest Evaluation Association (NWEA) Test and The Dynamic Indicators of Basic Early

Literacy Skills (DIBELS) Test to students to assess acquisition of early literacy skills to students

Paul Revere Elementary School (CPS) Chicago, IL

Journalism Teacher Sept. 2001-June 2002

- Taught Journalism to middle school students and performed as Journalism Club Advisor for after-school program for Grades 2 - 8
- Editor-in-Chief of the student newspaper, *The Voice of Paul Revere*
- Reading Teacher for Fourth Grade Students
- Proofreader of *Young Writers* - A Book of Stories and Poems by Second Grade Revere students

Sixth Grade Teacher Full-Time Provisional Substitute (FTP) Oct. 2000- June 2001

- Planned, developed and taught lessons in Language Arts, Math, Science, and Social Studies
- Improved student's ISAT scores to 1-2 years above their current grade-level

Day-to-Day Substitute Teacher Sept. 1999 -June 2003

- Utilized and put into practice the established lessons prepared by the classroom teacher
- Monitored student behavior to ensure a safe and efficient learning environment

Student Teaching Experience

Bennett Elementary School (CPS) Chicago, IL Jan. 2011-May 2011

Student Teacher (First/Second Grade Split; Fifth Grade)

- Planned, developed, prepared and taught lessons in Language Arts, Math, Science, and Social Studies
- Practiced effective classroom management techniques to promote a positive learning environment
- Incorporated appropriate classroom technology into the preparation and execution of lesson plans
- Served as Co-Sponsor of *Kite Day*, a day of celebration of students' achievements during the school year

Field Practicum Jan. 2009-May 2009

- Observed Third Grade students at Bennett Elementary School in their daily lessons
- Provided instruction twice a week in Language Arts, Math, Science, and Social Science

Education Awards

Renaissance Learning Model/Master Classroom Teacher in Reading (4th Grade) 2001

Broadcast Experience

Christian Embassy Worship Center	2018-Present
Urban Broadcast Media	2014-2015
WBEZ Alliance, Inc. - Chicago Public Media - WBEZ, WBEW, WBEQ	2002-2011
Lilydale Progressive Missionary Baptist Church	2005-2011
Crawford Broadcasting Co., WYCA, WYBA, WPWX	2000-2003
KJLU/88.9FM - Lincoln University - Jefferson City, MO	1995-1998

Skills

Microsoft Word ▪ Publisher ▪ Excel ▪ Outlook ▪ PowerPoint

Public Service Affiliation

Member of the Association of Women Journalist-Chicago Chapter	2007-2017
Member of Delta Sigma Theta Sorority, Inc., Chicago Alumnae Chapter	2000-2017
Member of Delta Sigma Theta Sorority, Inc., Alpha Theta Chapter	1993-1998

Melanie L. Palmer

[redacted]

Professional Bio

Ms. Melanie Palmer is a native of Chicago, IL and relocated to North Las Vegas, NV in 2017. Melanie is a Radio Broadcaster turned Educator, who relocated to North Las Vegas in 2017. Prior to her relocation she worked for the Gary, IN School District, a private early childhood education institution, the Chicago Public Schools District, and had a 16 year career in radio broadcasting in both Commercial and Public Radio.

Melanie is a 1998 graduate of Lincoln University of Missouri, where she received her BS in Journalism. She returned to Chicago, IL after graduating and began working as a Master Control Engineer for Crawford Broadcasting in R &B and Gospel Radio broadcasting. Melanie's passion for Media – print journalism and radio broadcasting – led her to a 16 year career in radio broadcasting. Melanie began a dual-career in broadcasting and education, working for the Chicago Public School District as a Substitute Teacher.

While working as a Substitute Teacher and Master Control Engineer she saw the disparities in education for minority students on the Southside of Chicago, which lead to her return to school to obtain a teaching license. In 2011 she earned a Type 3 Teaching Certificate in Elementary Education with Middle School endorsements in English Language Arts and Social Studies from Chicago State University, and in 2016 she obtained an Elementary Education Teaching License in the State of Indiana. In 2018 she obtained an Elementary Education Teaching License in the State of Nevada. Melanie is currently the Middle School Teacher Lead and a Middle School Social Studies Teacher at the 100 Academy School of Engineering and Technology. The 2020-2021 School Year marks her 12th year in Education. The 2020-2021 School Year marks her 12th year of teaching.

Still having a the love for the microphone, audio board, and pen that were instilled in her at Lincoln University of Missouri, she knew that one day her passions would fuse together and lead her into various directions. Melanie has had the opportunity to teach elementary and middle-school scholars the love of the pen, interview skills, and how to publish a weekly newspaper.

Melanie serves as the President of the Taylor Michelle Russell Foundation (TMRF) named for her daughter, whose mission is to give children who are suffering with Hemophagocytic Lymphohistiocytosis (HLH), a rare auto-immune disease, as well as other children who are ill with rare diseases, the Chance of a Lifetime. TMRF was founded under the premise that 4-year-old Taylor Michelle Russell would be the spokesperson for her foundation and share her struggle with this rare autoimmune disease with the world. However, on January 19, 2010 gained her wings. That being the case Melanie carries the torch for her deceased daughter helping children who are diagnosed with HLH, or other diseases, via the Ronald McDonald House of Greater Cincinnati, as well as college scholarships to students of Lilydale Progressive Missionary Baptist Church, who major in Medical Research or Education.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **The Village High School**

2. Full name **Mari Galloway**
   Home Address [redacted]
   Business Name and Address
   Phone Number
   E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

4. ☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☐ Does not apply to me. ☒ Yes

6. Why do you wish to serve on the board of the proposed charter school?

   I want to give back and help students see their potential in the world. Having run a nonprofit for over 8 years, I have seen firsthand how helping students see other options for their lives have changed their lives.

Start-Up Charter School Board Member Information

7. What is your understanding of the appropriate role of a public charter school board member?

   A public charter school board member is someone who helps makes decisions that would impact the lives of those in the community we serve. The board must also make sure the school is following state laws and making sure staffing and budgets are in compliance.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

   While I haven't served on a school board, specifically, I do have experience serving on boards for colleges and universities as well as sitting on the board of the Women's Society of Cyberjutsu. My ability to adapt and see the big picture comes from professional cyber and tech experience as well as from working in the Government and Private sector space.

9. Describe the specific knowledge and experience that you would bring to the board.

   I have nonprofit board experience and education. I also have over 12 years of cyber and tech experience that will not only be beneficial to the students but also to the school itself.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school is being built to provide a safe space underrepresented and marginalized students, in the north Las Vegas community to learn and grow and just get the education they need to be successful.

2. What is your understanding of the school's proposed educational program?

The school will have the basic programs, Math, History, Science, etc. But what is really cool is there will also be emerging topic courses so Drones and Cyber. Things I wish we had when I was in school. There will also be one day a week that focuses on student and teacher wellness and advocates for healthy mental health conversations and activities.

3. What do you believe to be the characteristics of a successful school?

Thoughtful and engaged teachers and school administration, students feel like they have a say in their education and learning, and a space to be to you.

4. How will you know that the school is succeeding (or not) in its mission?

Number of students attending and graduating. Projects completed that enhance their education

Governance

1. Describe the role that the board will play in the school's operation.

The board will make decisions using the mission and the vision as a foundation. The board will approve

Start-Up Charter School Board Member Information

budgets, financial reports, choose the principal who will lead the school.

2. How will you know if the school is successful at the end of the first year of operation?

We will know that the school is successful when the finances are balanced and accounted for. Also, when enrollment is up and students are returning for the next school year. The turnover for faculty and staff is low.

3. How will you know at the end of three years of the school is successful?

Financial reports show a surplus and not a deficit. Enrollment for grade levels are at full capacity and we have a wait list of students to enter our school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Open communication and transparency with school stakeholders and making decisions with the school's best interest in mind.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Continue to discuss as a school board and have open communication. Holding each member accountable for his/her actions.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

Start-Up Charter School Board Member Information

I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. ☒ I / we have no such interest. ☐ Yes

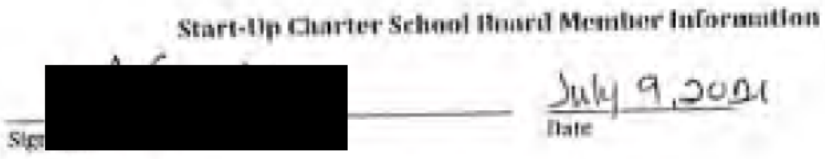
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
    ☒ None. ☐ Yes

Certification

I, Mari Galloway, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for The Village High School Charter School is true and correct in every respect.


Start-Up Charter School Board Member Information
[redacted]
July 9, 2021
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, The Village High School, shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[redacted] MARI GALLOWAY

hool Official Name Printed

Board Member July 9th 2021

Title Date

Subscribed and sworn to before me

[redacted]

MARI K. GALLOWAY, CISSP

[redacted]

Executive Summary: Mari is a cybersecurity leader with over 11 years of experience managing enterprise environments in the hospitality, consulting and Government sectors. She has led teams of 20 to 30 with budgets that range from $150k to $1.5M for both public, private and non-profit entities. From 2018 to now, she has taught 200+ students in 300 and 400-level classes at the University of Maryland Global Campus on network security, cybersecurity trends and network forensics. Mari was recognized by ISC² as the Diversity Award winner of 2019 for various and ongoing contributions to the security community to include; technical and compliance trainings, diversity events, workforce development workshops and cyber competitions.

WORK EXPERIENCE

CEO, Founding Board Member — **08/2013 – Present**
Women's Society of Cyberjutsu — Nationwide

Fastest growing 501(c)3 non-profit in the cybersecurity community with a mission to advance women in cybersecurity careers by providing programs and partnerships that promote hands-on training, networking, education, mentoring, resource-sharing and professional opportunities.

- Scaled organization from 0 to over 3,000 paid members, 8 local chapters and over 20k social media followers which generated $40k in annual re-occurring revenue.
- Fundraised $90k via virtual and in-person workshops, cyber competitions, networking events and conferences
- Created and hosted Cyberjutsu Annual Awards to forge and drive community partnerships.
- Generated $100k+ in donations and sponsorship from Microsoft, Circadence, ITSP Magazine, Cyberwire, and others for first annual Wicked6 Cyber Games, a collegiate cyber competition and national fundraiser supported by Las Vegas Governor, Steve Sisolak.
- Founded Cyberjutsu Girls Academy, which hosted workshops to increase STEM competency in 150+ middle and high school girls since 2014.

Customer Success Architect, Cortex — **11/2020- Present**
Palo Alto Networks — Remote

Responsible for ensuring customers meet their objectives with security orchestration, automation and response (SOAR). Analyzes customer requirements, provide guidance & assistance throughout the customer lifecycle to ensure a quick and successful product deployment. Continuous contact with customers to expand adoption of our product by utilizing new features and developing additional innovative use cases

- Implemented 5 of 21 customer use case playbooks 8 days before the 90 day deadline.
- Improved customer success architect onboarding process by reducing the time spent on tasks by 20%.

Sr. Cybersecurity Architect — **12/2016–10/2020**
Las Vegas Sands Corporation — Las Vegas, Nevada

Designed, engineered, and implemented global cloud-based analytics to ensure risk-based prioritization of vulnerability mitigation and remediation. Oversaw and advised engineering teams to define, assemble and integrate cybersecurity components based on security standards and business requirements. Was responsible for assessing and identifying new security tools, creating project plans and establishing and managing project budgets from deployment to go-live.

- Implemented global vulnerability analytics program improving vulnerability remediation and mitigation prioritization by 10%.
- Managed global firewall efficiency project that enhanced the effectiveness of firewall rules and reduced the number of Firewall Rule Standard violations in the environment.
- Developed and oversaw global strategy to detect, mediate/remediate, and monitor credentialed vulnerabilities across an enterprise environment.

Vulnerability Management Engineer/Penetration Tester
Set strategic roadmap for the organization's first vulnerability management program and responsible for delivery of web application penetration tests, network and system security analysis; as well as, remediation strategies. Also delivered end-user training on mitigating risk, security controls and best practices.

- Designed and delivered $1M global vulnerability management program against ISO risk management and CIS compliance frameworks.
- Established KPI's and authored documentation for policies and procedures, technical play books, white papers and training materials to establish program baseline and monitor performance.
- Remediated over 1M vulnerabilities globally, which resulted in 60% improvement in overall security posture.

Network Security Specialist/Incident Response **04/2014 – 12/2016**
Department of Homeland Security (US-CERT) Arlington, Virginia
Created high-level strategies to mitigate risk of large-scale cyber threats to critical infrastructure, national security, economic security, and public safety and health. Provided risk management counsel to Management and IT team to improve security posture. Was a key player in defensive security operations, including live incident response.

- Identified, triaged and eliminated various nation state actor IOCs with 60 minutes, complete elimination from network within 4 hours, of identification in the network with zero/minimal interruption to business operations.
- Managed team of 3 in creating, testing, and deploying indicators of compromise into government detection and prevention systems.
- Collaborated on the development of standard operating procedures to reduce the length of time from identification to remediation of potential adversary activity with the network.

Cyber Security Systems Analyst **03/2013 – 01/2014**
Department of Homeland Security (NSD) Arlington, Virginia

- Supported the acquisition decision-making process within the DHS National Security Division's (NSD), Acquisition Lifecycle Framework (ALF) enabling DHS to push projects through more efficiently; Provided effective analysis, change management, and operations support to sustain the National Cybersecurity Protection System (NCPS) throughout the acquisition life cycle.

Information Security Analyst **01/2011 – 02/2013**
Department of the Army Fort Bragg, North Carolina

- Conducted verification and validation testing of the Army's JWICS network using assessment tools such as HBSS, ArcSight (SIEM), and SureView as part of the Army JWICS Network Auditing Program (AJNAP). Received an overall 94% percent security rating during the network compliance team's annual audit review; Assisted in the development, implementation, and documentation of audit analysis.

Network Administrator/Information Security Analyst

- Provided installation, configuration and maintenance support for the ArcSight (SIEM) equipment, SureView, Host Based Security System (HBSS), and SolarWinds Suite of equipment for multiple enclaves Applied DISA STIGs to over 200 local and remote sites for certification and accreditation per DCID 6/3 within 3 months; Developed information system plans, systems design plans, test plans, on configuring and securing various networking devices using DISA STIGs

Network Engineer **10/2009 – 01/2011**
National Geospatial Intelligence Agency (NGA) Ashburn, Virginia

Education

Executive Leadership Certificate – eCornell University – 02/2019
Certified Nonprofit Executive Director (CNED) – 02/2019
Graduate Certificate – Cyber Security Technology, University of Maryland University College – 12/2012
Master of Science – Information Systems, Strayer University – 12/2008
Bachelor of Business Admin – Computer Information Systems Management, Columbus State University – 05/2006

Professional Associations & Publications

ISC² Award Judge
School Board Member - The Village High School (Opening 2022)
Advisory Board Member - Cal State Chico, US Cyber Games, Virginia Cyber Skills Academies
CompTIA SME – Certified Penetration Tester Plus (Pentest+)
ISACA SME – CSX-S and CSX-E working group
Writer/Contributor – Linux for InfoSec Professionals, Python Basic Concepts, Wireshark Fundamentals
Writer – Vulnerability Management and Threat Modeling, Expert Corner for Africa Cyber Security Conference 2018

BIO MARI GALLOWAY: Mari is the CEO and a founding board member for the Women's Society of Cyberjutsu (WSC), one of the fastest growing 501c3 non-profit cybersecurity communities dedicated to bringing more women and girls to cyber. WSC provides its members with the resources and support required to enter and advance as a cybersecurity professional. Mari began her cyber career with Accenture where she excelled as a Network Engineer. Mari is also the inaugural ISC2 Diversity Award winner for 2019. With over 11 years of Information Technology, 8 of which are in cybersecurity, her experience spans network design and security architecture, risk assessments, vulnerability management, incident response and policy development across government and commercial industries. She holds a variety of technical and management certifications (CISSP, GIAC, CCNA, etc) as well as a Bachelor's degree in Computer Information Systems from Columbus State University and a Master of Science in Information Systems from Strayer University. Mari is currently a resident of Las Vegas working as a Customer Success Architect for Palo Alto Networks. She regularly contributes content to security blogs and training companies across the country as well as an Adjunct Professor for UMGC. Outside of being a geek, Mari enjoys arts, puzzles, and Legos!

[redacted]

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: **The Village High School**

2. Full name: **Lin Soriano**

   Home Address: [redacted]

   Business Name and Address:

   Phone Number

   E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

   I have a bachelor's degree in elementary education from Indiana University, a master's degree in educational administration from the University of Nevada, Las Vegas (UNLV), and a juris doctorate from Body School of Law at UNLV.

   I have worked for the Clark County School District (CCSD) since 2003 in various positions. I have been a classroom teacher, a specialist teacher, an English Language Learner specialist, an instructional coach, and an administrator (dean, assistant principal, and director). I have had K-12 experience in teaching and administration. I am currently the Director of the Office of Compliance and Monitoring. I am one of the two lawyers in the school district that defends the district in special education due process complaints. My experience in education is extensive and I bring a teacher, building administrator, and central office administrator perspectives.

4.

Start-Up Charter School Board Member Information

☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☒ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?

Since I have worked for many years at CCSD, I understand the challenges of a district this size. I am a champion for CCSD and public education. I think CCSD does some incredible things within the limits placed on it. However, I have seen students marginalized and ignored. I have seen firsthand the limitations placed on educators in a traditional environment. I have never worked at a charter school for various reasons, but I have also supported school choice and I would support any type of education that truly serves students, especially those students that CCSD may not be able to properly serve. In this case, The Village High School (TVHS), takes a unique approach to service a particular group of students that CCSD and other private and charter schools, may not be entirely equipped to educate. I also appreciate that although TVHS may be targeting the LGBTQ community, the fact that they take ALL students and will be open and inclusive, appeals very much to me.

I want to be on the board of TVHS so that I can be a part of creating an educational environment for students that truly have a need unfulfilled by other schools in Clark County. I believe that I have enough experience and creative ideas that I can be a benefit to the board and an asset to this newly forming community. My passion for education has been lifelong and I welcome the opportunity to expand my influence into a different type of educational structure.

7. What is your understanding of the appropriate role of a public charter school board member?

I understand that my role as a public charter school board member will be to help set and support the mission, vision, and goals for the school. I will also be responsible for helping to adopt policies that give the school a clear direction and set priorities within the school and board. I will be responsible for creating policies that help the school climate materialize. I will also be responsible for understanding and making sure the board adheres to all NRS/NAC policies that govern the board and charter organizations.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have sat on my Homeowner's Association (HOA) board of directors for the past year as the vice-president. I have been a school and district administrator for the past 6 years and have attended various school board meetings and School Organizational

Start-Up Charter School Board Member Information

Team (SOT) meetings. I understand the structure of school boards and their importance.

9. Describe the specific knowledge and experience that you would bring to the board.

Having worked in education for the past 17 years, my experience of what does and does not work in education is extensive. I also work in the legal field and can bring that experience to the board as well. I work in education law, special education law, in particular. I have had Kindergarten through adult education experience in a variety of schools with a variety of demographics. I can relate to a multitude of educational issues and can problem solve and come to agreements with individuals that I might not agree with.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

TVHS is committed to providing a safe space for every student, especially those in the LGBTQ community who may not have felt that sense of security and belonging in the past. TVHS is prepared to educate the whole child, including connect the student and family with appropriate community resources.

2. What is your understanding of the school's proposed educational program?

TVHS will have academic programs that fit the needs of their unique student population. In addition to the core academics necessary for graduation and success in college or the workforce, TVHS will provide resources and support in a very open and inclusive environment. Students and families will share in the educational process and the school will be open and transparent.

3. What do you believe to be the characteristics of a successful school?

Two of the most important characteristics in my experience are transparency and inclusiveness. Students MUST feel welcome and included in the school community in order to focus on academics. Sometimes, however, we overlook the importance of inclusiveness for the families of students and the school staff as well. Once students, families, and staff feel like a genuine part of the school community, it is important to continue that feeling through being transparent about everything from budgeting, to staffing, to academic programs. It's important to admit mistakes, unknowns, and of course, to celebrate successes at all levels. I feel that TVHS will incorporate these essential characteristics in their school model.

4. How will you know that the school is succeeding (or not) in its mission?

Data helps keep schools accountable and on track for success. Data can be numbers and academic testing scores, but more importantly, data can be surveys of perception and anecdotal accounts of events at the school. If the school is graduating students

that are well adjusted and ready for the workforce or college, the school can certainly use that as a measure of success. If the students are in a better place academically and emotionally than when they started TVHS, the school can certainly use that as a measure of success as well.

Governance

1. Describe the role that the board will play in the school's operation.

   The board will hire the principal, which will set the tone for school climate and culture. Ultimately, the building staff will be responsible for carrying out the mission and vision of the school, yet the board will be crucial in setting that up from the beginning of the school's creation. After that, the board will continue to hold meetings and discussions regarding the needs of the school community and helping create solutions to those areas of need.

2. How will you know if the school is successful at the end of the first year of operation?

   The success of the first year of any school is difficult to measure with numbers. The focus of TVHS is to create an environment that supports inclusiveness and teaching the whole student. Success of this nature can be ascertained with student, family, and staff interviews and anonymous surveys of their experience. If students report feeling a stronger connection to their families and school community, they will ultimately do better academically, even if it takes more than one year to demonstrate that success. If staff report enjoying what they do and knowing why they do it, then that can be considered a successful first year. And if families report greater communication with their student, the school, and a greater connection with the community, the school can also consider that a success.

3. How will you know at the end of three years of the school is successful?

   I think the same information above answers this question as well. However, after three years, additional data can be helpful in determining success. Student retention, staff retention, and graduation rates are helpful in seeing the full picture of a successful school. Keeping in mind that the student population will be a traditionally marginalized student population, grades and graduation might not be their top priority when they enter TVHS, simply changing attitudes to recognize the importance of school will be a challenge alone. Numbers will start to show trend data at this point, but should only be a portion of the "big picture" when determining success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

   The school board will need to set up a firm vision and mission of the school as soon as possible to guide other decisions that will need to be made. Hiring the best person as a principal to fulfill that vision will also be an essential task. Other steps will be to create a communication structure that will provide accurate and timely information to various stakeholders on how the creation of the school is going, and the daily operation of the school once it is up and running. The school board will also need to

create a plan to reach the population of students that we intend to serve. Although it will be all inclusive, there will be various community resources that we should look to for support.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Board members may lose track of their focus and may need redirected at times. I have found that the best way to do that is to first bring it to their attention in a calm, non-accusatory manner. Members may get pressure from other places or simply lose the vision of the school. Depending on the situation and open meeting law requirements, I would first start with a private, individual conversation if possible. Sometimes being aware of the issues is all a member may need. If it is something that, for example, is being voted on by the board and the member may have an unethical conflict of interest, it may be best to suggest/require that they sit out on that particular vote. Depending on the situation or severity, it may require more drastic measures and the board may need to move forward with its procedures that outline removing a board member, if it ever came to that.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business. ☐ Yes

Start-Up Charter School Board Member Information

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☐ None ☐ Yes

Certification

I, Lin Soriano certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for [redacted] Charter School is true and correct in every respect.

[redacted]

1/19/2021
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____ (name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[redacted] Lindsay Soriano

Signature of Certifying Charter School Official — Name Printed

School Board Member — January 19, 2024

Title — Date

[redacted]

Lin Soriano

[redacted]

Goal **To obtain a lawyer position by utilizing my law skills, along with my organizational, problem solving and leadership skills.**

Education

University of Nevada Las Vegas, Las Vegas, William S. Boyd School of Law

- Juris Doctor (2018)

University of Nevada Las Vegas, Las Vegas, NV

- TESL endorsement (2005)
- Masters degree in educational leadership (2008)
- Completion of three Advanced Studies Certifications in technology (2011)

Indiana University, Fort Wayne, IN

- B.S. in elementary education with social studies endorsement (2002)
- Psychology minor

Law Related Experience

2015-2018: UNLV Boyd Law School Student

Experience Included:

- Managing a full time job and rigorous law school course load
- Highest Pro Bono Award
- Family Court Student Mediator
- Completion of six Alternative Dispute Resolution courses
- Top grade in Education Clinic, Mediation Essentials course, and Children's Rights course
- Law Day volunteer three years on various topics interacting with diverse community members
- Member of the Clark County Bar Association and volunteer committee member
- Student member of UNLV's Parking Arbitration Committee
- Oral argument experience in moot court

Administrative Experience

2013-Present: School Administrator (Dean of Students-Saville Middle School, Assistant Principal-Nevada Learning Academy at CCSD)

Responsibilities as Assistant Principal and Dean include(d):

- Critically evaluating current school-wide practices based on current educational research and data and adjusting as appropriate.
- Solving adult to adult and student to student conflicts on a daily basis in order to maintain a positive school climate while minimizing detrimental impact on student achievement.
- Engaging various stakeholders through community events, family nights, social media and newsletters to further the educational mission and goals of the school and community.
- Attending School Organizational Team meetings and assisting the principal in any way necessary to foster a cooperative partnership between the school and all stakeholders.
- Implementing practices and structures to ensure successful outcomes on high stakes testing at both a middle and high school level (98% of all NVLA middle school students received a "meets" or "exceeds" on both ELA and math tests).

Lin Soriano

[redacted]

- Compiling, analyzing, and documenting discipline reports and statistics and creating action plans based on data trends.
- Coordinating the "Embrace" and "Lighthouse" programs to give non-traditional students a path to education.
- Providing school-wide professional development on various topics.
- Supervising licensed employees and support staff, including bi-weekly coaching and reflection opportunities on instructional issues and issuing staff discipline when necessary.
- Mentoring and managing approximately 1500 students as appropriate to ensure the school campus remains safe and conducive to learning.
- Utilizing structured teacher planning time to analyze data and address student needs.
- Actively participating in the hiring of support staff, licensed, and administrative personnel.
- Thoroughly understanding all state and district mandates and policies and communicating the plain language and impact on school personnel.
- Maintain regular and timely communication with district personnel relating to NVLA's district services and unique technology needs.
- Compiling, analyzing, and documenting discipline reports and statistics and creating action plans based on data trends.

Other Leadership Experience

Fall 2018: Las Vegas Chamber of Commerce Public Policy Leadership Series

Experience Included:

- Learning the infrastructure of local politics
- Discussing current trends in politics, education, law, and other public policy issues

Summer 2013-Fall 2013: Performance Zone Instructional Coach Project Facilitator

Responsibilities as instructional coach included:

- Mentoring new teachers to the district
- Providing one-on-one coaching to struggling and master teachers
- Collaborating with zone coaching team to create rigorous instruction throughout the zone
- Planning for and implementing school improvement efforts and professional development
- Incorporating technology and blended learning into model lessons K-5
- Leading RTI grade level meetings and assisting in data analysis and PLC meetings
- Actively participating on school performance plan team

Professional Organizations

Nevada Bar Association
Clark County Bar Association
National Associations of Secondary School Principals
National Council for the Social Studies
Virtual Learning Leadership Alliance
State Educational Technology Directors Association



Lin Soriano

[redacted]

References

Brian Wall
Director of Admissions and Financial Aid, Boyd Law School
[redacted]

Jae Barrick, Esq.
[redacted]n Supervisor
[redacted]

Dawn Thomas, Esq.
UNLV Law Adjunct Professor
[redacted]

Mr. Sean Davis
Principal, Saville Middle School
[redacted]

My name is Lin Soriano and I am a life-long educator. I graduated with my bachelor's degree in elementary education from Indiana University. I then moved out to Las Vegas and began teaching elementary Humanities in the Clark County School District (CCSD) in 2003. I have since earned Teaching English as a Second Language (TESL) endorsement and a master's degree in educational leadership from the University of Nevada, Las Vegas (UNLV). I have held various positions in CCSD, including 5th grade inclusion teacher, 8th grade world geography teacher, English Language Learner (ELL) Specialist, instructional coach, and school administrator. I was a dean of students in a middle school, as well as an assistant principal at a middle and high school. I also spent some time in Mexico teaching English to children and adults.

I earned by Juris Doctor in 2018 from Boyd School of Law at UNLV and am currently still employed with CCSD in the central office in the Student Services Division. I am a lawyer in the Office of Compliance and Monitoring and handle all special education due process cases filed against CCSD.

Aside from my full time employment with CCSD, I am an eviction mediator with the Access to Justice Commission through the State Bar of Nevada. I am also an arbitrator for the Financial Industry Regulatory Authority (FINRA).

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **The Village High School**

2. Full name **Joshua A. Sliker**

   Home Address [redacted]

   Business Name and Address

   Phone Number

   E-mail address

3. Brief educational and employ[redacted] board of this charter school:

   I received a Bachelor of Science degree in Communication (minor in History) from The College at Brockport, State University of New York in 2008 and a Juris Doctorate from the University of New Hampshire School of Law in 2011. I have been a licensed attorney in the State of Nevada since October 2011 and in the State of Utah since May 2013. I was employed by the law firm of Barron & Pruitt, LLP as a Law Clerk from approximately August 2010 until I was licensed as an attorney in October 2011, and then was employed as an Associate Attorney until March 2016. In March 2016, I became an Associate Attorney with the law firm of Jackson Lewis P.C. until my elevation to Principal on January 1, 2021. I have served on the board of directors of the Las Vegas Defense Lawyers, a not-for-profit entity, since March 2016.

4. ☒ Resume and professional bio are attached.

Start-Up Charter School Board Member Information

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☐ Does not apply to me. ☒ Yes

6. Why do you wish to serve on the board of the proposed charter school?

Based on my familiarity with and understanding of The Village High School's mission, I believe the school will provide a much-needed sanctuary to those students who have struggled in other scholastic environments so that they can thrive and reach their full potential. I wish to serve on the board to do what I can to ensure the school achieves this goal.

7. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member should be able to assist with creation of the written charter, establish foundational policies and procedures for carrying out the school's educational mission, address issues ancillary to commencing operations, select an appropriate leader for the school, establish criteria for evaluating the leader's performance, and evaluate the leader and hold them accountable in accordance with such criteria, serve as a resource for the leader, and work to build a productive relationship with the leader.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the board of the Las Vegas Defense Lawyers, a not-for-profit entity, since March 2016. I also served on various committees and boards during my time as a student. Through those experiences, I am knowledgeable and familiar with the responsibilities of board members. Further, through my work as an attorney, I am frequently called on to gather information and provide appropriate recommendations on potential courses of action. This is a fundamental duty of any board member—obtain information, analyze it in accordance with the school's charter, law and other relevant guidance, formulate and discuss prospective courses of action, and then select and vote.

9. Describe the specific knowledge and experience that you would bring to the board.

I will bring my strong organizational skills to the board to help create the operating structure for the school. In addition, I am adept at developing policies and procedures and will use that expertise to establish a framework that aligns with the school's mission and educational goals. Further, I will work to ensure that the school's mission and goals are resulting in tangible actions to realize its mission and goals.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The Village High School's mission is to create an academic environment where all students feel safe and accepted where student success will be driven by innovative practices including employment of staff who receive regular training in teaching students with trauma, mentoring, and counseling techniques, the use of social-emotional and project-based learning, and

Start-Up Charter School Board Member Information

opportunities to intern with and learn from the school's strong relationships with the community.

2. What is your understanding of the school's proposed educational program?

The Village High School proposes to use two types of learning: social-emotional learning and project-based learning. Social-emotional learning essentially speaks to the student's acquisition of social and emotional intelligence through effectively applying knowledge, attitudes and skills necessary to maintain positive relationships, work toward achieve goals, and managing emotions and making responsible decisions. Project-based learning allows students to gain knowledge and skills by spending an extended period of time investigating and analyzing a particular question or challenge.

3. What do you believe to be the characteristics of a successful school?

A school needs to successfully engage students so that the student invests in and take ownership of their educational experience. The best ways to realize that are to provide a safe and welcoming learning environment, foster meaningful relationships with teachers, staff and peers; and to provide ample resources to support the student's learning and development.

4. How will you know that the school is succeeding (or not) in its mission?

I will be able to measure the school's success or failure by relying on objective information such as qualitative and quantitative data in comparison to the school's goals. I will also consider subjective information about the experience of students and other stakeholders. If those who you are trying to serve convey information that conflicts with the objective data, it merits some degree of consideration.

Governance

1. Describe the role that the board will play in the school's operation.

The board will be responsible for the strategic vision and direction of the school, achievement of students, budgeting and otherwise ensuring good stewardship of the school's resources, selecting and managing the school's leader, and ensuring compliance with applicable laws and regulations.

2. How will you know if the school is successful at the end of the first year of operation?

I will know if the school is successful at the end of the first year of operation by measuring data regarding student progress and other metrics with those established at the beginning of the operational year.

3. How will you know at the end of three years of the school is successful?

I will know whether the school has been successful over the prior three years by comparing the data discussed above in Q3 with the appropriate metrics.

Start-Up Charter School Board Member Information

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

   The board will need to select a talented school leader, establish evaluative criteria and expectations for that individual, and ensure that the leader is meeting the same. The board will also need to develop a productive and effective working relationship with the school leader to provide guidance as is appropriate and course corrections, if necessary. The board will need to ensure that it is meeting its responsibilities by complying with applicable laws, regulations, and best practices.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   If such a situation occurred, I would discuss my concerns with the board and determine, with the non-involved board members, whether further action is required and if so, what action should be taken.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business. ☐ Yes

Start-Up Charter School Board Member Information

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification

I, Joshua A. Sliker, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for The Village High School Charter School is true and correct in every respect.

[redacted] January 19, 2021
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, The Village High School
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[redacted]

Joshua A. Sliker
Name Printed

Board of Directors, Member
Title

January 19, 2021
Date

[redacted]

JOSHUA A. SLIKER

[redacted]

EXPERIENCE

Jackson Lewis, P.C. — Las Vegas, NV
Associate Attorney — March 2016 – Present

- Represent and advise clients in a broad spectrum of employment and labor law matters including: employee handbooks and policies; wage and hour; workplace safety; arbitration, non-compete, non-solicitation and non-disclosure agreements; enforcement of trade secret protections; interactive process and reasonable accommodations; independent contractors; investigations; wrongful termination, discrimination and retaliation (Title VII, ADA, ADEA, EPA, FLSA, OSHA, NLRA, RLA, Nev. Rev. Stat., and common law); protected leave; class actions; breach of contract; defamation; union grievances and arbitration; collective bargaining agreements; unfair labor practices charges; organizing and representation campaigns; and strikes.
- Practice involves collaborating with clients to understand their business and design effective strategies to address issues; providing advice and counsel to various levels of client-employees including management, legal, human resources and executive-level decisionmakers; conducting employment law training sessions for the line-level and management employees of clients; investigating and responding to administrative charges; and litigating in the state and federal courts of Nevada, and before the EEOC and NLRB.

Barron & Pruitt, LLP — Las Vegas, NV / Orem, UT
Associate Attorney — October 2011 – March 2016
Law Clerk — August 2010 – October 2011

- Practiced primarily in the area of civil liability defense with specific experience handling cases involving auto accidents, premises liability, products liability, construction defects (subcontractor), insurance coverage, first-and-third party bad faith, breach of contract, commercial disputes, and Title VII sexual harassment.
- Led all aspects of pre-trial litigation including: legal research; communicating with clients, insurers and opposing counsel; drafting pleadings and motions, propounding and responding to discovery requests, taking and defending lay and expert witness depositions, participating in hearings and conferences in state and federal court, conducting settlement negotiations, and mediation and arbitration proceedings.
- Served as co-first/second-chair in several jury trials with responsibility for all facets of trial including jury instructions, trial briefs, opening/closing arguments, direct and cross-examination, demonstrative exhibits, and preparation of witnesses.
- Drafted and prepared successful civil appeals to the Supreme Court of Nevada including *Estate of Dyer v. Guernier, et al.* Case No. 62941 (En Banc, Unpublished) and *Diocese of Green Bay v. Doe 119*, Case No. 62840, 131 Nev. Adv. Opn. No. 29 (En Banc, Published).
- Participated in firm administration, planned and implemented firm-wide technology initiatives, developed document and case management policies and procedures, and supervised junior attorneys.

EDUCATION

University of New Hampshire School of Law — Concord, NH
Juris Doctor — May 2011

- Senior Articles Editor, *IDEA: The Intellectual Property Law Review*
  Teaching Assistant, Graduate Legal Skills

State University of New York College at Brockport — Brockport, NY
Bachelor of Science in Communications, Minor in History — August 2008

- *Magna Cum Laude*
- NACA Undergraduate Scholarship for Student Leaders; Brockport Alumni Association Scholarship; Lambda Pi Eta (Communication Honor Society); Alpha Chi National College Honor Society

Joshua A. Sliker
[redacted]

LICENSES

- State Bar of Nevada (Bar No. 12493) — October 2011
- U.S. District Court, District of Nevada — October 2011
- State Bar of Utah (Bar No. 14493) — May 2013
- U.S. District Court, District of Utah — May 2013

PUBLICATIONS

- Sliker, J., & Youchah, E., *Non-Compete Covenants Must be Reasonable for Preliminary Injunction, Nevada Supreme Court Affirms*, Jackson Lewis P.C. Website (August 27, 2018).
- Sliker, J., & Youchah, E., *Nevada Supreme Court Report on Interpretation of Health Insurance that Would Nullify Slot Wage System*, Jackson Lewis P.C. Website (June 12, 2018).
- Sliker, J., & Youchah, E., *New Law Brings Changes to Nevada's Non-Compete Law*, Jackson Lewis P.C. (June 29, 2017).
- Sliker, J., *Using Subpoenas to Obtain Medical Records*, Primerus Paradigm (Spring 2013).
- Sliker, J., *Misrepresentation of HIV Transmission Risk in Intimate Relationships*, 9 J. L. & SOC. DOV., 242 (2015).
- Sliker, J., & Barton, D., *A Survey of the Law of Non-Contractual Indemnity and Contribution: Nevada*, International Society of Primerus Law Firms (April 2012).

PRESENTATIONS

- Sliker, J. & Paradiso, D. (2019). *Crisis Control: Proactive Steps to Avoid Workplace Violence*. Presentation at Nevada Labor & Employment Law Symposium in Las Vegas, Nevada.
- Sliker, J., et al. (2018). *Careers in Civil Defense*. Panel Discussion at University of Nevada Las Vegas William S. Boyd School of Law in Las Vegas, Nevada.
- Hon. Kishner, J., Sliker, J. Trimmer, P. (2017). *How Labor & Employment Law Affects Your Case*. Presentation at the Las Vegas Defense Lawyers Continuing Legal Education Seminar in Las Vegas, Nevada.
- Sliker, J. (2017). *LGBTQ: Managing an Evolving Workplace*. Presentation at Salt Lake Society for Human Resource Management Annual Employment Law Seminar in Salt Lake City, Utah.
- Sliker, J. (2017). *What Changes can Employers Expect at EEOC under President Trump?* Discussion on Jackson Lewis P.C. JL Live! Web Series.
- Sliker, J. (2017). *Handbook Issues that Cause Legal Difficulties*. Presentation at the National Business Institute's Continuing Legal Education Seminar in Henderson, Nevada.
- Sliker, J. (2017). *Employment Practices that Lead to Discrimination Claims*. Presentation at the National Business Institute's Continuing Legal Education Seminar in Henderson, Nevada.
- Sliker, J., & Christensen, D. (2017). *Workplace Law Under the New Administration: What to Expect from the Unexpected*. Presentation at the Association of Corporate Counsel–Nevada Chapter Continuing Legal Education Seminar in Las Vegas, Nevada.
- Sliker, J. (2015). *Find it Free and Fast on the Net: Strategies for Legal Research on the Web–Discover the Invisible Web*. Presentation at the National Business Institute's Continuing Legal Education Seminar in Henderson, Nevada.
- Sliker, J. (2015). *Find it Free and Fast on the Net: Strategies for Legal Research on the Web–Locating Companies for Due Diligence and Background Information*. Presentation at the National Business Institute's Continuing Legal Education Seminar in Henderson, Nevada.

PROFESSIONAL SERVICE

- Editor-In-Chief, *Nevada Practitioners' Journal of Labor and Employment Law*, (09/2018 – Present)
- Chair, Journal Subcommittee, *Labor & Employment Law Section of the State Bar of Nevada*, (09/2018 – Present)
- Board Member, *Las Vegas Defense Lawyers*, (05/2016 – Present)
- Judge, Clark County Truancy Diversion Program (2014)

RECOGNITION

- Mountain States Rising Stars, *Super Lawyers* (2016–2019)

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants). All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **The Village High School**

2. Full name Bianca D. McCall
   Home Address [redacted]
   Business Name and Address
   Phone Number
   E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

   With over 20 years of combined professional and clinical experience, in health and human services; leading awareness campaigns, education and training opportunities, treatment and care management for populations across the lifespan, and throughout the Nevada State Continuum of Care. With specialization in the research and review of suicide data sets; and the development of improved, comprehensive prevention strategies for public, private, and nonprofit foundations. I currently serve as an Epidemiologist on the Clark County Child Death Review Board, and since 2013, I am a Nevada Licensed Marriage & Family Therapist. Founder & Executive Director of Desert Rose Counseling Group LLC, since 2011 & Desert Rose Gives

Start-Up Charter School Board Member Information

Inc. Since April of 2020, I am a Moderator for the Nevada Department of Health & Human Services, Division of Public & Behavioral Health, and Child & Family Services.

4. ☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☐ Does not apply to me. ☒ Yes: Clark County Child Death Review Board, Former Chair of Opioid Epidemic Task Force, President of Desert Rose Gives Inc.

6. Why do you wish to serve on the board of the proposed charter school?

The Village High School Vision is to transform the lives of graduates by offering not only a diploma, but the knowledge, social-emotional skills and confidence to become contributing citizens in a diverse world. I am of the belief, social-emotional learning is vital in a comprehensive suicide prevention strategy, for our youth. Nevada has experienced alarming increases in youth suicides, since the beginning of the pandemic. With the severity of impact, of the mental health crisis, remaining to be seen; I wish to serve in this capacity, to create safer spaces for students to return to. Not only to become contributors' but also; to heal from personal traumas, and realize themselves as resilient.

7. What is your understanding of the appropriate role of a public charter school board member?
I reference servant leadership; when conceptualizing the appropriate role of a public charter school board member. Pulling from the same principles; authenticity, integrity, trust, accountability, and empowerment. It is the responsibility of the board member to know the demographics; knowing their strengths and weaknesses, and to provide resources for student and family resiliency. It is my understanding, I am to contribute to the strategic vision, empower Village' leadership; holding those leaders accountable for academic success, carrying out of the Mission and Vision, and to provide financial oversight. ... They know their school; the demographics of their students and their strengths and weaknesses.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Start-Up Charter School Board Member Information

Since 2013, I have served on the Clark County Child Death Review Board; as a Clinician and Epidemiologist, responsible for the review of all child death cases- with specific assignment to conduct multidimensional autopsies of youth suicide cases.

9. Describe the specific knowledge and experience that you would bring to the board.

I will bring to this board: more than 20 years' experience, conducting biopsychosocial, needs, and functioning assessments; as well as, board level experience with strategic planning- for child welfare. I will also bring: nearly 10 years' experience with integrated behavioral health operations and serving in the Nevada Continuum of Care, to address all Social Determinants of Health for the lifespan. I possess greater than 15 years of clinical experience; accustomed to evidence-based curriculum and best practices, as well as a mastery understanding of systems; which lend to my abilities in the measurement of programming outcomes.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The Village High School's mission is to create an innovative academic environment where all students will feel safe and accepted. Students will be taught by exceptional staff who receive regular training in teaching students with trauma, mentoring, and counseling techniques. Students will be exposed to "social emotional learning" and "project-based learning," both supported by research and designed to drive student engagement and independence. We will create strong community relationships so students will have the opportunity to intern and learn about different opportunities after graduation.

2. What is your understanding of the school's proposed educational program?

The proposed educational program for The Village High School is Summit Learning; a research-based approach to education designed to drive student engagement, meaningful learning, and strong student-teacher relationships that prepare students for life after graduation. Additionally, Seed Impact curriculum will be implemented, which is geared toward the social-emotional growth and learning for each student.

3. What do you believe to be the characteristics of a successful school?

I tend to agree with recent research which suggests frequent teacher feedback, powerful curriculum, creative and data-driven instruction, intensified tutoring, increased instructional

time, and high expectations of student and family potential, are the characteristics of a successful school. Underscores of these characteristics are: innovation and accountability. A school's success are more generally attributed to: The viability of the Mission, establishing effective governance, establishing effective leadership and culture, developing SEL, and project-based programming, managing business-financial operations, acquiring and allocating resources and facilities, managing talent and external relations, performance monitoring as it relates to accountability and outcomes, and the recruitment of students.

4. How will you know that the school is succeeding (or not) in its mission?

The Village High School Mission reaches success, as it is attainable- Students and student families DO feel safe, with a strong sense of school community; able to articulate shared expectations and values. Outcomes will reflect social-emotional growth, metrics and milestones will be met.

Governance

1. Describe the role that the board will play in the school's operation.

The Village High School Board will provide administrative oversight relative to the educational policies and programs; establish systems and processes to ensure fiscal, programmatic, and outcome accountability; and undertake broad human resource functions that include making crucial decisions regarding leadership and key staff. Finally, The Board adopts a unifies The Village Vision and Mission, soliciting and balancing the participation and input of community members, and advocating on behalf of the educational needs of our youth at the local, state, and national levels.

2. How will you know if the school is successful at the end of the first year of operation?

Success is the achievement of set goals, and it looks like *community*- Through this lens, Constituents and Stakeholders are actively involved in the school's goal achievement; and therefore, the *community* surrounding each student, is reporting successful.

Start-Up Charter School Board Member Information

3. How will you know at the end of three years of the school is successful?

   In addition to the first-year assessment and measurement tools- in three years, a school is successful with steady growth rates, sustainable funding sources, and credit completion.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

   The Village will establish solid internal accountability measures such as: interim assessments, clear goals, and authorizer accountability to help plan for strong results.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   Pursuant the Model Code of Ethics for Educators, I would attempt to resolve ethical issues by:

   1. Confronting and taking reasonable steps to resolve conflicts between the Code and the implicit or explicit demands of a person or organization;
   2. Maintaining fidelity to the Code by taking proactive steps when having reason to believe that another educator may be approaching or involved in an ethically compromising situation;
   3. Neither discriminating nor retaliating against a person on the basis of having made an ethical complaint;
   4. Neither filing nor encouraging frivolous ethical complaints solely to harm or retaliate; and
   5. Cooperating fully during ethics investigations and proceedings.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Bianca D. McCall, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for The Village High School Charter School is true and correct in every respect.

[redacted]
Signature

04 January 2021
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, The Village High School, (name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[redacted] Official

Bianca D. McCall
Name Printed

School Board Member
Title

7-1-21
Date

[redacted]



BIANCA D. MCCALL, LMFT

S.M.E. EPIDEMIOLOGY OF SUICIDAL BEHAVIOR
MODERATOR FOR DEPARTMENT OF HEALTH & HUMAN SERVICES
KEYNOTE SPEAKER
EXECUTIVE DIRECTOR
CLINICAL PSYCHOTHERAPIST
EDUCATIONER
RETIRED WOMEN'S BASKETBALL PLAYER

PROFILE

A seasoned executive-level professional, who has a global reach as an educator; with unquestioned integrity; a long term perspective; a strong sense of accountability; a practical ability to get things done; wisdom and good judgment; a fair and thoughtful approach to management, combined with the flexibility and courage to shift direction and lead cultural change with passion, purpose, and proposal of innovative approaches and initiatives; excellent verbal and written communication skills and an excellent resource for consulting and diversity training; a high energy level, and sense of humor.

CONTACT

[redacted]

EXPERIENCE

PRESIDENT/DESERT ROSE GIVES INC., LAS VEGAS, NEVADA

AUGUST 2020-PRESENT

Accountable for building and leading high-performing teams, ensuring all teams are aligned and collaborating to achieve organizational results. Maintains accountability for the operational and fiscal integrity of the organization within policies set by the Board of Directors. Assesses organizational capacity to implement strategies and identify gaps in systems and staffing; directly supervises Senior Leadership positions and establishes individual goals; works with the Chief Financial Officer to manage organizational spending, monitor budget compliance, and mitigate financial risks; and ensures that goals of inclusiveness and diversity among staff and volunteers are met.

EXECUTIVE DIRECTOR/DESERT ROSE COUNSELING GROUP, LAS VEGAS, NEVADA

JUNE 2011-PRESENT

Provides executive leadership and vision for the overall strategy, policy, and performance of the behavioral health system, and develops behavioral health expertise for hundreds of employees, and thousands of behavioral health clients; through the development of annual objectives, outcomes, and long-term goals that are in alignment with person-centered and community-based care philosophies, and grounded in the principles of health equity, trauma-informed systems, cultural humility, racial equity evidence-based practice, and continuous quality improvement. Oversees the implementation of budget, coordinates and collaborates with Managed Care Plans and other service providers to ensure smooth transitions across the continuum of health care, including transition to housing;

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S.M.E. EPIDEMIOLOGY OF SUICIDAL BEHAVIOR

KEYNOTE SPEAKER

EXECUTIVE DIRECTOR

CLINICAL PSYCHOTHERAPIST

EDUCATIONER

RETIRED WOMEN'S BASKETBALL PLAYER

ASSISTANT PROGRAM DIRECTOR/MAJESTIC BEHAVIORAL HEALTH, LAS VEGAS, NEVADA

FEBRUARY 2011-JUNE 2011

Accountable for training and auditing for all clinical operation teams across the enterprise including development and oversight of content, processes, and requirements. Directs staff in the planning, organizing, directing, and monitoring of clinical training and auditing functions, including training, evaluating, and addressing identified performance matters. Oversees the development of curriculum, coordination and facilitation of training to meet mandated requirements along with measuring performance of training, provide feedback for performance improvement, identify unmet training needs, and develop processes to improve training performance and quality.

ADJUNCT INSTRUCTOR- HUMAN DEVELOPMENT/COLLEGE OF SOUTHERN NEVADA, LAS VEGAS, NEVADA

SEPTEMBER 2010-JUNE 2011

Develops curricula and delivers course material. Conducts research, fieldwork, and investigations, and reports. Attends conferences, delivers presentations, and networks with others in the field. Travels to other universities or academic settings to participate in learning opportunities and gain experience. Provides training and mentoring to teaching assistants and junior lecturers. Reviews methods and teaching materials and making recommendations for improvement. Assists with student recruitment, interviews, and academic counseling sessions. Contributes to the creation of an environment that promotes growth, equality, and freedom of speech.

DIRECTOR OF YOUNG ADULT OUTPATIENT UNIT/UNIVERSITY OF NEVADA, SCHOOL OF MEDICINE, MOJAVE MENTAL HEALTH CLINIC, LAS VEGAS, NEVADA

MARCH 2006-SEPTEMBER 2010

Provides care management services to severely mentally ill (SMI) population and young adults living with emotional disturbances (SED) eligible for Intensive Outpatient services. Provides information, referrals, consultation and/or care management on health and psychosocial issues. Develops therapeutic relationships with young adult members utilizing person

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EDUCATIONER

RETIRED WOMEN'S BASKETBALL PLAYER

centered interventions based on the member's level of activation and presenting conditions.

PROFESSIONAL WOMEN'S BASKETBALL PLAYER/INTERNATIONAL BASKETBALL LEAGUE, ITALY
JUNE 2004-DECEMBER 2004
Team Roma
Team Venice
Team Verona
Team San Marino
Team Lake Como

PROFESSIONAL MEMBERSHIPS

Clark County Child Death Review Board Member
July 2015 – Present

Nevada Coalition for Suicide Prevention Member
July 2011 - Present

Supervisee, American Association for Marriage and Family Therapists- Las Vegas, Nevada
February 2016 - Present

Co-Founding Chair, Opioid Epidemic Council – Las Vegas, Nevada
October 2016 - March 2017

EDUCATION

NEVADA LICENSED MARRIAGE & FAMILY THERAPIST-2020

PASSED AMERICAN MARRIAGE & FAMILY THERAPY REVIEW BOARD TEST, AUGUST 2019

COMPLETED 3000 HOUR RESIDENCY UNDER SUPERVISION OF CONSTANCE KNIGHT, LMFT, LCADC, DUALLY LICENSED IN CALIFORNIA AND NEVADA, SEPTEMBER 2019

COLLABORATIVE ASSESSMENT & MANAGEMENT OF SUICIDALITY (CAMS) CERTIFIED, JUNE 2017

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BIANCA D. MCCALL

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S.M.E. EPIDEMIOLOGY OF SUICIDAL BEHAVIOR

KEYNOTE SPEAKER

EXECUTIVE DIRECTOR

CLINICAL PSYCHOTHERAPIST

EDUCATIONER

RETIRED WOMEN'S BASKETBALL PLAYER

SURVIVOR OF SUICIDE ATTEMPTS CERTIFIED, DIDI HIRSCH FOUNDATION, WEST HOLLYWOOD, CALIFORNIA, MARCH 2017

APPLIED SUICIDE INTERVENTION SKILLS TRAINING (ASIST), LIVING WORKS VIA NEVADA OFFICE OF SUICIDE PREVENTION, SEPTEMBER 2015

MASTERS IN MARRIAGE, FAMILY & CHILD COUNSELING

UNIVERSITY OF PHOENIX, LAS VEGAS, NEVADA

MAY 2008

BACHELORS OF SCIENCE IN HUMANITIES

WASHINGTON STATE UNIVERSITY, PULLMAN, WASHINGTON

JUNE 2004

ASSOCIATES OF ARTS IN COMMUNICATIONS

SANTA ROSA JUNIOR COLLEGE, SANTA ROSA, CALIFORNIA

JUNE 2001

KEY SKILLS AND CHARACTERISTICS

- Self-Starter
- Passionate & Driven
- Ability to Accept and Motivate Others
- "Servant Leader"
- Deals Well with Conflict
- Thinks Strategically & Tactically
- Financial Acumen
- Ability to listen
- Sound Judgment
- Persistent
- Stamina

S

BIANCA D. MCCALL

BIANCA D. MCCALL, LMFT

S.M.E. EPIDEMIOLOGY OF SUICIDAL BEHAVIOR

KEYNOTE SPEAKER

EXECUTIVE DIRECTOR

CLINICAL PSYCHOTHERAPIST

EDUCATIONER

RETIRED WOMEN'S BASKETBALL PLAYER

Hello,

My name is Bianca D. McCall. I am a Licensed Marriage & Family Therapist, in Nevada; and principal, at Desert Rose Counseling Group and the nonprofit organization, Desert Rose Gives

I was born and raised in the wine country of Sonoma County, just north of the San Francisco Bay Area. I am the first born of three, and only daughter to Dave & Beatrice McCall. My father is a retired corrections officer, and my mother is a retired nurse. Both parents being social servants, has influenced my passion for helping others- I reference being a young girl, and visiting the shopping mall with my father. Young men would come up to my father and say, "Mr. McCall, do you remember me? You saved me, and helped me to turn my life around" and "I have a great job -or- I want you to meet my wife, my kids ". Because of my parents' example, I knew at a very young age, I wanted to have a similar impact on the world.

Growing up in Santa Rosa, CA in the 1908's and '90's, we were one of a handful of Black American Families, in town. I believe we were viewed as a product of The Cosby's, as well as, being well known as the basketball family. I am a retired women's basketball player. I was an All-American Amateur Athlete, ranked eleventh as a top recruit to virtually every college in the U.S. I secretly battled with anxiety and depression, manifested from the experiences of childhood abuse and trauma.

Heading into my senior season of high school basketball, and on the verge of college scholarship, I suffered a season ending injury to my knee, while on an official recruiting trip. I lost all but two scholarship opportunities simultaneously with undergoing a major medical procedure to repair my ACL, MCL, and meniscus. Me as a seventeen-year-old, was prescribed opioids and narcotics; and I didn't know it then, but misusing those prescriptions would change my biochemical makeup and impact my mental health, for the remainder of my life.

Boise State University honored their award of athletic scholarship to me, in 1999. I entered the largest business industry in Western Civilization, being the NCAA, under severe emotional distress, psychological trauma, dependency on pain medication, and with the added pressure to perform- I was suffering in silence, with significant suicidality. This is at seventeen and eighteen years old.

BIANCA D. MCCALL

BIANCA D. MCCALL, LMFT
S.M.E. EPIDEMIOLOGY OF SUICIDAL BEHAVIOR

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EDUCATIONER

RETIRED WOMEN'S BASKETBALL PLAYER

I ended up being released from the Boise State University team, to do what very few athletes were able to do during that time; and I went back to my hometown, played one year at the Santa Rosa Junior College, before being offered a second opportunity for full athletic scholarship, with Washington State University. Still, there was very little information and discussion about mental health in general; let alone, mental health and sports- and so I continued to battle with feelings of anxiety, depression, and thoughts of wanting to end my life.

I experienced a suicide loss; when a teammate died by suicide, leaving a community, sports teams and fans, families, friends, and teammates which felt more like sisters, completely devastated. I carried a ton of guilt from that experience, because I recognized the signs and symptoms of suicide; although I did not have the words or expressions, nor the confidence to intervene. I was left with questions- "Could I have saved her?" and "Why her, and not me?". Risen from that tragedy, I decided in those moments following the suicide loss trauma, that I was going to end the suffering in silence for All.

I moved to the fabulous Las Vegas, Nevada in July of 2005. I quickly fell in love with its transient nature; as I get to meet people from every part of the world, while they find themselves in the desert seeking life-altering experiences. Which makes Las Vegas, the most spiritual place in this part of the world! I also noticed, there was a wonderful opportunity to continue my education and begin my career in mental health, which I would go on to earn my master's degree, in Marriage, Child, and Family Counseling.

In June of 2011, I founded Desert Rose Counseling Group; and via Divine Intervention- I was literally guided by my spirit and curiosity, into the Offices of Suicide Prevention, who was our neighbor in the business park. I volunteered for just about every suicide prevention initiative, the state office proposed. Through that relationship, I learned how to tell my own survivor story. As I have continued with activism and advocacy, education, training, personal and professional experiences; I have become an expert in the epidemiology of suicidal behavior.

The Desert Rose Gives Foundation was established in response to the several global pandemics, social injustices, and civil unrest, having a significant impact on the overall health, and specifically the mental health of our world. The first initiative of Desert Rose Gives, was to sponsor the Reach In Project; which promotes the

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BIANCA D. MCCALL

BIANCA D. MCCALL, LMFT

S.M.F. EPIDEMIOLOGY OF SUICIDAL BEHAVIOR

KEYNOTE SPEAKER

EXECUTIVE DIRECTOR

CLINICAL PSYCHOTHERAPIST

EDUCATIONER

RETIRED WOMEN'S BASKETBALL PLAYER

empowerment of survivors, and recognizing those with lived experiences, as the experts in the space of trauma-recovery and suicide prevention. Reach In is a call to action for communities everywhere; we need to change the trauma-stress and suicide culture, eliminate stigma and shame surrounding mental health, and we need to empower trauma and suicide survivors because WE are the experts in this space.

Desert Rose Gives is a proud partner to other creative projects, such as The UNNI Podcast & Reach In Now University, both connecting survivors, training on a trauma-suicide recovery process called The Eleven Triumphs, and sharing incredible stories of hope and perseverance.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **The Village High School**

2. Full name **Grant Alan Hewitt**

   Home Address [redacted]

   Business Name and Address

   Phone Number

   E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

   Grant Hewitt serves as the Vice President for Foundational Education (K-12) for Stand Together, one of the nation's foremost philanthropic communities. Mr. Hewitt has served as the Chief of Staff for the Nevada State Treasurer, Treasurer's delegate to the Nevada College Savings Board, former board member for the Serving our Kids Foundation and current board member of the yes. every kid. Foundation. In his role with Stand Together he leads the community's philanthropic efforts to transform education in K-12, his day-to-day work puts him at the forefront of some of our nation's most challenging conversations around the future of education. Grant brings to our board a background in direct marketing, grant making and government affairs.

4. ☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☐ Does not apply to me. ☒ Yes

6. Why do you wish to serve on the board of the proposed charter school?

Day in and day out I have the opportunity to work along side some of our nations foremost thinkers when it comes to K-12 design, this is a blessing. Having an opportunity to bring this fulfilling work back to the Vegas Valley working along side innovate leaders here at home just made sense. I was energized during my due diligence process to discover both a mixture of passion and knowledge to rethink how education can be delivered. I believe my government affairs experience, marketing background and history of managing complex financial operations in both the government and non-profit sector will provide value not only to the board but the education ecosystem in Nevada as a whole.

7. What is your understanding of the appropriate role of a public charter school board member?

In my experience every non-profit board works just a little bit differently than another, but at the core is the fiduciary responsibility over the organization. When it comes to this particular board, I hope to bring my marketing background, professional contacts and an attention to student engagement and satisfaction to the board.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently am a board member for the yes. every kid. foundation (501c3), where I serve on the organization executive committee responsible for all financial matters pertaining to the organization. For the past two and half years I have served on the executive committee for the Serving Our Kids Foundation. In both these roles, the financial health of the organizations were my top focus and responsibility. I believe these leadership roles, coupled with my day-to-day work around education make me uniquely positioned to provide an immediate impact on this board.

9. Describe the specific knowledge and experience that you would bring to the board.

Over five years of non-profit or government board experience, over 20 years of direct marketing experience, over ten years of government affairs experience, over five years around education transformation work and a history of managing complex multi-million dollar budgets in both the government and non-profit space.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The Village High School wants to provide every leaner though it's doors with access to a safe space to develop a life long passion for learning. The school is focused on the whole child, not

just academics.

2. What is your understanding of the school's proposed educational program?

   With a focus on the whole student, the school will bring a academic program that is in alignment with Nevada State Academic Standards while allowing for a more individualized approach for the student. The school will also provide an environment where students can discover what their passions and interests are, develop knowledge and skills through those passions and ultimately apply it all towards a life of meaning and purpose.

3. What do you believe to be the characteristics of a successful school?

   Today I believe academic achievement is the base line for a successful school, unfortunately that is the minimum viable product in education these days. Where the rubber meets the road is a schools ability to keep both learners and their families engaged in the educational journey, this has to involve a level of autonomy by the student to chart their own path. Schools that just provide amazing academics in a factory model leave children unprepared for the real world. It is my hope that the Village High School can thread this individualized approach within the confines of the charter model.

4. How will you know that the school is succeeding (or not) in its mission?

   The obvious answer to this question is accountability metrics… but that just isn't good enough, for me I will know if we are successful if our demand out paces our supply. Families can choose superior educational experiences, and I hope that is what we will be providing. So the most important metrics in my mind is student and family engagement and would a family recommend our environment to a family member of friend.

Governance

1. Describe the role that the board will play in the school's operation.

   The board has the responsibility to provide value and support to the educational leaders at the school, while ensuring a healthy financial position for the organization. I expect to play an advisory role when my knowledge and skills are appropriately applied.

2. How will you know if the school is successful at the end of the first year of operation?

   Year one has to be more than about academics or proficiency. For me I want to see growth of our students from where they start to where we end the year. So many learners will come with varying educational backgrounds and journeys. The first year needs to be about getting everyone acclimated to the new environment and on a path to success. I will be watching engagement numbers and customer satisfaction, both of learners and families.

3. How will you know at the end of three years of the school is successful?

   After three years we will have good trend level data around academic growth and progress, we should also have an idea about how our students are being received by post-secondary options. I will be watching those trend lines around academics, but also the trend lines around enrollment and customer satisfaction.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
   We need to empower our educators and administrators to take ownership over their environment and the results they are producing. We need to ensure our customers know they also play a role in the overall success of the institution. I want to be as involved as needed, but ultimately the day-to-day success of the institution will be with it's day to day leaders, as a board we must make them empowered and accountable.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

   Every situation is different, but in general, I would approach fellow board members with my concern, if appropriate the schools legal counsel, and ultimately the state charter authority or attorney general's office depending on the egregiousness of the action.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

   ☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

   ☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the

third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☒ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, Grant Hewitt, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for the Village High School Charter School is true and correct in every respect.

[redacted] 1-5-22

Signature Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, The Village High School,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[redacted] Grant Hewitt

Signature of Certifying Charter School Official Name Printed

Board Member 7/5/2022

Title Date

Subscribed and sworn to before me

[redacted]

Grant Hewitt

[redacted]

[redacted] [redacted]

[redacted]

Summary

Grant Hewitt is an experienced and effective leader with a proven record of managing government departments and is a thought leader in public policy and building national campaigns.

As the Vice President of Foundational Education for Stand Together, he oversees the community's strategy regarding K-12 education. In this role, he works to identify operational efficiency, to ensure vision alignment, and to develop strategies that allow for the greatest opportunity for mutual benefit amongst community members.

Prior to joining Stand Together, he served as the Vice President of Government Affairs for yes. every kid. And oversaw the organization's lobbying capability. In this role, he was responsible for sourcing grant opportunities, identifying new reform coalition members, exploring and developing policy positions, and evaluating the legislative climate for transformational educational changes.

Prior to joining the Stand Together Community, Grant was the Chief of Staff of the Nevada Treasurer's Office. Grant oversaw the office staff, budget and legislative priorities. He was instrumental in updating the State's investment program to increase returns, managed the brand update and first mass-market advertising campaign promoting a culture of saving for college in Nevada, and accelerated the timeline for unclaimed property claims.

When the Nevada Legislature thrust the newly created Education Savings Accounts program into the purview of the Nevada Treasurer, Grant stepped up to develop the initial regulations, program structure, and processes, all while advocating for Nevada families trying to utilize the program. After representing the Treasurer's Office through the landmark court ruling establishing the constitutionality of the Nevada ESA program, Grant has become a thought leader on the creation, development, and implementation of ESA programs.

Grant was born in Dallas, Texas and grew up in Kalispell, Montana. He holds a B.S. in Political Science from Texas Christian University and is a rabid TCU football fan.

Grant currently lives in Las Vegas, Nevada with his wife, Dawn, their dogs, Koda, Maverick, Addy and his cat, Buddy.

Experience

Vice President of Foundational Education

Stand Together

May 2021 - Present (1 year 2 months +)

Oversee the philanthropic community's strategy regarding K-12 education. Ensure operational excellence by identifying efficiencies, ensure vision alignment, and develop strategies that allow for the greatest opportunity for mutual benefit amongst community members.

Director of Foundational Education

Stand Together

Dec 2020 - May 2021 (6 months)
Ensure accountability measures are in place for member business to maintain alignment to organizational priorities and vision. Develop and implement knowledge processes that allow for compliant sharing of information between organizations. Assist with strategic development and vision development processes as needed.

Vice President Government Affairs
yes. every kid.
Sep 2020 - May 2021 (9 months)
Oversee the organization's federal and state direct lobbying capability, managing four direct reports and multiple lobbying contracts.

Responsible for sourcing grant opportunities, identifying new reform coalition members, exploring and developing policy positions, and evaluating the legislative climate for transformational educational changes.

Regional Director
yes. every kid.
Jul 2019 - Sep 2020 (1 year 3 months)

Chief of Staff
Office of the Nevada State Treasurer
Jan 2015 - Feb 2019 (4 years 2 months)
As Chief of Staff, Grant serves as the office's liaison with other government officials and dignitaries, oversees all internal and external communication, as well as the coordination of special projects, and supervises the office's personnel.

- Manage daily activates of over forty personnel, across six divisions, with a focus on ensuring maximum efficiency and output in a team environment.
- Analyze divisional data from reports and inquiries to identify trend recurring areas and delegate actions to improve performance.
- Adapt to changing environments while effectively communicating and interacting with individuals at all levels and skill sets.
- Implemented Nevada's unfunded Education Savings Account program, including but not limited to, regulation development, software design and public outreach.
- Serve as primary liaison with outside stakeholders, including vendors, governmental agencies and nonprofits.
- Design and oversee multi-million dollar budget in accordance with state accounting standards, and processes.
- Provide legislative testimony on a variety of topics that affect the office.

President
Red Point Strategies, Inc
Apr 2009 - Jan 2015 (5 years 10 months)
- Built a successful boutique public affairs firm located in Las Vegas, NV currently serving the Western United States.

- Supported clients with message development, strategic campaign planning, campaign management, database services, crisis communications, general consulting services, and voter contact services.
- Provided strategic consulting services to various political parties, candidates, 501c4 and 501c3 organizations along with small businesses.

Transition/District Director

U.S. House of Representatives

Jan 2011 - May 2011 (5 months)

•Developed and executed the overall transition strategy from campaign to official Congressional office, both at the district and Washington offices.
•Oversaw the hiring of staff in the district and Washington offices.
•Served as the Congressman-Elect's official aide during New Member Orientation, as well as point of contact on all transition matters until taking office on January, 3rd 2010.
•Developed overall district outreach and casework strategy model.
•Created and implemented systems aimed to increasing internal communications, between remote offices.
•Served as the member's senior representative at public events and meetings in the district while the member was away in Washington.

Campaign Manager

Friends of Joe Heck

Jun 2009 - Jan 2011 (1 year 8 months)

• Led campaign to a victory over an incumbent Democrat, despite Harry Reid winning the district.
• Led the campaign to a victory in a four way Republican primary by 52 points
• Designed and implemented an aggressive campaign plan for the largest Congressional District in the nation.
• Developed and managed relationships with media, mail and polling vendors.
• Advised candidate of political environment throughout the vastly diverse district.
• Developed, maintained and utilized relationships formed on the campaign with various coalition leaders.
• Managed and maintained Candidate expectations of various political actions.
• Developed and oversaw campaign budget and fundraising plan.
• Hired, developed and managed all campaign staff.
• Oversaw aggressive "Victory" program with the Nevada Republican Party.

Campaign Manager

Tinsley for Congress

Jan 2008 - Nov 2008 (11 months)

•Led campaign to a victory in a five way Republican primary by 11 points while being out spent by our opponents.
•Designed comprehensive campaign plan for the eighth largest US Congressional District.
•Advised candidate of political environment throughout the vastly diverse district.
•Developed and maintained relationships with formal and informal power brokers.
•Worked to incorporate candidate specific ideas into the overall political plan.
•Developed and oversaw campaign budget and fundraising plan of more than two million dollars.
•Hired and managed seven direct reports.

•Established relationships with multiple political consulting firms.

Director of Government Affairs and Community Relations

Black Gaming

Nov 2006 - Oct 2007 (1 year)

•Designed Government Affairs Department comprised of four direct reports, developed and maintained annual budget, managed "community relations task force" comprised of members from across the management team.

•Designed the corporate public relations plan, as part of an overall internal marketing and communication strategy that assisted in the company reduction of internal turnover to record lows and helped the company achieve its third most profitable year in its history.

•Facilitated a more productive communication environment between senior management and front line employees through the creation and management of our "daily operating brief," a bi-monthly company newspaper "Window," enforcement of department level pre-shift meetings, and the execution of employee satisfaction research. All of which assisted with three straight quarters of turnover reduction as well as increased customer satisfaction levels.

Deputy Campaign Manager

Gibbons for Governor

2006 - 2006 (1 year)

- Designed statewide Political Plan
- Designed and Managed Statewide Direct Mail Campaign
- Developed Relationship with Elected Government Officials
- Established Relationships with multiple consulting firms
- Advised Campaign on Targeting Strategy
- Monitored Statewide Voter Turnout

Rural Virginia, Sportsmen, and Small Business Coalition Director

Virginians for Jerry Kilgore

Feb 2005 - Nov 2005 (10 months)

- Determined realistic value of each coalition
- Designed and maintained rural outreach program
- Designed and implemented "Sportsmen for Kilgore" plan
- Developed relationships with local Chamber of Commences
- Developed "Farmers for Kilgore"
- Designed and Implemented modern College Republican Political Model
- Established working relationship with National Rifle Association
- Conducted list acquisition program
- Established relationship with National Wild Turkey State Federation

Field Director/ Students for Bush Director

Bush-Cheney '04

Jan 2004 - Nov 2004 (11 months)

- Developed strong Republican Organizations in 25 Northern West Virginia counties
- Delivered Bush victories in 22/25 traditionally Democratic counties
- Planned and supervised activities of Bush volunteers in 25 counties

- Located, leased and managed Morgantown, WV field office
- Resolved internal GOP county disputes
- Developed phone bank strategies
- Organized and executed door to door activities
- Developed Students For Bush Programs on 13 college campuses

Eisenhower Intern - Political
Republican National Committee
2002 - 2002 (1 year)

Education

Texas Christian University
Bachelor of Science (B.S.), Political Science and Government
2000 - 2004

Licenses & Certifications

Top 10 Social Media Management Tools - LinkedIn

Building Accountability Into Your Culture - LinkedIn

ASU+GSV Summit 2022 Attendee - ASU+GSV Summit
49369866

Skills

Governmental Affairs • Public Relations • Public Policy • Crisis Communications • Political Campaigns • Politics • Government • Political Communication • Speech Writing • Policy Analysis

BYLAWS OF The Village High School

ARTICLE I INTRODUCTION: LEGAL STATUS

Section 1. The name of the charter school is The Village High School (hereinafter referred to as the "School"). The School is located in North Las Vegas, Nevada (location to be determined).

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the **State Public Charter School Authority (hereinafter referred to as the "Authority").** The Governing Board of the School is an independent body under the authorization of the Board of Trustees of the Authority. The Board of Directors plans and directs all aspects of the school's operations.

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386.

ARTICLE II PURPOSE AND MISSION

Section 1. Purpose and Mission. The purpose of the School is to provide high quality education to children from ninth (9) to twelfth (12) grade and shall be operated exclusively for educational objectives and purposes. The School, in partnership with its parents and community strive to instill in its students high standards for academic achievement, leadership, integrity, responsibility and citizenship. The charter School will create leaders one project at a time.

Section 2. Non-Discrimination. The School shall not discriminate on the basis of race, national origin, sex, gender or gender identity, sexual orientation, religion, age, and disability, status as a Vietnam- era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, national origin, sex, gender or gender identity, sexual orientation, religion, age, and disability, status as a Vietnam- era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

ARTICLE III GOVERNING BODY

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board of Directors, herein referred to as the "Board". The Board shall govern the School, maintain overall control of the School and be responsible for the operation of the School. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
c) To develop an annual School schedule of events and activities;
d) To establish and approve all major educational and operational policies to the extent deemed necessary by the board;
e) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
f) To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
h) To submit a final budget to the Nevada Department of Education pursuant to statute and regulation;
i) To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
j) To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, which inspection and audit shall show in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
k) ensure ongoing evaluation of the School and provide public accountability.
l) To uphold and enforce all laws related to charter school operations;
m) To improve and further develop the School;
n) To strive for a diverse student population, reflective of the community;
o) To ensure adequate funding for operation;
p) To solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
q) To critically evaluate the performance of any contractor for the School and select another contractor if the contractor is not performing his or her duties or services in a satisfactory manner;
r) To carry out such other duties as required or described in the School's Charter; and

s) The board may decide to recognize a single Parent Teacher Organization for the School, subject to any rules, requirements and/or restrictions the Board may impose on such organization.

Section 2. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(4) or NRS 386.527(6) shall consist of the Directors of the Committee to Form the School. Former Committee Directors prohibited from Directorship on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board Directors shall fill all vacancies created by resignations or these Bylaws at the first meeting. At the first meeting upon formation of the Board, the Board of Directors shall elect officers. Those officers shall remain on the Board for four years. The other three members shall remain on the Board for three years.

Section 3. Qualifications; Election; Tenure. The Board shall be composed of a minimum of seven (7) and a maximum of nine (9) Directors and shall be subject to the following requirements, restrictions, and prohibitions:

(a) The Board shall adhere to the statutory requirements of NRS 386.549, which requires that the governing body of the school consist of (each category must be filled by a separate person):

1. One person who is licensed pursuant to chapter 391 or a person who previously held such a license and is retired (a Nevada Licensed Teacher);
2. One person licensed pursuant to chapter 391 or is a person who previously held such a license and is retires; or a person who is a school administrator with an out of state license or a person who previously held such a license and is retired;
3. One person who is a parent or legal guardian of a pupil enrolled in the School who is not a teacher or an administrator at the School;
4. Two person who possesses knowledge and experience in one or more of the following areas: accounting, financial services, law or human resources; and
5. Two "at large" positions, that may, but not necessarily qualify pursuant to sections (1)-(4) above.

(b) Pursuant to NRS 386.549 (b), the Board may consist of, without limitation, parents and representatives of nonprofit organizations and businesses. Not more than two persons who serve on the Board may represent the same organizations or business or otherwise represent the interest of the same organizations or business. A majority of the Directors of the Board must reside in this State. If the Directorship of the Board changes, the governing body shall provide written notice to the sponsor of the charter school within ten working days after such change, or at such other times and intervals as required.

(c) Following the first board meeting, the three positions requiring special qualifications as provided in Section 3, subsection (a)(1-4) above, shall be appointed by the currently comprised board. Any person nominated in this manner, must sign and agree to abide by the Affidavit acknowledging the rights, duties, and responsibilities of charter school board members, prior to serving on the Board. The board will accept nominations and resumes for the two "at large" positions and appoint new directors based on those resumes.

(d) Nominations: In the event that less people submit resumes, the Board shall nominate applicants. The Board shall attempt to nominate a sufficient number of people so that twice the number of resumes are available for review than are open seats.

(e) Teacher positions shall be appointed by the Board of Directors at the annual meeting. The Board of Directors shall consider public comment on the nominated teachers prior to the election of the Teacher positions.

(f) A majority of Board Directors shall be residents of Clark County, which is the county in which the school is located.

(g) All Board Directors shall be devoted to purpose and mission of the School and shall represent the interests of the community.

(h) The Board Directors shall serve two (2) year terms. Terms shall be staggered so that no more than four members of the Board shall be up for election/appointment in any one year, unless a vacancy(ies) needs to be filled. Elected officers of the first Board, shall remain on the board for four years, the other three positions shall remain on the Board for three years.

(i) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Board Director and provide the sponsor and the Department of Education with the new Director's resumes and affidavits as required pursuant to NRS 386.549(1) and any other applicable statutory or regulatory provision.

(j) Board Directors shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.

Section 4. Annual Meeting. The annual meeting of the Board shall be held in May of each year, or such other month as the Board may determine. The annual meeting shall take the place of the regularly scheduled meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each Director of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice and conduct of the annual meeting shall comply with the Nevada Open Meeting Law. The annual meeting shall be for the purpose of appointing new Board Directors and for the transaction of such business as may come before the Board.

Section 5. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a quarter and shall be held in Churchill County. Special meetings of the Board may be called at any time by the President or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice and conduct of the annual meeting shall comply with the Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each Director of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School.

Section 6. Agenda. An agenda must be produced for each board meeting except as otherwise permitted under the Nevada Open Meeting Law and these Bylaws. The agenda shall be prepared in accordance with NRS 241.020(2). In addition to previously requested agenda items, any Board Director may provide additional agenda items for the following meeting by providing the requested agenda item, via email, fax, or regular mail to the School's supervising employee or administrator noting its appropriate place on the normal agenda format, and describing a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board

Section 8. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors present at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death, resignation, or removal shall be appointed for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly appointed and qualified.

Section 9. Committees. The Board may designate from among its Directors, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one (1) Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these

Bylaws. Committee reports shall be provided in written format and unless the relevant committee or the Board request a recommendation for decision or substantial discussion the committee shall be given no more than 10 minutes on the agenda. The Board shall not be permitted to delegate the powers to contract, financial or budget making authority. Any delegated activity or decision-making authority may be unilaterally revoked at any time. All committee meeting shall be conducted in accordance with Nevada Open Meeting Law.

Section 10. Removal. Any Director of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the Director at issue whenever in their judgment such removal would serve the best interests of School.

Section 11. Resignation. A resignation by a Board Director shall be effective upon receipt by the President of a written communication of such resignation.

Section 12. Participation by Telephone. To the extent permitted by law, any Director of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 13. Proxy Voting. Proxy voting is not permitted.

Section 14. Compensation. No Director of the Board shall receive any compensation for serving in such office; provided that, the School may reimburse any Director of the Board for reasonable expenses incurred in connection with authorized service on the Board.

Section 15. Closed Sessions. Any Board Director may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality in accordance with the Nevada Open Meeting Law. All persons except Board Directors may be excluded from such Closed Sessions at the discretion of the President. No action may be taken in a Closed Session.

Section 16. Orientation/Training. Orientation and training will be optional**.**

Section 17. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board Director is unable to attend a Board meeting, the Board Director shall contact the President, Administrator, or designated supervising employee prior to the meeting.

Section 18. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment in accordance with the Nevada Open Meeting Law. After the speaker identifies his or her name, address and affiliations, public comment may be limited to the extent permitted by law.

Section 19. Contracts. The Board may authorize any officer or officers, agent or agents, employee, or employees to enter into any contract or other instrument on behalf of the school, and such authority may be general or confined to specific instances. Except as herein provided or as authorized by the board, no officer, agent, or employee shall have any power or authority to bind

the school by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.

ARTICLE IV OFFICERS

Section 1. Number. The officers of the School shall include a President, Vice- President, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board of Directors, at its first meeting after July 1st of every year shall elect and appoint all officers of the School to serve for terms of one (1) year and until their successors have been duly elected and qualified. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office. Any two offices may be held by one person.

The Board of Directors may from time to time, by resolution, appoint such additional Vice-Presidents, and additional Assistant Secretaries and Assistant Treasurers of the School as it may deem advisable; 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, agents, and factors of the school shall be chosen and appointed in such manner, and shall hold their office for such terms as the board of directors may by resolution prescribe.

Section 3. Suspension and Removal. Any officer of the School 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 4. Powers and Duties of the President. The President of the Board shall preside at all meetings of the Board. The President of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The President of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Powers and Duties of the Vice-President(s). The Vice-President(s) of the School shall generally assist the President, and shall perform such duties as may be assigned to him/her by the Board of Directors. In the event of the death, resignation, absence, or inability to act of the President, he/she shall assume and discharge pro tempore the powers and duties of the President of the School.

Section 6. Powers and Duties of the Secretary. The Secretary shall be secretary of the Board of Directors. S/He shall keep the minutes of all meetings of the Board of Directors, shall have charge of the books and records, and shall serve all notices to the Directors. In general, s/he shall perform all duties incident to his/her office.

Section 7. Powers and Duties of the Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct

accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board Director. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Returns and Statements. It shall be the duty of each officer of the School to make and file any and all returns, reports, lists, or statements required by law to be made and filed by him/her, and to make full report to the Board of Directors respecting the affairs of the School in his/her charge whenever he/she may be requested to do so.

Section 9. 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/her from receiving a salary or from voting upon the resolution providing the same.

ARTICLE V MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of the School shall be July 1 to June 30.

Section 2. Disposition of Monies Received. All checks and drafts of funds of the School shall be deposited from time to time to the credit of the School in such banks, trust companies, or to other depositaries as the Board of Directors may from time to time designate. All checks shall be drawn out of the regular check books of the School and upon the stub of each such check; the purpose and amount for which the same is drawn shall be specified. All checks, notes, drafts, bills of exchange, acceptances, or other orders for payment of money or other evidences of the indebtedness of the School shall be signed as shall from time to time be designated by resolution of the Board of Directors.

Section 3. Non-Liability of Board Members. The Board of Directors shall not be personally liable for the public charter school's debts, liabilities or other obligations.

Section 4. Indemnification of School Agents and Board Members. The School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by NRS 41.032 and 41.0337 of Nevada law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, was a Director, Officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees, provided that the Board has determined that the person has acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School.

Section 5. Insurance for School Agents. The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any Board Director, officer, employee or other agent of the public charter school, against any liability other than for violating provisions of law relating to self-dealing asserted against or incurred by the agent in such capacity

or arising out of the agent's status as such, whether or not the public charter school would have the power to indemnify the agent against such liability or as otherwise approved by a majority of the Board of Directors, acting in accordance with Nevada law.

Section 6. Notice. Whenever, under the provisions of these Bylaws, notice is required to be given to any Director, it shall not be construed to be limited to personal notice, but such notice may be given in writing by depositing the same in a Post Office or letter box in a postpaid, sealed wrapper, addressed to such Director at the latter's last known address, and the time when the same shall be thus mailed shall be deemed to be the time of the giving of such notice.

Section 7. Books and Records. The Bylaws and such other books and records of the School as are required by law or as may from time-to-time be prescribed by The Board of Directors, shall be kept at the principle office of the School for inspection by all who are authorized or have the right to inspect the same. All other books and records of the school shall be kept at such places as may be prescribed from time-to-time by the Board of Directors.

Section 8. Singular and Plural, Etc. It is understood that any and all references to the plural shall include the singular and any references to the masculine shall include the feminine and vice versa, as indicated by the context and number of parties involved.

Section 9. Faxed and Electronic Signatures. A faxed or electronic signature of any Director shall have the same force and effect as an original signature.

Section 10. Amendments to Bylaws. The Board of Directors shall have power to make, amend, or repeal the Bylaws of the School at any meeting or at a special meeting called for the purpose. A 2/3 vote is required to amend, alter, or repeal the Bylaws.

Section 11. Unenforceable or Illegal Provisions. In the event any provision contained in these Bylaws are found to be illegal or unenforceable, that provision shall be stricken and all other provision contained herein shall remain in full force and effect.

In Witness Whereof, we, being all the Directors of the Board of Directors of The Village High School, have hereunto set our hands this_____day of_, 202_.

_____	_____
Director	Director
_____	_____
Director	Director
_____	_____
Director	Director
_____	_____
Director	Director
_____	
Director	

The Village High School

Conflict of Interest Policy

For Directors, Board Officers, and

Members of a Committee or Subcommittee with Board Delegated Powers

ARTICLE I: PURPOSE; NEVADA ETHICAL CODE

1. The purpose of this Board conflict of interest policy (this "*Policy*") is to protect The Village High School ("TVHS")'s integrity, interests, and reputation when it is contemplating entering into a transaction or arrangement that might benefit the private interests of a director, board officer, or board committee (or subcommittee) member of TVHS (any such person, a "*TVHS Governor*").

2. This policy is intended to supplement, but not replace, any applicable state and federal laws and regulations governing conflicts of interest applicable to charter schools, as well as TVHS's Charter Agreement and Rules of Governance, as they may be amended from time to time. (In the event of an unavoidable conflict, those laws, regulations, and documents trump this Policy.)

3. Among other things, the applicable laws include the Nevada Code of Ethical Standards (the "*Nevada Ethical Code*"), codified at NRS 281A.400 *et seq.*, a copy of which (in effect as of the start of the 2022-2023 school year) is attached as **Exhibit A** to this Policy, and which applies to each TVHS Governor (as a "*Public Officer*") pursuant to NAC 386.345(7).

ARTICLE II: DEFINITIONS

1. Interested TVHS Governor.

Any TVHS Governor who has a direct or indirect financial interest, as defined below, is an "*Interested TVHS Governor*."

2. Financial interest.

A person has a relevant "*financial interest*" if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest in any entity with which TVHS has a transaction or arrangement,
b. A compensation arrangement with any entity or individual with which TVHS has a transaction or arrangement,
c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which TVHS is negotiating (or is reasonably likely to negotiate in the next six months) a transaction or arrangement; or
d. One of other types of interests listed in NRS 281A.420(1)(a) through (d) of the Nevada Ethical Code.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the TVHS Governor or Board decides that a conflict of interest exists, in accordance with this Policy.

3. Independent Director.

A director shall be considered "*independent*" for the purposes of this Policy if he or she is not an Interested TVHS Governor.

ARTICLE III: POLICY MATTERS

1. General Prohibitions.

a. Every TVHS Governor shall comply in all material respects with the provisions of NRS 281A.400 of the Nevada Ethical Code, which (paraphrasing, and without amending that statute, nor exhaustively summarizing it) generally prohibits the TVHS Governors from:
b. accepting gifts which will improperly influence decision making, or using his or her position to gain unjustified privileges or benefits;
c. participating in negotiations with an entity in which the TVHS Governor has a significant pecuniary interest;
d. receiving compensation from a private source for the TVHS Governor's public duties;
e. using confidentially-obtained information for his or her own pecuniary gain, or suppressing official information to prevent a loss in his or her own pecuniary interests; and
f. using TVHS time, property, equipment, or facilities for his or her own pecuniary gain.

2. Duty to Disclose.

f. In connection with any actual or possible conflict of interest, an Interested TVHS Governor must timely disclose the existence of the financial interest and be given a reasonable opportunity to disclose all of the material facts to the Board, in accordance with the full paragraph in NRS 281A.420(1) of the Nevada Ethical Code (but subject to the disclosure exceptions in NRS 281A.420(1) of that Code).

g. For Open Meeting Law purposes, a conflict-of-interest discussion is deemed to be a part of any agenda item in which an actual or potential conflict of interest is raised, even if the conflict-of-interest is not expressly stated in the agenda item and is only raised at the meeting.

3. Recusal (a/k/a abstention) by Oneself.

h. A director shall recuse himself or herself at any time from involvement in any decision or advocacy (but not necessarily the discussion, generally) in which the director believes he or she has or may have a conflict of interest, when recusal is required by NRS 281A.420(3) and (4)(a) of the Nevada Ethical Code. Generally, the test in those statutes is whether the

"independence of judgment of a reasonable person in the public officer's situation would be materially affected" by the financial interest. That is an objective test, based on what a reasonable person would do.

Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through any process for the other TVHS Governors determining whether a conflict of interest exists, but shall first consider the policy statement set forth in NRS281A.420(4)(b) of the Nevada Ethical Code, which discourages abstention except in "clear cases."

i. Upon recusal, the necessary quorum to act upon the matter, and the number of votes necessary to act upon the matter, as fixed by any statute, ordinance or rule, is reduced as though the member abstaining were not a member of the Board, Committee, or Subcommittee. In the event of a tie vote among the remaining TVHS Governors, no approval or denial shall be deemed given (meaning it is as if the Board did not vote).

4. Recusal by the Remaining TVHS Governors.

If, after disclosure of the financial interest and all material facts pursuant to Section III(1), and after any discussion with the Interested TVHS Governor, the Interested TVHS Governor has not recused himself or herself, and an Independent TVHS Governor (on the Board, Committee, or Subcommittee, as the case may be) has reasonable concerns about that decision, then:

- the Interested TVHS Governor shall leave the Board meeting; and
- the remaining Independent TVHS Governors shall discuss, decide if a conflict of interest exists, and vote upon recusal.

5. Eligibility for Contracts.

Neither TVHS nor any TVHS Governor (nor any entity controlled by a TVHS Governor) shall bid upon, negotiate, or enter into any contract or similar arrangement except in material accordance with NRS 281A.430 of the Nevada Ethical Code, describing in detail under which conditions such contracts or arrangements may and may not be bid upon, negotiated, and entered into.

6. Additional Matters.

The Board President, if appropriate, appoint an Independent TVHS Governor or committee to investigate alternatives to a proposed transaction or arrangement. If the Interested TVHS Governor is the Board President, then a majority of the Governance Committee may take these actions.

7. Violations of the Conflicts of Interest Policy.

j. If the Board has reasonable cause to believe a TVHS Governor has failed to disclose actual or possible conflicts of interest, it shall inform the TVHS Governor of the basis for such belief and afford the TVHS Governor an opportunity to explain the alleged failure to disclose.

k. If, after hearing the TVHS Governor's response and after making further investigation as warranted by the circumstances, the Board determines that the TVHS Governor has failed to disclose an actual or possible conflict of interest (with a vote of a simple majority of Independent TVHS Governors, excluding the board member in question), it shall take appropriate disciplinary and corrective action.

8. <u>Amendments to this Policy</u>.

A majority of the Board as a whole may approve or disapprove of amendments and modifications to this Policy from time to time. Upon any modification being approved, the school shall submit the same to the State Public Charter Schools Authority ("SPCSA") within five (5) days.

ARTICLE IV: RECORDS OF PROCEEDINGS

The minutes of the Board, committee, and subcommittee shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Interested TVHS Governor or Board's decision as to whether recusal was required.
2. The names of the persons who were present for discussions and votes relating to the relevant transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V: ANNUAL STATEMENTS

1. Each TVHS Governor shall annually sign a statement which affirms that such person:

   a. Has received a copy of this Policy,
   b. Has read and understands this Policy, and
   c. Has agreed to comply with this Policy.

2. If at any time during the year, the information in the annual statement changes materially, the Interested TVHS Governor shall immediately disclose such changes and revise the annual disclosure form.

3. The Governance Committee shall regularly and consistently monitor and enforce compliance with this Policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Exhibit A

Nevada Code of Ethical Standards for Public Officers (NRS 281A.400 *et seq.*)

NRS 281A.400 General requirements; exceptions. A code of ethical standards is hereby established to govern the conduct of public officers and employees:

1. A public officer or employee shall not seek or accept any gift, service, favor, employment, engagement, emolument or economic opportunity, for the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity, which would tend improperly to influence a reasonable person in the public officer's or employee's position to depart from the faithful and impartial discharge of the public officer's or employee's public duties.

2. A public officer or employee shall not use the public officer's or employee's position in government to secure or grant unwarranted privileges, preferences, exemptions or advantages for the public officer or employee, any business entity in which the public officer or employee has a significant pecuniary interest or any person to whom the public officer or employee has a commitment in a private capacity. As used in this subsection, "unwarranted" means without justification or adequate reason.

3. A public officer or employee shall not participate as an agent of government in the negotiation or execution of a contract between the government and the public officer or employee, any business entity in which the public officer or employee has a significant pecuniary interest or any person to whom the public officer or employee has a commitment in a private capacity.

4. A public officer or employee shall not accept any salary, retainer, augmentation, expense allowance or other compensation from any private source, for the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity, for the performance of the public officer's or employee's duties as a public officer or employee.

5. If a public officer or employee acquires, through the public officer's or employee's public duties or relationships, any information which by law or practice is not at the time available to people generally, the public officer or employee shall not use the information to further a significant pecuniary interest of the public officer or employee or any other person or business entity.

6. A public officer or employee shall not suppress any governmental report or other official document because it might tend to affect unfavorably a significant pecuniary interest of the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity.

7. Except for State Legislators who are subject to the restrictions set forth in subsection 8, a public officer or employee shall not use governmental time, property, equipment or other

facility to benefit a significant personal or pecuniary interest of the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity. This subsection does not prohibit:

a) A limited use of governmental property, equipment or other facility for personal purposes if:

    1. The public officer or employee who is responsible for and has authority to authorize the use of such property, equipment or other facility has established a policy allowing the use or the use is necessary as a result of emergency circumstances;

    2. The use does not interfere with the performance of the public officer's or employee's public duties;

    3. The cost or value related to the use is nominal; and

    4. The use does not create the appearance of impropriety;

b) The use of mailing lists, computer data or other information lawfully obtained from a governmental agency which is available to members of the general public for nongovernmental purposes; or
c) The use of telephones or other means of communication if there is not a special charge for that use.

    If a governmental agency incurs a cost as a result of a use that is authorized pursuant to this subsection or would ordinarily charge a member of the general public for the use, the public officer or employee shall promptly reimburse the cost or pay the charge to the governmental agency.

8. [Intentionally omitted]
9. A public officer or employee shall not attempt to benefit a significant personal or pecuniary interest of the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity through the influence of a subordinate.
10. A public officer or employee shall not seek other employment or contracts for the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity through the use of the public officer's or employee's official position.

NRS 281A.410 Limitations on representing or counseling private persons before public agencies; request for relief from strict application of certain provisions. In addition to the requirements of the code of ethical standards and the other provisions of this chapter:

1. If a public officer or employee serves in a state agency of the Executive Department or an agency of any county, city or other political subdivision, the public officer or employee:

a) Shall not accept compensation from any private person to represent or counsel the private person on any issue pending before the agency in which that public officer or employee serves, if the agency makes decisions; and
b) If the public officer or employee leaves the service of the agency, shall not, for 1 year after leaving the service of the agency, represent or counsel for compensation a private person upon any issue which was under consideration by the agency during the public officer's or employee's service. As used in this paragraph, "issue" includes a case, proceeding, application, contract or determination, but does not include the proposal or consideration of legislative measures or administrative regulations

2. Except as otherwise provided in subsection 3, a State Legislator or a member of a local legislative body, or a public officer or employee whose public service requires less than half of his or her time, may represent or counsel a private person before an agency in which he or she does not serve.

3. A member of a local legislative body shall not represent or counsel a private person for compensation before another local agency if the territorial jurisdiction of the other local agency includes any part of the county in which the member serves. The Commission may relieve the member from the strict application of the provisions of this subsection if:

    a) The member files a request for an advisory opinion from the Commission pursuant to NRS 281A.675; and
    b) The Commission determines that such relief is not contrary to:
        i. The best interests of the public;
        ii. The continued ethical integrity of each local agency affected by the matter; and
        iii. The provisions of this chapter.

4. For the purposes of subsection 3, the request for an advisory opinion, the advisory opinion and all meetings, hearings and proceedings of the Commission in such a matter are governed by the provisions of NRS 281A.670 to 281A.690, inclusive.

5. Unless permitted by this section, a public officer or employee shall not represent or counsel a private person for compensation before any state agency of the Executive or Legislative Department.

NRS 281A.420 Requirements regarding disclosure of conflicts of interest and abstention from voting because of certain types of conflicts; effect of abstention on quorum and voting requirements; exceptions.

1. Except as otherwise provided in this section, a public officer or employee shall not approve, disapprove, vote, abstain from voting or otherwise act upon a matter:

a) Regarding which the public officer or employee has accepted a gift or loan;
b) In which the public officer or employee has a significant pecuniary interest;

c) Which would reasonably be affected by the public officer's or employee's commitment in a private capacity to the interests of another person; or
d) Which would reasonably be related to the nature of any representation or counseling that the public officer or employee provided to a private person for compensation before another agency within the immediately preceding year, provided such representation or counseling is permitted by NRS 281A.410, without disclosing information concerning the gift or loan, the significant pecuniary interest, the commitment in a private capacity to the interests of the other person or the nature of the representation or counseling of the private person that is sufficient to inform the public of the potential effect of the action or abstention upon the person who provided the gift or loan, upon the public officer's or employee's significant pecuniary interest, upon the person to whom the public officer or employee has a commitment in a private capacity or upon the private person who was represented or counseled by the public officer or employee. Such a disclosure must be made at the time the matter is considered. If the public officer or employee is a member of a body which makes decisions, the public officer or employee shall make the disclosure in public to the chair and other members of the body. If the public officer or employee is not a member of such a body and holds an appointive office, the public officer or employee shall make the disclosure to the supervisory head of the public officer's or employee's organization or, if the public officer holds an elective office, to the general public in the area from which the public officer is elected.

2. The provisions of subsection 1 do not require a public officer to disclose:

a) Any campaign contributions that the public officer reported in a timely manner pursuant to NRS 294A.120 or 294A.125; or
b) Any contributions to a legal defense fund that the public officer reported in a timely manner pursuant to NRS 294A.286.

3. Except as otherwise provided in this section, in addition to the requirements of subsection 1, a public officer shall not vote upon or advocate the passage or failure of, but may otherwise participate in the consideration of, a matter with respect to which the independence of judgment of a reasonable person in the public officer's situation would be materially affected by:

a) The public officer's acceptance of a gift or loan;
b) The public officer's significant pecuniary interest; or
c) The public officer's commitment in a private capacity to the interests of another person.

4. In interpreting and applying the provisions of subsection 3:

a) It must be presumed that the independence of judgment of a reasonable person in the public officer's situation would not be materially affected by the public officer's acceptance of a gift or loan, significant pecuniary interest or commitment in a private capacity to the interests of another person where the resulting benefit or detriment accruing to the public officer, or if the public officer has a commitment in a private capacity to the interests of

another person, accruing to the other person, is not greater than that accruing to any other member of any general business, profession, occupation or group that is affected by the matter. The presumption set forth in this paragraph does not affect the applicability of the requirements set forth in subsection 1 relating to the duty of the public officer to make a proper disclosure at the time the matter is considered and in the manner required by subsection 1.

b) The Commission must give appropriate weight and proper deference to the public policy of this State which favors the right of a public officer to perform the duties for which the public officer was elected or appointed and to vote or otherwise act upon a matter, provided the public officer makes a proper disclosure at the time the matter is considered and in the manner required by subsection 1. Because abstention by a public officer disrupts the normal course of representative government and deprives the public and the public officer's constituents of a voice in governmental affairs, the provisions of this section are intended to require abstention only in clear cases where the independence of judgment of a reasonable person in the public officer's situation would be materially affected by the public officer's acceptance of a gift or loan, significant pecuniary interest or commitment in a private capacity to the interests of another person.

5. Except as otherwise provided in NRS 241.0355, if a public officer declares to the body or committee in which the vote is to be taken that the public officer will abstain from voting because of the requirements of this section, the necessary quorum to act upon and the number of votes necessary to act upon the matter, as fixed by any statute, ordinance or rule, is reduced as though the member abstaining were not a member of the body or committee.

6. [Intentionally omitted]

7. [Intentionally omitted]

8. [Intentionally omitted]

NRS 281A.430 Contracts in which public officer or employee has interest prohibited; exceptions; request for relief from strict application of certain provisions.

1. Except as otherwise provided in this section and NRS 218A.970 and 332.800, a public officer or employee shall not bid on or enter into a contract between an agency and any business entity in which the public officer or employee has a significant pecuniary interest.

2. A member of any board, commission or similar body who is engaged in the profession, occupation or business regulated by such board, commission or body may, in the ordinary course of his or her business, bid on or enter into a contract with an agency, except the board, commission or body on which he or she is a member, if the member has not taken part in developing the contract plans or specifications and the member will not be personally involved in opening, considering or accepting offers.

3. [Intentionally omitted]

4. Except as otherwise provided in subsection 2, 3 or 5, a public officer or employee may bid on or enter into a contract with an agency if:

a) The contracting process is controlled by the rules of open competitive bidding or the rules of open competitive bidding are not employed as a result of the applicability of NRS 332.112 or 332.148;
b) The sources of supply are limited;
c) The public officer or employee has not taken part in developing the contract plans or specifications; and
d) The public officer or employee will not be personally involved in opening, considering or accepting offers.
e) If a public officer who is authorized to bid on or enter into a contract with an agency pursuant to this subsection is a member of the governing body of the agency, the public officer, pursuant to the requirements of NRS 281A.420, shall disclose the public officer's interest in the contract and shall not vote on or advocate the approval of the contract.

5. A member of a local legislative body shall not, either individually or through any business entity in which the member has a significant pecuniary interest, sell goods or services to the local agency governed by his or her local legislative body unless:

a) The member, or the business entity in which the member has a significant pecuniary interest, offers the sole source of supply of the goods or services within the territorial jurisdiction of the local agency governed by his or her local legislative body;
b) The local legislative body includes in the public notice and agenda for the meeting at which it will consider the purchase of such goods or services a clear and conspicuous statement that it is considering purchasing such goods or services from one of its members, or from a business entity in which the member has a significant pecuniary interest;
c) At the meeting, the member discloses his or her significant pecuniary interest in the purchase of such goods or services and does not vote upon or advocate the approval of the matter pursuant to the requirements of NRS 281A.420; and
d) The local legislative body approves the purchase of such goods or services in accordance with all other applicable provisions of law.

6. The Commission may relieve a public officer or employee from the strict application of the provisions of this section if:

a) The public officer or employee files a request for an advisory opinion from the Commission pursuant to NRS 281A.675; and
b) The Commission determines that such relief is not contrary to:

    i. The best interests of the public;

    ii. The continued ethical integrity of each agency affected by the matter; and

    iii. The provisions of this chapter.

7. For the purposes of subsection 6, the request for an advisory opinion, the advisory opinion and all meetings, hearings and proceedings of the Commission in such a matter are governed by the provisions of NRS 281A.670 to 281A.690, inclusive.

The Village High School

Annual Conflict of Interest Statement for Board Directors

1. Name:_____ Date: _____

2. Position:

a. Are you an Officer on the Board (i.e., President/Vice-President/Secretary/Treasurer)? Yes No

b. If you are an Officer on the Board, which Officer position do you hold: _____

d. Do you serve on a Board Committee or Subcommittee? Yes No

e. If yes, which Board Committee(s) or Subcommittee(s) are you on:

3. I affirm the following: (initial each)

a. I have received a copy of The Village High School ("TVHS") Conflict of InterestPolicy. _____

b. I have read and understand the Policy, including Exhibit A (the Nevada Ethics Code). _____

c. I agree to comply with the Policy, including that Code. _____

4. Disclosures:

a. Do you have a financial interest (current or potential), including a compensation arrangement, as definedin the Conflict of Interest policy with TVHS? Yes No

i. If yes, please describe it:

_____

_____

_____

ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

b. In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with TVHS? Yes No

i. If yes, please describe it, including when (approximately):

_____

_____

_____

ii. If yes, has the financial interest been disclosed, as provided in Conflict-of-Interest policy?Yes No

5. Are you an independent director, as defined in the Conflict-of-Interest policy? Yes No

a. If you are not independent, why?

_____

_____

_____

_____
Signature of Director

Exhibit A

Nevada Code of Ethical Standards for Public Officers

(NRS 281A.400 *et seq.*)

NRS 281A.400 General requirements; exceptions. A code of ethical standards is hereby established to govern the conduct of public officers and employees:

1. A public officer or employee shall not seek or accept any gift, service, favor, employment, engagement, emolument or economic opportunity, for the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity, which would tend improperly to influence a reasonable person in the public officer's or employee's positionto depart from the faithful and impartial discharge of the public officer's or employee's public duties.

2. A public officer or employee shall not use the public officer's or employee's position ingovernment to secure or grant unwarranted privileges, preferences, exemptions or advantages for thepublic officer or employee, any business entity in which the public officer or employee has a significant pecuniary interest or any person to whom the public officer or employee has a commitment in a private capacity. As used in this subsection, "unwarranted" means withoutjustification or adequate reason.

3. A public officer or employee shall not participate as an agent of government in the negotiation or execution of a contract between the government and the public officer or employee, any business entity in which the public officer or employee has a significant pecuniary interest or any person to whom the public officer or employee has a commitment in a private capacity.

4. A public officer or employee shall not accept any salary, retainer, augmentation, expenseallowance or other compensation from any private source, for the public officer or employee or anyperson to whom the public officer or employee has a commitment in a private capacity, for the performance of the public officer's or employee's duties as a public officer or employee.

5. If a public officer or employee acquires, through the public officer's or employee's public duties or relationships, any information which by law or practice is not at the time available to people generally, the public officer or employee shall not use the information to further a significant pecuniary interest of the public officer or employee or any other person or business entity.

6. A public officer or employee shall not suppress any governmental report or other officialdocument because it might tend to affect unfavorably a significant pecuniary interest of the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity.

7. Except for State Legislators who are subject to the restrictions set forth in subsection 8,a public officer or employee shall not use governmental time, property, equipment or other facility to benefit a significant personal or pecuniary interest of the

public officer or employee or any personto whom the public officer or employee has a commitment in a private capacity. This subsection does not prohibit:

(a) A limited use of governmental property, equipment or other facility for personal purposes if:

(1) The public officer or employee who is responsible for and has authority to authorize the use of such property, equipment or other facility has established a policy allowing the use or theuse is necessary as a result of emergency circumstances;

(2) The use does not interfere with the performance of the public officer's or employee'spublic duties;

(3) The cost or value related to the use is nominal; and

(4) The use does not create the appearance of impropriety;

(b) The use of mailing lists, computer data or other information lawfully obtained from a governmental agency which is available to members of the general public for nongovernmental purposes; or

(c) The use of telephones or other means of communication if there is not a special charge for that use.

If a governmental agency incurs a cost as a result of a use that is authorized pursuant to this subsection or would ordinarily charge a member of the general public for the use, the public officeror employee shall promptly reimburse the cost or pay the charge to the governmental agency.

8. [Intentionally omitted]

9. A public officer or employee shall not attempt to benefit a significant personal or pecuniary interest of the public officer or employee or any person to whom the public officer or employee has a commitment in a private capacity through the influence of a subordinate.

10. A public officer or employee shall not seek other employment or contracts for the publicofficer or employee or any person to whom the public officer or employee has a commitment in a private capacity through the use of the public officer's or employee's official position.

NRS 281A.410 Limitations on representing or counseling private persons before public agencies; request for relief from strict application of certain provisions. In addition to the requirements of the code of ethical standards and the other provisions of this chapter:

1. If a public officer or employee serves in a state agency of the Executive Department or an agency of any county, city or other political subdivision, the public officer or employee:

(a) Shall not accept compensation from any private person to represent or counsel

the privateperson on any issue pending before the agency in which that public officer or employee serves, if the agency makes decisions; and

(b) If the public officer or employee leaves the service of the agency, shall not, for 1 year after leaving the service of the agency, represent or counsel for compensation a private person uponany issue which was under consideration by the agency during the public officer's or employee's service. As used in this paragraph, "issue" includes a case, proceeding, application, contract or determination, but does not include the proposal or consideration of legislative measures or administrative regulations.

2. Except as otherwise provided in subsection 3, a State Legislator or a member of a local legislative body, or a public officer or employee whose public service requires less than half of his or her time, may represent or counsel a private person before an agency in which he or she does notserve.

3. A member of a local legislative body shall not represent or counsel a private person forcompensation before another local agency if the territorial jurisdiction of the other local agency includes any part of the county in which the member serves. The Commission may relieve the member from the strict application of the provisions of this subsection if:

(a) The member files a request for an advisory opinion from the Commission pursuant toNRS 281A.675; and

(b) The Commission determines that such relief is not contrary to:

(1) The best interests of the public;

(2) The continued ethical integrity of each local agency affected by the matter; and

(3) The provisions of this chapter.

4. For the purposes of subsection 3, the request for an advisory opinion, the advisory opinion and all meetings, hearings and proceedings of the Commission in such a matter are governedby the provisions of NRS 281A.670 to 281A.690, inclusive.

5. Unless permitted by this section, a public officer or employee shall not represent or counsel a private person for compensation before any state agency of the Executive or Legislative Department.

NRS 281A.420 Requirements regarding disclosure of conflicts of interest and abstention fromvoting because of certain types of conflicts; effect of abstention on quorum and votingrequirements; exceptions.

1. Except as otherwise provided in this section, a public officer or employee shall not approve, disapprove, vote, abstain from voting or otherwise act upon a matter:

(a) Regarding which the public officer or employee has accepted a gift or loan;

(b) In which the public officer or employee has a significant pecuniary interest;

(c) Which would reasonably be affected by the public officer's or employee's commitmentin a private capacity to the interests of another person; or

(d) Which would reasonably be related to the nature of any representation or counseling that the public officer or employee provided to a private person for compensation before another agencywithin the immediately preceding year, provided such representation or counseling is permitted by NRS 281A.410, without disclosing information concerning the gift or loan, the significant pecuniary interest, the commitment in a private capacity to the interests of the other person or the nature of the representation or counseling of the private person that is sufficient to inform the public of the potential effect of the action or abstention upon the person who provided the gift or loan, upon the public officer's or employee's significant pecuniary interest, upon the person to whom the public officer or employee has a commitment in a private capacity or upon the private person who was represented or counseled by the public officer or employee. Such a disclosure must be made at the time the matter is considered. If the public officer or employee is a member of a body which makesdecisions, the public officer or employee shall make the disclosure in public to the chair and other members of the body. If the public officer or employee is not a member of such a body and holds anappointive office, the public officer or employee shall make the disclosure to the supervisory head of the public officer's or employee's organization or, if the public officer holds an elective office, tothe general public in the area from which the public officer is elected.

2. The provisions of subsection 1 do not require a public officer to disclose:

(a) Any campaign contributions that the public officer reported in a timely manner pursuantto NRS 294A.120 or 294A.125; or

(b) Any contributions to a legal defense fund that the public officer reported in a timely manner pursuant to NRS 294A.286.

3. Except as otherwise provided in this section, in addition to the requirements of subsection 1, a public officer shall not vote upon or advocate the passage or failure of, but may otherwise participate in the consideration of, a matter with respect to which the independence of judgment of a reasonable person in the public officer's situation would be materially affected by:

(a) The public officer's acceptance of a gift or loan;

(b) The public officer's significant pecuniary interest; or

(c) The public officer's commitment in a private capacity to the interests of another person.

4. In interpreting and applying the provisions of subsection 3:

(a) It must be presumed that the independence of judgment of a reasonable person in the public officer's situation would not be materially affected by the public officer's acceptance of a giftor loan, significant pecuniary interest or commitment in a private capacity to the interests of another person where the resulting benefit or detriment accruing to the public officer, or if the public officerhas a commitment in a private capacity to the interests of another person, accruing to the other person, is not greater than that accruing to any other member of any general business, profession, occupation or group that is affected by the matter. The presumption set forth in this paragraph doesnot affect the applicability of the requirements set forth in subsection 1 relating to the duty of the

public officer to make a proper disclosure at the time the matter is considered and in the manner required by subsection 1.

(b) The Commission must give appropriate weight and proper deference to the public policyof this State which favors the right of a public officer to perform the duties for which the public officer was elected or appointed and to vote or otherwise act upon a matter, provided the public officer makes a proper disclosure at the time the matter is considered and in the manner required bysubsection 1. Because abstention by a public officer disrupts the normal course of representative government and deprives the public and the public officer's constituents of a voice in governmentalaffairs, the provisions of this section are intended to require abstention only in clear cases where theindependence of judgment of a reasonable person in the public officer's situation would be materially affected by the public officer's acceptance of a gift or loan, significant pecuniary interest or commitment in a private capacity to the interests of another person.

5. Except as otherwise provided in NRS 241.0355, if a public officer declares to the body or committee in which the vote is to be taken that the public officer will abstain from voting becauseof the requirements of this section, the necessary quorum to act upon and the number of votes necessary to act upon the matter, as fixed by any statute, ordinance or rule, is reduced as though themember abstaining were not a member of the body or committee.

6. [Intentionally omitted]

7. [Intentionally omitted]

8. [Intentionally omitted]

NRS 281A.430 Contracts in which public officer or employee has interest prohibited; exceptions; request for relief from strict application of certain provisions.

1. Except as otherwise provided in this section and NRS 218A.970 and 332.800, a public officer or employee shall not bid on or enter into a contract between an agency and any business entity in which the public officer or employee has a significant pecuniary interest.

2. A member of any board, commission or similar body who is engaged in the profession,occupation or business regulated by such board, commission or body may, in the ordinary course ofhis or her business, bid on or enter into a contract with an agency, except the board, commission orbody on which he or she is a member, if the member has not taken part in developing the contract plans or specifications and the member will not be personally involved in opening, considering or accepting offers.

3. [Intentionally omitted]

4. Except as otherwise provided in subsection 2, 3 or 5, a public officer or employee may bid on or enter into a contract with an agency if:

(a) The contracting process is controlled by the rules of open competitive bidding or the rules of open competitive bidding are not employed as a result of the applicability

of NRS 332.112 or 332.148;

(b) The sources of supply are limited;

(c) The public officer or employee has not taken part in developing the contract plans or specifications; and

(d) The public officer or employee will not be personally involved in opening, considering or accepting offers.

If a public officer who is authorized to bid on or enter into a contract with an agency pursuant to thissubsection is a member of the governing body of the agency, the public officer, pursuant to the requirements of NRS 281A.420, shall disclose the public officer's interest in the contract and shall not vote on or advocate the approval of the contract.

5. A member of a local legislative body shall not, either individually or through any business entity in which the member has a significant pecuniary interest, sell goods or services to the local agency governed by his or her local legislative body unless:

(a) The member, or the business entity in which the member has a significant pecuniary interest, offers the sole source of supply of the goods or services within the territorial jurisdiction ofthe local agency governed by his or her local legislative body;

(b) The local legislative body includes in the public notice and agenda for the meeting at which it will consider the purchase of such goods or services a clear and conspicuous statement thatit is considering purchasing such goods or services from one of its members, or from a business entity in which the member has a significant pecuniary interest;

(c) At the meeting, the member discloses his or her significant pecuniary interest in the purchase of such goods or services and does not vote upon or advocate the approval of the matter pursuant to the requirements of NRS 281A.420; and

(d) The local legislative body approves the purchase of such goods or services in accordancewith all other applicable provisions of law.

6. The Commission may relieve a public officer or employee from the strict application ofthe provisions of this section if:

(a) The public officer or employee files a request for an advisory opinion from the Commission pursuant to NRS 281A.675; and

(b) The Commission determines that such relief is not contrary to:

(1) The best interests of the public;

(2) The continued ethical integrity of each agency affected by the matter; and

(3) The provisions of this chapter.

7. For the purposes of subsection 6, the request for an advisory opinion, the advisory opinion and all meetings, hearings and proceedings of the Commission in such a matter are governedby the provisions of NRS 281A.670 to 281A.690, inclusive

Job title: Principal/Instructional Leader

Reports to: Board of Directors, The Village High School

Salary: Range 5 – 16, Management Salary Schedule

Hours: Salaried, Management, Full-time

Location: The Village High School

Purpose of this Position:
This individual provides courageous leadership on behalf of students to ensure full access to the highest quality educational program. The Principal is the primary Instructional Leader and is responsible for achieving the goals, objectives, and long-term vision of the school in order to deliver a superior student and parent experience: academically, emotionally, and socially. The Principal is the primary role model for outstanding customer service to students and parents and works collaboratively with their leadership team and across all employee groups to ensure that The Village High School delivers on our unique promise of a personalized, caring, safe, and supportive educational environment. The Principal is also the Chief Executive Officer of the school and is responsible for day-to-day operations including the instructional, organizational, financial, and administrative functions; managing all procedures as determined by the policies of the Board of Directors. The Principal embodies all that is the ideal team player and holds all team members accountable for their role in being part of the team.

Mindset and Attitude:
- Humility (Humble)
- Sustainable commitment to doing a job well and going above and beyond (Hungry)
- Common sense about people (Smart)
- Uncompromisingly student-centered
- Flexible
- Creative
- Growth oriented

Key Responsibilities and Duties (Essential Functions):
1. Development and Implementation of Vision and Culture
- Develops and maintains a culture of inclusivity, empathy, compassion, respect, and caring while simultaneously focusing on creating high school graduates ready academically, socially, and emotionally to enter their adulthood with a purpose and a plan.
- Develops and maintains a culture among faculty and staff which demands and supports individual and collective professional learning that results in their continuous improvement and high performance.
- Models ethical decision making and operates all aspect of the school with transparency and integrity.

2. Instructional Supervision and Leadership

- Walks through classrooms and learning environments daily to assess the quality, rigor, and student engagement of the instructional program.
- Provides performance assessment and feedback to employees through observation, collaboration, and data analysis.
- Teaches at least one class a month, when necessary, as a period substitute in the event of an unfilled teacher absence, or teach a regularly scheduled class/activity to keep in touch with the teacher experience.

3. Management and Learning Environment

- Establishes structures and implements policies that create a safe, fair, and respectful environment that meets the intellectual, linguistic, social-emotional, and physical needs of each student.
- Aligns fiscal and human resources, policies, and procedures, which build and support a productive learning environment.
- Collaboratively and effectively leads all certification and accreditation processes and ensures continual accreditation.

4. Parent, Family, and Community Engagement

- Fosters community and parent relations and support through positive interactions and communications with parents, advisory committees, community service organizations, the business community, and municipal, regional, state, and federal officials.
- Engages with policy makers and influencers in political, social, economic, legal, and cultural contexts to improve educational policies, practices, opportunities, and to promote the school.

5. Other duties as may be assigned or developed; demonstrating a high degree of flexibility

Skills and Competencies (Essential Functions):

- Leadership – Ability to influence and guide the actions and opinions of the staff in a desired direction.
- Decision Making and Problem Solving – Ability to systematically apply problem solving analysis and strategies while exhibiting judgment and systematic approach to decision making; analysis of situations and dimensions of problems; determination of potential causes; obtaining relevant data; projecting adverse consequences and specifying alternate solutions.
- Organization and Planning – Ability to organize or schedule people or tasks to develop action plans leading to specified goals, and to plan and monitor effectively.
- Team Building – Ability to work with people in an effective manner, building high morale, cohesiveness, and group commitments.
- Communication – Ability to clearly present information orally and in writing in language which is effective and understandable.

Underlying Core Competencies:

- Proficient communication skills
- Effective collaboration/problem-solving ability
- Practices continuous professional improvement
- Demonstrates job specific skills required to meet essential job functions
- Acceptance of, and willingness to support as an ally, students of multiple or fluid races, ethnicities, needs, personal identities, diverse or marginalized genders, sexualities, and orientations, etc.

Academic, Licensure, and Trades Qualifications
Education: Hold a master's degree or higher from a regionally accredited college or university in educational management or organizational leadership
Certification: License or endorsement as professional administrator of school for the State of Nevada

Experience:
Minimum of five years of successful classroom instruction in high school and three years administrative experience

How much daily/weekly on-the job time is spent on the following physical activities?				
Physical Demand	**None**	**Under 1/3**	**Up to 2/3**	**Over 2/3**
Stand			✓	
Walk		✓		
Sit		✓		
Hands to touch/handle/feel		✓		
Reach with hands/arms		✓		
Stoop/kneel/crouch/crawl		✓		
Talk/hear				✓
Taste/smell	✓			
See				✓
Climb/(stairs/ladder)/balance		✓		
Does this job require that weight be lifted, force to be exerted, carried? How much/often?				
Up to 10 pounds				✓
Up to 25 pounds				✓
Up to 50 pounds				✓
Up to 100 pounds	✓			
More than 100 pounds	✓			
Environment				
Exposure to work				✓
Exposure to noise				✓
Exposure to people				✓
Indoors			✓	
Outdoors			✓	
Driving		✓		

Additional/unusual requirements:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job nor proscribe or restrict the tasks that may be assigned.

FLSA Status: ✓ Exempt Non-Exempt

Administration Signature_____**Date**_____

Date Created:

Job title: Assistant Principal

Reports to: Principal

Salary: Range 3 - 11, Management Salary Schedule

Hours: Salaried, management, full-time

Location: The Village High School

Purpose of this Position:
This individual provides assistance and support in leadership on behalf of students to ensure full access to the highest quality educational program.

Key Responsibilities and Duties:
The Assistant Principal is the secondary instructional leader and is responsible for achieving the goals, objectives, and long-term vision of the school in order to deliver a superior student and parent experience: academically, emotionally, and socially. The Assistant Principal is the secondary role model for outstanding customer service to students and parents and works collaboratively with their leadership team and across all employee groups to ensure that The Village High School delivers on our unique promise of a personalized, caring, safe, and supportive educational environment.

The Assistant Principal is delegated and responsible for many day-to-day operations including the instructional, organizational, financial, and administrative functions; managing all procedures as determined by the policies of the Board of Directors.

The Assistant Principal embodies all that is the ideal team player and holds all team members accountable for their role in being part of the team.

Mindset and Attitude:

- Humility (Humble)
- Sustainable commitment to doing a job well and going above and beyond (Hungry)
- Common sense about people (Smart)
- Uncompromisingly student-centered
- Flexible
- Creative
- Growth oriented

Key Duties and Responsibilities
1. Assists in Development and Implementation of Vision and Culture

- Develops and maintains a culture of inclusivity, empathy, compassion, respect, and caring while simultaneously focusing on creating high school graduates ready academically, socially, and emotionally to enter their adulthood with a purpose and a plan.
- Develops and maintains a culture among faculty and staff which demands and supports individual and collective professional learning that results in their continuous improvement and high performance.
- Models ethical decision making and operates all aspect of the school with transparency and integrity.

2. Assists in Instructional Supervision and Leadership
    - Walks through classrooms and learning environments daily to assess the quality, rigor, and student engagement of the instructional program.
    - Provides performance assessment and feedback to employees through observation, collaboration, and data analysis.
    - Teaches at least one class a month, when necessary, as a period substitute in the event of an unfilled teacher absence, or teach a regularly scheduled class/activity to keep in touch with the teacher experience.
3. Assists in Management and Learning Environment
    - Establishes structures and implements policies that create a safe, fair, and respectful environment that meets the intellectual, linguistic, social-emotional, and physical needs of each student.
    - Aligns fiscal and human resources, policies, and procedures, which build and support a productive learning environment.
    - Collaboratively and effectively leads all certification and accreditation processes and ensures continual accreditation.
4. Assists in Parent, Family, and Community Engagement
    - Fosters community and parent relations and support through positive interactions and communications with parents, advisory committees, community service organizations, the business community, and municipal, regional, state, and federal officials.
    - Engages with policy makers and influencers in political, social, economic, legal, and cultural contexts to improve educational policies, practices, opportunities, and to promote the school.
5. Other duties as may be assigned or developed; demonstrating a high degree of flexibility

Skills and Competencies:

- Leadership – Ability to influence and guide the actions and opinions of the staff in a desired direction.
- Decision Making and Problem Solving – Ability to systematically apply problem solving analysis and strategies while exhibiting judgment and systematic approach to decision making; analysis of situations and dimensions of problems; determination

of potential causes; obtaining relevant data; projecting adverse consequences and specifying alternate solutions.

- Organization and Planning – Ability to organize or schedule people or tasks to develop action plans leading to specified goals, and to plan and monitor effectively.
- Team Building – Ability to work with people in an effective manner, building high morale, cohesiveness, and group commitments.
- Communication – Ability to clearly present information orally and in writing in language which is effective and understandable.

Underlying Core Competencies:

- Proficient communication skills
- Effective collaboration/problem-solving ability
- Practices continuous professional improvement
- Demonstrates job specific skills required to meet essential job functions
- Acceptance of, and willingness to support as an ally, students of multiple or fluid races, ethnicities, needs, personal identities, diverse or marginalized genders, sexualities, and orientations, etc.

Academic and Trades Qualifications

Education: Hold a master's degree or higher from a regionally accredited college or university in educational management or organizational leadership

Certification: License or endorsement as professional administrator of school for the State of Nevada.

Experience:

Minimum two years of administrative duties.

Physical Demands:

How much daily/weekly on-the job time is spent on the following physical activities?				
Physical Demand	**None**	**Under 1/3**	**Up to 2/3**	**Over 2/3**
Stand			✓	
Walk		✓		
Sit		✓		
Hands to touch/handle/feel		✓		
Reach with hands/arms		✓		
Stoop/kneel/crouch/crawl		✓		
Talk/hear				✓
Taste/smell	✓			
See				✓

Climb/(stairs/ladder)/balance		✓		
Does this job require that weight be lifted, force to be exerted, carried? How much/often?				
Up to 10 pounds				✓
Up to 25 pounds				✓
Up to 50 pounds				✓
Up to 100 pounds	✓			
More than 100 pounds	✓			
Environment				
Exposure to work				✓
Exposure to noise				✓
Exposure to people				✓
Indoors			✓	
Outdoors			✓	
Driving		✓		

Additional/unusual requirements:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job nor proscribe or restrict the tasks that may be assigned.

FLSA Status: ✓Exempt Non-Exempt

Administration
Signature_____**Date**_____

Date Created:
Date Revised:

Job title: Secondary Teacher, Specific Content Area

Reports to: Principal and designees

Salary: Placement on Certificated Salary Schedule according to education and experience

Calendar: Full Time, 10 Months

Location: The Village High School

Purpose of this Position:
As part of a secondary teaching assignment, teaches one or more classes in the field of a specific content area to pupils in grades 7-12, and assists in other school programs as assigned. Also, develops in each pupil an interest in and the ability to perform desired outcomes in the specific content area. Establishes good relationships with parents and with other staff members. Specific content Areas: Art, English Language Arts, Foreign Languages including English, Physical Education, Biology, Chemistry, Physical/Earth Science, Physics, Environmental Science, Forensic Science, Astronomy, Mathematics, Algebra I and II, Geometry, Trigonometry, Pre-Calculus, Calculus, Social Sciences, and any other specifically designated content area. All Content Areas based on the Nevada Academic Content Standards (NVACS) and course syllabi.

Mindset and Attitude:

- Humility (Humble)
- Sustainable commitment to doing a job well and going above and beyond (Hungry)
- Common sense about people (Smart)
- Uncompromisingly student-centered
- Flexible
- Creative
- Growth oriented

Key Responsibilities and Duties (Essential Functions):

- Teaches knowledge and skills in specific content area to secondary pupils, utilizing course of study adopted by the school, and other appropriate learning activities.
- Instructs pupils in citizenship, basic communication skills, and other general elements of the course of study common to all teachers, as specified in state law and administrative regulations and procedures of the school.
- Provides instruction by which pupils develop concepts and appreciations, and the ability to make qualitative judgments about the specific content area.
- Develops instructional plans and organizes class time to provide a balanced program of instruction, demonstration and working time.

- Provides individual and small group instruction in order to adapt the curriculum to the needs of pupils with varying intellectual and artistic abilities, and to accommodate a variety of instructional activities.
- Establishes and maintains standards of pupil behavior needed to provide an orderly and productive classroom environment.
- Instructs pupils in proper care and use of tools and equipment.
- Evaluates each pupil's performance and growth in knowledge and aesthetic understandings, and prepares progress reports.
- Selects and requisitions books, instructional materials, tools, instructional aids, and maintains required inventory records.
- Acts as resource person on an interdepartmental level to relate appropriate aspects of art to other subject areas.
- Participates in curriculum and other developmental programs within the school of assignment and/ or on a district level. May teach under modular or flexible scheduling plans.
- Supervises pupils in out-of-classroom activities during the assigned working day.
- Shares in the sponsorship of student activities and participates in faculty committees.
- May plan and coordinate the work of aides, teacher assistants, and other paraprofessionals.

Skills and Competencies (Essential Functions):

- Organizes storage areas and controls use of materials, equipment, and tools to prevent loss or abuse, and to minimize time required for distributions and collection.
- Maintains professional competence through participation in in-service education activities provided by the district and/or in self-selected professional growth activities.
- Communicates with parents and school counselors on the individual pupil's progress.
- Identifies pupil's needs, and cooperates with other professional staff members in assessing and helping pupils solve health, attitude, and learning problems.
- Performs basic attendance accounting and business services as required.

Underlying Core Competencies:

- Proficient communication skills
- Effective collaboration/problem-solving ability
- Practices continuous professional improvement
- Demonstrates job specific skills required to meet essential job functions
- Acceptance of, and willingness to support as an ally, students of multiple or fluid races, ethnicities, needs, personal identities, diverse or marginalized genders, sexualities, and orientations, etc.

Academic, Licensure, and Trades Qualifications:
An earned bachelor's degree from an accredited college or university. An appropriate teaching license issued by the Nevada Department of Education in the relevant content area.

Experience:
All levels accepted.

Physical Demands:

How much daily/weekly on-the job time is spent on the following physical activities?				
Physical Demand	**None**	**Under 1/3**	**Up to 2/3**	**Over 2/3**
Stand				✓
Walk			✓	
Sit				✓
Hands to touch/handle/feel			✓	
Reach with hands/arms			✓	
Stoop/kneel/crouch/crawl		✓		
Talk/hear				✓
Taste/smell	✓			
See				✓
Climb/(stairs/ladder)/balance		✓		
Does this job require that weight be lifted, force to be exerted, carried? How much/often?				
Up to 10 pounds				✓
Up to 25 pounds	✓			
Up to 50 pounds	✓			
Up to 100 pounds	✓			
More than 100 pounds	✓			
Environment				
Exposure to work				✓
Exposure to noise				✓
Exposure to people				✓
Indoors				✓
Outdoors		✓		
Driving	✓			

Additional/unusual requirements:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job nor proscribe or restrict the tasks that may be assigned.

FLSA Status: ✓Exempt Non-Exempt

Administration
Signature_____Date_____

Date Created:
Date Revised:

Job title: Counselor

Reports to: Principal and designees

Salary: Placement on Certificated Salary Schedule according to education and experience

Calendar: Full Time, 10 Months

Location: The Village High School

Purpose of this Position:
The school counselor will implement a school counselling program, both in individual and group settings, that promotes and enhances academic achievement, personal/social growth, and career development for all students. This must be a comprehensive guidance and counselling program according to the national standards set forth by the American School Counselor Association (ASCA). Responding to both academic and social-emotional needs of students the counselor will 1) Develop a client/clinician relationship; 2) Clarify and asses the problem, need, or situation; 3) Identify and set counselling or treatment goals; 4) Design and implement interventions; and 5) Plan, terminate, and follow-up.

Mindset and Attitude:

- Humility (Humble)
- Sustainable commitment to doing a job well and going above and beyond (Hungry)
- Common sense about people (Smart)
- Uncompromisingly student-centered
- Flexible
- Creative
- Growth oriented

Key Responsibilities and Duties (Essential Functions):

- Administers an appropriate guidance and counselling program that aligns with the American School Counselors Association (ASCA)
- Delivers a system of individual student planning, responsive services, and system support within the guidance curriculum.
- Conducts goal-oriented counselling that is responsive to identified student needs and relative to student achievement and school success.
- Collaborates with school personnel to assist students with developing skills that support academic achievement, high school graduation, and lifelong learning.
- Maintains confidentiality and accurate student records.
- Participates as a member of the school-based crisis team.
- Works professionally with administration, staff, parents, and the community.
- Complies with school and policies and regulations as well as state and federal laws.
- Abides by the ASCA Code of Ethics.
- Provides inservice and professional development training to staff members
- Participates in other job-related duties and activities related to the position, as assigned.

- Supervises pupils in out-of-classroom activities during the assigned working day.
- Shares in the sponsorship of student activities and participates in faculty committees.
- May plan and coordinate the work of aides, teacher assistants, and other paraprofessionals.

Skills and Competencies (Essential Functions):

- Maintain accurate transcripts by assisting students with appropriate course selection and placement to fulfill high school graduation requirements.
- Assist all students including culturally diverse and special populations in meeting individual needs to support academic achievement and student development.
- Assist students with investigating college, university, and career and technical schools, scholarship options, and financial aid information in an effort to develop post-secondary options.
- Develop partnerships that provide access to community services provided by government and non-government agencies. Acts as a resource and conduit to such services.
- Assist students with acquiring skills that maximize their personal and social and emotional development.
- Participate in parent and student conferences with teachers as needed.
- Conduct an annual evaluation and revision of the school counselling program by collecting and analyzing data.
- Work closely with school staff and administration to maintain an effective school counselling program.
- Attend required job-related meetings, activities, and on-going professional development, as determined by the needs of the school.

Underlying Core Competencies:

- Proficient communication skills
- Effective collaboration/problem-solving ability
- Practices continuous professional improvement
- Demonstrates job specific skills required to meet essential job functions.
- Acceptance of, and willingness to support as an ally, students of multiple or fluid races, ethnicities, needs, personal identities, diverse or marginalized genders, sexualities, and orientations, etc.

Academic, Licensure, and Trades Qualifications:

An earned master's degree from an accredited college or university in a social science, counselling, or related field. An appropriate counselling license issued by the Nevada Department of Education or a license from a state with reciprocity.

Experience:

Two years counselling experience in a diverse setting.

Physical Demands:

How much daily/weekly on-the job time is spent on the following physical activities?

Physical Demand	None	Under 1/3	Up to 2/3	Over 2/3
Stand				✓
Walk			✓	
Sit				✓
Hands to touch/handle/feel			✓	
Reach with hands/arms			✓	
Stoop/kneel/crouch/crawl		✓		
Talk/hear				✓
Taste/smell	✓			
See				✓
Climb/(stairs/ladder)/balance		✓		
Does this job require that weight be lifted, force to be exerted, carried? How much/often?				
Up to 10 pounds				✓
Up to 25 pounds	✓			
Up to 50 pounds	✓			
Up to 100 pounds	✓			
More than 100 pounds	✓			
Environment				
Exposure to work				✓
Exposure to noise				✓
Exposure to people				✓
Indoors				✓
Outdoors		✓		
Driving	✓			

Additional/unusual requirements:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job nor proscribe or restrict the tasks that may be assigned.

FLSA Status: Exempt Non-Exempt

Administration Signature_____**Date**_____

Date Created:
Date Revised:

Job title: Site Technology Specialist

Reports to: Principal or designee

Salary: Range 27 – 35

Hours: Full Time

Location: The Village High School

Purpose of this Position:
This position is involved in the general support of computers, notebooks, personal devices and peripheral devices; provides systems support for users.

Mindset and Attitude:

- Humility (Humble)
- Sustainable commitment to doing a job well and going above and beyond (Hungry)
- Common sense about people (Smart)
- Uncompromisingly student-centered
- Flexible
- Creative
- Growth oriented

Key Responsibilities and Duties (Essential Functions):

- Provides technical support to users related to hardware and software.
- Installs standard hardware software, peripheral, and non-computer equipment upgrades.
- Interfaces peripheral devices with computers.
- Maintains competency in current operating systems, desktop computer hardware, and peripherals.
- Troubleshoots and repairs or replaces hardware including, but not limited to: desktop and laptop Windows or Macintosh computers.
- Maintains microcomputer security.
- Maintains accurate reporting of work performed using a tracking system.
- Assists users with network security issues such as file system rights, account access, and password maintenance.
- Maintains inventory control of parts required in repairs or replacement.
- Identifies computer software, hardware, and communication problems.
- Configures hardware and software to match environment.
- Performs other tasks related to the position, as assigned

Skills and Competencies (Essential Functions):

- Knowledge of Windows and Macintosh computer systems.
- Knowledge of various client imagining technologies for Macintosh Operating System (MAC OS) and Windows-based computers.
- Knowledge of network printer configuration and support.
- Knowledge of computer software packages (i.e., Microsoft Office, Adobe Acrobat, etc.).
- Knowledge of networking concepts such as, directory and file rights, account creation, and network security.
- Knowledge of communications and connections between computers, peripherals, and networks.
- Skilled in the use of common hand tools such as, pliers, screwdrivers, etc.
- Ability to maintain professional demeanor.
- Ability to work independently and establish priorities, meet deadlines, and handle pressure.
- Ability to read and interpret complex materials.
- Ability to replace computer and peripheral components.

Underlying Core Competencies:

- Proficient communication skills
- Effective collaboration/problem-solving ability
- Practices continuous professional improvement
- Demonstrates job specific skills required to meet essential job functions
- Acceptance of, and willingness to support as an ally, students of multiple or fluid races, ethnicities, needs, personal identities, diverse or marginalized genders, sexualities, and orientations, etc.

Academic and Trades Qualifications

Possession of a current Nevada Department of Motor Vehicles Driving License
High school graduation or equivalent
A CompTIA or A+ certification of equivalent

Experience:

Two years of general technology support

FLSA Status: Exempt ✓ Non-Exempt

Physical Demands:

How much daily/weekly on-the job time is spent on the following physical activities?				
Physical Demand	**None**	**Under 1/3**	**Up to 2/3**	**Over 2/3**
Stand			✓	
Walk		✓		

Sit			✓	
Hands to touch/handle/feel				✓
Reach with hands/arms			✓	
Stoop/kneel/crouch/crawl		✓		
Talk/hear				✓
Taste/smell	✓			
See				✓
Climb/(stairs/ladder)/balance		✓		
Does this job require that weight be lifted, force to be exerted, carried? How much/often?				
Up to 10 pounds				✓
Up to 25 pounds				✓
Up to 50 pounds		✓		
Up to 100 pounds	✓			
More than 100 pounds	✓			
Environment				
Exposure to work				✓
Exposure to noise				✓
Exposure to people				✓
Indoors				✓
Outdoors		✓		
Driving		✓		

Additional/unusual requirements:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job nor proscribe or restrict the tasks that may be assigned.

Administration

Signature_____**Date**_____

Date Created:

Date Revised:

Job title: Teacher, Special Education, Resource, Self-Contained, or Specialized Environment

Reports to: Principal or designee

Salary: Placement on Certificated Salary Schedule according to education and experience

Hours: Full time, 10 Months

Location: The Village High School

Purpose of this Position:
The teacher will implement into daily instruction in a resource or specialized environment appropriate educational curriculum based on the Nevada Academic Content Standards (NVACS) or secondary syllabi into daily student instruction. The teacher will create and maintain an educational atmosphere that encourages effective student learning and supports school programs and goals. The teacher will serve as teacher of record for students assigned to them with disabilities.

Mindset and Attitude:

- Humility (Humble)
- Sustainable commitment to doing a job well and going above and beyond (Hungry)
- Common sense about people (Smart)
- Uncompromisingly student-centered
- Flexible
- Creative
- Growth oriented

Key Responsibilities and Duties (Essential Functions):

- Administers appropriate curriculum aligned with the NVACS.
- Ensures the opportunity for all students to learn in a supportive environment.
- Creates and maintains a positive, orderly, and academically focused learning condition in the instructional environment.
- Develops and implements the Components of an Effective Lesson for instruction.
- Analyzes student progress and provide appropriate instruction.
- Provides a classroom management/discipline plan ensuring safety at all times.
- Ensures assessment regulations and guidelines are followed at all times.
- Works professionally with administrators, staff, parents, and the community.
- Integrates technology into the instructional program.
- Implements scientifically-based instruction, including Applied Behavioral Analysis (ABA), to support the unique academic, social, and behavioral needs of students, as appropriate.
- 12. Develops, implements, and acts as teacher of record of Individualized Education Plans (IEPs) for students with disabilities.
- Adheres to federal, state, and local mandates in special education.

- Develops and implements behavioral intervention plans as identified by the needs of the student.
- Utilizes positive behavioral supports, as appropriate.
- Ensures that students with disabilities are receiving a free appropriate education in the least restrictive environment (LRE).
  - Assists students with disabilities in regular education classrooms.
  - Participates in other job-related duties and activities related to the position as assigned.

Skills and Competencies (Essential Functions):

- Demonstrate knowledge, skill, and ability to provide specially designed instruction to students with disabilities.
- Work cooperatively with students, parents, paraeducatord, peers, administration, and community members.
- Guide the learning process toward achievement of curriculum goals.
- Establish and communicate clear objectives for all lessons, units, and projects.
- Participate as an active member with other faculty and staff.
- Maintain accurate and complete records as required by law and policy.
- Work in a collegial manner with all staff to provide students an appropriate education in the least restrictive environment.
- Maintain and improve professional competence.

Underlying Core Competencies:

- Proficient communication skills
- Effective collaboration/problem-solving ability
- Practices continuous professional improvement
- Demonstrates job specific skills required to meet essential job functions
  Acceptance of, and willingness to support as an ally, students of multiple or fluid races, ethnicities, needs, personal identities, diverse or marginalized genders, sexualities, and orientations, etc.

Academic, Licensure, and Trades Qualifications

An earned bachelor's degree from an accredited college or university. An appropriate teaching license issued by the Nevada Department of Education in the relevant content or specialized area.

Experience:

All levels.

Physical Demands:

How much daily/weekly on-the job time is spent on the following physical activities?				
Physical Demand	**None**	**Under 1/3**	**Up to 2/3**	**Over 2/3**
Stand				✓

Walk			✓	
Sit				✓
Hands to touch/handle/feel			✓	
Reach with hands/arms			✓	
Stoop/kneel/crouch/crawl		✓		
Talk/hear				✓
Taste/smell	✓			
See				✓
Climb/(stairs/ladder)/balance		✓		
Does this job require that weight be lifted, force to be exerted, carried? How much/often?				
Up to 10 pounds				✓
Up to 25 pounds	✓			
Up to 50 pounds	✓			
Up to 100 pounds	✓			
More than 100 pounds	✓			
Environment				
Exposure to work				✓
Exposure to noise				✓
Exposure to people				✓
Indoors				✓
Outdoors		✓		
Driving	✓			

Additional/unusual requirements:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job nor proscribe or restrict the tasks that may be assigned.

FLSA Status: ✓ Exempt Non-Exempt

Administration Signature_____**Date**_____

Date Created:
Date Revised:

Job title: Registrar

Reports to: School Principal or designee

Salary: Range 16 – 25, Classified Salary Schedule

Hours: Full time

Location: The Village High School

Purpose of this Position:
Establishes and maintains the official permanent records of students by gathering and posting data into files; interprets such data to determine cumulative grade point average, class standings and if graduation requirements have been met; assists the public, parents, students and school personnel by providing information about procedures, student data, policies, etc.; and assists in clerical procedures for other school programs as assigned.

Mindset and Attitude:

- Humility (Humble)
- Sustainable commitment to doing a job well and going above and beyond (Hungry)
- Common sense about people (Smart)
- Uncompromisingly student-centered
- Flexible
- Creative
- Growth oriented

Key Responsibilities and Duties (Essential Functions):

- Implements Policies and Regulations and procedures regarding student records and student progress toward graduation.
- Provides information to the public, teachers, and other employees regarding policies, regulations, school activities, and rules.
- Plans, organizes, and implements the registration process with administration and sets priorities on work and works independently with minimal supervision.
- Responsible for the enrollment and withdrawal of students.
- Maintains accurate files and records related to registration and student records.
- Responsible for accurate student enrollment accounting for apportionment funding.
- Evaluates and transcribes out-of-school course history records to verify alignment of courses with school curriculum and posts to current student data reporting system.
- Follows Grade Reporting Calendar timeline to implement the registrar operational tasks; progress reporting process, grade reporting process, andtranscript process.
- Maintains student data reporting system database to compile, retrieve, and generate accountability records and reports including, but not limited to, class schedules, cumulative

records, transfers, registration, grading, course history, attendance, health records, student accounting data, graduation, drop-out, and academic probation.

- Certifies and issues official school transcripts, as requested.
- Verifies graduation status of seniors.
- Determines work priorities and exercises judgment with respect to urgency, confidential status, and relative importance.
- Generates specialized reports using advanced queries.
- Promotes public relations and deals tactfully and diplomatically with people.
- Conforms to safety standards, as prescribed.
- Performs other duties as assigned

Skills and Competencies (Essential Functions):

- Knowledge of and ability to access, use, edit, and maintain records and technology-based (i.e., mainframe) student data reporting systems.
- Knowledge of word processing, database, spreadsheet, desktop publishing, and data communication software.
- Knowledge of the Nevada System of Higher Education (NSHE) admission requirements.
- Ability to maintain confidentiality of data and knowledge of Family Educational Rights and Privacy Act (FERPA) requirements.
- Ability to maintain confidentiality of information.
- Ability to conduct audits to verify accuracy of enrollment.
- Ability to review, evaluate, and interpret transcripts and related documents.
- Ability to research, analyze, and perform mathematical computations.
- Ability to compile, create/compose original reports, correspondence, and records.
- Ability to interpret, explain, and apply written and oral instructions, policies, regulations, and procedures.
- Ability to use computers and software applications related to assigned tasks.
- Ability to develop, learn, and apply office procedures.
- Ability to plan and organize work and work independently with minimal supervision.
- Ability to meet predetermined deadlines and shift suddenly to new tasks as priorities change.
- Ability to keep information confidential and maintain an ethical attitude.
- Ability to do editorial checking for spelling, punctuation, and grammar.
- Ability to work flexible hours or shifts.
- Ability to judge when to act independently and when to refer situations to supervisor.
- Ability to cooperate and deal tactfully and diplomatically with management, staff, and public.
- Ability to coordinate multiple projects and meet predetermined deadlines.
- Ability to recognize and report hazards and apply safe work methods.
- Possess physical and mental stamina commensurate with the responsibilities of the position.

Underlying Core Competencies:

- Proficient communication skills
- Effective collaboration/problem-solving ability
- Practices continuous professional improvement
- Demonstrates job specific skills required to meet essential job functions
- Acceptance of, and willingness to support as an ally, students of multiple or fluid races, ethnicities, needs, personal identities, diverse or marginalized genders, sexualities, and orientations, etc.

Academic and Trades Qualifications

Possession of a current Nevada Department of Motor Vehicles Driving License

Experience:

High school graduation or equivalent

Two years clerical experience involving public contact, preferably in a school setting; verified typing score of 40 words per minute, net.

Physical Demands:

How much daily/weekly on-the job time is spent on the following physical activities?				
Physical Demand	**None**	**Under 1/3**	**Up to 2/3**	**Over 2/3**
Stand			✓	
Walk		✓		
Sit			✓	
Hands to touch/handle/feel				✓
Reach with hands/arms			✓	
Stoop/kneel/crouch/crawl		✓		
Talk/hear				✓
Taste/smell	✓			
See				✓
Climb/(stairs/ladder)/balance		✓		
Does this job require that weight be lifted, force to be exerted, carried? How much/often?				
Up to 10 pounds				✓
Up to 25 pounds				✓
Up to 50 pounds		✓		
Up to 100 pounds	✓			
More than 100 pounds	✓			
Environment				

Exposure to work				✓
Exposure to noise				✓
Exposure to people				✓
Indoors				✓
Outdoors		✓		
Driving		✓		

Additional/unusual requirements:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job nor proscribe or restrict the tasks that may be assigned.

FLSA Status: Exempt ✓ Non-Exempt

Administration
Signature_____Date_____

Date Created:
Date Revised:

Job title: Office Manager

Reports to: Principal or designee

Salary: Range 24 – 34, Classified Salary Schedule

Hours: Full Time

Location: The Village High School

Purpose of this Position:
Oversees the operation of a school office performing a wide variety of routine or confidential administrative and support functions for administrators and support personnel; ensures appropriate quality, quantity and timeliness of work; assists staff, students, parents, public and volunteers as required.

Mindset and Attitude:

- Humility (Humble)
- Sustainable commitment to doing a job well and going above and beyond (Hungry)
- Common sense about people (Smart)
- Uncompromisingly student-centered
- Flexible
- Creative
- Growth oriented

Key Responsibilities and Duties (Essential Functions):

- Registers students.
- Establishes, posts data, maintains and screens student records.
- Records attendance data.
- Prepares and maintains exit lists.
- Types a variety of correspondence from drafts.
- Proofreads materials.
- Researches, interprets and provides information for various personnel.
- Prepares and maintains master calendars.
- Answers telephones and takes messages.
- Prepares purchase requisitions and posts expenditures to accounts.
- Maintains balances in budgeted accounts and recommends transfer of funds.
- Prepares payroll forms.
- Keeps records of employee sick/vacation balances and responds to employee inquiries.
- May be responsible for the health office in the absence of the health clerk.
- Performs first aid and dispenses medication in accordance with doctors' orders.
- Administers and collects money for various programs, including the school lunch program, home lunch passes, and prepares required reports.

- Notifies transportation and/or parents of changes in bus services, missed busses.
- Develops and maintains filing systems.
- Opens, routes and mails correspondence.
- Operates a variety of office machines and equipment.
- Arranges for maintenance and repair of equipment, machines and buildings.
- Supervises students in the office for disciplinary or other reasons.
- Arranges for and orients new/substitute personnel.
- Functionally supervises assigned employees.
- Plans and organizes workload and its distribution.
- Trains staff and volunteers.
- Performs other related duties as required.

Skills and Competencies (Essential Functions):

- Word processing, spreadsheet, database, and presentation software applications
- Operation of a personal computer and Microsoft Office Word, Excel
- Modern office practices, technology and procedures
- Principles of public relations; school rules, regulations and policies
- Methods of planning and organizing work, modern office practices, budget accounting, and payroll Practices and procedures
- First aid principals and procedures.
- Accurately type, format and edit keyboarded materials using standard computer hardware and software
- Stay up to date on changes in processes, practices, and technologies
- Efficiently use modern office technology, equipment and applications
- Some positions may require to take dictation and transcribe accurately
- Learn and follow procedures and directions
- Communicate clearly and concisely orally and in writing
- Gather, read, record and maintain routine and confidential information
- Organize work
- Exercise good judgment;
- Establish and maintain good relations with supervisor, staff, subordinates, students, parents and public
- Train assigned personnel
- Handle stress and emergencies
- Maintain and promote positive attitudes
- plan and coordinate multiple activities despite on-going interruptions
- Accountability
- Good public relations

Underlying Core Competencies:

- Proficient communication skills

- Effective collaboration/problem-solving ability
- Practices continuous professional improvement
- Demonstrates job specific skills required to meet essential job functions
- Acceptance of, and willingness to support as an ally, students of multiple or fluid races, ethnicities, needs, personal identities, diverse or marginalized genders, sexualities, and orientations, etc.

Academic and Trades Qualifications
Possession of a current Nevada Department of Motor Vehicles Driving License

Experience:
High school graduation or equivalent
Two years clerical experience involving public contact, preferably in a school setting; verified typing score of 40 words per minute, net.

FLSA Status: Exempt Non-Exempt

Physical Demands:

How much daily/weekly on-the job time is spent on the following physical activities?				
Physical Demand	**None**	**Under 1/3**	**Up to 2/3**	**Over 2/3**
Stand			✓	
Walk		✓		
Sit			✓	
Hands to touch/handle/feel				✓
Reach with hands/arms			✓	
Stoop/kneel/crouch/crawl		✓		
Talk/hear				✓
Taste/smell	✓			
See				✓
Climb/(stairs/ladder)/balance		✓		
Does this job require that weight be lifted, force to be exerted, carried? How much/often?				
Up to 10 pounds				✓
Up to 25 pounds				✓
Up to 50 pounds		✓		
Up to 100 pounds	✓			
More than 100 pounds	✓			
Environment				
Exposure to work				✓

Exposure to noise				✓
Exposure to people				✓
Indoors				✓
Outdoors		✓		
Driving		✓		

Additional/unusual requirements:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job nor proscribe or restrict the tasks that may be assigned.

Administration
Signature_____Date_____

Date Created:
Date Revised:

Job title: Health Assistant

Reports to: Principal or designee

Salary: Range 13 – 26, Classified Salary Schedule

Hours: Full time

Location: The Village High School

Purpose of this Position:
Under general supervision, primarily renders basic first aid to students and performs health-related records/data file management duties.

Mindset and Attitude:

- Humility (Humble)
- Sustainable commitment to doing a job well and going above and beyond (Hungry)
- Common sense about people (Smart)
- Uncompromisingly student-centered
- Flexible
- Creative
- Growth oriented

Key Responsibilities and Duties (Essential Functions):

- Renders basic first aid to students and maintains accompanying records.
- Contacts parent(s)/guardian(s) and medical personnel (ambulance and hospital) in emergencies and maintains accompanying records, as directed.
- Assists with vision, hearing, and dental screening; records screening information on health cards.
- Reviews health cards and consults with a school nurse about health concerns.
- Responsible for the confidentiality of medical information.
- Tracks and reports bloodborne pathogen incidents, as directed.
- Assists with the administration of medication to students.
- Updates and maintains health records and immunization records.
- Responds to requests for first aid supplies.
- Maintains health office in a clean and orderly manner.
- Prepares and maintains health-related letters, reports, and information
- Serves as health and safety designee
- May administer first aid and/or Cardiopulmonary Resuscitation/Automated, External Defibrillator (CPR/AED) as necessary.

- May monitor students during assigned period within a variety of school environments (i.e., assemblies, athletic areas/fields, bus stops, cafeteria/multi-purpose room, classrooms, field trips, playgrounds, restrooms, etc.) for the purpose of maintaining a safe and position learning environment, which may include physical interventions (i.e., jogging or running after a student to prevent them from doing harm to him/herself or others).
- Conforms to safety standards, as prescribed.
- Performs other tasks related to the position, as assigned

Skills and Competencies (Essential Functions):

- Knowledge of basic first aid, CPR/AED, and Universal Precautions.
- Ability to attend and successfully complete annual medication assistance training and tests.
- Ability to prepare, organize, and maintain accurate health records or reports.
- Ability to interpret health and safety standards.
- Ability to identify and prioritize health-related incidents.
- Ability to learn, explain, and apply procedures.
- Ability to learn and apply laws, rules, and regulations relating to health activities.
- Ability to maintain security of confidential information.
- Ability to learn to use computers and software applications related to the health office
- Ability to determine when to act independently and when to refer medical situations to an administrator.
- Ability to work cooperatively with employees, students, parents/guardians, and other medical personnel.
- Ability to recognize and report hazards and apply safe work methods.
- Possess physical and mental stamina commensurate with the responsibilities of the position.

Underlying Core Competencies:

- Proficient communication skills
- Effective collaboration/problem-solving ability
- Practices continuous professional improvement
- Demonstrates job specific skills required to meet essential job functions
- Acceptance of, and willingness to support as an ally, students of multiple or fluid races, ethnicities, needs, personal identities, diverse or marginalized genders, sexualities, and orientations, etc.

Academic and Trades Qualifications

Possession of a current Nevada Department of Motor Vehicles Driving License. Current First Aid certificate from the American Heart Association, American Red Cross, or other similar organization which must be maintained throughout employment. Current Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) certificate from the American Heart

Association, American Red Cross, or other similar organization which must be maintained throughout employment.

Experience:
High school graduation or equivalent
Two years clerical or medical office experience involving public contact, preferably in a school setting; verified typing score of 30 words per minute, net.

FLSA Status: Exempt ✓ Non-Exempt

Physical Demands:

How much daily/weekly on-the job time is spent on the following physical activities?				
Physical Demand	**None**	**Under 1/3**	**Up to 2/3**	**Over 2/3**
Stand			✓	
Walk		✓		
Sit			✓	
Hands to touch/handle/feel				✓
Reach with hands/arms			✓	
Stoop/kneel/crouch/crawl		✓		
Talk/hear				✓
Taste/smell	✓			
See				✓
Climb/(stairs/ladder)/balance		✓		
Does this job require that weight be lifted, force to be exerted, carried? How much/often?				
Up to 10 pounds				✓
Up to 25 pounds				✓
Up to 50 pounds		✓		
Up to 100 pounds	✓			
More than 100 pounds	✓			
Environment				
Exposure to work				✓
Exposure to noise				✓
Exposure to people				✓
Indoors				✓
Outdoors		✓		
Driving		✓		

Additional/unusual requirements:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job nor proscribe or restrict the tasks that may be assigned.

Administration
Signature_____Date_____

Date Created:
Date Revised:

Job title: Custodian

Reports to: Principal or designee

Salary: Range 14 -- 26

Hours: Full Time. Schedule may vary and include late shifts.

Location: The Village High School

Purpose of this Position:
This position is responsible for the cleaning, general maintenance, groundskeeping, and upkeep of an assigned site or sites.

Mindset and Attitude:

- Humility (Humble)
- Sustainable commitment to doing a job well and going above and beyond (Hungry)
- Common sense about people (Smart)
- Uncompromisingly student-centered
- Flexible
- Creative
- Growth oriented

Key Responsibilities and Duties (Essential Functions):

- Cleans and shampoos rugs and carpets.
- Cleans floors by vacuuming, sweeping, mopping, polishing, or scrubbing.
- Cleans, dusts, and polishes woodwork, furniture, glass, and other items.
- Services soap dispensers, towel boxes, and similar containers.
- Empties and cleans wastepaper baskets and other refuse containers.
- Cleans chalkboards, whiteboards, smartboards, trays, and erasers.
- Moves and adjusts chairs, desks, tables, supplies, furniture, and equipment.
- Strips, seals, and waxes floors.
- Removes spots and graffiti from floors, walls, woodwork, furniture, carpets, and fixtures.
- Washes and scrubs walls, lavatory fixtures, windows, drinking fountains, drains, lights, light fixtures, and painted surfaces.
- Operates power sweepers, polishers, and other power equipment.
- May be required to move, assemble or disassemble furniture, equipment, or other items, or to assist other crafts in an emergency, or as the need arises
- Conforms to safety standards, as prescribed.
- Performs minimal/minor plumbing, electrical, carpenter repairs.
- Performs other tasks related to the position, as assigned.

Skills and Competencies (Essential Functions):

- Ability to understand written and oral instructions.
- Ability to operate and maintain custodial equipment.
- Ability to perform physically demanding work.
- Ability to learn the appropriate use of cleaning products.
- Ability to climb ladders for cleaning and changing of lights.
- Ability to work flexible work schedules.
- Ability to work cooperatively with employees, students, and the public.
- Ability to recognize and report hazards and apply safe work methods.
- Possess physical and mental stamina commensurate with the responsibilities of the position.

Underlying Core Competencies:

- Proficient communication skills
- Effective collaboration/problem-solving ability
- Practices continuous professional improvement
- Demonstrates job specific skills required to meet essential job functions
- Acceptance of, and willingness to support as an ally, students of multiple or fluid races, ethnicities, needs, personal identities, diverse or marginalized genders, sexualities, and orientations, etc.

Academic and Trades Qualifications

Possession of a current Nevada Department of Motor Vehicles Driving License
High school graduation or equivalent

Experience:

Some experience in custodial, maintenance, or grounds-keeping.

FLSA Status: Exempt ✓ Non-Exempt

Physical Demands:

How much daily/weekly on-the job time is spent on the following physical activities?				
Physical Demand	**None**	**Under 1/3**	**Up to 2/3**	**Over 2/3**
Stand			✓	
Walk			✓	
Sit		✓		
Hands to touch/handle/feel				✓

Reach with hands/arms			✓	
Stoop/kneel/crouch/crawl		✓		
Talk/hear				✓
Taste/smell	✓			
See				✓
Climb/(stairs/ladder)/balance		✓		
Does this job require that weight be lifted, force to be exerted, carried? How much/often?				
Up to 10 pounds				✓
Up to 25 pounds				✓
Up to 50 pounds		✓		
Up to 100 pounds	✓			
More than 100 pounds	✓			
Environment				
Exposure to work				✓
Exposure to noise				✓
Exposure to people				✓
Indoors				✓
Outdoors				✓
Driving		✓		

Additional/unusual requirements:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job nor proscribe or restrict the tasks that may be assigned.

Administration
Signature_____**Date**_____

Date Created:
Date Revised:

Job title: Attendance and Typist Clerk

Reports to: School Principal or designee

Salary: Range 13 -- 19

Hours: Full time

Location: The Village High School

Purpose of this Position:
Performs a wide variety of clerical duties; serves as secretary; functionally supervises clerical/student personnel; provides clerical support for multiple supervisors; assists in coordinating testing, transfer and other programs; ensures that student attendance records are maintained accurately on a daily basis.

Mindset and Attitude:

- Humility (Humble)
- Sustainable commitment to doing a job well and going above and beyond (Hungry)
- Common sense about people (Smart)
- Uncompromisingly student-centered
- Flexible
- Creative
- Growth oriented

Key Responsibilities and Duties (Essential Functions):

- Types a variety of materials; establishes/maintains filing systems; acts as receptionist; maintains calendars; makes arrangements for special programs; compiles information; composes correspondence; makes arrangements for repairs; provides first aid; orders supplies, equipment and materials; ordering/disposition of textbooks.
- Prepares minutes; maintains calendars; functionally supervises clerical personnel/student volunteers; issues various forms; keeps related records; maintains lists; provides information on tests and scholarships; assists students, club officers, parents, PTA members, and the general public; and coordinates paperwork for transfers, suspensions, etc.
- Completes accounting/payroll documents; maintains vacation/sick leave balances; distributes warrants; prepares billings/ statements; determines need for supplies; prepares distribution sheets/requisitions; maintains records of expenditures and balances; recommends budget transfers; and receives/issues supplies.
- Directs and/or participates in maintaining attendance and other records; prepares ADA reports; prepares various slips, memos, permits, and welfare forms; maintains records of staff assignments; prepares personnel requisitions; requests and may provide orientation for substitute teachers; and prepares reports.

Skills and Competencies (Essential Functions):

- Typing/keyboarding at a rate equivalent to 40 words or more per minute; operating a variety of office equipment.
- Knowledge of a variety of programs, activities, policies, procedures and regulations; accounting/payroll procedures; good public and interpersonal relations; supervisory principles and practices; first aid principles; proper grammar, punctuation, business letter format; sources of information.
- Ability to understand written and oral communications; communicate orally clearly and logically; write clearly and concisely; research and compile data; edit/ proofread materials; accurately post data; plan/organize work; exercise proper judgment; learn/follow procedures and policies; make math computations; sort/analyze data; train personnel; be trustworthy, flexible and patient; handle stress; maintain calm in emergency situations; work independently.

Underlying Core Competencies:

- Proficient communication skills
- Effective collaboration/problem-solving ability
- Practices continuous professional improvement
- Demonstrates job specific skills required to meet essential job functions
- Acceptance of, and willingness to support as an ally, students of multiple or fluid races, ethnicities, needs, personal identities, diverse or marginalized genders, sexualities, and orientations, etc.

Academic and Trades Qualifications

Possession of a current Nevada Department of Motor Vehicles Driving License

Experience:

High school graduation or equivalent

Two years clerical experience involving public contact, preferably in a school setting; verified typing score of 40 words per minute, net.

Physical Demands:

How much daily/weekly on-the job time is spent on the following physical activities?				
Physical Demand	**None**	**Under 1/3**	**Up to 2/3**	**Over 2/3**
Stand			✓	
Walk		✓		
Sit			✓	
Hands to touch/handle/feel				✓
Reach with hands/arms			✓	
Stoop/kneel/crouch/crawl		✓		

Talk/hear				✓
Taste/smell	✓			
See				✓
Climb/(stairs/ladder)/balance		✓		
Does this job require that weight be lifted, force to be exerted, carried? How much/often?				
Up to 10 pounds				✓
Up to 25 pounds				✓
Up to 50 pounds		✓		
Up to 100 pounds	✓			
More than 100 pounds	✓			
Environment				
Exposure to work				✓
Exposure to noise				✓
Exposure to people				✓
Indoors				✓
Outdoors		✓		
Driving		✓		

Additional/unusual requirements:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job nor proscribe or restrict the tasks that may be assigned.

FLSA Status: Exempt ✓ Non-Exempt

Administration
Signature_____**Date**_____

Date Created:
Date Revised:

Job title: Food Service Supervisor

Reports to: School Principal or designee

Salary: Range 10 – 12, Classified Salary Schedule

Hours: Full time

Location: The Village High School

Purpose of this Position:
Under general supervision, supervises the operation of the food service program in the school.

Mindset and Attitude:
- Humility (Humble)
- Sustainable commitment to doing a job well and going above and beyond (Hungry)
- Common sense about people (Smart)
- Uncompromisingly student-centered
- Flexible
- Creative
- Growth oriented

Key Responsibilities and Duties (Essential Functions):
- Supervises the preparation of approved menus and recipes and the serving of hot lunches.
- Supervises and maintains the cafeteria in a neat and sanitary condition.
- Maintains standards for efficient and sanitary food preparation and service.
- Provides instruction and in service training in the care of equipment, portion control, serving of food, checking of supplies, and record keeping.
- Orders necessary food and supplies for assigned locations.
- Checks all items delivered against receipts or requisitions.
- Counts, verifies, and may make deposits of school lunch monies.
- Supervises monthly inventory of food and supplies.
- Prepares control records and daily and monthly report forms.
- Prepares time cards for assigned employees and evaluates employees in work unit.
- Collects and reviews free and reduced price meal applications
- Requests and arranges for substitute worker, as needed.
- Provides input for evaluation of assigned staff.
- Conforms to safety standards, as prescribed.
- Performs other tasks related to the position, as assigned.

Skills and Competencies (Essential Functions):
- Knowledge of food preparation, food service methods, and equipment.
- Ability to plan and organize work.

- Ability to supervise and evaluate employees and student workers.
- Ability to perform mathematical computations.
- Ability to meet predetermined deadlines.
- Ability to safely move and relocate heavy objects.
- Ability to work cooperatively with employees, parents, and students.
- Ability to recognize and report hazards and apply safe work methods.
- Possess physical and mental stamina commensurate with the responsibilities of the position.

Underlying Core Competencies:

- Proficient communication skills
- Effective collaboration/problem-solving ability
- Practices continuous professional improvement
- Demonstrates job specific skills required to meet essential job functions
- Acceptance of, and willingness to support as an ally, students of multiple or fluid races, ethnicities, needs, personal identities, diverse or marginalized genders, sexualities, and orientations, etc.

Academic and Trades Qualifications

High school graduation or other equivalent (i.e., General Educational Development (GED), foreign equivalency, etc. Current Southern Nevada Health District (SNHD) Food Handler Safety Training Card at time of application and must be maintained for the duration of the assignment

Experience:

One (1) year of professional experience in preparing and serving food.

Physical Demands:

How much daily/weekly on-the job time is spent on the following physical activities?				
Physical Demand	**None**	**Under 1/3**	**Up to 2/3**	**Over 2/3**
Stand			✓	
Walk			✓	
Sit		✓		
Hands to touch/handle/feel				✓
Reach with hands/arms			✓	
Stoop/kneel/crouch/crawl		✓		
Talk/hear				✓
Taste/smell				✓
See				✓
Climb/(stairs/ladder)/balance		✓		
Does this job require that weight be lifted, force to be exerted, carried? How much/often?				
Up to 10 pounds				✓
Up to 25 pounds				✓
Up to 50 pounds		✓		
Up to 100 pounds	✓			
More than 100 pounds	✓			
Environment				
Exposure to work				✓

Exposure to noise				✓
Exposure to people				✓
Indoors				✓
Outdoors		✓		
Driving		✓		

Additional/unusual requirements:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job nor proscribe or restrict the tasks that may be assigned.

FLSA Status: Exempt ✓ Non-Exempt

Administration Signature_____Date_____

Date Created:
Date Revised:

Job title: Campus Safety Monitor

Reports to: School Principal or designee

Salary: Range 30 – 32, Classified Salary Schedule

Hours: Full time

Location: The Village High School

Purpose of this Position:
Under general supervision of school administration, assists in maintaining a safe and secure school environment to assist in promoting student achievement.

Mindset and Attitude:

- Humility (Humble)
- Sustainable commitment to doing a job well and going above and beyond (Hungry)
- Common sense about people (Smart)
- Uncompromisingly student-centered
- Flexible
- Creative
- Growth oriented

Key Responsibilities and Duties (Essential Functions):

- Remains mobile and visible by patrolling school corridors, locker rooms, restrooms, assembly and athletic facilities, gymnasiums, loading areas, and other campus locations in order to observe student behavior and prevent violations of school rules or unsafe activities which may include physical interventions (i.e., jogging or running after a student to prevent them from doing harm to him/her self or others).
- Examines doors, windows, and gates to ensure security; uses school to open and close buildings and; monitors closed buildings for unauthorized persons and/or suspicious activities.
- Maintains alertness for problems likely to disrupt the educational process or to be injurious to persons or property; corrects or reports school rule violations and conditions hazardous to the health and safety of pupils, the public, and the staff.
- Approaches individuals entering school grounds, provides assistance, reports presence of unauthorized persons, and/or stops visitors on campus to ensure they are properly authorized.
- Observes and monitors student behavior outside the classroom.
- Intervenes appropriately in situations likely to result in disruption or injury and imposes appropriate consequences for student conduct in alignment with school policy.
- Maintains positive relationships and acts as a liaison with law enforcement, school and District staff, students, parents, and community members.
- Notifies administrators of bullying incidents, gang activities, and/or threats of harm to students on or near campus, and other issues that require immediate attention.

- Assists in carrying out emergency response plans (i.e., fire drills, bomb threats, lock downs, etc.).
- Refers students to administration in cases of flagrant or repeated violations of school policies and/or regulations and assists teachers when requested in dealing with disruptive students.
- Operates a two-way radio to communicate with school office and other school security personnel.
- Diffuses threatening situations/confrontations in a positive and constructive manner.
- Administers Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED), as necessary.
- Observes, intervenes, and gathers information regarding inappropriate activities.
- Prepares Student Incident Reports, referrals, and witness statements, as necessary.
- Operates all functions of various security surveillance cameras.
- Conforms to safety standards, as prescribed.
- Performs other tasks related to the position, as assigned.

Skills and Competencies (Essential Functions):

- Knowledge of safety rules and procedures to be observed by students and standards of courtesy and behavior expected of students.
- Knowledge of interpersonal skills using tact, patience, flexibility, and customer service orientation.
- Knowledge of and skill in performing building security and lock procedures, both opening and closing of school facilities.
- Knowledge of adolescent development, behavior, and social influences.
- Knowledge of the operation of a two-way radio and use established public security codes.
- Knowledge of District and community resources to assist students and families.
- Knowledge of methods of investigation and property protection.
- Knowledge of and ability to use conflict resolution strategies/skills.
- Ability to perform and use CPR/AED and Universal Precautions, when necessary.
- Ability to patrol and monitor school campus and other areas to maintain order and security, as assigned.
- Ability to learn and apply relevant Nevada Revised Statutes (NRS) and District rules, policies, regulations, and school procedures.
- Ability to perform duties with patience and tact and to exercise good judgment to maintain discipline and order within established guidelines.
- Ability to communicate effectively both orally and in writing in a professional manner.
- Ability to read hand-written and typed notes and memoranda.
- Ability to follow established investigatory protocols and to prepare clear and concise incident reports and witness statements, as necessary.
- Ability to successfully conduct security patrols without direct supervision.
- Ability to interact effectively with persons of divergent cultural and educational backgrounds.
- Ability to determine when to intervene in physical confrontations, when to defuse/de-escalate confrontations, and when to refer situations to an administrator or school police officer.
- Ability to communicate and act effectively in a crisis situation.
- Ability to handle multiple tasks under stressful situations.
- Ability to work flexible hours and shifts.

- Ability to build, establish, and maintain cooperative, effective, and positive working relationships with students, co-workers, parents, and the public/community.
- Ability to recognize and report hazards and apply safe work methods.
- Possess physical and mental stamina commensurate with the responsibilities of the position.

Underlying Core Competencies:

- Proficient communication skills
- Effective collaboration/problem-solving ability
- Practices continuous professional improvement
- Demonstrates job specific skills required to meet essential job functions
- Acceptance of, and willingness to support as an ally, students of multiple or fluid races, ethnicities, needs, personal identities, diverse or marginalized genders, sexualities, and orientations, etc.

Academic and Trades Qualifications

Possession of a current Nevada Department of Motor Vehicles Driving License; A high school diploma or an equivalent. Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED), certification.

Experience:

Work in security desired.

Physical Demands:

How much daily/weekly on-the job time is spent on the following physical activities?				
Physical Demand	**None**	**Under 1/3**	**Up to 2/3**	**Over 2/3**
Stand			✓	
Walk			✓	
Sit		✓		
Hands to touch/handle/feel				✓
Reach with hands/arms			✓	
Stoop/kneel/crouch/crawl		✓		
Talk/hear				✓
Taste/smell	✓			
See				✓
Climb/(stairs/ladder)/balance		✓		
Does this job require that weight be lifted, force to be exerted, carried? How much/often?				
Up to 10 pounds				✓
Up to 25 pounds				✓
Up to 50 pounds		✓		
Up to 100 pounds	✓			
More than 100 pounds	✓			
Environment				
Exposure to work				✓
Exposure to noise				✓
Exposure to people				✓
Indoors				✓

Outdoors		✓		
Driving		✓		

Additional/unusual requirements:

Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job nor proscribe or restrict the tasks that may be assigned.

FLSA Status: Exempt ✓ Non-Exempt

Administration Signature_____Date_____

Date Created:
Date Revised:

CLASSIFIED

Range	Step I	Step II	Step III	Step IV	Step V
10	$11.00	$11.50	$12.00	$12.50	$13.00
11	$11.50	$12.00	$12.50	$13.00	$13.50
12	$12.00	$12.50	$13.00	$13.50	$14.00
13	$12.50	$13.00	$13.50	$14.00	$14.50
14	$13.00	$13.50	$14.00	$14.50	$15.00
15	$13.50	$14.00	$14.50	$15.00	$15.50
16	$14.00	$14.50	$15.00	$15.50	$16.00
17	$14.50	$15.00	$15.50	$16.00	$16.50
18	$15.00	$15.50	$16.00	$16.50	$17.00
19	$15.50	$16.00	$16.50	$17.00	$17.50
20	$16.00	$16.50	$17.00	$17.50	$18.00
21	$16.50	$17.00	$17.50	$18.00	$18.50
22	$17.00	$17.50	$18.00	$18.50	$19.00
23	$17.50	$18.00	$18.50	$19.00	$19.50
24	$18.00	$18.50	$19.00	$19.50	$20.00
25	$18.50	$19.00	$19.50	$20.00	$20.50
26	$19.00	$19.50	$20.00	$20.50	$21.00
27	$19.50	$20.00	$20.50	$21.00	$21.50
28	$20.00	$20.50	$21.00	$21.50	$22.00
29	$20.50	$21.00	$21.50	$22.00	$22.50
30	$21.00	$21.50	$22.00	$22.50	$23.00
31	$21.50	$22.00	$22.50	$23.00	$23.50
32	$22.00	$22.50	$23.00	$23.50	$24.00
33	$22.50	$23.00	$23.50	$24.00	$24.50
34	$23.00	$23.50	$24.00	$24.50	$25.00
35	$23.50	$24.00	$24.50	$25.00	$25.50

CERTIFICATED

Range	Step I	Step II	Step III	Step IV	Step V
1	$42,000	$47,500	$53,000	$58,500	$64,000
2	$43,000	$48,500	$54,000	$59,500	$65,000
3	$44,000	$49,500	$55,000	$60,500	$66,000
4	$45,000	$50,500	$56,000	$61,500	$67,000
5	$46,000	$51,500	$57,000	$62,500	$68,000
6	$47,000	$52,500	$58,000	$63,500	$69,000
7	$48,000	$53,500	$59,000	$64,500	$70,000
8	$49,000	$54,500	$60,000	$65,500	$71,000
9	$50,000	$55,500	$61,000	$66,500	$72,000
10	$51,000	$56,500	$62,000	$67,500	$73,000

MANAGEMENT

Range	Step I	Step II	Step III	Step IV	Step V
1	$60,000	$61,500	$63,000	$64,500	$66,000
2	$65,000	$66,500	$68,000	$69,500	$71,000
3	$70,000	$71,500	$73,000	$74,500	$76,000
4	$75,000	$76,500	$78,000	$79,500	$81,000
5	$80,000	$81,500	$83,000	$84,500	$86,000
6	$85,000	$86,500	$88,000	$89,500	$91,000
7	$90,000	$91,500	$93,000	$94,500	$96,000
8	$95,000	$96,500	$98,000	$99,500	$101,000
9	$100,000	$101,500	$103,000	$104,500	$106,000
10	$105,000	$106,500	$108,000	$109,500	$111,000
11	$110,000	$111,500	$113,000	$114,500	$116,000
12	$115,000	$116,500	$118,000	$119,500	$121,000
13	$120,000	$121,500	$123,000	$124,500	$126,000
14	$125,000	$126,500	$128,000	$129,500	$131,000
15	$130,000	$131,500	$133,000	$134,500	$136,000
16	$135,000	$136,500	$138,000	$139,500	$141,000



June 30, 2021

To whom it may concern,

I could not be more excited to be applying for the principal position at The Village High School. As someone with a passion and love for helping students to reach their potential, I know that I would thrive at your school and help your students, teachers, and parents to do the same. I

knew from an early age that I would work in education and becoming the Principal at The Village High School would be the culmination of many years of education, honing of skills and putting my talents to the best use possible.

Over the years, I have had the opportunity to work in the classroom, in various leadership positions in schools and as a trainer to both teachers and administrators. Along with classroom experience I have also been a high school administrator, athletic director, and curriculum coach. The combination of these experiences, 6 schools in 2 states, along with my natural desire and ability to lead have led me to TVHS.

I have had the opportunity to help transform two local schools from 1-3 stars to 4-5 stars, one of the schools even receiving a rating of high achieving. I believe that I could help take your school to the next level as well and create that safe space for all students to focus on themselves, their education, and their future without having to worry about outside factors. I will use my training and leadership skills and continue to grow as both an educator and an administrator throughout my time with your school.

Thank you for your time and for considering me for this position. I am looking forward to meeting you in person and learning more about your school and sharing plans for how we could make it one of the best in the area. As a Principal, I will be committed to continuing to improve my administrative and leadership skills while putting my experience and passion for education to do what is best for the students and staff at The Village High School.

Rachel Kaplan
Escobedo Middle School
Math Teacher- PreAlgebra

RACHEL KAPLAN

[redacted]

PROFESSIONAL SUMMARY

Highly experienced Elementary, Middle, and High School Teaching Professional and Administrator with a strong dedication to the total development of children. Organized and up-to-date on the latest curriculum and resources. Trained in Charlotte Danielson Framework and observation cycle. Kagan trained. Implements new teaching methods when applicable, as well as educational software and Internet programs. Works to develop and promote interactive learning within a group environment. Supportive leader who is committed to providing quality education to school aged children. Highly involved and committed to a proactive and hands-on approach in assisting teaching staff. Brings knowledge from advanced coursework in the "Leader in Me," "Win-Win Discipline" and "Driven by Data" approach to education. Dedicated professional successful at collaborating with students, teachers, parents, and the community. Maintaining a firm, fair, and consistent discipline strategy. Effective communication skills and decision-making ability.

EDUCATION

Administrative and Leadership Training- CCSD, Graduated December of 2007
K-12 Administrative Certification

Master of Science: Leadership and Curriculum Instruction, 2005
Oakland University - Rochester, Michigan

Bachelor of Science: Elementary Education K-8, Mathematics, and English, 2001
Oakland University - Rochester, Michigan

Associate of Science: General Courses, 1999
Delta College - University Center, Michigan

WORK HISTORY

Teacher, 08/2019 to Current
Clark County School District, Escobedo Middle School - Las Vegas, Nevada

- Planned, implemented, monitored, and assessed a classroom instructional program consistent with Clark County School District regulations and Board of Education goals.
- Modified the general education curriculum for special-needs students based upon a variety of instructional techniques and technologies.
- Improved student test scores on SBAC and MAP math tests each year.
- Elected member of the SOT Team.

Teacher, 08/2014 to 07/2019
Somerset Academy Charter School, Sky Pointe- Las Vegas, Nevada

- Planned, implemented, monitored, and assessed a classroom instructional program which was consistent with the Charter Authority regulations and Board of Education goals.
- Taught 6th grade, 7th grade Accelerated and 8th grade Pre-Algebra.
- Member of the "Driven by Data" and "Leader in Me" book study and part of the implementation team.
- Facilitated "Reflective Practice" using Charlotte Danielson Framework clusters

- Served as an Instructional Coach for grades 6-12
- Testing Coordinator (MAP, ACT, AP, CRT, SBAC, ASVAB, NAEP) and analyzed data to guide instruction.
- Attended the NCTM conference in Charleston, South Carolina.
- Board member of the National Honor Society
- Served as the high school Athletic Director and ran the athletic program and budget.
- Facilitate an after-school math tutoring program.
- Participated and facilitated the 4TXT (for teachers by teachers) staff training mini sessions on diverse topics.
- Kagan trained.
- Math Department Lead-Weekly department meetings/monthly DL meetings with administration

Summer School Administrator 4/2017 to 8/2017
UNLV Rebel Academy - Las Vegas, Nevada

- On-site Administrator for Rebel Academy, Behavior Specialist
- Mentor to teachers and staff, ensuring all staff have appropriate curriculum and pacing using the long-term lesson planner.
- Trained in the Charlotte Danielson Method of evaluation and instruction.
- Developing school norms and systems
- Assisting in establishing classroom routines and procedure, classroom management
- Accessing and understanding a class scope and sequence, benchmarks and standards then training and assisting all staff
- Ensuring all staff have appropriate curriculum and pacing using the long-term lesson planner.

Administrator, Dean of Students 01/2010 to 04/2014
Clark County School District, Centennial High School – Las Vegas, Nevada

- Supported classroom teachers in implementing a developmentally appropriate curriculum for a group of forty or more students.
- Supervised and evaluated a team of eight teachers, the school Nurse, the first aide safety assistant, all cafeteria food workers, attendance clerk, and three campus monitors.
- Completed multiple observations of teachers in the classroom and completed a formal evaluation each year, offering praise and recommendations for improvement.
- Supervised multiple dances, sporting events and activities each semester.
- Worked with CCSD Police as well as Metro Police on multiple instances to investigate/resolve cases.
- Handled discipline, attendance, and safety for approximately 3,000+ students.
- Constructed and distributed the monthly school newsletter.
- Planned and executed several school events such as sports banquets, Freshman breakfast, Back to School Night, Student of the Month Recognitions, Staff Luncheons/Recognitions

Teacher, 08/2006 to 01/2010
Clark County School District, Molasky JHS, Escobedo MS – Las Vegas, Nevada

- Planned, implemented, monitored, and assessed a classroom instructional program which was consistent with Clark County School District regulations and Board of Education goals.
- Modified the general education curriculum for special-needs students based upon a variety of instructional techniques and technologies.
- Improved student test scores on CRT math test each year.
- 8th grade class advisor, head of Student Council, RTI (Response to Intervention) Committee, Assisted the girls' basketball coach.

- Member of the School Improvement Committee

Teacher, 08/2001 to 08/2006
Huron Valley School District – Highland Township, Michigan

- Planned, implemented, monitored, and assessed a classroom instructional program consistent with Huron Valley School District regulations and Board of Education goals.
- On the committee which implemented an entire new Math Curriculum for grades 6-8, throughout the district.
- Successfully improved student participation in the classroom through integration of creative role-playing exercises.
- Collaborated with a team of faculty to develop after-school tutorial program for students in need of extra help.
- Coached Basketball, Volleyball, and Advisor for MathCounts Mathletes and the Student Council.

CASEL'S SEL FRAMEWORK:

What Are the Core Competence Areas and Where Are They Promoted?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



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Learn more: www.casel.org/what-is-SEL



THE CASEL 5:

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: *self-awareness, self-management, social awareness, relationship skills,* and *responsible decision-making*. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

www.casel.org/what-is-SEL

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

THE KEY SETTINGS:

Our framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings to enhance all students' social, emotional, and academic learning. We believe it is most beneficial to integrate SEL throughout the school's academic curricula and culture, across the broader contexts of schoolwide practices and policies, and through ongoing collaboration with families and community organizations. These coordinated efforts should foster youth voice, agency, and engagement; establish supportive classroom and school climates and approaches to discipline; enhance adult SEL competence; and establish authentic family and community partnerships.

CLASSROOMS. Research has shown that social and emotional competence can be enhanced using a variety of clasroom-based approaches such as: (a) explicit instruction through which social and emotional skills and attitudes are taught and practiced in developmentally, contextually, and culturally responsive ways; (b) teaching practices such as cooperative learning and project-based learning; and (c) integration of SEL and academic curriculum such as language arts, math, science, social studies, health, and performing arts. High-quality SEL instruction has four elements represented by the acronym SAFE: Sequenced - following a coordinated set of training approaches to foster the development of competencies; Active - emphasizing active forms of learning to help students practice and master new skills; Focused - implementing curriculum that intentionally emphasizes the development of SEL competencies; and Explicit - defining and targeting specific skills, attitudes, and knowledge.

SEL instruction is carried out most effectively in nurturing, safe environments characterized by positive, caring relationships among students and teachers. To facilitate age-appropriate and culturally responsive instruction, adults must understand and appreciate the unique strengths and needs of each student and support students' identities. When adults incorporate students' personal experiences and cultural backgrounds and seek their input, they create an inclusive classroom environment where students are partners in the educational process, elevating their own agency. Strong relationships between adults and students can facilitate co-learning, foster student and adult growth, and generate collaborative solutions to shared concerns.

SCHOOLS. Effectively integrating SEL schoolwide involves ongoing planning, implementation, evaluation, and continuous improvement by all members of the school community. SEL efforts both contribute to and depend upon a school climate where all students and adults feel respected, supported, and engaged.

Because the school setting includes many contexts—classrooms, hallways, cafeteria, playground, bus—fostering a healthy school climate and culture requires active engagement from all adults and students. A strong school culture is rooted in students' sense of belonging, with evidence that suggests that it plays a crucial role in students' engagement. SEL also offers an opportunity to enhance existing systems of student support by integrating SEL goals and practices with universal, targeted, and intensive academic and behavioral supports. By coordinating and building upon SEL practices and programs, schools can create an environment that infuses SEL into every part of students' educational experience and promotes positive social, emotional, and academic outcomes for all students.

Continue to families/caregivers and communities...

www.casel.org/what-is-SEL



THE KEY SETTINGS (CONT.)

FAMILIES/CAREGIVERS. When schools and families form authentic partnerships, they can build strong connections that reinforce students' social and emotional development. Families and caregivers are children's first teachers, and bring deep expertise about their development, experiences, culture, and learning needs. These insights and perspectives are critical to informing, supporting, and sustaining SEL efforts. Research suggests that evidence-based SEL programs are more effective when they extend into the home, and families are far more likely to form partnerships with schools when their schools' norms, values, and cultural representations reflect their own experiences. Schools need inclusive decision-making processes that ensure that families—particularly those from historically marginalized groups—are part of planning, implementing, and continuously improving SEL.

Schools can also create other avenues for family partnership that may include creating ongoing two-way communication with families, helping caregivers understand child development, helping teachers understand family backgrounds and cultures, providing opportunities for families to volunteer in schools, extending learning activities and discussions into homes, and coordinating family services with community partners. These efforts should engage families in understanding, experiencing, informing, and supporting the social and emotional development of their students.

COMMUNITIES. Community partners often provide safe and developmentally rich settings for learning and development, have deep understanding of community needs and assets, are seen as trusted partners by families and students, and have connections to additional supports and services that school and families need. Community programs also offer opportunities for young people to practice their social and emotional skills in settings that are both personally relevant and can open opportunities for their future. To integrate SEL efforts across the school day and out-of-school time, school staff and community partners should align on common language and coordinate strategies and communication around SEL-related efforts and initiatives.

> Students, families, schools, and communities are all part of broader systems that shape learning, development, and experiences. Inequities based on race, ethnicity, class, language, gender identity, sexual orientation, and other factors are deeply ingrained in the vast majority of these systems and impact young people and adult social, emotional, and academic learning. While SEL alone will not solve longstanding and deep-seated inequities in the education system, it can create the conditions needed for individuals and schools to examine and interrupt inequitable policies and practices, create more inclusive learning environments, and reveal and nurture the interests and assets of all individuals.

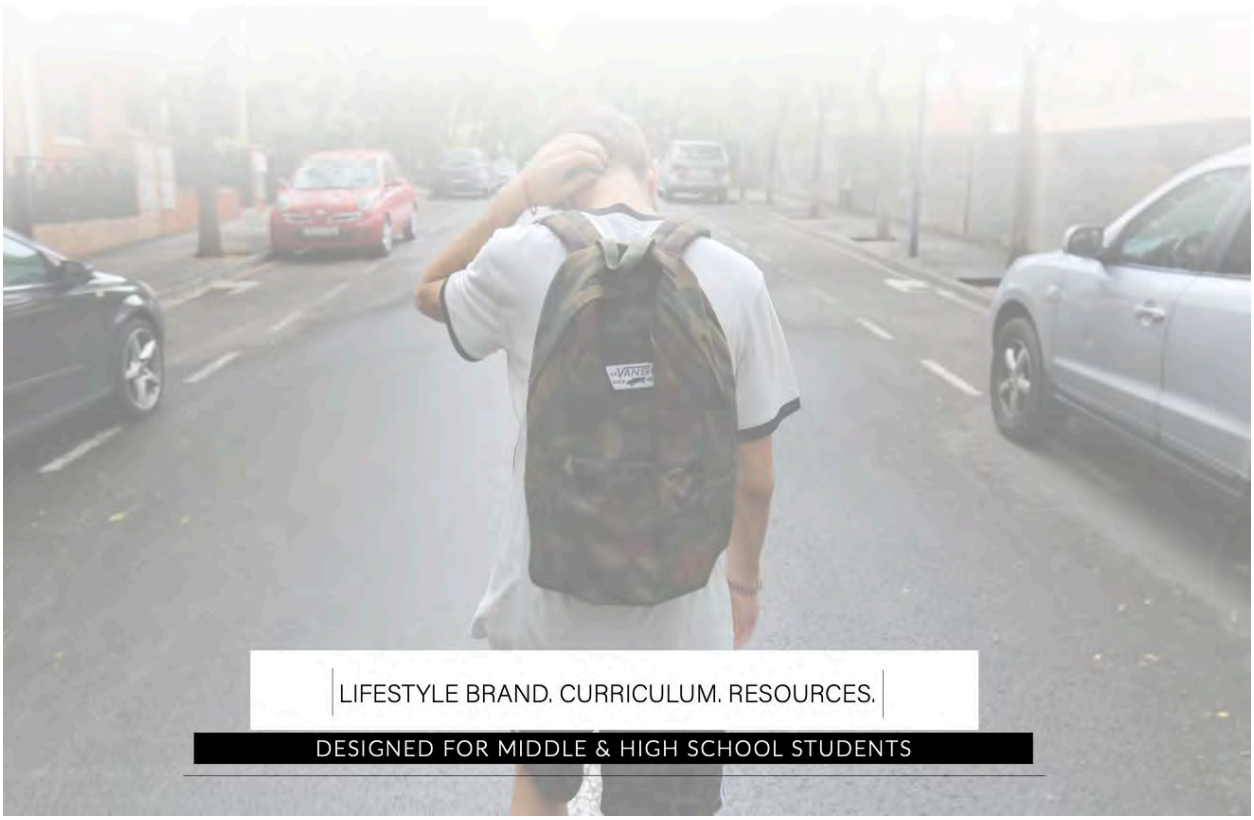
www.casel.org/what-is-SEL



GOODLIFE

EVERY STUDENT

READY FOR LIFE



GOODLIFE

SOCIAL EMOTIONAL LEARNING

MADE SIMPLE

We know that educators often find it difficult to adequately address the life challenges that face students in today's world with the significant demands of teaching and meeting academic requirements.



WE PROVIDE THE CONTENT AND STRATEGY FOR SUCCESSFUL IMPLEMENTATION.

WE work hand-in-hand with your school to Implement a school wide strategy using the GOOD**LIFE** intervention educational curriculum that improves the *SOCIAL EMOTIONAL LEARNING* skills of middle and high school students and supports your *PBIS* plan.

Drug free.
Resilient.
Connected.
Equipped.
Healthy.

Often, school staff members find it difficult to adequately address the life challenges that face students in today's world with the significant demands of teaching and meeting academic requirements.

WE CAN HELP BY PROVIDING:

- Targeted **Classroom** Teaching
- Guided **Mentoring** through the GOOD**LIFE** Leadership Society *(GLS)*
- **Sports Leadership** Training *(Coming Soon)*
- Digital and print **Media** content to engage students

Studies CONFIRM that a teenager who wrestles with the effects of abuse, neglect, addiction, life-altering trauma, or who's trying to discover how to experience fulfillment and meaning in life often needs additional resources and connection to cope or experience that fulfillment they seek. Sadly, society has often left those challenges and outcomes to the current school infrastructure and other traditional connections, and extracurriculars. GOOD**LIFE** comes alongside your school's administrators, teachers, coaches and volunteers to assist in addressing these challenges while empowering ALL with , evidence-informed, research proven, tools that address trauma and create opportunities for new ways of thinking and living.

WORKING HAND IN HAND WITH SCHOOLS TO SEE A BETTER OUTCOME FOR EVERY STUDENT.

About GOODLIFE

GOOD**LIFE** prevention and social emotional learning curriculum has been architected using evidence-informed prevention frameworks. GOOD**LIFE** provides the platform for caring adults to effectively connect to today's youth with confidence, knowing that what they are using to guide, teach and empower youth has been curated with the best tools and methods available. Research shows that mentored youth are less likely to skip school or engage in drinking, drugs, and violence. Clear teaching through consistent messaging in addition to mentoring also reduces risks of early antisocial behavior, alienation, family management problems, and lack of commitment to school. Finally, the framework helps to produce healthy beliefs, creates opportunities for involvement, and reinforces pro-social behavior.

GOOD**LIFE** is a Tier 1 and 2 prevention and intervention educational curriculum that improves the Social Emotional Learning skills of middle and high school students.



STUDENT STORIES

I think me and pretty much everybody ever is at least a little bit guilty of doing something because someone else was doing it. The GOODLIFE lessons you taught helped me be me.

-Evan
GOODLIFE Classroom Student

Most of the time I will listen to someone's advice and not really do it because it doesn't seem helpful, but I have taken everything in the GOODLIFE teaching to heart. I am very thankful that you came to our class.

-Acaysia
GOODLIFE Classroom Student

The most impactful less you taught was about how relationships can make you or break you. I've had a pretty rocky road with my Dad for a while and your talk helped me realize that I should talk to him. I bottle up how I feel a lot until I snap, which has happened a lot more this year than I would like. GOODLIFE has helped me relieve a little bit of that.

-Zoey
GOODLIFE Classroom Student

Do you love your life? As people, we're all unique and come from different walks of life. However, no matter our age, gender, or background most of us generally want the same things. We want to live with internal peace, free from crumbling under the weight of anxiety and the negative pressures of life. We want meaningful relationships with others we really know, and who really know us and love us anyway. We want to make decisions that we know are best and will lead us to the best life possible. We want to live life with purpose, knowing that we're adding value to others and the world around us.

GOOD**LIFE** illuminates the possibility to discover the life we love. GOOD**LIFE** delivers the teaching and tools to experience more life and a better story through the core areas we call the "4 Factor."

USING 4FACTORLIFE AS A GUIDE, WE LIVE BY THE CODE TO EXPERIENCE MORE LIFE AND A BETTER STORY.

4 FACTOR LIFE



EVERYTHING BEGINS WITHIN



RELATIONSHIPS CAN MAKE YOU OR BREAK YOU



CHOICES DETERMINE OUTCOMES



THE PATH OF POSSIBILITY



EVERYTHING BEGINS WITHIN

FOCUSCODES

// WE LIVE LIKE WHO WE ARE MATTERS MOST.

// WE EMBRACE THE TENSION THAT MAKES US BETTER.

The inside you that no one can see will determine the outside you that everyone can see.



RELATIONSHIPS CAN MAKE YOU OR BREAK YOU

FREINDCODES

// WE BECOME THE KIND OF FRIENDS WE'D LIKE TO HAVE.

// WE INVEST INTO THE RELATIONSHIPS THAT HELP US GROW.

The life we want will hinge on the friends we have.

FOCUS is all about examining our thoughts, emotions, source of meaning, motives, and intentions that guide our lives.
The "inside you" that no one sees ultimately determines the "outside you" that everyone sees. We can only put on a "good" front for so long until things close in on us and reveal that things haven't been "good" at all. We do well at filtering our lives and crafting the "story" we want everyone else to see, but we often fail to examine and pay attention to what is happening on the inside.

Relationship equals influence and influence equals power. This means that the people we invest our time, energy, and emotion into will be the ones who often have the power to influence and direct our lives. We'll go to them when we need advice, help, or just someone to hang out with. If we're going to live the GOODLIFE we must pay close attention to the people we're surrounded by, because the life we want will hinge on the friends we have.

THEMES ADDRESSED

Self Awareness, Understanding & Regulating Emotions, Decision Making, Confidence, Self-Motivation, Internal Reflection, Integrity, Honesty, Peer-Pressure, Restraint, Resistance Skills, Personal Power, Self-Efficacy, Managing Stress, Sense of Purpose, Positive Behavior, Problem Solving, Perseverance, Positive Thinking

THEMES ADDRESSED

Empathy, Relationship Skills, Conflict Resolution, Sensitivity, Communication, Bullying, Trust, Social Competence, Cultural Competence, Interpersonal Competence, Equality, Social Justice, Caring, Support, Listening Skills, Respect, Cooperation, Encouragement, Service to Others, Relationship Boundaries, Positive Peer Influences



CHOICES DETERMINE OUTCOMES

FREEDOMCODES

// WE MAKE DECISIONS TODAY THAT WE'RE STILL GLAD WE MADE TOMORROW.

// WE LIVE LIKE EVERY DECISION MATTERS.

Freedom is the power to own your life story.



THEPATH OF POSSIBILITY

FUTURECODES

// WE DO THE SMALL THINGS THAT MAKE BIG THINGS HAPPEN.

// WE STRIDE TOWARD THE LIFE WE WANT.

What is, is not all there is.

The greatest gift we have is freedom. Freedom is the pathway to think, believe, and act as we choose. In some extreme cases, our freedom in one or more of these areas has been violated and/or taken from us. For others, the way someone else used their freedom to think, believe, and act has impacted our story.

Even when circumstances and the decisions of others bring devastating hurt and discouragement into our lives, we still have the power to determine how we will think, believe, and act in response. Placing blame on people and circumstances gives those people or things power and, as a result, we give away the freedom we have to own our life story. Freedom is about acknowledging that we have the power to choose the outcome of our story.

What "is" is not all there is. Every moment of our lives has led us to where we are now. We are all standing at the edge of where we have been and where we will go. When we embrace the gifts and desires we have and the experiences life has brought us, we can use them to create the life we want to live. The past can shape us and teach us but it does not define us. We experience the GOODLIFE when we choose to own every moment as we take one step forward at a time.

THEMES ADDRESSED

Decision Making, Self-Efficacy, Responsibility, Self-Control, Evaluation of Consequences, Personal Power, Perseverance, Boundaries, Personal Development, Overcoming Obstacles, Positive Thinking, Planning, Sense of Purpose, Ethical Standards, Safety, Social Norms, Well-being of Self, Managing Stress, Goal Setting, Achieving

THEMES ADDRESSED

Goal Setting, Self-Motivation, Gratefulness, Celebration, Success/Achievement, Positive Consequences, Encouragement, Affirmation, Support, Positive Values, Responsibility, High Expectations, School Engagement, Discipline, Career Exploration, Perseverance, Positive Habits, Sense of Purpose


GOODLIFE


GOODLIFE
POSSIBILITY
PEACE
WHOLENESS
RESILIENCE


GOODLIFE
HIGHS
FORWARD
ABOVE
LOWS


LOVE
YOUR
LIFE



The Social-Emotional Learning Achieved by Trinity@McCormack

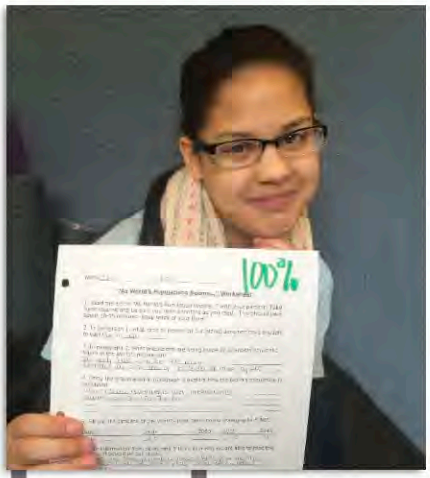
A Trinity Boston Foundation Program

It is commonly understood that "youth concentrated in under-resourced communities are more likely to experience trauma and community violence, which greatly affects their ability to learn and engage in schools." - Bragin & Bragin, 2010

Trinity@McCormack is an integrated model of student support that offers both individual counseling and school-wide services to further the development of a safe and supportive school community. The program aims to foster a sense of belonging and success among students who have experienced a high level of trauma by drawing on the principles of restorative justice, trauma-informed care and racial equity.

- **SEED Competency Ladders™**
  Trinity@McCormack and Trinity Boston Foundation have worked closely with SEED Impact to customize developmental Competency Ladders™ to track, guide and accelerate growth in Social Emotional Learning (SEL), a critical dimension of youth development.[1] Program leaders administered this aspect of our study, assessing 16 youth at the start and end of the year.

- **Retrospective Satisfaction Survey**
  In addition to the SEL ratings and narrative observations provided by program leaders, the 16 students self-assessed their personal experience of Trinity@McCormack, using a seven-item Retrospective Satisfaction Survey. These data reveal how the youth themselves value the experience.



SUMMARY FINDINGS

Competency Ladder analyses point to a 65 percent gain achieved in one year in SEL development.

These findings affirm that the social emotional skills taught are taking root in participants.

Youth with stronger SEL are more likely to have

- ✓ academic and career success,
- ✓ positive relationships,
- ✓ better physical and mental health,
- ✓ meaningful contributions to society. [2]



"I didn't want to come to school before and now I do. My attitude changed."

-7th Grade Student

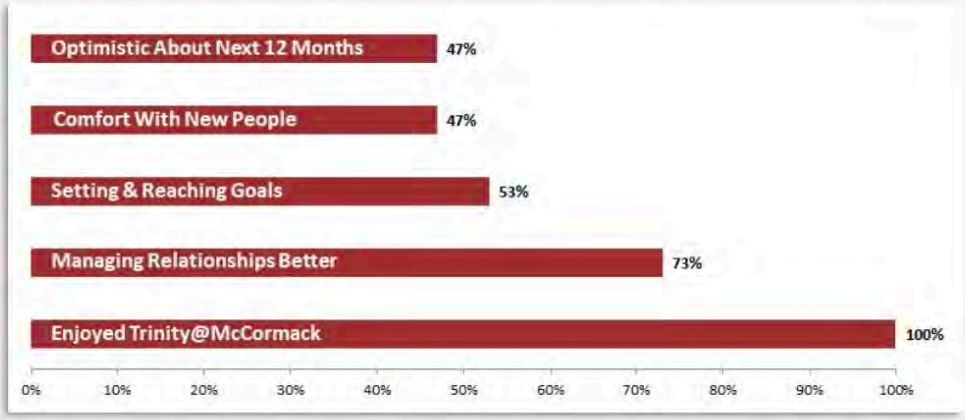
"I just think about realistic goals and do my best to get there."

-8th Grade Student

[1] Across the field, SEL has been challenging to measure without lengthy surveys that yield questionable results. A white paper explaining the simple yet robust approach we are testing is available on request.

[2] Council of Distinguished Scientists National Commission on Social, Emotional and Academic Development. The Aspen Institute, September 2017.

Retrospective Survey findings revealed participants reporting significant gains, as shown below.



Combining the two measurement lenses confirms validity of the SEL measure. The youth who self-reported gaining most from the year were externally assessed as having larger SEL gains, as well.

THE TRANSFORMATIONAL VALUE OF TRINITY@MCCORMACK

The following profiles are provided by program leaders to illustrate the life-altering impact of Trinity@McCormack:

"Jamal", a 7th grader, has improved his self-observation skills and self-awareness, but continues to get distracted easily. He has developed strong relationships with teachers and feels more connected to school. Attention has improved. Jamal is more open and trying behavioral interventions to increase his focus and attention. Daily rewards have been successful. He was able to maintain relationship with clinician through difficult rupture.

"Roxanna," a 7th grader, has improved her short-term goal setting, specifically around homework, behavior, and engagement in classes. She continues to struggle with challenges such as attendance and making positive choices in peer groups, but is working with her Trinity life coach on these issues. Roxanna has developed strong relationships in the program and is liked by teachers. She is kind, thoughtful, and determined in her relationships and goals.

Self-ratings by youth of their experience correlated with SEL gains on these elements:

1. Respond differently to situations
2. Manage relationships better
3. Increased comfort engaging with new people.
4. More positive about achieving success in the next 12 months.



HOW WE MEASURE SEL

We analyze SEL in three domains:

- **BEING**
  emotional competency; how learners view and carry themselves
- **DOING**
  cognitive skills; how technically prepared they are to respond to challenges
- **RELATING**
  interpersonal skills; how well they interact with others

Competencies in all three domains tend to be retained and carry over to new tasks and life challenges.



DETAILED COMPETENCY STUDY RESULTS

On average, increases were achieved in each of the competency domains, as follows:



Overall, the three 8th graders had more movement up the three ladders than their younger peers. Comparable SEL gains were observed in the sixth and seventh graders.

- Participants included nine 6th graders, five 7th graders, and three 8th graders.
- The program team used a cloud survey to indicate the rungs on the ladders that best described each youth. They included supporting narratives to validate their assessments.
- Data were collected in Fall 2017 to serve as the baseline, and again in Spring 2018, near the end of the school year.

"I'm not scared anymore. Loud people were scary before."

- 6th Grade Student

"I feel like next year I can get good grades. Before I was always failing, but now I know I can do the work and get better grades."

- 7th Grade Student

"At Trinity there's always someone I can talk to, they calm me down."

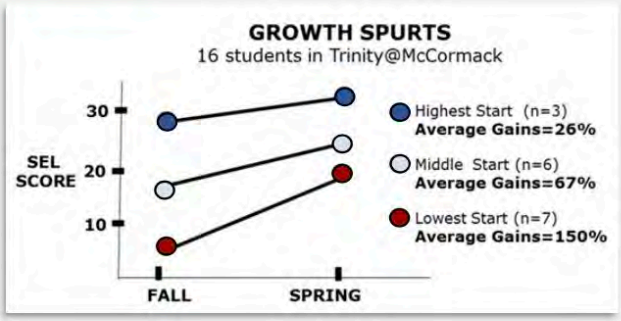
- 6th Grade Student

Trinity@McCormack is changing the odds for Boston youth.

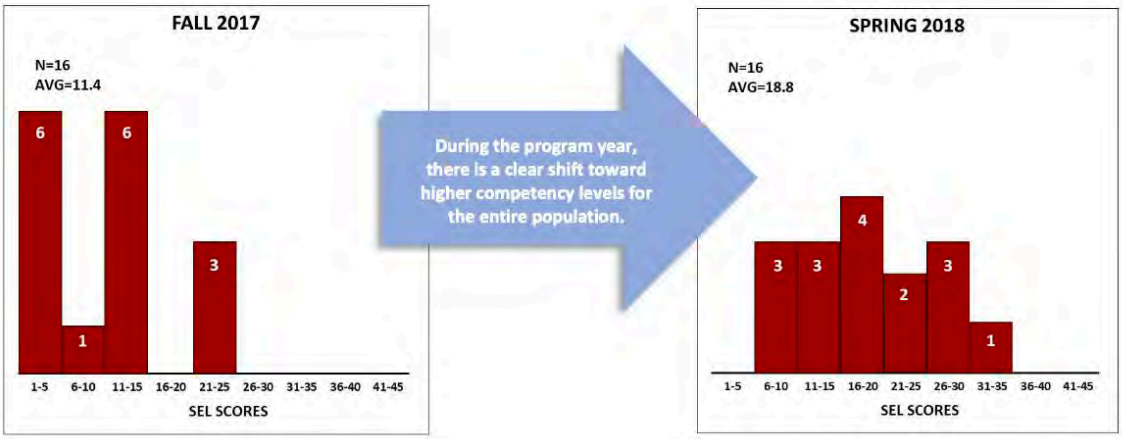
The seven students who started the school year with the lowest SEL (4.6 average out of max 15) increased their SEL by 150 percent.

The six students in the middle of the distribution in the Fall (13.0 average) increased their SEL by 67 percent.

The remaining three students with the highest SEL at the start (24.0 average) increased their SEL by 26 percent.

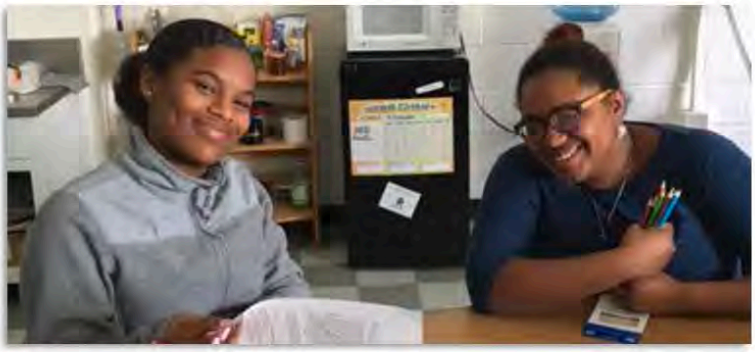


The charts below show how the overall 65 percent increase in SEL scores was distributed from Fall 2017 to Spring 2018. Scores skewed low at the outset, in the Fall.



"I used to get in trouble and was always failing. I've improved my grades and made friends. I'm proud of participating."

-7th Grade Student




Model School District Policy on Suicide Prevention:
Model Language, Commentary, and Resources
afsp.org/ModelSchoolPolicy
AMERICAN SCHOOL COUNSELOR ASSOCIATION
NASP
National Association of School Psychologists
THE TREVOR PROJECT
American Foundation for Suicide Prevention

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Contributing Groups

American Foundation for Suicide Prevention (AFSP)

Is dedicated to saving lives and bringing hope to those affected by suicide. AFSP is creating a culture that's smart about mental health through education and community programs, developing and enhancing suicide prevention efforts through research and advocacy, and providing support for those affected by suicide. Led by CEO Robert Gebbia and headquartered in New York, with a public policy office in Washington, D.C., AFSP has local chapters in all 50 states with programs and events nationwide. Learn more about AFSP in its latest **Annual Report**, and join the conversation on suicide prevention by following AFSP on **Facebook**, **Twitter**, **Instagram**, and **YouTube**. Learn more at **afsp.org**.

American School Counselor Association (ASCA)

Is a nonprofit, 501(c)(3) professional organization based in Alexandria, Va. ASCA promotes student success by expanding the image and influence of school counseling through leadership, advocacy, collaboration and systemic change. ASCA helps school counselors guide their students toward academic achievement, career planning and social/emotional development to help today's students become tomorrow's productive, contributing members of society. Founded in 1952, ASCA has a network of 50 state and territory associations and a membership of approximately 36,000 school counseling professionals. For additional information on the American School Counselor Association, visit **www.schoolcounselor.org**.

National Association of School Psychologists (NASP)

Represents more than 25,000 school psychologists who work with students, educators, and families to support the academic achievement, positive behavior, and mental wellness of all students. NASP promotes best practices and policies that allow school psychologists to work with parents and educators to help shape individual and system wide supports that provide the necessary prevention and intervention services to ensure that students have access to the mental health, social/emotional, behavioral, and academic supports they need to be successful at home, at school, and throughout life. Learn more at **nasponline.org**.

The Trevor Project

Is the world's largest suicide prevention and crisis intervention organization for LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning) young people. The organization works to save young lives by providing support through free and confidential suicide prevention and crisis intervention programs on platforms where young people spend their time, including a 24/7 phone lifeline, chat, text and soon-to-come integrations with social media platforms. The organization also runs TrevorSpace, the world's largest safe space social networking site for LGBTQ youth, and operates innovative education, research, and advocacy programs. Learn more at **TheTrevorProject.org**.

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Introduction

This document outlines model policies and best practices for school districts to follow to protect the health and safety of all students. In 2017, suicide was the second leading cause of death among young people ages 10-19.[1] It is critically important that school districts have policies and procedures in place to prevent, assess the risk of, intervene, and respond to youth suicidal behavior.

Protecting the health and well-being of students is in line with school mandates and is an ethical imperative for all professionals working with youth. Because it is impossible to predict when a crisis will occur, preparedness is necessary for every school district. Furthermore, prevention programs and policies can help to deter suicide, rather than just acting in response. On average, a young person dies by suicide every hour and 25 minutes in the U.S.[2] For every young person who dies by suicide, an estimated 100-200 youth make suicide attempts.[3] Youth suicide is preventable, and educators and schools are key to prevention.

This document was developed by examining strong local policies, ensuring that they are in line with the latest research in the field of suicide prevention, and identifying best practices for a national framework. The model is comprehensive, yet the policy language is modular and may be used to draft your own district policy based upon the unique needs of your district.

The language and concepts covered by this policy are applicable for education levels K-12. While historically, many school-based suicide prevention policies have focused on middle and high school students – and that framework serves as the basis for much of this guide – current data has shown an increased (albeit still low) suicide rate for children at younger ages. Keeping in mind that a student talking about suicide must be taken seriously at any age, much of the information is relevant for elementary schools as well as older students. As emphasized in the National Strategy for Suicide Prevention, preventing suicide depends not only on suicide prevention policies, but also on a holistic approach. This approach promotes a wellness culture that encompasses multiple dimensions, including social and mental health, and the participation of families and communities.[4] Thus, this model policy is intended to be paired with other policies and efforts that support the emotional and behavioral well-being of youth.

Please refer to the **Resources** section in this guide for additional information. If you would like support in writing a policy for your own district or have questions, please contact the Advocacy and Government Affairs Department at The Trevor Project (202-204-4730, **Advocacy@TheTrevorProject.org**), or the American Foundation for Suicide Prevention's Prevention Education Department (**education@afsp.org**).

Model Policy Language

Purpose

The purpose of this policy is to protect the health and well-being of all students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The district:

- Recognizes that physical and mental health are integral components of student outcomes, both educationally and beyond graduation
- Further recognizes that suicide is a leading cause of death among young people
- Has an ethical responsibility to take a proactive approach in preventing deaths by suicide
- Acknowledges the school's role in providing an environment that is sensitive to individual and societal factors that place youth at greater risk for suicide and helps to foster positive youth development and resilience
- Acknowledges that comprehensive suicide prevention policies include prevention, intervention, and postvention components

This policy is meant to be paired with other policies supporting the overall emotional and behavioral health of students.

Scope

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school-sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school and district staff, students, parents/guardians, and volunteers. This policy also covers appropriate school responses to suicidal or high-risk behaviors that take place outside of the school environment.

Definitions

At-Risk

Suicide risk is not a dichotomous concern, but rather, exists on a continuum with various levels of risk. Each level of risk requires a different level of response and intervention by the school and the district. A student who is defined as high-risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset of potential mental health conditions or a deterioration of mental health. The student may have thoughts about suicide, including potential means of death, and may have a plan. In addition, the student may exhibit behaviors or feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures. The type of referral, and its level of urgency, shall be determined by the student's level of risk – according to local district policy.

Crisis Team

A multidisciplinary team of administrative staff, mental health professionals, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention, response and recovery. Crisis Team members often include someone from the administrative leadership, school psychologists, school counselors, school social workers, school nurses, resource police officer, and others including support staff and/or teachers. These professionals have been specifically trained in areas of crisis preparedness and take a leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports. Crisis team members who are mental health professionals may provide crisis intervention and services.

Mental Health

A state of mental, emotional, and cognitive health that can impact perceptions, choices and actions affecting wellness and functioning. Mental health conditions include depression, anxiety disorders, post-traumatic stress disorder (PTSD), and substance use disorders. Mental health can be impacted by the home and social environment, early childhood adversity or trauma, physical health, and genes.

Risk Assessment

An evaluation of a student who may be at-risk for suicide, conducted by the appropriate designated school staff (e.g., school psychologist, school social worker, school counselor, or in some cases, trained school administrator). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

Risk Factors for Suicide

Characteristics or conditions that increase the chance that a person may attempt to take their life. Suicide risk is most often the result of multiple risk factors converging at a moment in time. Risk factors may encompass biological, psychological, and/or social factors in the individual, family, and environment. The likelihood of an attempt is highest when factors are present or escalating, when protective factors and healthy coping techniques have diminished, and when the individual has access to lethal means.

Self-Harm

Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Self-harm behaviors can be either non-suicidal or suicidal. Although non-suicidal self-injury (NSSI) lacks suicidal intent, youth who engage in any type of self-harm should receive mental health care. Treatment can improve coping strategies to lower the urge to self-harm, and reduce the long-term risk of a future suicide attempt.

Suicide

Death caused by self-directed injurious behavior with any intent to die as a result of the behavior.

NOTE: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death. Additionally, parent or guardian preference shall be considered in determining how the death is communicated to the larger community.

Suicide Attempt

A self-injurious behavior for which there is evidence that the person had at least some intent to die. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings, such as a wish to die and a desire to live, is a common experience with most suicide attempts. Therefore, ambivalence is not a reliable indicator of the seriousness or level of danger of a suicide attempt or the person's overall risk.

Suicidal Behavior

Suicide attempts, injury to oneself associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

Suicidal Ideation

Thinking about, considering, or planning for self-injurious behavior that may result in death. A desire to be dead without a plan or the intent to end one's life is still considered suicidal ideation and shall be taken seriously.

Suicide Contagion

The process by which suicidal behavior or a suicide completion influences an increase in the suicide risk of others. Identification, modeling, and guilt are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides within a community.

Postvention

Suicide postvention is a crisis intervention strategy designed to assist with the grief process following suicide loss. This strategy, when used appropriately, reduces the risk of suicide contagion, provides the support needed to help survivors cope with a suicide death, addresses the social stigma associated with suicide, and disseminates factual information after the death of a member of the school community. Often a community or school's healthy postvention effort can lead to readiness to engage further with suicide prevention efforts and save lives.

Prevention

District Policy Implementation

A district-level suicide prevention coordinator shall be appointed by the superintendent or designee. The district suicide prevention coordinator and building principal shall be responsible for planning and coordinating implementation of this policy for the school district. Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members shall report students they believe to be at-risk for suicide to the school suicide prevention coordinator or appropriate school mental health professional if the coordinator is unavailable.

Staff Professional Development

All staff shall receive, at minimum, annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development shall include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings (e.g., youth in foster care, group homes, incarcerated youth), those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer and Questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention shall be provided to school-employed mental health professionals and school nurses.

Youth Suicide Prevention Programming

Developmentally appropriate, student-centered education materials shall be integrated into the curriculum of all K-12 health classes and other classes as appropriate. The content of these age-appropriate materials shall include the importance of safe and healthy choices and coping strategies focused on resiliency building, and how to recognize risk factors and warning signs of mental health conditions and suicide in oneself and others. The content shall also include help-seeking strategies for oneself or others and how to engage school resources and refer friends for help. In addition, schools shall provide supplemental small-group suicide prevention programming for students. It is not recommended to deliver any programming related to suicide prevention to a large group in an auditorium setting.

Publication and Distribution

This policy shall be distributed annually and be included in all student and teacher handbooks, and on the school website. All school personnel are expected to know and be accountable for following all policies and procedures regarding suicide prevention.

Intervention

Assessment and Referral

When a student is identified by a peer, educator or other source as potentially suicidal – i.e., verbalizes thoughts about suicide, presents overt risk factors such as agitation or intoxication, an act of self-harm occurs, or expresses or otherwise shows signs of suicidal ideation – the student shall be seen by a school-employed mental health professional, such as a school psychologist, school counselor, school social worker, within the same school day to assess risk and facilitate referral if necessary. Educators shall also be aware of written threats and expressions about suicide and death in school assignments. Such incidences require immediate referral to the appropriate school-employed mental health professional. If there is no mental health professional available, a designated staff member (e.g., school nurse or administrator) shall address the situation according to district protocol until a mental health professional is brought in.

For At-Risk Youth

- School staff shall continuously supervise the student to ensure their safety until the assessment process is complete
- The principal and school suicide prevention coordinator shall be made aware of the situation as soon as reasonably possible
- The school-employed mental health professional or principal shall contact the student's parent or guardian, as described in the **Parental Notification Involvement** section and in compliance with existing state law/district policy (if applicable), and shall assist the family with urgent referral
- Urgent referral may include, but is not limited to, working with the parent or guardian to set up an outpatient mental health or primary care appointment and conveying the reason for referral to the healthcare provider; in some instances, particularly life-threatening situations, the school may be required to contact emergency services, or arrange for the student to be transported to the local Emergency Department, preferably by a parent or guardian
- If parental abuse or neglect is suspected or reported, the appropriate state protection officials (e.g., local Child Protection Services) shall be contacted in lieu of parents as per law
- Staff will ask the student's parent or guardian, and/or eligible student, for written permission to discuss the student's health with outside care providers, if appropriate

When School Personnel Need to Engage Law Enforcement

A school's crisis response plan shall address situations when school personnel need to engage law enforcement. When a student is actively suicidal and the immediate safety of the student or others is at-risk (such as when a weapon is in the possession of the student), school staff shall call 911 immediately. The staff calling shall provide as much information about the situation as possible, including the name of the student, any weapons the student may have, and where the student is located. School staff may tell the dispatcher that the student is a suicidal emotionally disturbed person, or "suicidal EDP", to allow for the dispatcher to send officers with specific training in crisis de-escalation and mental illness.

Parental Notification and Involvement

Disclaimer: Reporting requirements, parental rights and school responsibilities related to referrals may vary from state to state. For example, if a school district advises a parent that the child must be examined by a mental health professional prior to returning to school, then the district may be required to pay for the costs of such medical treatment. School districts should consult with their board attorney regarding parental notification and involvement and school responsibility for referrals.

The principal, designee, or school mental health professional shall inform the student's parent or guardian on the same school day, or as soon as possible, any time a student is identified as having any level of risk for suicide or if the student has made a suicide attempt (pursuant to school/state codes, unless notifying the parent will put the student at increased risk of harm). Following parental notification and based on initial risk assessment, the principal, designee, or school mental health professional may offer recommendations for next steps based on perceived student need. These can include but are not limited to, an additional, external mental health evaluation conducted by a qualified health professional or emergency service provider.

When a student indicates suicidal intent, schools shall attempt to discuss safety at home, or "means safety" with parent or guardian, limiting the student's access to mechanisms for carrying out a suicide attempt e.g., guns, knives, pills, etc. In addition, during means counseling, which can also include safety planning, it is imperative to ask parents whether or not the individual has access to a firearms, medication or other lethal means.

Lethal means counseling shall include discussing the following[5]:

Firearms

- Inquire of the parent or guardian if firearms are kept in the home or are otherwise accessible to the student
- Recommend that parents store all guns away from home while the student is struggling – e.g., following state laws, store their guns with a relative, gun shop, or police
- Discuss parents' concerns and help problem-solve around offsite storage, and avoid a negative attitude about guns – accept parents where they are, but let them know offsite storage is an effective, immediate way to protect the student
- Explain that in-home locking is not as safe as offsite storage, as children and adolescents sometimes find the keys or get past the locks
  - If there are no guns at home:
    - Ask about guns in other residences (e.g., joint custody situation, access to guns in the homes of friends or other family members)
  - If parent won't or can't store offsite:
    - The next safest option is to unload guns, lock them in a gun safe, and lock ammunition separately (or don't keep ammunition at home for now)
    - If guns are already locked, ask parents to consider changing the combination or key location – parents can be unaware that the student may know their "hiding" places

Medications

- Recommend the parent or guardian lock up all medications (except rescue meds like inhalers), either with a traditional lock box or a daily pill dispenser
- Recommend disposing of expired and unneeded medications, especially prescription pain pills
- Recommend parent maintain possession of the student's medication, only dispensing one dose at a time under supervision

  - If parent won't or can't lock medication, advise they prioritize and seek specific guidance from a doctor or pharmacist regarding the following:
    - Prescriptions, especially for pain, anxiety or insomnia
    - Over-the-counter pain pills
    - Over-the-counter sleeping pills

Staff will also seek parental permission, in the form of a Release of Information form, to communicate with outside mental health care providers regarding the student's safety plan and access to lethal means.

Re-Entry Procedure

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), whenever possible, a school-employed mental health professional, the principal, or designee shall meet with the student's parent or guardian, and if appropriate, include the student to discuss re-entry. This meeting shall address next steps needed to ensure the student's readiness for return to school and plan for the first day back. Following a student hospitalization, parents may be encouraged to inform the school counselor of the student's hospitalization to ensure continuity of service provision and increase the likelihood of a successful re-entry.

1. A school-employed mental health professional or other designee shall be identified to coordinate with the student, their parent or guardian, and any outside health care providers. The school-employed mental health professional shall meet with the student and their parents or guardians to discuss and document a re-entry procedure and what would help to ease the transition back into the school environment (e.g., whether or not the student will be required to make up missed work, the nature of check-in/check-out visits, etc.). Any necessary accommodations shall also be discussed and documented.
2. While not a requirement for re-entry, the school may coordinate with the hospital and any external mental health providers to assess the student for readiness to return to school.
3. The designated staff person shall periodically check-in with the student to help with readjustment to the school community and address any ongoing concerns, including social or academic concerns.
4. The school-employed mental health professional shall check-in with the student and the student's parents or guardians at an agreed upon interval depending on the student's needs either on the phone or in person for a mutually agreed upon time period (e.g. for a period of three months). These efforts are encouraged to ensure the student and their parents or guardians are supported in the transition, with more frequent check-ins initially, and then fading support.
5. The administration shall disclose to the student's teachers and other relevant staff (without sharing specific details of mental health diagnoses) that the student is returning after a medically-related absence and may need adjusted deadlines for assignments. The school-employed mental health professional shall be available to teachers to discuss any concerns they may have regarding the student after re-entry.

For more detailed information on **Points to Consider When Developing Re-Entry Policies**, please see page 21 within the Commentary section of this document.

In-School Suicide Attempts

In the case of an in-school suicide attempt, the physical and mental health and safety of the student are paramount. In these situations:

1. First aid shall be rendered until professional medical services and/or transportation can be received, following district emergency medical procedures
2. School staff shall supervise the student to ensure their safety
3. Staff shall move all other students out of the immediate area as soon as possible
4. The school-employed mental health professional or principal shall contact the student's parent or guardian. (Note: See **Parental Notification and Involvement** section of this document).
5. Staff shall immediately notify the principal or school suicide prevention coordinator regarding the incident of in-school suicide attempt
6. The school shall engage the crisis team as necessary to assess whether additional steps should be taken to ensure student safety and well-being, including those students who may have had emotional or physical proximity to the victim
7. Staff shall request a mental health assessment for the student as soon as possible

Since self-harm behaviors are on a continuum of level and urgency, not all instances of suicidal ideation or behavior warrant hospitalization. A mental health assessment, including a suicide risk assessment, can help determine the best treatment plan and disposition.

Out-of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member shall:

1. Call 911 (police and/or emergency medical services)
2. Inform the student's parent or guardian
3. Inform the school suicide prevention coordinator and principal

If the student contacts the staff member and expresses suicidal ideation, the staff member shall maintain contact with the student (either in person, online, or on the phone) and then enlist the assistance of another person to contact the police while maintaining engagement with the student.

After a Suicide Death

Development and Implementation of a Crisis Response Plan

The crisis response team, led by a designated crisis response coordinator, shall develop a crisis response plan to guide school response following a death by suicide. This plan may be applicable to all school community related suicides whether it be student (past or present), staff, or other prominent school community member. Ideally, this plan shall be developed long before it is needed. A meeting of the crisis team to implement the plan shall take place immediately following word of the suicide death, even if the death has not yet been confirmed to be a suicide.

For more detailed information on responding to a suicide death, please see the document ***After A Suicide: A Toolkit for Schools***, which was revised in 2018.

Action Plan Steps

Step 1: Get the Facts

The crisis response coordinator or other designated school official (e.g. the school's principal or superintendent) shall confirm the death and determine the cause of death through communication with the student's parent or guardian, the coroner's office, local hospital, or police department. Before the death is officially classified as a suicide by the coroner's office, the death shall be reported to staff, students, and parents or guardians, with an acknowledgement that its cause is unknown. When a case is perceived as being an obvious instance of suicide, it shall not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian prefers the cause of death not be disclosed, the school may release a general statement without disclosing the student's name (e.g., "We had a ninth-grade student die over the weekend"). If the parents do not want to disclose cause of death, an administrator or mental health professional from the school who has a good relationship with the family shall be designated to speak with the parents to explain the benefits of sharing mental health resources and suicide prevention with students. If the family refuses to permit disclosure, schools may state "The family has requested that information about the cause of death not be shared at this time." Staff may also use the opportunity to talk with students about suicide.

Step 2: Assess the Situation

The crisis response team shall meet to prepare the postvention response according to the crisis response plan. The team shall consider how the death is likely to affect other students, and determine which students are most likely to be affected. The crisis response team shall also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. The team and principal shall triage staff first, and all teachers directly involved with the victim shall be notified in-person and offered the opportunity for support.

Another consideration related to communication after a suicide death involves educating parents and other adults on suicide grief, since adult behavior following a suicide death can have a great impact on students, particularly elementary school-aged students.

Step 3: Share Information

Inform the faculty and staff that a sudden death has occurred, preferably in an all-staff meeting. The crisis response team shall provide a written statement for staff members to share with students and also assess staff's readiness to provide this message in the event a designee is needed. The statement shall include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Staff shall respond to questions only with factual information that has been confirmed. Staff shall dispel rumors with facts, be flexible with academic demands, encourage conversations about suicide and mental health, normalize a wide range of emotional reactions, and know the referral process and how to get help for a student. Avoid public address system announcements and school-wide assemblies in favor of face-to-face notifications, including small-group and classroom discussions. The crisis response team may prepare a letter – with the input and permission from the student's parent or guardian – to communicate with parents which includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available. If necessary, a parent meeting may also be planned. Staff shall direct all media inquiries to the designated school or district spokesperson.

Step 4: Avoid Suicide Contagion

Actively triage particular risk factors for contagion, including emotional proximity (e.g., siblings, friends, or teammates), physical proximity (witness, neighbor) and pre-existing mental health issues or trauma. Explain in an all-staff meeting that one purpose of trying to identify and provide services to other high-risk students is to prevent another death. The crisis response team shall work with teachers to identify students who are most likely to be significantly affected by the death, or who exhibit behavioral changes indicating increased risk. In the staff meeting, the crisis response team shall review suicide warning signs and procedures for referring students who present with increased risk. For those school personnel who are concerned that talking about suicide may contribute to contagion, it has been clearly demonstrated through research that talking about mental health and suicide in a nonjudgmental, open way that encourages dialogue and help-seeking does not elevate risk.

Step 5: Initiate Support Services

Students identified as being more likely to be affected by the death will be assessed by a school mental health professional to determine the level of support needed. The crisis response team shall coordinate support services for students and staff in need of individual and small group counseling as needed. School-employed mental health professionals will provide on-going and long term support to students impacted by the death of the student, as needed. If long term intensive services by a community provider are warranted, the school-employed mental health professional will collaborate with that provider and the family to ensure continuity of care between the school, home, and community. Together with parents or guardians, crisis response team members shall provide information for partner community mental health providers, or providers with appropriate expertise, to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs. These discussions may include debriefing (orientation to the facts), reflection on memories, reminders for and re-teaching of coping skills, and encouraging spending time with friends and caregivers as soon as possible. Students and staff affected by the suicide death shall be encouraged to return to a normal routine as much as possible, understanding that some deviation from routine is to be expected.

Step 6: Develop Memorial Plans

The school shall develop policy regarding memorialization due to any cause and strive to treat all deaths the same way. Avoid planned on-campus physical memorials (e.g. photos, flowers, locker displays), funeral services, tributes, or flying the flag at half-staff, because it may inadvertently sensationalize the death and encourage suicide contagion among vulnerable students. Spontaneous memorials may occur from students expressing their grief. Cards, letters, and pictures may be given to the student's family after being reviewed by school administration. If items indicate that additional students may be at increased risk for suicide and/or in need of additional mental health support (e.g. writing about a wish to die or other risk behavior), outreach shall be made to those students to help determine level of risk and appropriate response.

The school shall also leave a notice for when the memorial will be removed and given to the student's family. Online memorial pages shall use safe messaging, include resources to obtain information and support, be monitored by an adult, and be time limited. School shall not be canceled for the funeral or for reasons related to the death. Any school-based memorials (e.g., small gatherings) shall include a focus on how to prevent future suicides and prevention resources available.

For more information on memorials after a death, please refer to the Memorialization section (pgs. 25-31) of the document ***After a Suicide: A Toolkit for Schools***.

It is noteworthy that even articles that are inappropriate to share with families may have been therapeutic for the students to create. Allowing for these memorials to stay in place for a brief period up to the funeral (up to approximately five days), and monitoring memorials while in place, is recommended to avoid hostile and glamorizing messaging and to monitor for at-risk students.

Step 7: Postvention as Prevention

Following a student suicide, schools may take the initiative to review and/or revise existing policies.

External Communication

The school or district-appointed spokesperson shall be the sole media spokesperson. Staff shall refer all inquiries from the media directly to the spokesperson. The spokesperson shall:

- Keep the district superintendent and school crisis response coordinator informed of school actions relating to the death
- Prepare a statement for the media, which may include the facts of the death, postvention plans, and available resources – the statement shall not include confidential information, speculation about victim motivation, means of suicide, or personal family information

The school or district-appointed spokesperson shall answer all media inquiries. If a suicide is to be reported by news media, the spokesperson shall encourage reporters to follow safe messaging guidelines (e.g. not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic") to mitigate the risk of suicide contagion. The spokesperson shall encourage media not to link bullying to suicide, and not to speculate about the reason for suicide and instead offer the community information on suicide risk factors, warning signs, and resources available.

Sample Language for Student Handbook

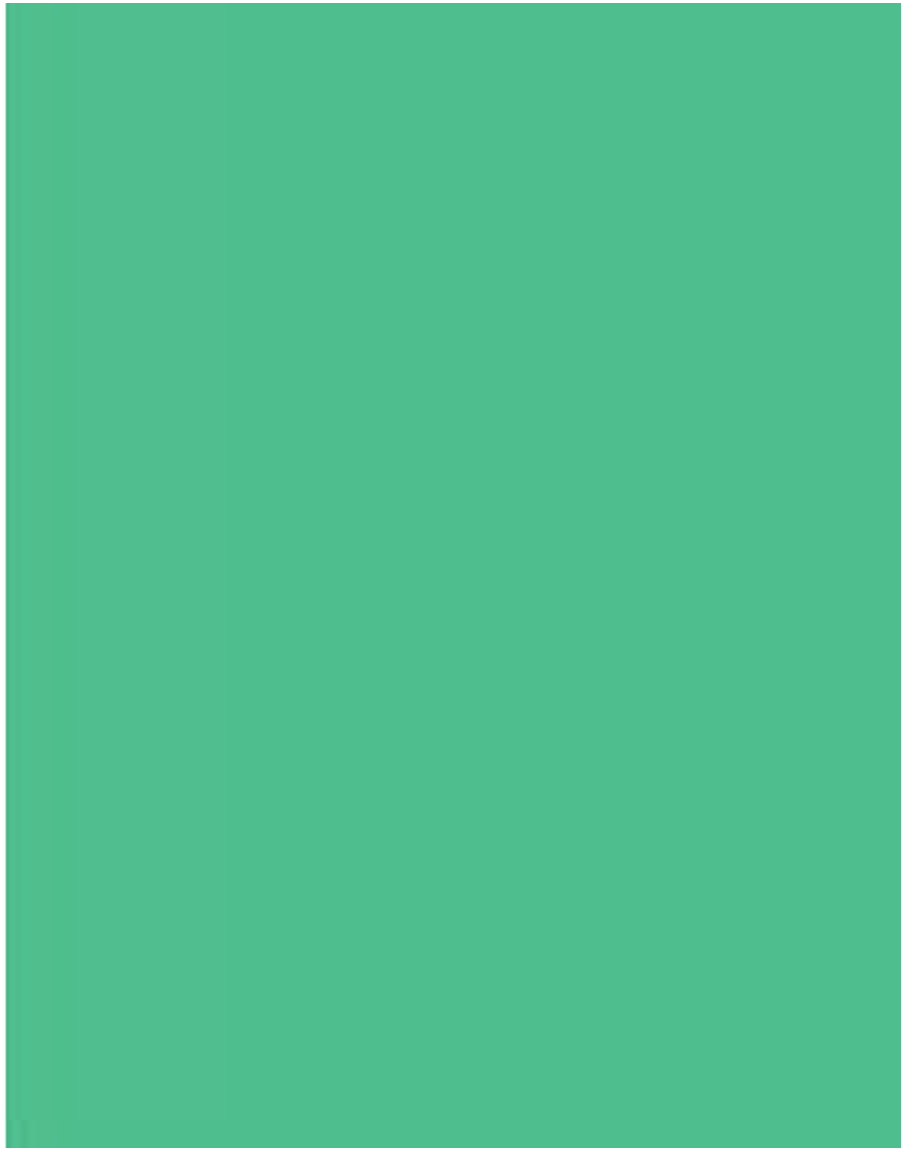
Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This curricular content will occur in all health classes throughout the school year, not just in response to a suicide, and the encouragement of help-seeking behavior will be promoted at all levels of the school leadership and stakeholders
- Each school or district will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources
- When a student is identified as being at-risk, a risk assessment will be completed by a trained school staff member who will work with the student and help connect the student to appropriate local resources
- Students will have access to national resources that they can contact for additional support, such as:
  - National Suicide Prevention Lifeline: 1-800-273-TALK (8255)
    suicidepreventionlifeline.org
  - The Trevor Lifeline: 1-866-488-7386
    thetrevorproject.org/get-help-now
  - **Trevor Lifeline Text/Chat Services, available 24/7**
    Text "TREVOR" to 678-678
  - Crisis Text Line: Text TALK to 741-741
    crisistextline.org

All school personnel and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal, or are in need of help.

While confidentiality and privacy are important, students should know that when there is risk of suicide, safety comes first.

For a more detailed review of policy changes, please see the district's full suicide prevention policy.



Commentary

Parental Involvement

Parents and guardians play a key role in youth suicide prevention, and it is important for the school district to involve them in suicide prevention efforts. While parents and guardians need to be informed and actively involved in decisions regarding the student's welfare, the school mental health professional should ensure that the parents' actions are in the best interest of the student (e.g., when a student is LGBTQ and living in an unaffirming household). Parents and guardians who learn the warning signs and risk factors for suicide are better equipped to connect their children with professional help when necessary. Parents and guardians should be advised to take every statement regarding suicide and a wish to die seriously, and avoid assuming that the student is simply seeking attention. There are commercially available videos and programs to help train parents in recognizing suicide warning signs.

Parents and guardians can also contribute to important protective factors – conditions that reduce vulnerability to suicidal behavior – for all students, especially vulnerable youth populations such as LGBTQ youth. Recent research shows that LGBT youth who are rejected by their parents are at a much higher risk of depression, suicide, illegal drug use, and unprotected sexual practices. Conversely, acceptance and support by family results in higher levels of self-esteem, lower levels of suicidal ideation and self-harm incidents, and better overall physical health.[6]

Special Considerations

If the school district advises a parent that the student must be examined by a mental health professional prior to the student returning to school, then the district may be required to pay for the costs of such medical treatment depending upon state requirements. In addition, if a student with a documented disability is prevented from returning to school until cleared by a mental health professional, the school district is expected to file for an expedited hearing pursuant to the Individuals with Disabilities in Education Act (IDEA); the parent is entitled to all due process rights available under IDEA. If the parent does not follow through with the school's recommendation and the student's perceived risk persists, the school shall follow state/district legal or policy requirements to ensure student safety. This may include a range of suggested options for next steps – call 911, call Child Protective Services, call mobile crisis services, etc.

When a parent is notified of perceived suicide risk or an attempt, it is essential that the school maintain student confidentiality related to personal information such as sexual orientation or gender identity, especially when the student has not already disclosed to the parent or guardian and does not want it shared. Information shared should be restricted to the perceived risk of suicide or facts of the attempt. Ethically and legally, mental health professionals are required to report risk to self and others. Disclosing a student's sexual orientation or gender identity without their explicit consent can in some cases endanger the student and at a minimum will impair the rapport developed with the professional.

Through discussion with the student, the principal or school-employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. Consultation with another mental health professional is recommended before taking such inaction. If contact is delayed, the reasons for the delay should be documented. Legally, the parent should not be contacted and Child Protection Services should be notified if abuse or neglect is suspected.

Importance of School-Based Mental Health Supports

Access to school-employed mental health resources and access to school-based mental health supports directly improves students' physical and psychological safety, academic performance, cognitive performance and learning, and social/emotional development. School-employed mental health professionals (school counselors, school psychologists, school social workers, and in some cases, school nurses) ensure that resources are high quality, effective, and developmentally appropriate to the school context. School-employed mental health professionals are specially trained in the interconnectivity among school law, school system functioning, learning, mental health, and family systems. This training ensures that mental health resources are properly and effectively infused into the learning environment. These professionals can support both instructional leaders' and teachers' abilities to provide a safe school setting and the optimum conditions for teaching and learning.

Having these professionals as integrated members of the school staff empowers principals and administrators to more efficiently and effectively deploy resources, ensure coordination of resources, evaluate their effectiveness, and adjust supports to meet the dynamic needs of their student populations. Improving access also allows for enhanced collaboration with community providers to meet the more intense or clinical needs of students.[7]

Each school should provide important suicide prevention information on their website that includes local and national crisis resources, the warning signs of suicide, and who to contact for the school district if a parent or student is concerned about someone being suicidal.

Risk Factors and Protective Factors

Risk Factors for Suicide

Risk factors are characteristics or conditions that increase the chance that a person may try to attempt suicide. Suicide risk tends to be highest when someone has several risk factors at the same time, or has long standing risk factors and experiences a sudden or devastating setback. These factors interact, and the more there are and the more they intensify, the greater the risk.

The most frequently cited risk factors for suicide are:

- Mental health conditions:
  - Major depression (feeling down, withdrawn or agitated in a way that impacts daily life)
  - Bipolar disorder (exteme mood swings)
  - Substance use disorders (alcohol, prescribed and illicit drugs)
  - Anxiety disorders (excessive worry, obsessions or panic attacks)
  - Eating disorders

- Hopelessness
- Problems with alcohol or drugs
- Past suicide attempt(s)
- Family history of suicide or mental health problems
- Problems with impulse control and aggression
- Serious medical condition and/or pain
- Personality traits that create a pattern of intense, unstable relationships, or trouble with the law
- Psychosis, i.e., marked change in behavior, unusual thoughts, and behavior or confusion about reality
- History of early childhood trauma, abuse, neglect, or loss
- Current family stress or transitions
- History of head trauma

Protective Factors for Suicide

Protective factors are characteristics or conditions that may help to decrease a person's suicide risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them. These factors do not eliminate the possibility of suicide, especially in someone with risk factors. Protective factors help to create resiliency, or an ability to "bounce back" from setbacks encountered throughout life.

Protective factors for suicide include:

- Receiving effective mental health care
- Positive connections to family, peers, and community
- Access to welcoming and affirming faith-based institutions, supportive social groups and clubs
- Presence of healthy role models
- Development of coping mechanisms, safety plans, and self-care strategies
- The skills and ability to solve problems
- Cultural, spiritual, or faith-based beliefs that promote connections and help-seeking

Note that protective factors do not entirely remove risk, but can mitigate against risk. There are brief periods when students with strong protective factors can have them temporarily dismantled by an acute stressor or sudden increase in other risk factors (e.g., if depression worsens, a student's usual positive coping skills and resilience may diminish).

At-Risk Student Populations

It is important for school districts to be aware of student populations that are at elevated risk for suicidal behavior based on various factors.

Youth Living with Mental and/or Substance Use Disorders

Mental health conditions, in particular depression/dysthymia, attention-deficit hyperactivity disorder, eating disorders, intermittent explosive disorder, and conduct disorder are important risk factors for suicidal behavior among young people.[8] An estimated one in four to five children have a diagnosable mental condition that

will cause severe impairment, with the average onset of depression and dysthymia occurring between ages 11 and 14 years[9]; therefore, school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk and enhance overall performance and improve long-term outcomes. Though mental health conditions are a risk factor for suicide, the majority of people with mental health concerns do not engage in suicidal behavior.

Youth Who Engage in Self-Harm or Have Attempted Suicide

Suicide risk is significantly higher among those who engage in non-suicidal self-harm than among the general population. Whether or not they report suicidal intent, one study found that 70 percent of adolescents admitted into inpatient psychiatric treatment who engage in self-harm report attempting suicide at least once in their life.[10] Additionally, a previous suicide attempt is a known powerful risk factor for suicide death. One study found that as many as 88 percent of people who attempt suicide for the first time and are seen in the Emergency Department go on to attempt suicide again within two years.[11] Many adolescents who attempt suicide do not receive necessary follow-up care for many reasons, including limited access to resources (transportation, insurance, copays, parental consent, etc.).

Youth in Out-of-Home Settings

Youth involved in the juvenile justice or child welfare systems have a high prevalence of risk factors for suicide. As much as 60 to 70 percent of young people involved in the juvenile justice system meet criteria for at least one psychiatric disorder, and youth in juvenile justice residential programs are three times more likely to die by suicide than the general youth population.[12] According to a study released in 2018, nearly a quarter of youth in foster care had a diagnosis of major depression in the last year. Additionally, a quarter of foster care youth reported attempting suicide by the time they were 17.5 years old.[13]

Youth Experiencing Homelessness

For youth experiencing homelessness, the rate of self-injury, suicidal ideation, and suicide attempts is over two times greater than those of the adolescent population in general.[14] These young people also have higher rates of mood disorders, conduct disorder, and post-traumatic stress disorder. One study found that more than half of runaway and homeless youth experience suicidal ideation.[15]

American Indian/Alaska Native (AI/AN) Youth

In 2017, the rate of suicide among AI/AN youth ages 15-19 was over 1.6 times that of the general youth population.[16] Risk factors that can affect this group include substance use, discrimination, lack of access to mental health care, and historical trauma. For more information about historical trauma and how it can affect AI/AN youth, see ihs.gov/suicideprevention.

LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer or Questioning) Youth

The CDC finds that LGB youth are 4.5 times more likely, and questioning youth are over twice as likely to consider attempting suicide as their heterosexual peers.[17] One study found that 40 percent of transgender people attempted suicide sometime in their lifetime – of those who attempted, 73 percent made their first attempt before the age of 18.[18] Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization. For those youth with baseline risk for suicide (especially those with a mental health condition), these experiences can place them at increased risk. It is not their sexual orientation or gender identity that place LGBTQ youth at greater risk of suicidal behavior, but rather these societal and external factors: the way they are treated, shunned, abused, or neglected, in concert with other individual factors such as mental health history.

Youth Bereaved by Suicide

Studies show that those who have experienced suicide loss, through the death of a friend or loved one, are nearly four times as likely to attempt suicide themselves.[19]

Youth Living with Medical Conditions or Disabilities

A number of physical conditions are associated with an elevated risk for suicidal behavior. Some of these conditions include chronic pain, loss of mobility, disfigurement, cognitive delays that make problem-solving a challenge, and other chronic limitations. Adolescents with asthma are more likely to report suicidal ideation and behavior than those without asthma. Additionally, studies show that suicide rates are significantly higher among people with certain types of disabilities, such as those with multiple sclerosis or spinal cord injuries.[20]

Best Practice: Suicide Prevention Task Force

It is recommended that school districts establish a suicide prevention task force in conjunction with adopting a suicide prevention policy. Such a task force should consist of administrators, parents, teachers, school-employed mental health professionals, representatives from community suicide prevention services, and other individuals with expertise in youth mental health, under the administration of a district suicide prevention coordinator. The purpose of such a task force is to provide advice to the district administration and school board regarding suicide prevention activities and policy implementation, and to keep aware of current research, data, trends, and evolving best practices. In addition, the task force can help to compile a list of community resources to assist with suicide prevention activities and referrals to community mental health providers.

Referrals and LGBTQ Youth

LGBTQ youth are at heightened risk for suicidal behavior, which may be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization. It is therefore especially important that school staff be trained to support at-risk LGBTQ youth with sensitivity, cultural competency, and affirming practices. School staff should not make assumptions about a student's sexual orientation or gender identity, and should validate students who do decide to disclose this information. Information about a student's sexual orientation or gender identity should be treated as confidential and not disclosed to parents, guardians, or third parties without the student's permission. In the case of parents who have exhibited rejecting behaviors, great sensitivity needs to be taken in what information is communicated with parents. Additionally, when referring students to out-of-school resources, it is important to connect LGBTQ students with LGBTQ-affirming local health and mental health service providers. Affirming service providers are those that adhere to best practices guidelines regarding working with LGBTQ clients as specified by their professional association (e.g., apa.org/pi/lgbt/resources/guidelines.aspx).

Bullying and Suicide

The relationship between bullying and suicide is highly complex, as is the relationship between suicide and other negative life events. Research indicates that persistent bullying can lead to or worsen feelings of isolation, rejection, exclusion and despair, as well as depression and anxiety, which can contribute to suicidal behavior in those at-risk.[21]

While studies have shown that young people who are bullied and those who bully others are at heightened risk for suicidal behavior, youth who exhibit both pre-existing risk for suicide (e.g., a history of depression, anxiety, substance use or other health conditions) and who are concurrently involved in bullying or experiencing other negative life events are at highest risk.[22] Individuals who are bullied in the absence of other risk factors have far fewer negative outcomes than those with pre-existing risk for suicide. Youth who bully are also at-risk, and their behavior may reflect underlying mental health problems or previous childhood trauma. One study found that those who are bullied (cyber or in person) are 19 times more likely to experience suicidal ideation than youth with no history of bullying.[23]

It is imperative to convey safe and accurate messages about bullying and suicide to youth, especially to young people who may be at-risk for suicide. Suggesting that suicide is a natural response to bullying, or providing repeated opportunities for at-risk students to see their own experiences of bullying, isolation, or exclusion reflected in stories of those who have died by suicide, can increase contagion risk by contributing to thoughts that frame suicide as a viable solution. Idealizing young people who complete suicide after being bullied or creating an aura of celebrity around them may contribute to an at-risk student's illogical thoughts that suicide is the only way to have a voice or to make a difference for others. However, when school personnel know that a student is involved in bullying, they should not hesitate to ask students direct questions about thoughts of suicide.

Whenever possible, discussions on bullying and suicide should center on prevention and resiliency, not statistics, and should encourage help-seeking behavior.

Points to Consider When Developing Re-Entry Policies

A school cannot require a student or their parents to provide documentation of a mental health assessment prior to re-entry following a mental health crisis. However, the following factors should be considered when determining local re-entry policy:

- Is there adequate availability of community-based mental health providers to ensure timely administration and documentation of student mental health status exam? (If not, the district is encouraged to have a school-employed mental health professional or trained administrator to conduct and document a suicide risk assessment to determine risk to self or others)
- Does the school have a relationship with local mental health agencies to help expedite the process in order to avoid long wait periods that could result in the student unnecessarily missing school?
- How are necessary education services and supports being provided to the student while they're out of school? (This is particularly important for students receiving special education services – schools should bear in mind, however, that most hospital programs only allow for a limited time devoted to school work and the vast majority of waking hours will be spent in therapy and/or learning coping techniques)

- Does the student experience suicidal ideation primarily outside of school? (If so, this would indicate that school is likely a safe space for the student)

In instances where a student is deemed suicidal but not taken for assessment by their parent or guardian, personnel should follow state/district legal or policy requirements to ensure student safety with consideration for referral to Child Protective Services for medical neglect.

Relevant State Laws

The following types of state laws can enhance a school's ability to effectively identify, intervene with, and support students at-risk for suicidal behavior.

Mandate Suicide Prevention Training for School Personnel

Training mandates help to ensure that all school staff members understand suicide risk and the referral process and have the skills and confidence to act when they suspect a student may be suicidal. Ideally, those mandates will apply to all school personnel who interact directly with students, not just licensed staff. Stronger state laws specify how much training is required and how often that training must occur (e.g., two hours, annually). Typically, states allow suicide prevention training hours to count toward any existing professional development or continuing education requirements for certification or licensure.

Mandate School Policies in Suicide Prevention, Intervention, and Postvention

Many states are now requiring school districts to create and implement a policy or protocol on suicide prevention, intervention, and postvention, to support existing mandates for school personnel training. Many also require the state department of education (or similar lead agency) to develop a model policy to assist school districts and to set minimum content requirements for district policies. This *Model School District Policy on Suicide Prevention* can be an ideal starting point for implementation of these laws.

Allow Youth Access to Mental Health Care

Some states require youth under age 18 to receive parental permission before seeking mental health care, while others limit mental health confidentiality, which can be an especially damaging problem for LGBTQ youth. Minor assent laws, which allow for those under the age of 18 to seek needed medical, mental health, and substance abuse care without parental consent, are imperative.

Ensure Anti-Bullying and Nondiscrimination Policies

While the majority of states have adopted some form of state-level anti-bullying and anti-harassment legislation, not all states specifically prohibit bullying and harassment on the basis of sexual orientation and gender identity. Visit **stopbullying.gov/laws** to find your state's current anti-bullying law and/or policy.

Eliminate Laws that Stigmatize, Isolate, or Allow for Criminalization of LGBTQ Youth

Typically referred to as "No Promo Homo" or "Don't Say Gay" laws, these policies ban educators from talking about LGBTQ people, issues or history, or only allow negative discussion. These laws keep supportive teachers

from speaking out in the classroom and may restrict or even eliminate vital safe spaces and affirming resources for LGBTQ youth, including activities, clubs, and discussions that support LGBTQ students. Research shows that schools that eliminate gender-based practices (e.g., battle of the sexes at pep rallies, gender-based dress requirements for school performances) provide a relatively more inclusive environment for LGBTQ students to feel welcome and affirmed.[24] Laws seeking to protect LGBTQ youth from the dangerous and discredited practice of conversion therapy are also important in affirming LGBTQ youth.

District Liability

Schools have been sued and found liable for failing to take proper action to protect students, and for failing to notify parents and guardians when a student's suicide risk was evident and an untoward outcome occurred. The key issues in court cases have been foreseeability and negligence, and have included cases in which schools did not warn parents and guardians about both verbal and written statements about suicide, as well as cases in which the school failed to provide supervision and counseling for at-risk students.[25]

Schools have a responsibility to intervene in situations in the school environment that exacerbate a student's risk, particularly when the risk was known to the school. Schools have been sued over more complex issues, such as school climate and failure to reduce bullying, that were claimed to contribute to the suicide of a student. As the U.S. Department of Education Office for Civil Rights has emphasized, schools have legal obligations under anti-discrimination laws. In most states, and under all professional organizations' ethical codes, once a school knows or reasonably should know of possible student harassment, it must take immediate action to investigate, take steps to end the harassment, eliminate a hostile environment, and prevent its recurrence.[26]

Messaging and Suicide Contagion

Research has shown a link between certain kinds of suicide-related media (including social media) coverage and increases in suicide deaths. Suicide contagion has been observed when the number of stories about individual suicides increases, or when a particular death is reported in great detail. The coverage of a suicide death being prominently featured in a media outlet or on social media, or headlines about specific deaths being framed dramatically have also been observed to contribute to suicide contagion.

Research also shows that suicide contagion can be avoided when the media reports on suicide responsibly, such as by following the steps outlined in "Recommendations for Reporting on Suicide" at **ReportingOnSuicide.org**, as well as through the National Association for School Psychologists media guideline: **Responsible Media Coverage of Crisis Events Impacting Children and Youth**.

Contagion can play a role in cases of self-harm behavior. These behaviors may originate with one student and can spread to other students through imitation. Because adolescents are especially vulnerable to the risk of contagion, in the case of a suicide death it is important to acknowledge the student's death in a way that does not inadvertently glamorize or romanticize either the student or the death. Schools can do this by seeking opportunities to emphasize the importance of seeking help for self or others when there is concern about underlying mental health issues, such as depression or anxiety, and provide resources on where to seek help. Although many people who die by suicide do have a diagnosible or known underlying mental health issue, schools can also help students understand the importance of recognizing the signs of suicide, building

resiliency and coping skills, and helping to decrease the stigma associated with seeking help for mental health concerns.

However, schools should strive to treat all deaths in the same way. Having one approach for memorializing a student who died of cancer or in a car accident and a different approach for a student who died by suicide reinforces stigma and may be deeply and unfairly painful to the student's family and friends. Refer to the American Foundation for Suicide Prevention's ***After a Suicide: A Toolkit for Schools*** resource, listed in the **Resources** section, for sample notification statements for students and parents or guardians, sample media statements, and other model language.

Finally, it is important for schools to encourage parents and guardians to monitor student social media pages after a death by suicide. Students often turn to social networking websites or apps as outlets for communicating information and expressing their thoughts and feelings about the death. Parents and guardians should be advised to monitor social media accounts for warning signs of suicidal behavior. Students should be encouraged to report concerning social media posts, such as tweets, statuses, and Instagram posts.

Best practices regarding safe messaging should be used in all communications about suicide, on social media, and in memorials. This is in order to help reduce the risk of contagion. For school personnel who are concerned that talking about suicide may contribute to contagion, research has shown that talking about mental health and suicide in a nonjudgmental, open way that encourages dialogue and help- seeking does not elevate risk.

Implementation

Implementation

After reviewing this *Model School District Policy*, you may be interested in implementing it in your own school district. If your district has policies and procedures in place, you should examine them to determine if they are comprehensive and address the components outlined in the *Model School District Policy*.

District policies should include the following:

- ☐ Requirement for training – ideally at least one hour every year for all school staff, including bus drivers, cafeteria staff, coaches, security, etc. – on suicide prevention, including education about mental health and warning signs or risk
- ☐ Consideration of populations at high risk for suicide, such as LGBTQ youth
- ☐ Requirement for a designated school suicide prevention coordinator
- ☐ Description of all suicide prevention team member roles and responsibilities, and the flow of communication and tasks
- ☐ Designation of the process for suicide risk assessments (either with school-employed mental health professionals or by arrangement with a community mental health professional)
- ☐ Requirement for continuously-updated referral list that has, at the minimum, emergency contacts such as local hospitals and their mental health clinics and referral numbers
- ☐ Procedures for in-school suicide attempt, including re-entry processes
- ☐ Consideration of out-of-school suicide attempts and how parents should be informed and involved
- ☐ Postvention procedures that follow the ***After a Suicide: A Toolkit for Schools*** recommendations and safely discuss a suicide attempt or death with the school community

If your district policies do not have any of these components, revisions or enhancements are recommended.

Appendix

Resources

Guidebooks and Toolkits

Preventing Suicide: A Toolkit for High Schools

U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Mental Health Services
store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669

After a Suicide: A Toolkit for Schools

American Foundation for Suicide Prevention and Suicide Prevention Resource Center
afsp.org/schools

Guidelines for School-Based Suicide Prevention Programs

American Association of Suicidology
sprc.org/sites/sprc.org/files/library/aasguide_school.pdf

Youth Suicide Prevention, Intervention, and Postvention Guidelines: A Resource for School Personnel

Maine Youth Suicide Prevention Program
maine.gov/suicide/docs/Guidelines%2010-2009--w%20discl.pdf

Trevor Resource Kit

The Trevor Project
thetrevorproject.org/resourcekit

Supportive Families, Healthy Children: Helping Families with Lesbian, Gay, Bisexual & Transgender (LGBT) Children

Family Acceptance Project
familyproject.sfsu.edu/publications

National Center for School Crisis and Bereavement

schoolcrisiscenter.org/

Supporting the Grieving Child and Family

American Academy of Pediatrics
schoolcrisiscenter.org/wp-content/uploads/2017/04/Final-Clinical-Report-Supporting-the-Grieving-Child-and-Family.pdf

Guidelines For Schools Responding to a Death by Suicide

National Center for School Crisis and Bereavemnet
https://www.schoolcrisiscenter.org/wp-content/uploads/2019/07/guidelines-death-by-suicide.pdf

Adolescent and School Health Resources

Centers for Disease Control and Prevention

An assortment of resources and tools relating to coordinated school health, school connectedness, and health and academics
cdc.gov/healthyyouth/index.htm

Erbacher, T. A., Singer, J. B., & Poland, S. (2015). *Suicide in schools: A practitioner's guide to multi-level prevention, assessment, intervention, and postvention.* New York: Routledge. Chapter 5 provides a model state-wide suicide prevention program.

Poland, S., & Poland, D. S. (2017). Montana's CAST-S: *Crisis Action School Toolkit on Suicide.* Charleston: CreateSpace.
https://saom.memberclicks.net/assets/SAM_unpublished_links/CAST-S%202017%20FINAL_revised.pdf

California Department of Education Model School Policy for Suicide Prevention

cde.ca.gov/ls/cg/mh/suicideprevres.asp

School Programs

Signs of Suicide Prevention Program (SOS) - Screening for Mental Health, Inc.

mentalhealthscreening.org/programs/sos-signs-of-suicide/prevention

Lifeguard Workshop Program

The Trevor Project
thetrevorproject.org/adulteducation

More Than Sad: Suicide Prevention Education for Teachers and Other School Personnel

American Foundation for Suicide Prevention
afsp.org/MoreThanSad

Sources of Strength – Spreading Hope, Health and Strength

sourcesofstrength.org

Crisis and Support Services for Students

Crisis Text Line

Text TALK to 741-741 to text with a trained crisis counselor for free, 24/7

National Suicide Prevention Lifeline

The Lifeline is a 24-hour, toll-free suicide prevention service available to anyone in suicidal crisis or their friends and loved ones. Call 1-800-273-TALK (8255). Callers are routed to the closest possible crisis center in their area.
suicidepreventionlifeline.org

Trevor Project

TrevorLifeline

The only nationwide, 24/7 crisis and suicide prevention lifeline offering free and confidential counseling for LGBTQ youth, available at 1-866-488-7386.

TrevorChat

A free, confidential and secure instant messaging service that provides live help for LGBTQ youth by trained volunteers 24/7.
TheTrevorProject.org/Help

TrevorText

Text "TREVOR" to 678-678. Standard text messaging rates apply. Available 24/7.

TrevorSpace

An online international peer-to-peer community for LGBTQ young people and their friends
thetrevorproject.org

Relevant Research

Youth Risk Behavior Surveillance System

Centers for Disease Control and Prevention. Monitors health-risk behaviors among youth, including a national school-based survey conducted by CDC and state, territorial, tribal, and local surveys conducted by state, territorial, and local education and health agencies and tribal governments.
cdc.gov/healthyyouth/yrbs/index.htm

2012 National Strategy for Suicide Prevention

A report by the U.S. Surgeon General and the National Alliance for Suicide Prevention outlining a national strategy to guide suicide prevention actions. Includes up-to-date research on suicide prevention.
surgeongeneral.gov/library/reports/national-strategy-suicide-prevention/full_report-rev.pdf

Working with the Media

Recommendations for Reporting on Suicide

American Foundation for Suicide Prevention, et al.
reportingonsuicide.org

LGBTQ+ and Suicide Risk: Talking about Suicide and LGBT Populations

American Foundation for Suicide Prevention
afsp.org/lgbtq

The National Association for School Psychologists

Guidelines for responsible media coverage of crisis events impacting children and youth.
nasponline.org/about-school-psychology/media-room/press-releases/responsible-media-coverage-of-crisis-events-impacting-children-and-youth

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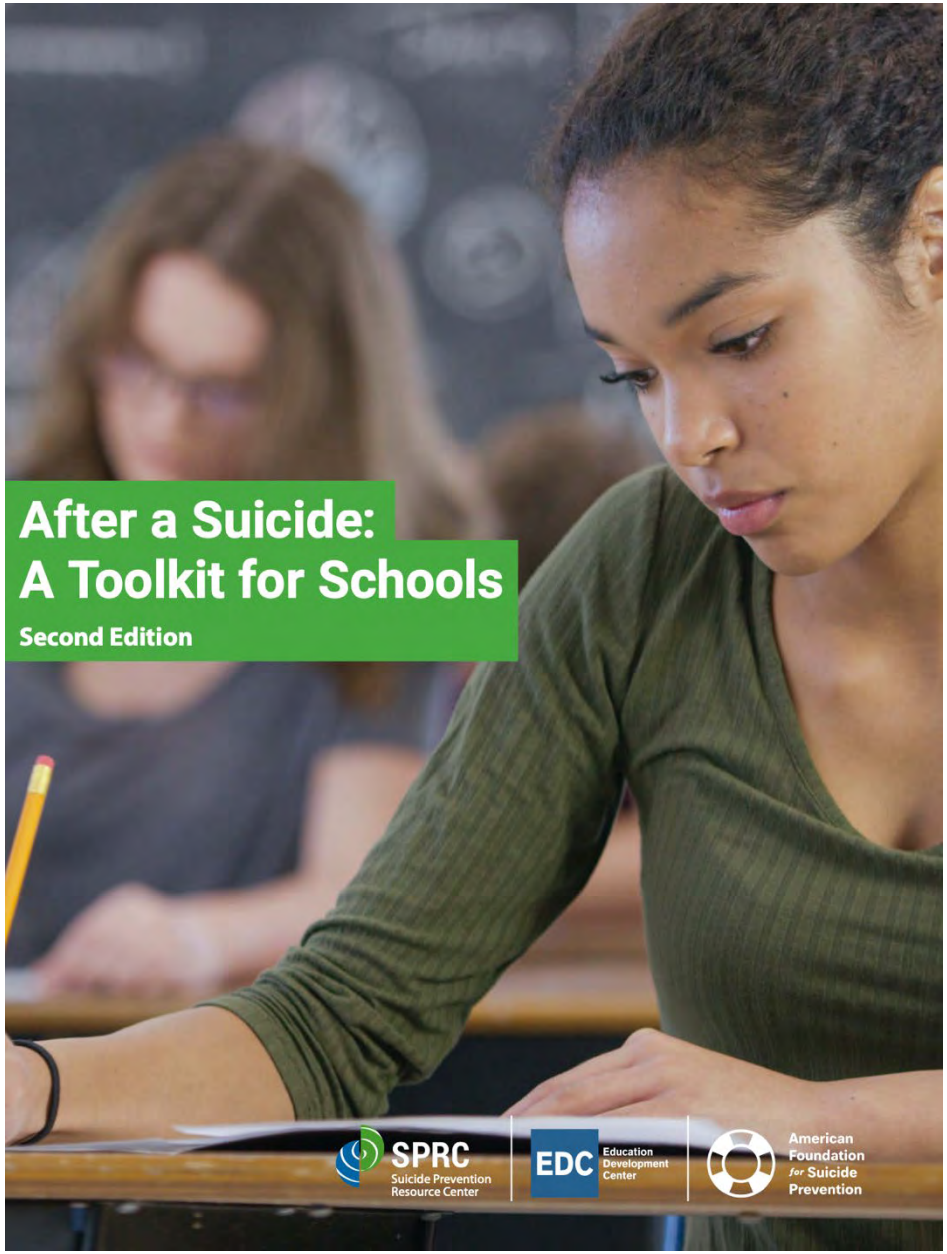

After a Suicide:
A Toolkit for Schools
Second Edition
SPRC
Suicide Prevention
Resource Center
EDC
Education
Development
Center
American
Foundation
for Suicide
Prevention

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Introduction

Introduction

The suicide of a student can leave a school faced with grieving students, distressed parents and school staff, media attention, and a community struggling to understand what happened and why. In this situation, schools need reliable information, practical tools, and pragmatic guidance to help them protect their students, to communicate with the public, and to return to their primary mission of educating students.

In 2011, the American Foundation for Suicide Prevention (AFSP) and the Suicide Prevention Resource Center (SPRC) produced *After a Suicide: A Toolkit for Schools* to assist schools in the aftermath of a suicide in the school community. This second edition includes updated information and new material.

This toolkit reflects consensus recommendations developed in consultation with national experts, including school-based administrators and staff, clinicians, researchers, and crisis response professionals. It provides guidance and tools for *postvention*, a term used to describe activities that help people cope with the emotional distress resulting from a suicide and prevent additional trauma that could lead to further suicidal behavior and deaths, especially among people who are vulnerable.

This resource was developed primarily for administrators and staff in middle and high schools, but it can also be useful for parents and communities. Although some of the guidance can be used by schools serving other age groups, the developmental differences between students in elementary, middle, and high school, and college must be taken into account when using the toolkit to respond to a death in a school.

After a Suicide focuses on how to respond in the immediate aftermath of a suicide death of a student. Ideally, schools should have a crisis response and postvention plan in place before a suicide occurs. That will enable staff to respond in an organized and effective manner. But whether or not a school has such a plan, this toolkit contains information schools can use to initiate a coordinated response. For information on developing protocols for responding to a suicide, see Chapter 3 in *Preventing Suicide: A Toolkit for High Schools*.[1]

The following principles have guided the development of the toolkit:

- Schools should treat all student deaths in the same way. Having one approach for a student who dies of cancer (for example) and another for a student who dies by suicide reinforces the negative association that often surrounds suicide and may be deeply painful to the deceased student's family and close friends.
- Adolescents are vulnerable to the risk of suicide contagion, that is, when a struggling student experiences the loss of another student to suicide and becomes at greater risk. Therefore, it is important not to inadvertently simplify, glamorize, or romanticize the student or his or her death.
- Adolescents are also resilient. With the proper information, guidance, and support from school staff, students can learn to cope with the suicide of a fellow student, process their grief, and return to healthy functioning.
- Suicide has multiple causes. However, a student who dies by suicide was likely struggling with significant concerns, such as a mental health condition that caused substantial psychological pain even if that pain was not apparent to others. But it is also important to understand that most people with mental health conditions do not attempt suicide.

1 There are some differences in terminology and roles between *Preventing Suicide: A Toolkit for High Schools* and this toolkit. We provide additional explanation in this toolkit's section "Crisis Response."

- Help should be available for any student who may be struggling with mental health issues or suicidal feelings.
- Postvention efforts need to consider the cultural diversity of those affected by a suicide.

After a Suicide: A Toolkit for Schools was designed to help schools respond immediately in the minutes, hours, and days after a suicide as well as in the weeks and months it takes the school community to heal and move forward. Since significant numbers of high school-aged youth die by suicide across the United States every year, every school needs to be prepared to respond to such an event.

Brief Descriptions of the Toolkit Sections

Crisis Response – Steps that should be taken immediately when the school learns that a student has died by suicide

Helping Students Cope – Ways that the school can help reduce the emotional trauma of an unexpected death for all students and reduce suicide risk among vulnerable students

Working with the Community – Approaches to sharing information and coordinating activities with organizations and groups outside the school, including the police department, local government, faith community, and mental health providers

Working with the Media – Helping journalists ensure that the public gets the information it needs without causing undue emotional stress, increasing the risk of contagion to other students, or violating the privacy of the deceased and his or her family

Memorialization – Appropriately remembering and honoring a student who died without contributing to additional emotional trauma or suicide risk among other students

Social Media – How to appropriately use social media to inform the community while working to limit the spread of rumors and social media content that can raise the risk of vulnerable students

Suicide Contagion – Helping vulnerable students who may be in emotional or suicidal crisis as a result of the death of another student, member of the school community, or a celebrity with whom they identify, in order to avoid additional suicidal behavior and deaths

Bringing in Outside Help – Identifying and working with postvention experts from outside the school

Going Forward – Moving past the immediate crisis and implementing a comprehensive suicide prevention plan (if the school does not already have one)

Appendix A: Tools and Templates – Sample guidelines, letters, and procedures to be used in the aftermath of a suicide

Appendix B: Additional Resources – Sources of more information and guidance on preparing for and responding to a suicide in the school community, listed by the section of the toolkit to which they are most relevant



Crisis Response

When a school receives the news that one of its students has died by suicide, the first step is to make sure this news is true. In this age of social media and smartphones, it is easy for rumors to spread.

- School staff should immediately confirm the death of a student.
- Upon confirmation, the school should immediately implement a coordinated crisis response to achieve the following:
  - Effectively manage the situation
  - Provide opportunities for grief support
  - Maintain an environment focused on normal educational activities
  - Help students cope with their feelings
  - Minimize the risk of suicide contagion

Mobilize a Crisis Response Team

It is most effective for schools to have an identified Crisis Response Team set up and ready to respond to a crisis before one occurs. This team is responsible for implementing the elements of your school's crisis response plan.

Before a crisis occurs, find out whether your school district has a Crisis Response Team that can provide additional support to your school if needed. Many districts have a Crisis Response Team to handle larger crisis events, with each school having its own Crisis Response Team. This allows schools to pull from the district-wide team if they require additional support staff to meet the needs of their staff and students in the aftermath of a suicide. A district team is also beneficial if the school's Crisis Response Team is emotionally impacted in a way that makes it difficult for team members to engage in postvention activities effectively, or if they need extra support.

Depending on the size of the school or district, the school Crisis Response Team should have at least 5 or 6 people (but no more than 15), chosen for their skills, credentials, and ability to work compassionately and effectively under pressure with all members of the school community. Ideally the team will be a combination of administrators, counselors, social workers, psychologists, nurses, and school resource officers. It can also be useful to include a member of the school's information technology staff to help with social media. The team should have the ability to work with all of the cultures represented by the students and their families.

If You Have Used *Preventing Suicide: A Toolkit for High Schools*

Note: *Preventing Suicide: A Toolkit for High Schools* uses the term "Suicide Response Team." In this toolkit on postvention, we use "Crisis Response Team" instead because this term is now more widely known, accepted, and used in school safety plans. Some schools have a Suicide Response Team that is part of a larger Crisis Response Team. Even if you have a Suicide Response Team, consider mobilizing the entire Crisis Response Team after a suicide, since effective postvention requires the expertise, roles, and knowledge of the entire team.

The Crisis Response Team coordinator is usually the principal. The team coordinator:

- Has overall responsibility throughout the crisis
- Is the central point of contact
- Monitors overall postvention activities throughout the school
- Handles communications with the different groups of people within the school (e.g., administration, staff, students, and parents) and the media

Depending on the needs of the school and its Crisis Response Team, the team coordinator may find it helpful to designate a member of the mental health staff to serve as an assistant coordinator for the team. This person assists the coordinator in the following activities:

- Coordinate communication among the staff, students, and community
- Share updates with Crisis Response Team members
- Work with the mental health team to organize safe rooms for students and staff in need of assistance
- Facilitate communication with parents when concerns arise about particular students

If an assistant coordinator is designated, that person can also fill in for the coordinator if he or she is not available. If an assistant coordinator is not designated, a back-up coordinator should be assigned by the coordinator for times when the coordinator is not available.

Comparison of Roles in This Toolkit and *Preventing Suicide: A Toolkit for High Schools*

This toolkit updates the roles listed in *Preventing Suicide: A Toolkit for High Schools*.

After a Suicide: A Toolkit for Schools	*Preventing Suicide: A Toolkit for High Schools*
Crisis Response Team coordinator	Suicide Response Team coordinator
Assistant coordinator (optional)	N/A
Back-up coordinator if no assistant coordinator	Back-up coordinator

Get the Facts

A postvention plan should emphasize a single point of contact for information if the school learns of a student death. For example, the school principal would likely be the first person notified when anyone in the school learns of a student death.

Although it may not always be possible to immediately determine all of the details about a death, confirming as much factual information as possible before communicating with students is important. Speculation and rumors can exacerbate the emotional upheaval within the school. Time is also of the essence in confirming factual information

since social media and other forms of communication may be occurring simultaneously, and it is possible that others, including students, may already have some information about the death.

It can be challenging for a school to determine how to proceed if the cause of death has not been confirmed to be suicide, if there is an ongoing investigation, or if the family does not want the cause of death disclosed. The school's principal or the superintendent should first check with the family, the coroner, and/or the medical examiner's office (or, if necessary, local law enforcement) to ascertain the official cause of death.

If the Cause of Death Is Unconfirmed

If there is an ongoing investigation, schools should state that the cause of death is still being determined and that additional information will be forthcoming once it has been confirmed. Acknowledge that there may be rumors (which are often inaccurate), and remind students that rumors can be deeply hurtful and unfair to the missing/deceased person and his or her family and friends.

Given how quickly news and rumors spread (including through media coverage, e-mail, texting, and social media), schools may not be able to wait for a final determination before they need to begin communicating with the students. In those cases, schools can say, "At this time, this is what we know…" For a more complete example of how to talk with students about this, see Sample Death Notification Statement for Students: Option 2 – When the Cause of Death Is Unconfirmed.

The school attorney may wish to first research the applicable state law regarding discussing the cause of death before the school issues a statement. In addition, schools should check with local law enforcement before speaking about the death with students who may need to be interviewed by the authorities.

If the Family Does Not Want the Cause of Death Disclosed

Although the fact that a student has died may be disclosed immediately, official information about the cause of death should not be disclosed to students until the family has been consulted. The need to share information should be carefully balanced with honoring the family's request. Therefore, the school may choose to initially release a more general, factual statement without using the student's name if the family does not give permission (e.g., "We have learned that a ninth-grade student died over the weekend.").

There may be cases where the death has been declared a suicide, but the family does not want this communicated, perhaps due to prejudice, privacy concerns, or fear of risking contagion or because they simply do not (yet) believe or accept that it was suicide. If this situation occurs, someone from the administration or mental health staff who has a good relationship with the family should be designated to contact them to explain that students are already talking about the death among themselves, and that having adults in the school community talk with students about suicide and its causes can help keep students safe.

Schools have a responsibility to balance the need to be truthful with the school community with the need to be sensitive to the family. If the family refuses to permit disclosure, schools can state, "The family has requested that information about the cause of death not be shared at this time." But staff can also use the opportunity to talk with students about the phenomenon of suicide, for example:

> *We know there has been a lot of talk about whether this was a suicide death. Since the subject of suicide has been raised, we want to take this opportunity to give you accurate information about suicide in general, ways to prevent it, and how to get help if you or someone you know is feeling depressed or may be suicidal.*

Share the News with the School Community

The principal or Crisis Response Team coordinator should use care in sharing the information about the death with staff and parents in the school community. This communication should be done separately from communications with students. Also, what is said publicly may be limited to some degree by the family's wishes, and it is important to distinguish what might be said in a public meeting (e.g., with parents) versus a meeting of necessary school staff (e.g., teachers who taught the deceased student).

In any communication about suicide, it is important to follow guidelines on safe messaging about suicide. It is particularly important to avoid idealizing the person and glorifying suicide. Talk about the person in a balanced manner. Do not be afraid to include the struggles that were known, especially in individual conversations about the death. If the student's struggles are not mentioned, it may cause confusion as well as give the impression that suicide is an effective way of addressing one's distress—especially among the other students.

For more suggestions on how to talk about suicide, see the tool Tips for Talking about Suicide.

Address Cultural Diversity

Postvention efforts need to take into consideration the cultural diversity of everyone affected by a suicide, including the family, school, and community. This diversity may include differences in race, ethnicity, language, religion, sexual orientation, and disability. Culture may significantly affect the way people view and respond to suicide and death.

Key points involving cultural differences include the following:

- Be aware that the extent to which people are able to talk about suicide varies greatly, and in some cultures suicide is still seen as a moral failing.
- Be sensitive to the beliefs and customs regarding the family and community, including rituals, funerals, the appropriate person to contact, etc.
- Be sensitive to how the family or community may need to respond to the death before individuals outside of the family or community intervene to provide support.
- Engage a "cultural broker" to act as a liaison between the family, community, and school if key members of school staff are not from the same racial, ethnic, or religious group as the person who died by suicide.
- Bring in interpreters and translators if there are language differences. If possible, have resource materials in different languages available for parents.

Activities for Responding to a Crisis

Crisis Response Team Coordinator's Tasks

- Inform the principal (if not already notified or designated as team coordinator) and school superintendent of the death.
- Contact the deceased's family to:
  - Offer condolences
  - Inquire as to what the school can do to assist
  - Ask them to identify the student's friends who may need assistance

- Discuss what students should be told
- Inquire about funeral arrangements

Note: Schools may establish a better rapport with the family if they make this contact in person.

- Call an immediate meeting of the Crisis Response Team to assign responsibilities.
- Establish a plan to immediately notify school staff of the death via the school's crisis alert system. If possible, this should be an in-person notification, especially for those who worked directly with the deceased student.
- Schedule an initial all-staff meeting as soon as possible—ideally before school starts in the morning (see the tool Sample Guidelines for Initial All-Staff Meeting).
- Arrange for students to be notified of the death in small groups, such as in homerooms. Do *not* notify students by PA (public address) system or in a large assembly.
- Disseminate a death notification statement for students to homeroom teachers (see the tool Sample Death Notification Statement for Students). It is suggested that in the homeroom of the deceased student, it might be helpful to have a mental health professional (e.g., school psychologist, counselor, social worker) present as well as the teacher.
- Identify social media accounts that may need attention or monitoring, and designate a member of the crisis team to monitor them (for more information, see the Social Media section).
- Draft and disseminate a written death notification statement to parents (see the tool Sample Death Notification Statement for Parents.
- Disseminate the handouts Facts about Suicide in Adolescents, Tips for Talking about Suicide, and Youth Warning Signs and What to Do in a Crisis to teachers and other relevant school staff to give them more information about suicide and how to help their students.
- Speak with the school superintendent and Crisis Response Team assistant coordinator throughout the day.
- Determine whether additional grief counselors, crisis responders, or other resources may be needed from outside the school.

Team Assistant Coordinator's Tasks

The following tasks may be delegated as appropriate to specific staff by the team coordinator if an assistant coordinator is not designated:

- Conduct an initial all-staff meeting.
- Conduct periodic meetings for the Crisis Response Team members.
- Monitor activities throughout the school, making sure teachers, staff, and Crisis Response Team members have adequate support and resources.
- Plan a parents' meeting, if necessary (see the tool Sample Agenda for Parent Meeting).
- Assign roles and responsibilities to Crisis Response Team members in the areas of safety, support for staff and students, community liaisons, funeral, media relations, and social media.

Other Key Activities

These activities can be implemented by the team coordinator, assistant coordinator, and/or other designated staff, depending on the activity and the specific situation:

Safety

- Keep to regular school hours.
- Ensure that students follow established dismissal procedures.
- Call on school resource officers or facilities managers to assist parents and others who may show up at the school with inquiries and to keep media off school grounds.
- Pay attention to students who are having particular difficulty, including those who are either withdrawing from others or congregating in hallways and bathrooms. Encourage them to talk with counselors or other appropriate school staff.

Support for Staff and Students

- Assign a staff member to follow the deceased student's schedule to monitor peer reactions and answer questions. It is also important to monitor staff reactions to the death.
- If possible, arrange for several substitute teachers or "floaters" from other schools within the district (or outside consultants) to be on hand in the building in case teachers need to take time out of their classrooms.
- If possible, identify an easily accessible mechanism for students to request support (e.g., be able to request a pass to meet with a counselor or others) throughout the day.
- Arrange for crisis counseling rooms for staff and students.
- Provide tissues and water throughout the building and arrange for food for teachers and crisis counselors who may be giving up lunch periods to respond to students.
- Work with the administration, teachers, and school mental health professionals to identify individuals who may be having particular difficulty, such as family members, close friends, and teammates; those who had difficulties with the deceased; those who may have witnessed the death; and students known to have depression or prior suicidality.
- Work with school-based mental health professionals to develop plans to provide counseling and referrals to those who need it.
- Prepare to track and respond to student and/or family requests for memorialization.

Community Liaisons

- Several team members will be needed, each serving as the primary contact for working with community partners of various types, including:
  - Coroner/medical examiner – To ensure accuracy of information disseminated to school community
  - Police – As necessary, particularly if an investigation about the death occurs, and the police wish to speak with school staff
  - Mayor's office and local government – To facilitate a community-wide response to the suicide death

- Mental health and medical communities and grief support organizations – To plan for student, staff, and community needs

- Arrange for outside trauma responders, if necessary, and brief them as they arrive on scene.

Funeral

- Communicate with the funeral director about logistics for students and staff attending the services, including the need for crisis counselors and/or security to be present at the funeral.
- Encourage the family to hold the funeral off of school grounds and outside of school hours if at all possible.
- Be sensitive to the needs and wishes of different religious, ethnic, and racial groups that may be involved in the funeral.
- When possible, discuss with the family the importance of communicating with clergy/religious leaders, or whoever will be conducting the funeral, to ask if they are comfortable mentioning something about the struggles the student was having. When appropriate, include mental health concerns. While ultimately this is the family and religious leader's decision, an informed discussion should occur where the family and religious leader are made aware of the benefits of providing this information as a way to promote understanding about suicide as well as to reduce possible contagion.
- Depending on the family's wishes, help disseminate information about the funeral to students, parents, and staff, including:
  - Location
  - Time of the funeral (keep school open if the funeral is during school hours)
  - What to expect (e.g., whether there will be an open casket)
  - Guidance regarding how to express condolences to the family
  - Policy for releasing students during school hours to attend (i.e., students will be released only with permission of parent, guardian, or designated adult)
  - Procedures for staff who want to attend (i.e., excused time away, getting substitute teachers)
- Work with school mental health professionals and community mental health professionals to arrange for counselors to attend the funeral.
- Encourage parents to accompany their child to the funeral.

Media Relations

- Designate a media spokesperson to field media inquiries using the tool Key Messages for Media Spokesperson.
- Prepare a media statement.
- Advise staff that only the media spokesperson is authorized to speak to the media.
- Advise students to avoid interviews with the media.
- Refer media outlets to *Recommendations for Reporting on Suicide*.

Social Media

- Oversee the school's use of social media as part of the crisis response.
- See the Social Media section for details on monitoring social media.

Tools for Crisis Response

These tools are in Appendix A: Tools and Templates:

- Sample Guidelines for Initial All-Staff Meeting
- Sample Death Notification Statement for Students
- Sample Death Notification Statement for Parents
- Sample Agenda for Parent Meeting
- Tips for Talking about Suicide
- Facts about Suicide in Adolescents
- Youth Warning Signs and What to Do in a Crisis

For more resources on crisis response, see Appendix B: Additional Resources.



Helping Students Cope

In the aftermath of a suicide, students and others in the school community may feel emotionally overwhelmed. This can make it difficult for the school to return to its primary function of educating students and can also increase the risk of prolonged stress responses and even suicide contagion. A school's approach to supporting students after a suicide loss is most effective when it provides different levels of support depending on the students' needs. It is critical that an opportunity to meet in smaller groups be given to students in need of more in-depth support, augmenting the support given to all students.

Key Considerations

Adolescence is a time of increased risk for difficulties with emotional regulation given the intensification of responses that come with puberty and the structural changes in the brain that occur during this developmental period. Most adolescents have mastered basic skills that allow them to handle strong emotions encountered day to day. But these skills may be challenged in the face of a suicide. Young people may not yet have learned how to recognize complex feelings or physical indicators of distress, such as stomach upset, restlessness, or insomnia.

It is therefore important for schools to provide students with appropriate opportunities to express their emotions and identify strategies for managing them, such as in group and individual counseling sessions. Schools can also help students balance the timing and intensity of their emotional expression. Staff can use the information in the tool Tips for Talking about Suicide to help students understand and manage their emotions.

If there are concerns about a student's emotional or mental health, the parent(s) or guardian(s) should be notified, and a referral should be made to a mental health professional for assessment, diagnosis, and possible treatment. Mental health resources that may be available in addition to school-based mental health professionals (e.g., school psychologists, counselors, social workers) include community mental health agencies, emergency psychiatric screening centers, and children's mobile response programs. Pediatricians and primary care providers can also be a source of mental health referrals. In addition, it may be useful for school staff to identify and reach out to families of students who are not coming to school.

When implementing these strategies, leadership will most likely be provided by the school psychologist, counselor, social worker, school nurse, and/or possibly a community mental health partner, all of whom may be members of the school's Crisis Response Team and likely trained in culturally competent counseling strategies. However, all adults in the school community can help by modeling calm, caring, and thoughtful behavior.

Schedule Meetings with Students in Small Groups

Schools will likely need to adjust the regular academic schedule to allow time for helping students address their emotional needs. It is preferable to reach out to students in a deliberate and timely way, rather than allow the emotional environment to escalate, and to do so in homerooms and small group meetings.

All students should be provided with the opportunity to go to a small group meeting where they can express their feelings about the death of their classmate and obtain support. This type of group would be optional for students and should take place outside their classroom in private offices within the school. Ideally, these groups would be facilitated by a school mental health professional or another person experienced in postvention. However, if that is not possible, it is important that the staff who meet with students are comfortable with students' grief and know the school's

procedure for addressing a student who is in distress and the importance of referring the student for help. Such small groups also provide a chance for adults to identify youth who appear in need of additional support.

These group meetings can either have a structured agenda and keep to a time limit or be open-ended and focus more on addressing the students' specific needs. It is important to provide each student with an opportunity to speak. The groups should focus on helping students identify and express their feelings and discuss practical coping strategies (including appropriate ways to memorialize the loss) so that they can return their focus to their regular routines and activities.

In addition to the small groups, it might be helpful to have mental health professionals visit classrooms to:

- Give all students accurate information about suicide
- Prepare students for the kinds of reactions that can be expected after hearing about a peer's suicide death
- Provide them with safe coping strategies they can use to help them in the coming days and weeks
- Answer questions students may have and dispel any rumors

If the deceased student participated in sports, clubs, or other school activities, the first practice, game, rehearsal, or meeting after the death may be difficult for the other students. These events can provide further opportunities for the adults in the school community to help the students appropriately acknowledge the loss.

Help Students Identify and Express Their Emotions

Youth will vary widely in terms of emotional expression. Some may become openly emotional, others may be reluctant to talk at all, and still others may use humor. How they express their emotions may also be influenced by their cultural background. Acknowledge the diversity of experiences and the wide range of feelings and reactions to a crisis that students may have, and emphasize the importance of being respectful of others.

Some students may need help identifying emotions beyond simply sad, angry, or happy, and they may need reassurance that a wide range of feelings and experiences are to be expected. They may also need to be reminded that emotions may be experienced as physical symptoms, including butterflies in the stomach, shortness of breath, insomnia, fatigue, or irritability. To facilitate this discussion, ask students questions, such as:

- What is your biggest concern about the immediate future?
- What would help you feel safer right now?

It may help establish rapport to open a conversation by asking students what their favorite memories are of the student.

Practical Coping Strategies

Encourage students to think about specific things they can do when intense emotions, such as worry or sadness, begin to well up, for example:

- Use simple relaxation and distraction skills, such as taking three deep, slow breaths; counting to 10; or picturing themselves in a favorite calm and relaxing place
- Engage in favorite activities or hobbies, such as music, talking with a friend, reading, or going to a movie

- Exercise
- Think about how they have coped with difficulties in the past and remind themselves that they can use those same coping skills now
- Write a list of people they can turn to for support
- Write a list of things they are looking forward to
- Focus on personal goals, such as returning to a shared class or spending time with mutual friends

Often, youth will express guilt about having fun or thinking about other things. They may feel that they somehow need permission to engage in activities that will help them feel better and take their mind off the stressful situation.

Encourage students to think about how they want to remember their friend. Ideas may include writing a personal note to the family, attending the memorial service, creating a memory book, or doing something kind for another person in honor of their friend. Be sure to educate students about the school's guidelines regarding memorialization. Acknowledging their need to express their feelings while helping them identify appropriate ways to do so can begin the process of returning their focus to their daily lives and responsibilities.

Schools, in partnership with community mental health resources, might also consider creating drop-in centers that provide a safe and comfortable place for youth to be together after school hours. These can be staffed by volunteer counselors and clinicians from the community who can provide grief counseling, as well as identify and refer youth who may need additional mental health or substance abuse services. These centers can also be used during times of particularly heightened emotion, such as graduation or the anniversary of a student's death.

Reach Out to Parents

Parents may need guidance on how to talk about suicide with their children and how best to support them at this difficult time. They may also need reliable information such as that found in Facts about Suicide in Adolescents, Youth Warning Signs and What to Do in a Crisis, and Tips for Talking about Suicide. Encourage parents to contact school mental health staff if they are concerned about their children or other students.

Anniversary of the Death

The anniversary of the death (and other significant dates, such as the deceased's birthday) may stir up emotions and can be an upsetting time for some students and staff. It is helpful to anticipate this and provide an opportunity to acknowledge the date, particularly with those students who were especially close to the student who died. These students may also need additional support since mourning can be a long-term process, and an anniversary of a loss can trigger the grief and trauma they experienced at the time of the death.

For more resources on helping students cope, see Appendix B: Additional Resources.



Working with the Community

Because schools exist within the context of a larger community, it is very important that before a suicide or other death occurs they establish and maintain open lines of communication and working relationships with community partners, such as the coroner/medical examiner, police department, local government office, funeral director, clergy, mental health and health care professionals, and community-based agencies. In many communities, schools and community partners may have established a memorandum of understanding (MOU) to clarify requirements and responsibilities. With these relationships already set up, schools and community partners will be ready to work together in the event of a crisis. If these relationships and MOUs are not in place, reach out to the partners described in this section as soon as possible after a suicide occurs to help clarify roles.

Key Considerations

The school is in a unique position to encourage open and constructive dialogue among important community partners, as well as with the family of the deceased student. Even in those realms where the school may have limited authority (such as the funeral), a collaborative approach allows for the sharing of important information and coordination of strategies. For example, a school may be able to offer relevant information (such as input on the likely turnout at the funeral) and anticipate problems (such as the possibility that students may gather late at night at the place where the deceased died). A coordinated approach can be especially critical when the suicide death receives a great deal of media coverage, and the entire community becomes involved.

Coroner/Medical Examiner

As noted in Get the Facts (in the Crisis Response section), the coroner or medical examiner is the best starting point for confirming that a death has been declared a suicide. So to help make accurate information available and to avoid or stop the spread of rumors as quickly as possible, it is important for the school to maintain a positive working relationship with the local coroner or medical examiner.

Police Department

The police are also likely to be an important source of information about the death, particularly if there is an ongoing investigation (e.g., if it has not yet been determined whether the death was a suicide or homicide). The school needs to be in close communication with the police to determine (a) what they can and cannot say to the school community so as not to interfere with the investigation, and (b) whether there are certain students or staff who must be interviewed by the police before the school can debrief or counsel them in any way. If school staff are to be interviewed, the school may want to consult its legal counsel prior to the interview(s).

There may also be situations in which the school has information that is relevant to the ability of the police to keep students safe. For example, the school may become aware that students have established a memorial off-campus and may even be engaging in dangerous behavior (such as gathering in large groups at the site of the death at night or holding vigils at which alcohol is being consumed) and may need to enlist the cooperation of the police to keep the students safe. The school may also be in a unique position to brief the police (and even the family of the deceased student) about what to expect at the funeral or memorial service in terms of turnout and other safety concerns.

Local Government

A student suicide death may reveal an underlying community-wide problem, such as drug or alcohol use, bullying, gang violence, or a possible suicide cluster. Because schools function within—not separate from—the surrounding community, local government entities, such as the mayor's office, can be helpful partners in promoting dialogue and presenting a united front in the interest of protecting the community's young people.

Funeral Director

The school and funeral home are complementary sources of information for the community.

Schools are often in an excellent position to:

- Give the funeral director a heads-up about what to expect at the funeral in terms of the number and types of students likely to attend and the possible need to have additional staff and/or security present
- Provide information about local counseling and other resources to the funeral directors, with the request that the information be made available to attendees at the funeral

Schools can also ask the funeral director to:

- Provide (or recommend) materials that the school could give to students to help them prepare for the funeral
- Talk to the family about the importance of scheduling the service outside of school hours, encouraging students' parents to attend, and providing counselors to meet with distraught students after the service (and the need for a quiet area in which to do so)

A guide for funeral directors is available here.

Faith Community Leaders

The school can play an important role by encouraging a dialogue with the family and the faith community leaders (or whoever will be officiating at the service) to help them all understand the risk of suicide contagion. For example, the school could explain the importance of not inadvertently romanticizing either the student or the death in the eulogy, and emphasize the connection between suicide and underlying mental health issues. It may be helpful to refer faith community leaders to the publication *After a Suicide: Recommendations for Religious Services and Other Public Memorial Observances*.

If the school has a religious affiliation, it is important to include clergy who are on staff in any communications and outreach efforts to support the student body and encourage them to be familiar with their faith's current understanding of the relationship between mental illness and suicide.

Faith communities may also be helpful in supporting community postvention efforts. Vignette A provides an example.

Vignette A: Faith Leaders Educating Community Members

A high school whose staff had been trained in postvention lost a student to suicide. The principal invited the family minister, whose youth group the student had been involved in, to the school's early morning crisis response meeting. The minister learned about the many risk factors that can lead to suicide. He and his wife both became leaders in the community's postvention response. They hosted an evening gathering at the church to educate all community members about suicide as a public health issue and inform them of the warning signs and resources for help.

This collaborative approach with key community stakeholders helped to give people permission to grieve the loss and learn how to hold onto hope and resilience.

Mental Health and Health Care

Most schools have mental health professionals on staff, and it is important that these individuals are linked to other mental health professionals in the community. If there are concerns that a student needs additional supports, school staff should notify the parent(s) or guardian(s) and make a referral to an appropriate mental health professional for assessment, diagnosis, and possible treatment.

Schools should also establish an ongoing relationship with a community mental health center that can see students in the event of a psychiatric emergency. In the aftermath of a suicide death, schools will want to notify the center to ensure seamless referrals if students show signs of distress. Schools will also want to publicize crisis hotline numbers, including the National Suicide Prevention Lifeline: 800-273-TALK (8255). In addition, schools can encourage the local health care community, including primary care doctors and pediatricians, to screen affected youth they see for depression, substance abuse, and other relevant disorders and refer them to a mental health professional as needed.

Schools can also help students, staff, and families find local bereavement support groups through community mental health and health care centers. Another way to find suicide bereavement support groups is through AFSP's listing of suicide loss survivor groups across the country.

Outside Postvention Specialists

Working with students in the aftermath of a suicide death can easily exhaust a school's crisis team members, which can interfere with their ability to effectively assist the students. Bringing in postvention specialists or trauma responders from other school districts or local mental health or crisis centers to work alongside the school's crisis team members—and to provide care for the caregivers—can be quite helpful. See the section Bringing in Outside Help for more information.

Building a Community Coalition

If a community does not already have a coalition focused on suicide prevention, it may be helpful to create one.

Schools can be an active partner in this process. The coalition should include senior representation from the school, together with representatives from as many of the following as possible:

- Law enforcement
- Government (e.g., the mayor's office, medical examiner's office, and public health department)
- Parents who have demonstrated community leadership in addressing drug and alcohol abuse, bullying, or other related issues
- Mental health community (e.g., community mental health centers, psychiatric screening centers, private practitioners, and substance abuse treatment centers)
- Social service agencies
- Faith community leaders
- Funeral directors
- First responders and hospital emergency department personnel
- Media (as coalition members, not to cover it as a news event)
- Students
- Suicide bereavement support group facilitators
- Primary health care providers and clinics

The coalition's initial goals should include the following tasks:

- Identify a leader or lead agency.
- Identify any particular risk factors within the community, such as widespread drug and alcohol use, bullying, or easy access to means of suicide.
- Mobilize existing mental health and primary care resources to identify and help young people who may be at high risk.
- Mobilize parents to assist in monitoring youth who come to their homes and neighborhoods.
- Reach out to other groups and businesses in the community where youth gather, such as recreation centers, religious organizations, sports leagues, movie theaters, and diners.

The coalition should also identify the gaps in existing resources and how to fill those gaps, such as by:

- Appointing a suicide prevention resource coordinator
- Hiring or contracting for additional counseling staff as needed
- Hiring staff to provide screening programs throughout the school district
- Developing alcohol and drug programs for youth
- Developing teen centers where youth can come together and engage in social and recreational activities with caring adults

- Creating a public awareness campaign or website to:
  - Educate the community about mental health disorders, substance abuse, and other high-risk behaviors
  - Decrease negative associations with mental health disorders and help-seeking
  - Increase help-seeking

  Note: See *Framework for Successful Messaging* for examples of safe messaging.
- Creating public service campaigns to educate the community about suicide risk factors, warning signs, and local resources for those at risk
- Identifying ways to reach at-risk youth who are not in the education system, such as recent graduates, dropouts, or those in the juvenile justice system
- Identifying and implementing ways to reduce access to lethal means
- Exploring eligibility for additional sources of funding, such as a U.S. Department of Education School Emergency Response to Violence (SERV) grant, awarded to school districts that have experienced a traumatic event and need additional resources to respond

Vignette B is an example of how community partners in a regional network may work together when a suicide occurs.

Vignette B: Networking throughout a State

In one state, a system of regional public health networks supports good communication among health care providers, first responders, and behavioral health services. Many providers who are active members in this network received training in postvention that included protocols and strategic planning.

When a young man died by suicide shortly after graduating from high school, staff in the network's member organizations drew on the protocols they had learned. One of the trainers had ties to the young man's family and helped them connect immediately with loss survivor support services. As a result, within days, family members were receiving individual support, and later in the month, several family members were attending loss survivor support groups. School personnel who knew he had a girlfriend in another school district contacted the school counselor there to extend resources and supports.

Throughout the week and into the weekend, members of the network circulated an e-mail loop with resources and protocols, identifying who was available as a contact for resources and/or support. They also alerted first responders and the regional mental health emergency services team to the possibility of related incidents and had a spokesperson available for media inquiries. Postvention guidelines and sample notices, as well as resources for loss survivors, were sent to the counselors in the young man's high school and athletic groups. One of the counselors used the information to make changes in a program that would have memorialized the student in an unsafe way. Another counselor worked with youth to organize a fundraiser to support suicide prevention efforts in their region.

Even without a formal network, such as the one described here, organizations and schools can develop collaborative relationships and receive training so that they are prepared if a suicide occurs.

For more resources on working with the community, see Appendix B: Additional Resources.



Working with the Media

A death by suicide of a school-age student can attract a lot of media attention. And when multiple suicide deaths have occurred, media interest can be particularly intense. It is important for a school to develop safe messages in order to avoid contagion. The school should appoint a media spokesperson to ensure that news is released to the media in a deliberate and consistent manner and to disseminate the document Recommendations for Reporting on Suicide to the media.

The risk of contagion is related to the amount, duration, prominence, and content of media coverage. Therefore, it is extremely important that schools strongly encourage the media to adhere to the recommendations for safe reporting, which were developed by the nation's leading suicide prevention organizations.

These recommendations include the following:

- Do not glamorize or romanticize the victim or the suicide.
- Do not oversimplify the causes of suicide.
- Do not describe the details of the method.
- Do not include photographs of the death scene or of devastated mourners, which can draw in vulnerable youth who may be desperate for attention and recognition.
- Use preferred language, such as "died by suicide" or "killed himself or herself" rather than a "successful" suicide.
- Include messages of hope and recovery.
- Consult suicide prevention experts.
- Include a list of warning signs, since most (but not all) people who die by suicide show warning signs.
- List the National Suicide Prevention Lifeline number (800-273-8255) and include information on local mental health resources in each article.
- Include up-to-date local and national resources.

Tools for Working with the Media

The following tools are in Appendix A: Tools and Templates:

- Sample Media Statement
- Key Messages for Media Spokesperson

For more resources on working with the media, see Appendix B: Additional Resources.

Memorialization

Memorialization

Students often wish to memorialize a student who has died, reflecting a basic human desire to remember those we have lost. However, it can be challenging for schools to strike a balance between compassionately meeting the needs of grieving students and appropriately memorializing the student who died without risking suicide contagion among other students who may themselves be at risk.

Key Considerations

It is very important that schools develop a policy on memorialization before a suicide death occurs and ensure that the policy is in the school's suicide prevention procedures. Schools should strive to treat all deaths in the same way. Having one approach for memorializing a student who died of cancer or in a car accident and a different approach for a student who died by suicide reinforces prejudice associated with suicide and may be deeply painful to the student's family and friends.

Nevertheless, because adolescents are especially vulnerable to the risk of suicide contagion, it is equally important to memorialize the student in a way that does not inadvertently glamorize or romanticize either the student or the death. Focus on how the student lived, rather than how he or she died. If the student had underlying mental health problems, seek opportunities to emphasize the connection between suicide and those problems, such as depression or anxiety, that may not be apparent to others (or that may manifest as behavioral problems or substance abuse).

Wherever possible, schools should meet with the student's friends and coordinate memorialization with the family in the interest of identifying a meaningful, safe approach to acknowledging the loss. Make sure to be sensitive to the cultural needs of the students and the family.

This section includes several creative suggestions for memorializing students who have died by suicide and a tool to assist with making decisions about school-related memorials.

Funerals and Memorial Services

It is strongly advised not to hold funeral and memorial services on school grounds. The school should instead focus on maintaining its regular schedule, structure, and routine. Using a room or an area of the school for a funeral service can inextricably connect that space to the death, making it difficult for students to return there for regular classes or activities.

It is also strongly advised that the service be held outside of school hours. If the family does hold the service during school hours, it is recommended that the school remain open and that school buses not be used to transport students to and from the service. Students should be permitted to leave school to attend the service only with appropriate parental permission. Regular school protocols should be followed for dismissing students over the age of majority.

If possible, the school should coordinate with the family and funeral director to arrange for mental health professionals to attend the service. In all cases, the principal or another senior administrator should attend the funeral.

Schools should strongly encourage parents whose children express an interest in attending the funeral to attend with them. This provides not only emotional support but also an opportunity for parents to monitor their children's response, to open a discussion with their children, and to remind them that help is available if they or a friend are in need.

Spontaneous Memorials

It is not unusual for students to create a spontaneous memorial by leaving flowers, cards, poems, pictures, stuffed animals, or other items in a place closely associated with the student, such as his or her locker or classroom seat, or at the site where the student died. Students may even come to school wearing T-shirts or buttons bearing photographs of the deceased student.

The school's goal should be to balance the students' need to grieve with the goal of limiting the risk of inadvertently glamorizing the death. If spontaneous memorials are created on school grounds, school staff should monitor them for messages that may be inappropriate (hostile or inflammatory) or that indicate students who may themselves be at risk.

A combination of time limits and straightforward communication regarding the memorials can help to restore equilibrium. Although it may be necessary in some cases to set limits for students, it is important to do so with compassion and sensitivity, offering creative suggestions whenever possible. For example, schools may wish to make poster boards and markers available so that students can gather and write messages. It is advisable to set up the posters in an area that may be avoided by those who don't wish to participate (i.e., not in the cafeteria or at the front entrance) and have them monitored by school staff.

Memorials may be left in place until after the funeral (or for up to approximately five days), after which the tribute objects may be offered to the family. Find a way to let the school community know that the posters are going to the family so that people do not think they were disrespectfully removed. For example, post a statement near the memorial on the day it will be taken down.

Vignette C: Adapting a Memorial for Dia de Los Muertos

A large comprehensive high school was trying to find a way to honor the cultural heritage of its Latino students on Dia de Los Muertos (Day of the Dead).* The students requested that they be allowed to memorialize their loved ones who had died (including some who had died by suicide) by setting up an altar with images of their friends on a public section of campus. The school psychologist (who is also Latina) struggled with how to follow the known guidelines regarding memorialization, while also respecting the students' wishes, so she consulted with experts in suicide prevention.

The school decided to have a couple of adult advisors meet with the students and hear their points of view in order to connect with what their underlying motivations were: to celebrate their cultural heritage in the face of tragedy. It was proposed that an altar be set up with favorite foods and imagery (sports, activities, music, other hobbies), rather than using pictures of their deceased loved ones. The altar was permitted for three days, October 31 to November 2, which coincided with the Mexican holiday. According to their feedback, the students felt validated and respected, and they also felt connected to the larger campus community.

* The celebration of the Day of the Dead is an integral part of embracing death that is particular to Mexican national identity but is also celebrated by other Latino cultures in the United States. During this event, the popular belief is that the deceased have divine permission to visit friends and relatives on earth and to again enjoy the pleasures of life.

It is recommended that schools discourage requests to create and distribute images of the deceased, such as on T-shirts or buttons. Although these items may be comforting to some students, they may be quite upsetting to others. Repeatedly bringing images of the deceased student into the school can also be disruptive and inadvertently glamorize suicide. The school should prioritize protecting students who might be vulnerable to contagion over what might comfort students who want to remember the deceased student. If students come to school wearing such items, it is recommended that they be allowed to wear the items only for that day, and that staff explain to students the rationale for the school's policy. Some schools have found a middle ground with students, for example, by allowing them to wear wristbands that portray a positive message (i.e., Faith, Hope, Love) as a way to honor and remember the deceased.

Since the emptiness of the deceased student's chair can be unsettling and evocative, after approximately five days (or after the funeral), seat assignments may be re-arranged to create a new environment. Teachers should explain in advance that the intention is to strike a balance between compassionately honoring the student who has died, while at the same time returning the focus back to the classroom curriculum. Students may be involved in planning how to respectfully move or remove the desk; for example, they could read a statement that emphasizes their love for their friend and their commitment to work to eradicate suicide in his or her memory.

When a spontaneous memorial occurs off school grounds, the school's ability to exert influence is limited. It can, nevertheless, encourage a responsible approach among the students by explaining that it is recommended that memorials be time-limited (again, approximately five days, or until after the funeral), at which point the memorial would be disassembled, and the items offered to the family. The school may also suggest that students participate in a (supervised) ceremony to disassemble the memorial, during which music could be played, and students permitted to take part of the memorial home. The rest of the items would then be offered to the family.

Schools should discourage gatherings that are large and unsupervised. When necessary, administrators may consider enlisting the cooperation of local police to monitor off-campus sites for safety. Counselors can also be enlisted to attend these gatherings to offer support, guidance, and supervision.

It is not recommended that flags be flown at half-staff (a decision generally made by local government authorities rather than the school administration, in any event).

Online Memorial Pages

Posting on online memorial pages and messaging sites has become common practice in the aftermath of a death. Some schools (with the permission and support of the deceased student's family) may choose to establish a memorial page on the school website or on a social networking site. It is vital that memorial pages use safe messaging, include resources to obtain information and support, be monitored by an adult, and be time-limited. For more information on what's involved in safe messaging, see the *Framework for Successful Messaging*.

It is recommended that online memorial pages remain active only for up to 30 to 60 days after the death of the student. At that time, they should be taken down and replaced with a statement acknowledging the caring and supportive messages that had been posted and encouraging students who wish to further honor their friend to consider other creative suggestions.

Schools should keep a copy of the memorial page after it has been taken down. This could be a print-out of the Facebook page or a series of screenshots, etc. The archive of the memorial page can serve as a reference later if there are concerns about the safety of students who left messages.

If the student's friends create a memorial page of their own, school staff should communicate with the students to ensure the page includes safe messaging and accurate information. School staff should join any student-initiated memorial pages so that they can monitor and respond as appropriate.

School Newspapers

Coverage of the student's death in the school newspaper may be seen as a kind of memorial. Articles may also be used to educate students about suicide warning signs and available resources. Having some focus on healthy coping, resilience, and recovery is also helpful. Any such coverage should be reviewed by an adult to ensure it conforms to the standards set forth in *Recommendations for Reporting on Suicide*.

Events

The student's classmates may wish to dedicate an event, such as a dance performance, poetry reading, or sporting event, to the memory of their friend. End-of-the-year activities may raise questions of whether to award a posthumous degree or prize or to include a video tribute to the deceased student during graduation. The guiding principle is that all deaths should be treated the same way. Schools may also wish to encourage the student's friends to consider creative suggestions, as noted below, such as organizing a suicide prevention awareness or fundraising event.

Vignette D: A Creative Solution for a Difficult Event

A 17-year-old senior who was playing the lead in a high school musical died by suicide 10 days before opening night. The Drama Department struggled with whether to stage the show as scheduled. The plot of the show featured a possible suicide attempt by one of the main characters. Some cast members felt unable to continue with rehearsals, although most felt that "the show must go on." The director did not want to unwittingly highlight the real-life tragedy by cancelling the show and also wanted to find a way to increase awareness about mental health issues, encourage help-seeking, and decrease prejudice. The school leadership consulted with suicide prevention experts and also met with the family of the student who died.

The solution was to have the students propose ideas to the director for how to decrease risks if the show were to go on. They made a brief video that was sent out to the school community (parents and students) to describe their reasons for carrying on with the show as scheduled. Intentional messages of hope, help-seeking, and strength in times of difficulty were included in the video, as well as communicated before each show in introductory comments made by the director and in the show's program, which also included a list of mental health resources. The script was edited to remove most of the direct references to suicide. According to student, parent, and staff reflections, all of the shows were successful, and there were no negative incidents related to this show.

Often, the parents of the deceased student express an interest in holding an assembly or other event to address the student body and describe the intense pain the suicide death has caused to their family in hopes that this will dissuade other students from taking their own lives.

While it is understandable that bereaved parents would wish to prevent another suicide death, schools are strongly advised to explain that both presenting this content and holding assemblies or other large events for students is not an effective approach to suicide prevention and may actually be risky. Students suffering from depression or other mental health issues may hear the messaging very differently from the way it is intended, and they may be even more likely to act on their suicidal thoughts. In addition, students are very reluctant to speak in an assembly and may be more trusting in a small group or classroom. A more helpful option is to encourage parents to work with the school to bring an appropriate educational program to the school, such as *More Than Sad: Teen Depression*, a DVD that educates teens about the signs and symptoms of depression, or others listed on the websites of SPRC and AFSP.

Yearbooks

If there is a history of dedicating the yearbook (or a page of the yearbook) to students who have died by other causes, that policy is equally applicable to a student who has died by suicide. Final editorial decisions should be made by an adult to ensure that it conforms to the standards in *Recommendations for Reporting on Suicide*. The staff member in charge of the yearbook should work with the principal and school mental health professionals on these decisions.

The focus should be on mental health and/or suicide prevention. Underneath the student's picture it might say, "In your memory, we will work to erase the prejudice surrounding mental health problems and suicide." The page might also include pictures of classmates engaging in a suicide prevention event, such as an AFSP Out of the Darkness Walk.

Graduation

If there is a tradition of including a tribute to deceased students who would have graduated with the class, students who have died by suicide should likewise be included. Schools may wish to include a brief statement acknowledging and naming those students from the graduating class who have died. Final decisions about what to include in such tributes should be made by the principal and appropriate staff.

Permanent Memorials and Scholarships

Some communities wish to establish a permanent memorial: sometimes physical, such as planting a tree or installing a bench or plaque, and sometimes commemorative, such as a scholarship.

While there is no research to suggest that permanent memorials create a risk of contagion, they can be upsetting reminders to bereaved students. Whenever possible, it is recommended they be established off school grounds. The school should bear in mind that once it plants a tree, puts up a plaque, installs a park bench, or establishes a named scholarship for one deceased student, it should be prepared to do so for others, which can become quite difficult to sustain over time.

Creative Suggestions

Simply prohibiting any and all memorialization is problematic in its own right. It is deeply hurtful to the student's family and friends and can generate intense negative reactions.

Schools can play an important role in channeling the energy and passion of the students (and greater community) in a positive direction, balancing the community's need to grieve with the impact that the proposed activity will likely have on students, particularly on those who might be vulnerable to contagion.

Schools may proactively suggest a meeting with the student's close friends to talk about the type and timing of any memorialization. This can provide an important opportunity for the students to be heard and for the school to sensitively explain its rationale for permitting certain kinds of activities and not others. Schools may even wish to establish a standing committee composed of students, school administrators, and family members that can be convened on an as-needed basis.

Schools may also suggest specific types of safe memorialization for students, such as the following:

- Hold a day of community service or create a school-based community service program in honor of the deceased.
- Put together a team to participate in an awareness or fundraising event sponsored by one of the national mental health or suicide prevention organizations (e.g., an AFSP Out of the Darkness Walk) or hold a fund-raising event to support a local crisis hotline or other suicide prevention program.
- Sponsor a mental health awareness day.
- Purchase books on mental health for the school or local library.
- Work with the administration to develop and implement a curriculum focused on enhancing social and emotional development and help-seeking behaviors.
- Volunteer at a community crisis hotline.
- Raise funds to help the family defray their funeral expenses.
- Make a book or notecards available in the school office for several weeks, in which students can write messages to the family, share memories of the deceased, or offer condolences. The book or notecards can then be presented to the family on behalf of the school community.

Tool for Making Decisions about Memorials

The following tool is in Appendix A: Tools and Templates:

- Making Decisions about School-Related Memorials

For more resources on memorialization, see Appendix B: Additional Resources.

Social Media



Social Media

In the emotionally charged atmosphere that often follows a suicide death, schools may be inclined to try to control or stifle students' use of social tools such as texting, Facebook, Twitter, YouTube, Instagram, and Snapchat—a task that is virtually impossible. However, by working in partnership with key students to identify and monitor the relevant social networking sites, schools can strategically use social media to disseminate information, share prevention-oriented messaging, offer support to students who may be struggling, and identify and respond to students who could be at risk.

Key Considerations

Following a suicide death, students may immediately turn to social media for a variety of purposes, including:

- Getting and sharing news about the death (both accurate and rumored)
- Expressing their feelings about what has happened
- Giving and receiving emotional support
- Calling for impromptu gatherings (both safe and unsafe)
- Creating online memorials (both moving and risky) and posting messages (both appropriate and hostile) about the deceased

The deceased person's social media page often becomes a place where friends and family talk about the suicide and the person who died.

Social media provides schools with a powerful set of tools to do the following:

- Disseminate important and accurate information to the school community
- Identify students who may be in need of additional support or further intervention
- Share resources for grief support and mental health care
- Promote safe messages that emphasize suicide prevention
- Minimize the risk of suicide contagion that could occur through glorifying suicide or describing details of the means used

Schools will be able to use social media most effectively and efficiently if they have set up policies and protocols and developed a presence on social media sites before a crisis takes place. Policies can include guidelines about how social media should be used (e.g., for broadcast, interaction, linkage). Protocols can include platform-specific templates that can be filled in and deployed rapidly in a crisis. Schools should determine which social media tools to use based on the culture and needs of their school community. Schools may also want to have a designated staff person serve as a social media manager to assist the school district's public information officer.

Involve Students

Students themselves are in the best position to assist in the school's efforts. They can:

- Help identify the particular media favored by the student body
- Engage their peers in honoring their friend's life appropriately and safely
- Inform school or other trusted adults about online communications that may be worrisome or inappropriate

It will enhance the credibility and effectiveness of social media efforts to have a designated member of the Crisis Response Team who is familiar with social media work in partnership with student leaders.

Students recruited to help should be reassured that school staff are only interested in supporting a healthy response to their peer's death, not in thwarting communication. They should also be made aware that staff are available to provide support if they see a social media post that indicates someone may be at risk of suicide.

Disseminate Information

Schools may already have a website and/or an online presence on one or more social media sites. These can be used to share information with students, teachers, and parents, for example:

- The funeral or memorial service (schools should check with the student's family before sharing information about the funeral)
- Where students can go for help or to meet with counselors
- Facts related to mental illness and the warning signs of suicide
- Local mental health resources
- The National Suicide Prevention Lifeline: 800-273-TALK (8255) or www.suicidepreventionlifeline.org for live chat
- Other national suicide prevention organizations, such as AFSP and SPRC
- Schools should emphasize help-seeking and suicide prevention. Students can also be enlisted to post this information on their own social media outlets. More specific guidance for safe message content is in the *Framework for Successful Messaging*.

Vignette E: Using Social Media to Help Native American Youth

A Native American community on a reservation experienced multiple suicide deaths among its high school youth. The youth shared with each other on social media that they were depressed and that the future seemed hopeless. They expressed sentiments such as, "Because of [name of the person who died by suicide], maybe I should kill myself, too." These emotions were not showing up in school or elsewhere in public. The students felt comfortable expressing these feelings on social media, where they experienced a sense of community and anonymity.

Because Facebook profiles remained online after individuals died and were used as memorials, there was concern about the potential for students to inadvertently glamorize the suicide deaths on these sites. However, the suicide prevention staff and school counselors used the sites in a positive way to address the contagion. They posted messages encouraging the youth to talk with a supportive adult. A key message was:

With help, loss of life can be prevented. The best way to honor [name of the person who died] is to seek help if you or someone you know is struggling. If you're feeling lost, desperate, or alone, please visit the National Suicide Prevention Lifeline, call 1-800-273-TALK, or text TALK to 741741. The call or text is free and confidential, and crisis workers are there 24/7 to assist you.

They used the word *honor* in the message because in this Native American culture, honoring a person and life is highly valued.

Soon after the positive messages were posted, youth in the community began reaching out more. They expressed their distress more openly on their social media profiles to their friends and peer helpers who then informed trusted adults. The program staff proactively monitored the social media profiles for expressions of distress and depression and initiated contact when warranted. In addition, the staff provided more gatekeeper training to adults to increase the number of adults able to help the youth.

The program and school staff also worked with local faith leaders. One pastor who was trusted by the youth strongly encouraged them to talk with an adult and reinforced the positive messages that were posted on social media.

These efforts created a turning point, and there were no more suicides during that period of time.

Online Memorial Pages

For information on online memorial pages and message boards, see the Memorialization section.

Monitor and Respond

Social media sites, including the deceased's wall or personal profile pages, should be monitored to whatever extent possible for the following:

- Rumors
- Information about upcoming or impromptu gatherings
- Derogatory messages about the deceased
- Messages that bully or victimize current students
- Comments indicating students who may themselves be at risk

Responses should emphasize safe messaging and dispel rumors, reinforce the connection between mental illness and suicide, and offer resources for mental health care. In some cases, it may be appropriate to go beyond replying online, for example, to notify parents and local law enforcement about the need for security at late-night student gatherings.

It may also be necessary in some cases to take action against so-called "trolls," who seek out memorial pages on social media sites and post deliberately offensive messages and pictures. Most services (e.g., Facebook, Twitter, Instagram) have a report mechanism or comparable feature that enables users to notify the site of the offensive material and request that it be removed. The administrator of the memorial page may also be able to block particular individuals from accessing the site.

On occasion, schools may become aware of posted messages indicating that another student may be at risk of suicide. Messages of greatest concern are those suggesting hopelessness or referring to plans to join the deceased student. In these instances, it may be necessary to alert the student's family, refer the student for immediate mental health services, and/or contact the National Suicide Prevention Lifeline to request that a crisis center follow up with the student.

For more resources on social media, see Appendix B: Additional Resources.



Suicide Contagion

Suicide Contagion

Key Considerations

Contagion is the process by which one suicide death may contribute to another. Although contagion is relatively rare (accounting for between 1 and 5 percent of all youth suicide deaths annually), adolescents and teenagers appear to be more susceptible to imitative suicide than adults, largely because they may identify more readily with the behavior and qualities of their peers. It is also important to recognize the impact of highly publicized suicide deaths, such as those of celebrities, which may contribute to contagion.

If there appears to be contagion, schools should consider taking additional steps beyond the basic crisis response outlined in this toolkit to avoid suicidal behavior and deaths. It is advisable for schools to increase efforts to identify other students who may be at heightened risk of suicide, actively collaborate with community partners in a coordinated suicide prevention effort, and possibly bring in outside experts.

Identifying Other Students at Possible Risk for Suicide

In the face of potential contagion, it is important for schools to use mental health professionals and others who have been trained to identify students who may be at heightened risk for suicide due to underlying mental disorders or behavioral problems (e.g., depression, anxiety, conduct disorder, and/or substance abuse) or who have been exposed to the prior suicide either directly (by witnessing the suicide or by close identification or relationship with the deceased) or indirectly (by extensive media coverage).

Of special concern are those students who:

- Have a history of suicide attempts
- Have a history of depression, trauma, or loss
- Are dealing with stressful life events, such as a death or divorce in the family
- Were eyewitnesses to the death
- Are family members or close friends of the deceased (including siblings at other schools as well as teammates, classmates, significant others, and acquaintances of the deceased)
- Received a phone call, text, or other communication from the deceased foretelling the suicide and possibly feel guilty about having missed the warning signs
- Had a last very negative interaction with the deceased
- May have fought with or bullied the deceased

Schools can also seek to identify those in the general student body who may be at heightened risk by using a mental health screening tool. It is advised that schools consult with mental health professionals on appropriate strategies for screening and assessment.



Connecting with Local Mental Health Resources

Schools should work with local primary care and mental health resources (including pediatricians, community mental health centers, and local private practice mental health clinicians) to develop plans to refer at-risk youth. Once these plans are established, they should be reviewed with all the school-based mental health professionals so that any student who is identified as being at high risk can be referred to a local mental health screening center or private practitioner for further evaluation.

Suicide Clusters

The possibility of contagion resulting in multiple suicides in a community (also known as a suicide cluster) is rare. But if a potential cluster is suspected, at a minimum, school-based mental health professionals and/or trained outside professionals should be available to meet with distraught students for grief counseling and help them connect with other resources in the community.

Schools need to collaborate with community partners to effectively manage all aspects of reacting to possible contagion and preventing its spread. Many communities may already have a coalition focused on suicide prevention. It is often helpful for school officials and other designated persons to join these coalitions, particularly if contagion occurs. If a coalition does not exist at the local level, it is strongly recommended that the community build a community coalition as described in the section Working with the Community, or at least convene a coordinating committee that meets on a regular basis to work on these efforts.

Bringing in outside help can also be particularly valuable when contagion occurs or is suspected. See the next section for more detailed information.

If multiple suicides do occur, media coverage will likely be more extensive, and journalists may try to interview students, school administrators, and staff. A designated school spokesperson should proactively reach out to media outlets to ensure that media recommendations are followed.

For more resources on suicide contagion, see Appendix B: Additional Resources.

Bringing in Outside Help

Bringing in Outside Help

School crisis team members should remain mindful of their own limitations and consider bringing in crisis team members from other parts of their school district (if there are any), trained trauma responders from other school districts, and/or staff from local mental health centers to help them as needed. Often, crisis team members are also impacted by a suicide death, and it is important that they respond in a way that protects the school community while not diminishing or ignoring their own reactions to the death.

In especially complicated situations, schools may even consider bringing in local or national experts in school suicide postvention for consultation and assistance (provided that sufficient funding is available). Such steps should generally be taken in consultation with the community committee, and all outside experts must of course be carefully vetted and references and clearances checked.

Following is a list of national organizations that provide crisis response, postvention consultation, and training, and/or that can put schools in touch with appropriate experts:

- The National Association of School Psychologists' School Safety and Crisis Response Committee provides phone, e-mail, and onsite consultation.
- The National Institute for Trauma and Loss in Children (TLC) provides schools, agencies, and parents with names of TLC-certified trauma practitioners in their area who are available for consultation and referrals. TLC also has certified trauma trainers who can come to a school, organization, or community to provide training on suicide crisis response and postvention as well as other trauma-related topics. Call 877-306-5256 or e-mail info@starr.org.
- The Dougy Center: National Center for Grieving Children & Families provides phone and onsite consultation and onsite training.
- Many states also have resources available. SPRC's website provides suicide prevention contacts in every state who can assist you in identifying local experts (www.sprc.org/states). You can also check with your state's office of education.

Going Forward

Connecting with Local Mental Health Resources

Schools should work with local primary care and mental health resources (including pediatricians, community mental health centers, and local private practice mental health clinicians) to develop plans to refer at-risk youth. Once these plans are established, they should be reviewed with all the school-based mental health professionals so that any student who is identified as being at high risk can be referred to a local mental health screening center or private practitioner for further evaluation.

Suicide Clusters

The possibility of contagion resulting in multiple suicides in a community (also known as a suicide cluster) is rare. But if a potential cluster is suspected, at a minimum, school-based mental health professionals and/or trained outside professionals should be available to meet with distraught students for grief counseling and help them connect with other resources in the community.

Schools need to collaborate with community partners to effectively manage all aspects of reacting to possible contagion and preventing its spread. Many communities may already have a coalition focused on suicide prevention. It is often helpful for school officials and other designated persons to join these coalitions, particularly if contagion occurs. If a coalition does not exist at the local level, it is strongly recommended that the community build a community coalition as described in the section Working with the Community, or at least convene a coordinating committee that meets on a regular basis to work on these efforts.

Bringing in outside help can also be particularly valuable when contagion occurs or is suspected. See the next section for more detailed information.

If multiple suicides do occur, media coverage will likely be more extensive, and journalists may try to interview students, school administrators, and staff. A designated school spokesperson should proactively reach out to media outlets to ensure that media recommendations are followed.

For more resources on suicide contagion, see Appendix B: Additional Resources.

Bringing in Outside Help

Bringing in Outside Help

School crisis team members should remain mindful of their own limitations and consider bringing in crisis team members from other parts of their school district (if there are any), trained trauma responders from other school districts, and/or staff from local mental health centers to help them as needed. Often, crisis team members are also impacted by a suicide death, and it is important that they respond in a way that protects the school community while not diminishing or ignoring their own reactions to the death.

In especially complicated situations, schools may even consider bringing in local or national experts in school suicide postvention for consultation and assistance (provided that sufficient funding is available). Such steps should generally be taken in consultation with the community committee, and all outside experts must of course be carefully vetted and references and clearances checked.

Following is a list of national organizations that provide crisis response, postvention consultation, and training, and/or that can put schools in touch with appropriate experts:

- The National Association of School Psychologists' School Safety and Crisis Response Committee provides phone, e-mail, and onsite consultation.
- The National Institute for Trauma and Loss in Children (TLC) provides schools, agencies, and parents with names of TLC-certified trauma practitioners in their area who are available for consultation and referrals. TLC also has certified trauma trainers who can come to a school, organization, or community to provide training on suicide crisis response and postvention as well as other trauma-related topics. Call 877-306-5256 or e-mail info@starr.org.
- The Dougy Center: National Center for Grieving Children & Families provides phone and onsite consultation and onsite training.
- Many states also have resources available. SPRC's website provides suicide prevention contacts in every state who can assist you in identifying local experts (www.sprc.org/states). You can also check with your state's office of education.

Going Forward

Going Forward

After a school has addressed the needs arising directly from a suicide, it should consider implementing a comprehensive suicide prevention program, if it does not already have one. This is also a good time to develop or review policies and procedures for dealing with all deaths, including deaths by suicide.

There are no specific guidelines regarding how long a school should wait after a death to implement such a program. However, a school should not use a prevention program as a substitute for responding to how students and others in the school community have been impacted by the death. Students and staff will likely be more ready to receive prevention information after grief needs have been appropriately addressed. Some experts suggest waiting several months or a semester before providing prevention education to students, teachers, and other school staff.

A useful resource for developing a school-based suicide prevention plan is *Preventing Suicide: A Toolkit for High Schools*. It offers guidance on implementing key components of a comprehensive plan, including creating protocols on identifying and responding to students at risk of suicide; educating staff, students, and parents; and establishing postvention policies and programs. Another useful tool is *Model School Policy on Suicide Prevention*, which provides model language, explanations, and resources to help schools develop a suicide prevention policy.

The Resources and Programs section of SPRC's website has information on and links to suicide prevention programs, many of which are designed for schools. Programs with evidence of effectiveness are flagged.

Some schools may also wish to take collective action to address the problem of suicide, such as participating in an awareness or fundraising event to support a national suicide prevention organization or local community mental health center. AFSP has chapters in all 50 states that can help connect individuals to volunteer suicide prevention opportunities in their communities. For more information on national opportunities, see AFSP's website.

Appendices

Appendix A: Tools and Templates

This appendix contains tools and templates to help carry out different parts of the postvention process.

Sample Guidelines for Initial All-Staff Meeting

The first meeting with school staff is typically conducted by the Crisis Response Team coordinator and should be held as soon as possible, ideally before school starts in the morning.

However, depending on when the death occurs, there may not be enough time to hold the meeting before students begin to hear the news through word of mouth, social media, or other means. If this happens, the Crisis Response Team coordinator should first verify the accuracy of the reports and then notify staff of the death through the school's predetermined crisis alert system, such as e-mail or calls to classroom phones. Information about the cause of death should be withheld until the family has been consulted.

Goals of Initial Meeting

Allow at least one hour to do the following:

- Introduce the Crisis Response Team members.
- Share accurate factual information about the death, honoring the family's request for privacy.
- Allow staff an opportunity to express their own reactions and grief; identify anyone who may need additional support and refer them to appropriate resources.
- Have substitute teachers available to replace any teachers who are too upset to teach (a task for the principal).
- Remind staff of the school's policy or response following a student death and any considerations specifically for a suicide death.
- Provide appropriate staff (e.g., homeroom teachers or advisors) with a scripted Sample Death Notification Statement for Students, and arrange coverage for any staff person who is unable to manage reading the statement.
- Prepare for student reactions and questions by providing staff with the handouts Tips for Talking about Suicide and Facts about Suicide in Adolescents.
- Share with staff how to handle parent inquiries and plans for communicating with parents, including who parents should contact for further information and resources.
- Explain plans for the day, including locations of crisis counseling rooms or other supports.
- Remind all staff of the following:
  - How they respond to the crisis can have a strong impact on their students. They need to project that they are in control and are concerned about their students' mental health.
  - They can play an important role in identifying changes in students' behavior. Discuss a plan for handling students who are having difficulty.

- Brief staff about identifying and referring at-risk students as well as the need to keep records of those efforts.
- Let staff know about any outside crisis responders or others who will be assisting.
- Remind staff of student and staff dismissal protocols for the funeral.
- Identify which Crisis Response Team member has been designated as the media spokesperson, and instruct staff to refer all media inquiries to him or her.

End of the First Day

It can also be helpful for the Crisis Response Team coordinator and/or assistant coordinator to have an all-staff meeting at the end of the first day. This meeting provides an opportunity to take the following steps:

- Offer verbal appreciation of the staff.
- Review the day's challenges and successes, including any students of particular concern.
- Debrief, share experiences, express concerns, and ask questions.
- Check in with staff to assess whether any of them need additional support, and refer accordingly.
- Disseminate information regarding the death and/or funeral arrangements.
- Discuss plans for the next day.
- Remind staff of the importance of self-care.
- Remind staff of the importance of documenting crisis response efforts for future planning and understanding.

Sample Death Notification Statement for Students

Share this death notification statement with students in small groups, such as homerooms or advisories, ***not*** in assemblies or over loudspeakers. These statements are examples that can be modified by the principal or Crisis Response Team as needed.

Option 1 – When the Death Has Been Ruled a Suicide

I am so sorry to tell you all that one of our students, **[NAME]**, has died. I'm also very sad to tell you that the cause of death was suicide.

Many of you may also feel very sad. Others may feel other emotions such as anger or confusion. It's okay to feel whatever emotions you might be feeling. When someone takes their own life, it leads to a lot of questions, some of which may never be completely answered.

While we may never know why **[NAME]** ended **[HIS/HER]** life, we do know that suicide has many causes. In many cases, a mental health condition is part of it, and these conditions are treatable. It's really important if you're not feeling well in any way to reach out for help. Suicide should not be an option.

Rumors may come out about what happened, but please don't spread them. They may turn out to be untrue and can be deeply hurtful and unfair to **[NAME]** and **[HIS/HER]** family and friends. I'm going to do my best to give you the most accurate information as soon as I know it.

Each of us will react to **[NAME]**'s death in our own way, and we need to be respectful of each other. Some of us may have known **[NAME]** well, and some of us may not. But either way, we may have strong feelings. You might find it difficult to concentrate on schoolwork for a little while. On the other hand, you might find that focusing on school helps take your mind off what has happened. Either is okay.

I want you to know that your teachers and I are here for you. We also have counselors here to help us all cope with what happened. If you'd like to talk to one of them, just let me or one of your teachers know or look for the counselors in **[NOTE SPECIFIC LOCATION]** between classes or during lunch.

We are all here for you. We are all in this together, and the school staff will do whatever we can to help you get through this.

Option 2 – When the Cause of Death Is Unconfirmed

I am so sorry to tell you all that one of our students, **[NAME]**, has died. The cause of death has not yet been determined.

We are aware that there has been some talk that this might have been a suicide death. Rumors may begin to come out, but please don't spread them. They may turn out to be untrue and can be deeply hurtful and unfair to **[NAME]** and **[HIS/HER]** family and friends. I'm going to do my best to give you the most accurate information as soon as I know it.

Since the subject has been raised, I do want to take this chance to remind you that suicide, when it does occur, is very complicated. No one single thing causes it. But in many cases, a mental health condition is part of it, and these conditions are treatable. It's really important if you're not feeling well in any way to reach out for help. Suicide should not be an option.

Each of us will react to **[NAME]**'s death in our own way, and we need to be respectful of each other. Right now, I'm feeling very sad, and many of you may feel sad too. Others may feel anger or confusion. It's okay to feel whatever emotions you might be feeling. Some of us may have known **[NAME]** well, and some of us may not. But either way, we may have strong feelings. You might find it difficult to concentrate on schoolwork for a little while. On the other hand, you might find that focusing on school helps take your mind off what has happened. Either is okay.

I want you to know that your teachers and I are here for you. We also have counselors here to help us all understand what happened. If you'd like to talk to one of them, just let me or one of your teachers know, or you can seek out the counselors in **[NOTE SPECIFIC LOCATION]** between classes or during your lunch.

We are all here for you. We are all in this together, and the school staff will do whatever we can to help you get through this.

Option 3 – When the Family Has Requested the Cause of Death Not Be Disclosed

I am so sorry to tell you all that one of our students, **[NAME]**, has died. The family has requested that information about the cause of death not be shared at this time.

We are aware that there has been some talk that this might have been a suicide death. Rumors may begin to come out, but please don't spread them. They may turn out to be untrue and can be deeply hurtful and unfair to **[NAME]** and **[HIS/HER]** family and friends. I'm going to do my best to give you the most accurate information as soon as I know it.

Since the subject has been raised, I do want to take this chance to remind you that suicide, when it does occur, is very complicated. No one single thing causes it. But in many cases, a mental health condition is part of it, and these conditions are treatable. It's really important if you're not feeling well in any way to reach out for help. Suicide should not be an option.

Each of us will react to **[NAME]**'s death in our own way, and we need to be respectful of each other. Right now, I'm feeling very sad, and many of you may feel sad too. Others may feel anger or confusion. It's okay to feel whatever emotions you might be feeling. Some of us may have known **[NAME]** well, and some of us may not. But either way, we may have strong feelings. You might find it difficult to concentrate on schoolwork for a little while. On the other hand, you might find that focusing on school helps take your mind off what has happened. Either is okay.

I want you to know that your teachers and I are here for you. We also have counselors here to help us all understand what happened. If you'd like to talk to one of them, just let me or one of your teachers know, or you can seek out the counselors in **[NOTE SPECIFIC LOCATION]** between classes or during your lunch.

We are all here for you. We are all in this together, and the school staff will do whatever we can to help you get through this.

Sample Death Notification Statement for Parents

This death notification statement is to be sent by the most efficient and effective method(s) for the school, including e-mail, text, printed copy sent home with students, or regular mail. It can also be posted on the school's website and social media accounts. If there is a resource about talking to students and children about suicide, it should be shared. It should be translated for parents who may know little or no English. See AFSP's *Children, Teens and Suicide Loss* for information about how to talk to students about suicide.

Option 1 – When the Death Has Been Ruled a Suicide

I am so sorry to tell you all that one of our students, **[NAME]**, has died. Our thoughts and sympathies are with **[HIS/HER]** family and friends.

All of the students were given the news of the death by their teacher in **[ADVISORY/HOMEROOM]** this morning. I have included a copy of the announcement that was read to them.

The cause of death was suicide. Suicide is a very complicated act. Although we may never know why **[NAME]** ended **[HIS/HER]** life, we do know that suicide has multiple causes. In many cases, a mental health condition is part of it. But these conditions are treatable. It's really important if you or your child are not feeling well in any way to reach out for help. Suicide should not be an option. I am including some information that may be helpful to you in discussing suicide with your child.

Members of our Crisis Response Team are available to meet with students individually and in groups today as well as over the coming days and weeks. Please contact the school office if you feel your child is in need of additional assistance. Note that children who are already vulnerable may be at greater risk due to exposure to the suicide of a peer. If you or your child needs help right away, call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255), call 911, or take your child to the nearest crisis center or emergency department.

Information about the funeral service will be made available as soon as we have it. If your child wishes to attend, we strongly encourage you to accompany him or her to the service. If the funeral is scheduled during school hours, students who wish to attend will need parental permission to be released from school.

The school will be hosting a meeting for parents and others in the community at **[DATE/TIME/LOCATION]**. Members of our Crisis Response Team **[OR NAME SPECIFIC MENTAL HEALTH PROFESSIONALS]** will be present to provide information about common reactions following a suicide and how adults can help youth cope. They will also provide information about suicide and mental illness in adolescents, including risk factors and warning signs of suicide, and will address attendees' questions and concerns.

If you have any questions or concerns, please do not hesitate to contact me or one of the school mental health professionals. We can be reached by calling **[PHONE NUMBER, EXTENSION]**.

Sincerely,

[PRINCIPAL'S NAME]



Sample Agenda for Parent Meeting

Meetings with parents can provide a helpful forum for disseminating information and answering questions. The Crisis Response Team coordinator and all other Crisis Response Team members, the superintendent, and the school principal should attend parent meetings. Representatives from community resources, such as mental health providers, county crisis services, and clergy, may also be invited to be present and provide information. This is a good time to acknowledge that suicide can be a difficult subject to talk about and to distribute the handout Tips for Talking about Suicide.

Be sure to consider the racial, ethnic, and religious backgrounds of students and parents:

- Address the language needs of parents who speak little or no English.
- Determine if there is any content or format that would feel uncomfortable or inappropriate for those who might attend the meeting. For example, if parents of the deceased are in attendance, how might discussing this in a group setting impact their experience?

Large, open-microphone meetings are not advised, since they can result in an unwieldy, unproductive session focused on scapegoating and blaming.

The meeting should ideally be broken into two parts. During the first part, presented by school staff, the focus should be on dissemination of general information to parents, without opening the meeting to discussion. During the second part, have parents meet in small groups with trained crisis counselors for questions and discussion.

The following is a sample meeting agenda.

Part 1 – General Information (45–60 minutes)

Crisis Response Team coordinator, school superintendent, or principal:

- Welcomes all and expresses sympathy
- Introduces the school administration and members of the Crisis Response Team
- Expresses confidence in the staff's ability to assist the students
- Encourages parent and school collaboration during this difficult time
- Reassures attendees that there will be an opportunity for questions and discussion
- States school's goal of treating this death as it would any other death, regardless of the cause, while remaining aware that adolescents can be vulnerable to the risk of imitative suicidal behavior
- States the importance of balancing the need to grieve with not inadvertently oversimplifying, glamorizing, or romanticizing suicide

Principal or Crisis Response Team coordinator:

- Outlines the purpose and structure of the meeting
- Verifies the death (see Sample Death Notification Statement for Parents)
- Discourages the spread of rumors
- Informs parents about the school's response activities, including to media requests
- Informs parents about the student release policy for funerals

Crisis Response Team coordinator, assistant coordinator, or other designated crisis team member:

- Discusses how the school will help students cope
- Mentions that more information about bereavement after suicide is available on AFSP's website
- Shares the handouts Facts about Suicide in Adolescents, Youth Warning Signs and What to Do in a Crisis, and Tips for Talking about Suicide
- Explains risk factors and warning signs
- Reminds parents that help is available for any student who may be struggling with mental health issues or suicidal thoughts or behaviors
- Provides contact information (names, telephone numbers, and e-mail addresses) for mental health resources at the school and in the community, such as:
  - School mental health professionals
  - Community mental health agencies
  - Emergency psychiatric screening centers
  - Children's mobile response programs
  - National Suicide Prevention Lifeline: 1-800-273-TALK (8255)

Part 2 – Small Group Meetings (1 hour)

- Ideally, each small group should have no more than 8 to 10 parents.
- Each group should be facilitated by at least two trained mental health professionals.
- Support staff should be available to direct parents to meeting rooms, distribute handouts, and make water and tissues available.
- If possible, additional mental health professionals should be available to meet with parents individually as needed.

Some Additional Considerations

- Since some parents may arrive with young children, provide onsite childcare.
- Some students may accompany their parents so provide separate discussion groups for them.
- Media should not be permitted access to the small groups. Arrange for the media spokesperson to meet with any media at a separate location away from parents and children.
- In some cases (e.g., if the death has received a great deal of sensationalized media attention), security may be necessary to assist with traffic flow and media and crowd control.



Tips for Talking about Suicide

Suicide is a difficult topic for most people to talk about. This tool suggests ways to talk about key issues that may come up when someone dies by suicide.

Give accurate information about suicide.	By saying….
Suicide is a complicated behavior. It is not caused by a single event. In many cases, mental health conditions, such as depression, bipolar disorder, PTSD, or psychosis, or a substance use disorder are present leading up to a suicide. Mental health conditions affect how people feel and prevent them from thinking clearly. Having a mental health problem is actually common and nothing to be ashamed of. Help is available. Talking about suicide in a calm, straightforward way does not put the idea into people's minds.	"The cause of **[NAME]**'s death was suicide. Suicide is not caused by a single event. In many cases, the person has a mental health or substance use disorder and then other life issues occur at the same time leading to overwhelming mental and/or physical pain, distress, and hopelessness." "There are effective treatments to help people with mental health or substance abuse problems or who are having suicidal thoughts." "Mental health problems are not something to be ashamed of. They are a type of health issue."

Address blaming and scapegoating.	By saying….
It is common to try to answer the question "why?" after a suicide death. Sometimes this turns into blaming others for the death.	"Blaming others or the person who died does not consider the fact that the person was experiencing a lot of distress and pain. Blaming is not fair and can hurt another person deeply."

Do not focus on the method.	By saying….
Talking in detail about the method can create images that are upsetting and can increase the risk of imitative behavior by vulnerable individuals. The focus should not be on how someone killed themselves but rather on how to cope with feelings of sadness, loss, anger, etc.	"Let's talk about how **[NAME]**'s death has affected you and ways you can handle it." "How can you deal with your loss and grief?"

Address anger.	By saying….
Accept expressions of anger at the deceased and explain that these feelings are normal.	"It is okay to feel angry. These feelings are normal, and it doesn't mean that you didn't care about [**NAME**]. You can be angry at someone's behavior and still care deeply about that person."

Address feelings of responsibility.	By saying….
Help students understand that they are not responsible for the suicide of the deceased. Reassure those who feel responsible or think they could have done something to save the deceased.	"This death is not your fault. We cannot always see the signs because a suicidal person may hide them." "We cannot always predict someone else's behavior."

Promote help-seeking.	By saying….
Encourage students to seek help from a trusted adult if they or a friend are feeling depressed.	"Seeking help is a sign of strength, not weakness." "We are always here to help you through any problem, no matter what. Who are the people you would go to if you or a friend were feeling worried or depressed or had thoughts of suicide?" "If you are concerned about yourself or a friend, talk with a trusted adult."



Sample Media Statement

To be provided to local media outlets either upon request or proactively.

School staff were informed that a **[AGE]**-year-old student at **[SCHOOL NAME]** has died. The cause of death was suicide. Our thoughts and support go out to [his/her] family and friends at this difficult time.

The school will be hosting a meeting for parents and others in the community at **[DATE/TIME/LOCATION]**. Members of the school's Crisis Response Team **[OR NAME SPECIFIC MENTAL HEALTH PROFESSIONALS]** will be present to provide information about common reactions following a suicide, how adults can help youth cope, the emotional needs of adolescents, and the risk factors and warning signs for suicide. They will also address attendees' questions and concerns. A meeting announcement has been sent to parents, who can contact school administrators or counselors at **[PHONE NUMBER, EXTENSION]** or **[E-MAIL ADDRESS]** for more information.

Trained crisis counselors will be available to meet with students and staff starting tomorrow and continuing over the next few weeks as needed.

Following is a list of warning signs and steps to take that were developed specifically for youth.

Youth Warning Signs

Leaders in the suicide prevention field agree that the following warning signs indicate a young person may be at risk for suicide:

- Talking about or making plans for suicide
- Expressing hopelessness about the future
- Displaying severe/overwhelming emotional pain or distress

What to Do

If you notice any of these signs in a student, take these recommended steps right away:

1. Do not leave the student alone and unsupervised. Make sure the student is in a secure environment supervised by caring adults until he or she can be seen by the school mental health contact.
2. Make sure the student is escorted to the school's mental health professional.
3. Provide any additional information to the school's mental health contact that will assist with the assessment of the student.

Youth Warning Signs

- Showing worrisome behavioral cues or marked changes in behavior, particularly in the presence of the warning signs above. Specifically, this includes significant:
  - Withdrawal from or change in social connections or situations
  - Changes in sleep (increased or decreased)
  - Anger or hostility that seems out of character or out of context
  - Recent increased agitation or irritability

What to Do

1. Ask if the student is okay or if he or she is having thoughts of suicide.
2. Express your concern about what you are observing in his or her behavior.
3. Listen attentively and nonjudgmentally.
4. Reflect what the student shares and let the student know he or she has been heard.
5. Tell the student that he or she is not alone.
6. Let the student know there are treatments available that can help.
7. If you or the student are concerned, guide him or her to additional professional help, or to call the National Suicide Prevention Lifeline, a 24-hour toll-free phone line for people in suicidal crisis or emotional distress: 1-800-273-TALK (8255).

Resources

Note: The items in brackets are to be added by each school.

Local Community Mental Health Resource(s)
[NAME(S)]

National Suicide Prevention Lifeline
800-273-TALK (8255) or www.suicidepreventionlifeline.org for live chat

Local Hotline Number(s)
[NAME(S)]

Recommendations for Reporting on Suicide

Research has shown that graphic, sensationalized, or romanticized descriptions of suicide deaths in the news media can contribute to suicide contagion (i.e., copycat suicides), particularly among youth. Media are strongly encouraged to refer to the document *Recommendations for Reporting on Suicide*.

Local Media Contact

[NAME]
[TITLE]
[SCHOOL]
[PHONE]
[E-MAIL ADDRESS]



Key Messages for Media Spokesperson

This information is for use by the person designated by the school to speak with the media.

School's Messages

- We are heartbroken over the death of one of our students. Our hearts, thoughts, and prayers go out to **[HIS/HER]** family and friends and the entire community.
- We will be offering grief counseling for students and staff starting on **[DATE]** and lasting through **[DATE]** or as long as needed.
- We will be hosting an informational meeting for parents and the community regarding suicide prevention on **[DATE/TIME/LOCATION]**. Experts will be on hand to answer questions.
- No TV cameras or reporters will be allowed in the school or on school grounds.

School's Response to the Media

- The media are strongly encouraged to refer to the document *Recommendations for Reporting on Suicide*.
- Research has shown that graphic, sensationalized, or romanticized descriptions of suicide deaths in the news media can contribute to suicide contagion (i.e., copycat suicides), particularly among youth.
- Media coverage that details the location and manner of suicide with photos or video increases the risk of contagion.
- Media should also avoid oversimplifying the cause of a suicide (e.g., "student took his own life after breakup with girlfriend"). This gives the audience a simplistic understanding of a complicated issue.
- Remind the public that in a majority of suicide deaths, mental health issues play an important role, underscoring the need to address mental health concerns proactively.
- Media should include links to or information about helpful resources, such as local crisis hotlines and the National Suicide Prevention Lifeline (800-273-TALK (8255).

Information on Suicide

- Suicide is complicated and involves multiple risk factors. It is not simply the result of stress or difficult life circumstances. Many people who die by suicide have a mental health condition, the most common of which is depression.
- Mental health conditions and substance abuse problems are treatable.
- The best way to prevent suicide is through early detection, diagnosis, and treatment of depression and other mental health conditions, including substance abuse problems.

Making Decisions about School-Related Memorials

This tool poses questions to consider about both planned and spontaneous memorials associated with a school, although not necessarily sponsored by the school. Examples include a school event, student-created memorial, and a page in a yearbook.

- Does the school or school district have a policy (or standard procedure) on memorialization for the death of a student (or school staff person), regardless of the cause?
  - If yes, how would implementing what is usually done for other types of deaths be done for a death by suicide? How might those procedures be interpreted with a suicide? For example:

    If a memorial page in the yearbook is a standard procedure, are there other deaths (from other causes) during the school year that would also have pages or be on the same page? Could a memorial page also have a message to promote help-seeking among students or a similar supportive message?
  - If no, look at districtwide practices or consult with other schools.
- Has the family expressed a desire for or opposition to any public acknowledgment of the death as a suicide?
- How might a memorial on school grounds help facilitate (or impede) grieving of the loss by students and school staff?
- How will the school deal with a spontaneous memorial initiated by students?
- Could a memorial be something other than a physical object, such as a suicide prevention program?
- What other ways are there for students to acknowledge and express their grief following a suicide?
- When would be a good time to memorialize a student's death?
  - Does the plan for memorialization coincide with other student events (e.g., graduation)?
- How might the memorial procedure affect vulnerable students? Teachers and other staff?
  - Is there a way to memorialize so that a life-affirming message is the focus?
- If the school puts up a *physical* memorial, what will the students and staff who were not at the school during the year of the death be told about the memorial?



Facts about Suicide in Adolescents

Suicide is complicated and involves the interplay of multiple risk factors. It is not simply the result of stress or difficult life circumstances. Many people who die by suicide have a mental health condition. In teens, the behavioral health conditions most closely linked to suicide risk are major depressive disorder, bipolar disorder, generalized anxiety disorder, conduct disorder, eating disorders, and substance abuse problems. Although in some cases these conditions may be precipitated by environmental stressors, they can also occur as a result of changes in brain chemistry, even in the absence of an identifiable or obvious "trigger."

Other key risk factors for suicide include the following:

- Personality characteristics, such as hopelessness, low self-esteem, impulsivity, risk-taking, and poor problem-solving or coping skills
- Family characteristics, such as family history of suicidal behavior or mental health problems, death of a close family member, and problems in the parent-child relationship
- Childhood abuse, neglect, or trauma
- Stressful life circumstances, such as physical, sexual, and/or psychological abuse; breaking up of a romantic relationship; school problems; bullying by peers; trouble with the law; and suicide of a peer
- Access to lethal means, especially in the home

It is important to remember that the vast majority of teens who experience even very stressful life events do not become suicidal. But in some cases, such experiences can be a catalyst for suicidal behavior in teens who are already struggling with depression or other mental health problems. In others, traumatic experiences (such as prolonged bullying) can precipitate depression, anxiety, abuse of alcohol or drugs, or another mental health condition, which can increase suicide risk. Conversely, existing mental health conditions may also lead to stressful life experiences, which may then exacerbate the underlying illness and in turn increase suicide risk.

Help Is Available

If there are concerns about a student's emotional or mental health, a referral should be made to an appropriate mental health professional for assessment, diagnosis, and possible treatment. Mental health resources that may be available include the following:

- School-based mental health professionals
- Community mental health providers and clinics
- Emergency psychiatric screening centers
- Children's mobile response programs

Pediatricians and primary care providers can also be a source of mental health referrals. Many of them are also well-versed in recognizing and treating certain mental health conditions like depression.

Information and referrals regarding treatment for mental and substance use disorders are available at SAMHSA's National Helpline: 1-800-662-HELP (4357). This is a free, confidential service open 24/7.

Crisis Lines

A crisis line is a service that provides free, confidential support and resources for people in emotional distress. The service is provided by a trained crisis counselor on the phone and in some cases by text and/or chat. You can call or text for help with someone you're worried about or for yourself. In addition to the resources listed below, some states have their own crisis lines with phone, text, and/or chat services.

National Suicide Prevention Lifeline
Call 800-273-TALK (8255)
Chat service and other information: Go to www.suicidepreventionlifeline.org

Crisis Text Line
Text HOME to 741741
Other information: Go to www.crisistextline.org

Trevor Project
Provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender, and questioning (LGBTQ) young people ages 13–24
Trevor Lifeline: Call 1-866-488-7386
TrevorText: Text TREVOR to 1-202-304-1200
TrevorChat and other information and resources: Go to www.trevorproject.org

Youth Warning Signs and What to Do in a Crisis

When you are concerned that a person may be suicidal, look for changes in behavior or the presence of entirely new behaviors. This is of greatest concern if the new or changed behavior is related to a painful event, loss, or change, such as losing a friend or classmate to suicide. Most people who take their lives exhibit one or more warning signs, either through what they say or what they do.

Take any threat or talk about suicide seriously. Start by telling the person that you are concerned. Don't be afraid to ask whether she or he is considering suicide or has a plan or method in mind. Research shows that asking someone directly about suicide will not "put the idea in their head." Rather, the person in distress will often feel relieved that someone cares enough to talk about this issue with them.

Below is a list of warning signs and steps to take specifically for youth. It was developed by a consensus panel of experts in the field. See www.youthsuicidewarningsigns.org.

Youth Warning Signs

Leaders in the suicide prevention field agree that the following warning signs indicate a young person may be at risk for suicide:

- Talking about or making plans for suicide
- Expressing hopelessness about the future
- Displaying severe/overwhelming emotional pain or distress

What to Do

If you notice any of these signs in a student, take these recommended steps right away:

1. Do not leave the student alone and unsupervised. Make sure the student is in a secure environment supervised by caring adults until he or she can be seen by the school mental health contact.
2. Make sure the student is escorted to the school's mental health professional.
3. Provide any additional information to the school's mental health contact that will assist with the assessment of the student.

- Showing worrisome behavioral cues or marked changes in behavior, particularly in the presence of the warning signs above. Specifically, this includes significant:
  - Withdrawal from or change in social connections or situations
  - Changes in sleep (increased or decreased)
  - Anger or hostility that seems out of character or out of context
  - Recent increased agitation or irritability

What to Do

1. Ask if the student is okay or if he or she is having thoughts of suicide.
2. Express your concern about what you are observing in his or her behavior.
3. Listen attentively and nonjudgmentally.
4. Reflect what the student shares and let the student know he or she has been heard.
5. Tell the student that he or she is not alone.
6. Let the student know there are treatments available that can help.
7. If you or the student are concerned, guide him or her to additional professional help, or to call the National Suicide Prevention Lifeline, a 24-hour toll-free phone line for people in suicidal crisis or emotional distress: 1-800-273-TALK (8255).

Appendix B: Additional Resources

Appendix B contains links to materials that provide additional information on the topics covered in the toolkit. Resources are organized by the section of the toolkit to which they are the most relevant.

Crisis Response

Erbacher, T. A., Singer, J. B., & Poland, S. (2015). *Suicide in schools: A practitioner's guide to multi-level prevention, assessment, intervention, and postvention.* New York, NY: Routledge.

Kerr M. M., Brent D. A., McKain B., & McCommons P. S. (2003). *Postvention standards manual: A guide for a school's response in the aftermath of sudden death* (4th edition). Retrieved from https://www.starcenter.pitt.edu/Files/PDF/Manuals/Postvention.pdf

Lieberman, R., Poland, S., & Kornfeld, C. (2014). *Best practices in suicide intervention.* In A. Thomas & P. Harrison (Eds.), Best practices in school psychology. Bethesda, MD: National Association of School Psychologists.

Miller, D. N. (2011). *Child and adolescent suicidal behavior: School-based prevention, assessment, and intervention.* New York, NY: Guilford.

National Association of School Psychologists. (2004). *Culturally competent crisis response: Information for school psychologists and crisis teams.* Retrieved from https://schoolcounselor.org/asca/media/asca/Crisis/cc_crisis.pdf

Substance Abuse and Mental Health Services Administration. (2012). *Preventing suicide: A toolkit for high schools.* Retrieved from http://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669

Suicide Prevention Resource Center. (2016). Provide for immediate and long-term postvention. Retrieved from http://www.sprc.org/comprehensive-approach/postvention

Suicide Prevention Resource Center. (2012). *The role of school mental health providers in preventing suicide.* Retrieved from http://www.sprc.org/sites/default/files/resource-program/SchoolMentalHealth.pdf

Survivors of Suicide Loss Task Force. (2015). *Responding to grief, trauma, and distress after a suicide: U.S. national guidelines.* Retrieved from http://www.sprc.org/resources-programs/responding-grief-trauma-and-distress-after-suicide-us-national-guidelines

Underwood, M., Fell, F. T., & Spinazzola, N. A. (2010). *Lifelines postvention: Responding to suicide and other traumatic death.* For a description: http://www.sprc.org/resources-programs/lifelines-postvention-responding-suicide-and-other-traumatic-death
To purchase this manual and CD-ROM: http://www.hazelden.org/OA_HTML/ibeCCtpItmDspRte.jsp?item=54103

Helping Students Cope

Dougy Center, The National Center for Grieving Children & Families, & American Foundation for Suicide Prevention. (n.d.). *Children, teens and suicide loss*. Retrieved from https://afsp.org/find-support/ive-lost-someone/resources-loss-survivors/children-teens-suicide-loss/
To purchase this resource: https://stores.kotisdesign.com/afspexternal/resources/children-teens-and-suicide-loss/40691

Erbacher, T. A., Singer, J. B., & Poland, S. (2015). *Suicide in schools: A practitioner's guide to multi-level prevention, assessment, intervention, and postvention*. New York, NY: Routledge.

Evans, R., & National Association of Independent Schools. (2004). Helping students cope with suicide. (2004). Retrieved from http://www.nais.org/Articles/Pages/Helping-Students-Cope-with-Suicide-145734.aspx

Lieberman, R. (2010). Save a friend: Tips for teens to prevent suicide. In A. Canter, L. Paige, M. Roth, I., Romero, & S. A. Carroll (Eds.), *Helping children at home and school III: Handouts for families and educators*. Bethesda, MD: National Association of School Psychologists.

Lieberman R., & Poland, S. (2017). After a suicide: Postvention for schools: Answering student questions and providing support. *Communiqué: Newspaper of the National Association of School Psychologists, 45*(7), 8–12. Retrieved from http://www.nova.edu/suicideprevention/forms/after-a-suicide-postvention.pdf

Miller, D. N. (2011). *Child and adolescent suicidal behavior: School-based prevention, assessment, and intervention*. New York, NY: Guilford.

Survivors of Suicide Loss Task Force. (2015). *Responding to grief, trauma, and distress after a suicide: U.S. national guidelines*. Retrieved from https://www.sprc.org/sites/default/files/migrate/library/RespondingAfterSuicideNationalGuidelines.pdf

Underwood, M. Fell, F. T., & Spinazzola, N. A. (2010) *Lifelines postvention: Responding to suicide and other traumatic death*.
For a description: http://www.sprc.org/resources-programs/lifelines-postvention-responding-suicide-and-other-traumatic-death
To purchase this manual and CD-ROM: http://www.hazelden.org/OA_HTML/ibeCCtpItmDspRte.jsp?item=54103

Working with the Community

Berkowitz, L., McCauley, J., & Mirick, R. [n.d.]. Riverside Trauma Center postvention guidelines. Retrieved from http://traumacenter.wpengine.com/wp-content/uploads/2015/03/Postventionguidelines.pdf

Connect. [n.d.]. Suicide postvention training. Trainings of different lengths and tailored for different audiences. Retrieved from http://www.theconnectprogram.org/training/reduce-suicide-risk-and-promote-healing-suicide-postvention-training

Substance Abuse and Mental Health Services Administration. (2008). *Supporting survivors of suicide loss: A guide for funeral directors*. Retrieved from https://store.samhsa.gov/shin/content/SMA09-4375/SMA09-4375.pdf

Suicide Prevention Resource Center. (2004). *After a suicide: Recommendations for religious services and other public memorial observances*. Retrieved from http://www.sprc.org/resources-programs/after-suicide-recommendations-religious-services-and-other-public-memorial

Working with the Media

Recommendations for reporting on suicide. (2015). Retrieved from http://reportingonsuicide.org/

National Action Alliance for Suicide Prevention. [n.d.]. *Framework for successful messaging*. Retrieved from http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/

Memorialization

Centre for Suicide Prevention (Calgary). (2004). *School memorials after suicide: Helpful or harmful?* Retrieved from http://www.sprc.org/sites/default/files/migrate/library/Alert54.pdf

Gould, M., Jamieson, P., & Romer, D. (2003). Media contagion and suicide among the young. *American Behavioral Scientist, 46*(9), 1269–1284.

Jellinek, M., Bostic, J. Q., & Schlozman, S. C. (2007). When a student dies. *Educational Leadership, 65*(3), 78–82.

Recommendations for reporting on suicide. (2015). Retrieved from http://reportingonsuicide.org/

Social Media

Entertainment Industries Council's TEAM Up. (2014). *Social media guidelines for mental health promotion and suicide prevention*. Retrieved from http://www.eiconline.org/teamup/wp-content/files/teamup-mental-health-social-media-guidelines.pdf

Know the Signs. [n.d.]. *How to use social media for suicide prevention user guide*. Retrieved from http://eiconline.org/teamup/wp-content/files/13-CALM-0106-Socialmedia_Guide_FNL.pdf

National Suicide Prevention Lifeline. (2010). *Lifeline online postvention manual*. Retrieved from http://www.sprc.org/resources-programs/lifeline-online-postvention-manual

Riverside Trauma Center. [n.d.] Trauma center resources: Social media and suicide. Retrieved from http://riversidetraumacenter.org/trauma-center-resources/

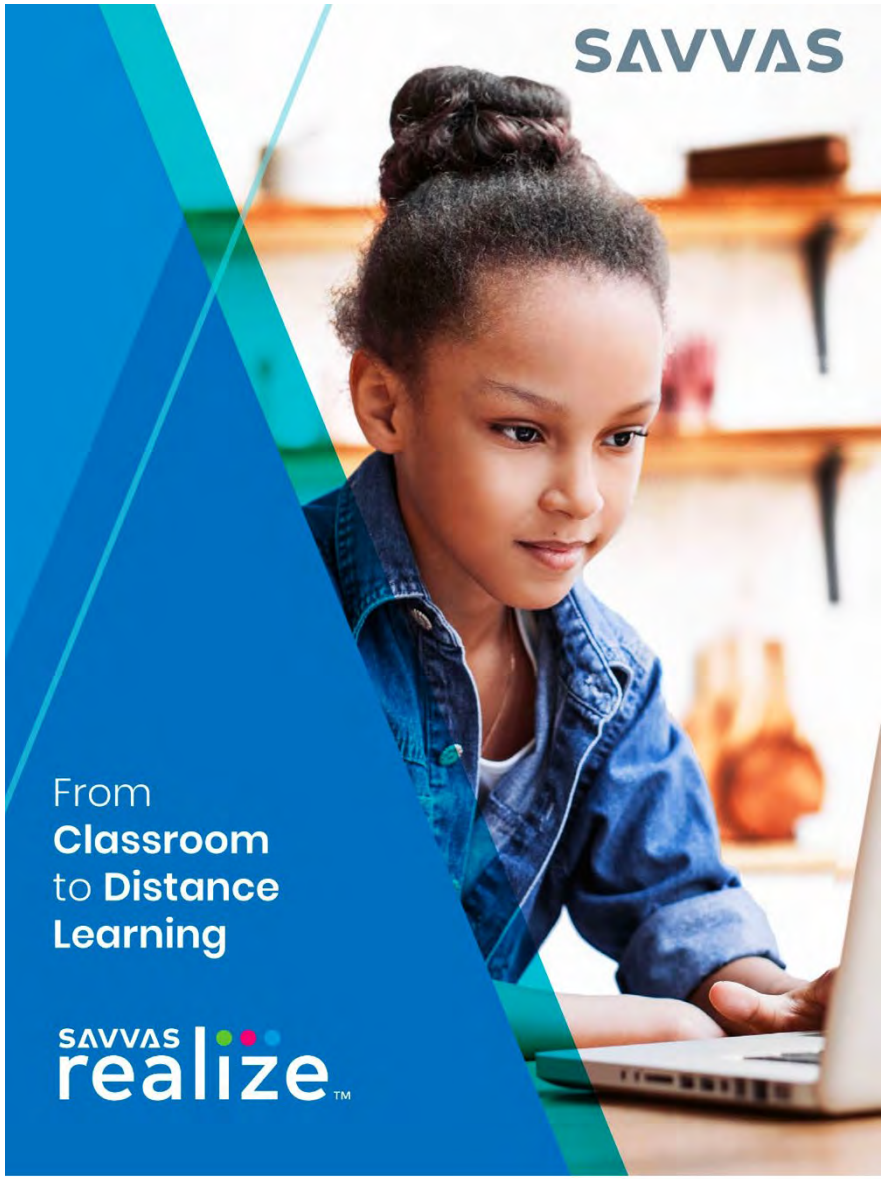
Suicide Contagion

Insel, B. J., & Gould, M. (2008). Impact of modeling on adolescent suicidal behavior. *Psychiatric Clinics of North America, 31*(2), 293–316.

Lake, A. M., & Gould, M. S. (2013). Suicide clusters and suicide contagion. In S. Koslow, C. Nemeroff, & P. Ruiz (Eds.), *A concise guide to understanding suicide: Epidemiology, pathophysiology and prevention*. Cambridge, UK: Cambridge University Press.

National Action Alliance for Suicide Prevention. [n.d.]. *Framework for successful messaging*. Retrieved from http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/

Recommendations for reporting on suicide. (2015). Retrieved from http://reportingonsuicide.org/


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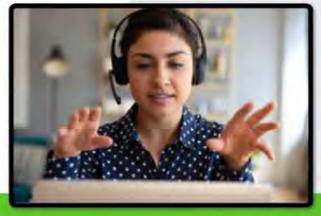
Student Engagement and Progress Monitoring

From any page on Realize, you can monitor student or class mastery, usage, and progress. Realize serves up targeted resources to help when students fall behind.



District Assessment Sharing Tool

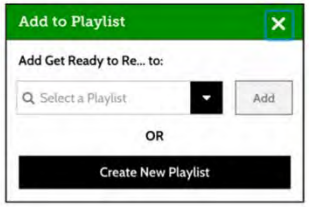
Recognizing the need for teachers to administer assessments to students no matter where they log in, we've created a tool that allows school and district administrators to centrally manage and customize common assessments.



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Create your own content and click "Upload a File" in Realize. It's super easy. Realize keeps everything organized and accessible in one central location. You can create custom playlists, rearrange lessons, edit tests, and make assignments. Embed OpenEd resources, add hyperlinks, or insert files directly from Google Docs™ and Microsoft® OneDrive®. There's no limit to what you can do.

Mosaic by ACT Digital Learning Library Google Docs OneDrive



Savvas Realize Parent User Guide

To better support parents and caregivers, the guide features how-to videos to help families get their students set up on Savvas Realize and take full advantage of their digital curriculum, online and offline in cases of limited internet access. The guide is available in English, Spanish, Mandarin, Vietnamese, Arabic, Russian, and Haitian Creole.



4

5

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Learn to navigate differences in the design and delivery of remote and online learning, using Teacher Presence, Peer Interaction, and Purposeful Independent Work.

Peer Interaction
Explore routines and strategies that use peer interaction to enhance content and language development in the remote learning setting.

Teacher Presence
Learn to easily develop instructional videos and provide feedback to strengthen students' connection with each other, you, and the content.

Purposeful Independent Work
Examine ways to sustain and strengthen remote independent learning, so students personalize their learning, connect with family, and set and monitor goals.

Leadership Session
Use the Principles of Effective Teaching for Remote Learning to support teachers as they instruct and support students in the remote learning setting.

Navigating **e-Learning Resources**

Google Classroom and Realize: Connect, Assign, and More!
Learn how to connect Google Classroom and your core program(s) on Realize. Go deeper into best practices for assigning lesson content, practice, and assessments through Google Classroom.

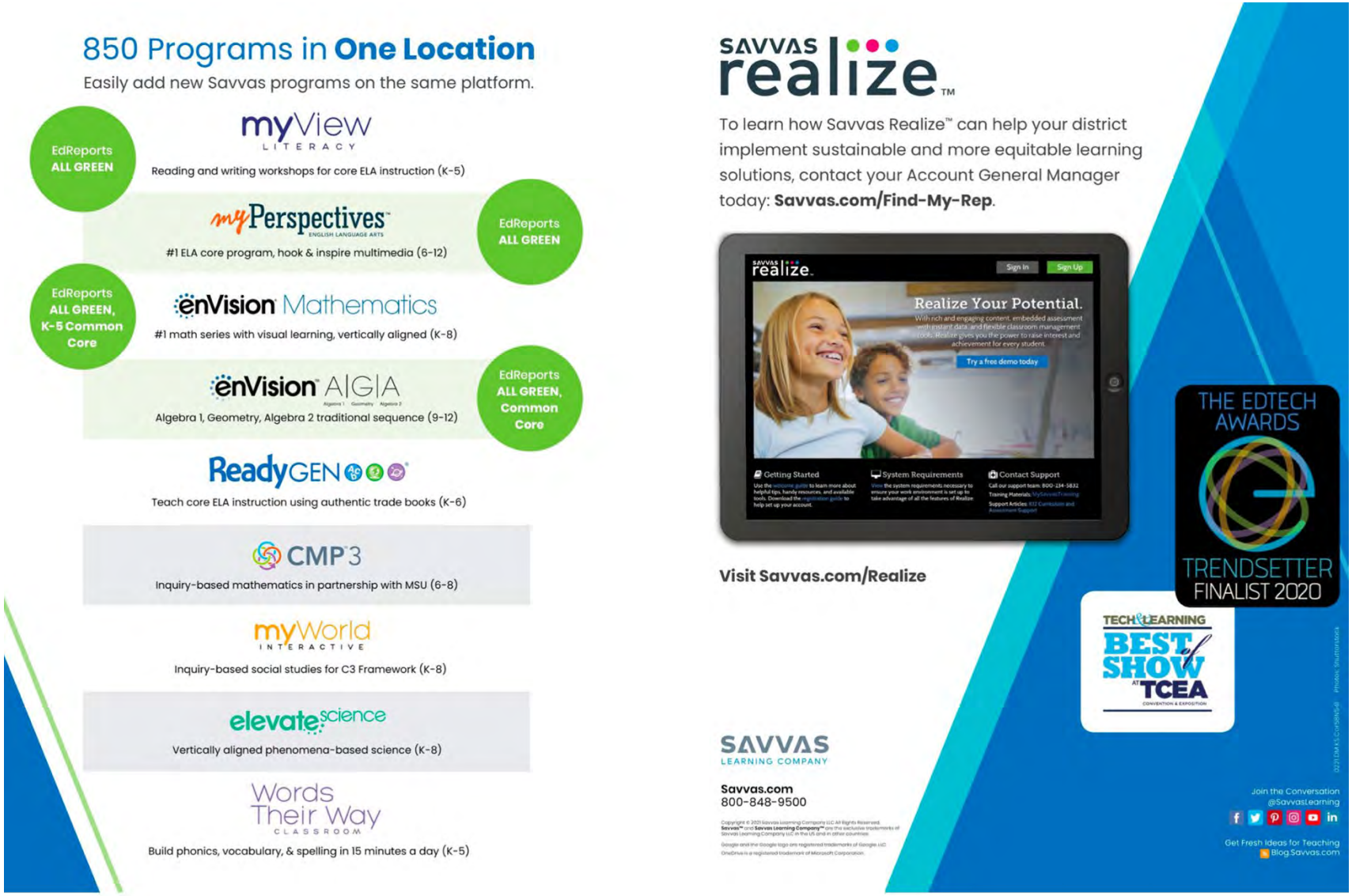
Navigate Remote Learning with Realize: Overview of Realize
Learn to assign, view and check assignments, differentiate, and create customized playlists to cover power standards. Explore, teacher support options and the student experience.

Administrator Sessions
What are the digital components? How will they help teachers differentiate instruction? How will this core resource provide data to monitor student engagement and progress?

Author Webinar Recordings
Join authors and experts as they showcase how Savvas Learning programs and resources can support best practices in the classroom and via distance learning.

Remote Learning Coaches use research-based e-learning practices to provide real-time, personalized support.

7


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EdReports ALL GREEN
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enVision Mathematics
#1 math series with visual learning, vertically aligned (K-8)
enVision AGA
Algebra 1, Geometry, Algebra 2 traditional sequence (9-12)
EdReports ALL GREEN, Common Core
ReadyGEN
Teach core ELA instruction using authentic trade books (K-6)
CMP3
Inquiry-based mathematics in partnership with MSU (6-8)
myWorld INTERACTIVE
Inquiry-based social studies for C3 Framework (K-8)
elevate science
Vertically aligned phenomena-based science (K-8)
Words Their Way CLASSROOM
Build phonics, vocabulary, & spelling in 15 minutes a day (K-5)
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Back on Track: The Impact of Apex Learning Courses on Student Achievement and Graduation Rate

Houston Independent School District, TX

January 2018



Introduction

When Dr. Terry Grier became superintendent of the Houston Independent School District (HISD), he promised to increase student achievement and reduce the district dropout rate. To that end, within four months of his superintendency, he launched Grad Labs—formerly titled Apex Learning Credit Recovery/Online Instruction Initiative. Having experienced success using Apex Learning for this purpose in two previous school districts, Dr. Grier adopted Apex Learning Courses for this initiative even though HISD already had 13 other digital curriculum providers.

By the end of the initiative's second year, Apex Learning had become the largest provider of completed online courses in the district, with an average of 7.3% of courses completed online each year following the first year of implementation (Table 1 located in the appendix).

Grad Labs was designed to create opportunities for at-risk high school students to earn credits needed for graduation Students who failed three or more courses in a previous semester, had excessive absences, were retained while in high school, or dropped out and wanted to return to school could complete online courses from a school computer lab and/or from home. Launched the spring semester of 2010 during the first academic year Grad Labs was implemented, Apex Learning Courses were initially available only for credit recovery use. The second year and thereafter, Apex Learning Courses were available for both credit recovery and original credit attainment. Table 1, (located in the appendix), shows the number and percent of courses completed, by purpose (credit recovery or initial credit), by school year, and by provider (Apex Learning or other vendors).

Grad Labs participants completing Apex Learning Courses that lead to a Texas state assessment participated in one of two assessment programs that were being administered simultaneously by the Texas Department of Education between 2010 and 2014. All students, including Grad Labs participants, enrolled as freshmen prior to 2012 participated in the Texas Assessment of Knowledge and Skills (TAKS) assessment program. The TAKS assessments were exit-level tests that measured student mastery of the state-mandated curriculum in four subject areas: English language arts (ELA), mathematics, science, and social studies. Students in the graduating class of 2014 and prior were required to pass the TAKS assessments to graduate.

Figure 1

Demographic Characteristics of HISD: 2014

Total Enrollment 2014	210,716
Urban Locale	City
Black /African American	25%
White	8%
Hispanic	62%
Multiracial	5%
Economically Disadvantaged	80.6%
Limited English Proficient	30%
Students with Disabilities	8%
Identified Gifted	16%

Source: TEA, Profile, School District Snapshots

Study Overview

The purpose of this research was to conduct a systematic review of HISD publications to investigate the relationship between Apex Learning Courses use between 2010 and 2014 and 1) HISD graduation and dropout rates and 2). Grad Labs participants' academic outcomes. Questions to be answered by the study included:

1. **What percent of Grad Labs participants using Apex Learning Courses graduated?**
2. **What is the relationship between Apex Learning Courses use and district graduation and dropout rates?**
3. **What percent of district graduates used Apex Learning Courses during their senior year?**
4. **What impact did Apex Learning Courses have on Grad Labs participant proficiency of state learning standards measured by Texas state assessments?**

This research used secondary data published by the HISD Department of Research and Evaluation to answer each question.

- **Table 1 (located in the appendix) shows the number of online courses completed and awarded credit by online course provider (Apex Learning and others).**
- **Table 2 shows additional characteristics of students who completed Apex Learning Courses through the Grad Labs initiative.**

The number of students using Apex Learning Courses ranged between 1,374 to 6,711 each year. Although the demographic characteristics of students using Apex Learning Courses were not reported, Figure 1 (above) shows that students enrolled in the school district during the 2013–2014 school year were primarily Hispanic (62%) and African American (25%). Additionally, 80.6% were identified as being economically disadvantaged and 30% limited English proficient.

The impact of Apex Learning Courses on student proficiency on Texas state assessments was analyzed in two ways to overcome the limitation of not knowing whether Grad Labs participants were using Courses for initial credit or credit recovery prior to completing a state assessment. For TAKS assessments, the proficiency rates of students completing only retake administrations were compared by Apex Learning Courses use. For STAAR/EOC assessments, the same comparison was made using the results from initial test administrations only. In all cases, the results of students using Apex Learning Courses were compared to those of students completing HISD courses in traditional classroom settings.

Results

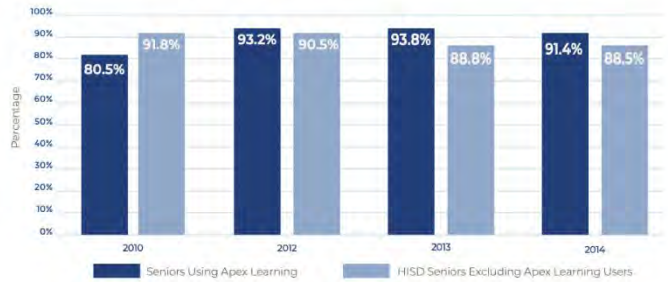
Grad Lab students graduated at a higher rate.

What percent of students using Apex Learning Courses in Grad Labs graduated?

On average, 92.8% of seniors completing Apex Learning Courses in Grad Labs graduated each year between 2012 and 2014 compared to 89.3% for seniors not using Apex Learning district wide (Figure 2).

From 2012 through 2014, the annual graduation rate of seniors using Apex Learning exceeded the annual rate of HISD seniors not using Apex Learning their senior year. During this time, Courses were used year-round for both original credit and credit recovery. In 2010, Apex Learning Courses were available for use in the spring and summer semesters for credit recovery only.

Figure 2:
Annual Graduation Rate by School Year



Group size range per year: Apex Learning from 472 to 2,921; HISD from 7,585 to 9,517.

Note: Graduation rate not available for 2011.

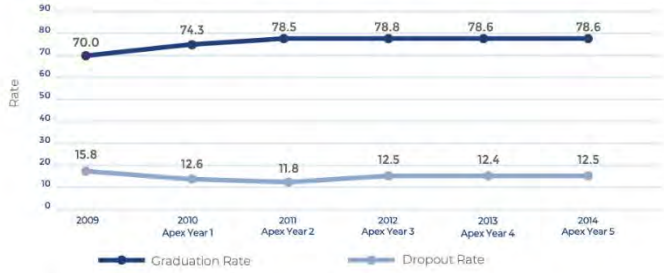
In 2010, Apex Learning Courses were available for use in the spring and summer semesters for credit recovery use only. Each school year thereafter, courses were used year-round and were available for both original credit and credit recovery.

The graduation rate increased 8.5 percentage points, and the dropout rate decreased 4 percentage points.

What is the relationship between Apex Learning Courses use and district graduation and dropout rates?

Compared to the year prior to using Apex Learning Courses, the HISD graduation rate and dropout rate improved by 8.5 and 4 percentage points, respectively, after the second year of implementation and remained stable through 2014. The improvement was statistically significant for both rates: graduation ($t=123.92$, $df=5$, $p<.00$) and dropout ($t=941.49$, $df=5$, $p<.00$).

Figure 3:
HISD Four-Year Longitudinal Graduation and Dropout Rates

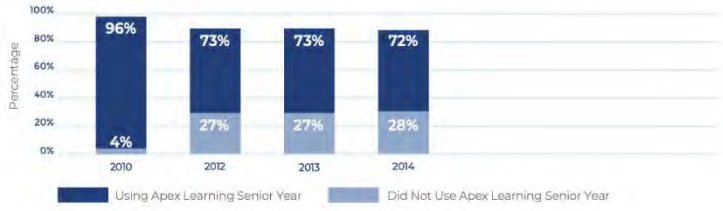


Source: HISD Graduation and Dropout Analysis Report 2013–2014, August 2015.

What percent of district graduates used Apex Learning Courses during their senior year?

Following the first year of implementation, almost one-third of district graduates had completed at least one Apex Learning Course during their senior year.

Figure 4:
Percentage of HISD Graduates Completing Apex Learning Courses Senior Year



Graduation rate not available for 2011.

In 2010, Apex Learning Courses were available for use in the spring and summer semesters for credit recovery use only. Each school year thereafter, courses were used year-round and were available for both original credit and credit recovery.

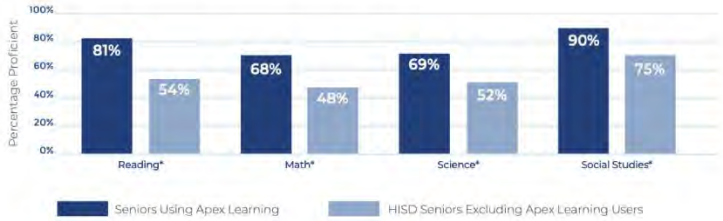
Students using Apex increased proficiency on state exams and had similar or better performance than students not using Apex.

What impact did Apex Learning Courses have on the academic achievement of high school students participating in Grad Labs?

Students who failed prior administrations of the TAKS assessments demonstrated statistically significant gains on the retake assessments1 following Apex Learning Courses use compared to nonusers (Figure 5). Overall, the proficiency rate of students completing Apex Learning Courses was 46% greater than students completing HISD courses in traditional classroom settings (Table 3). Students completing Apex Learning Courses were:

- 50% more likely to achieve proficiency on the TAKS reading retake
- 44% more likely to achieve proficiency on the TAKS math retake
- 32% more likely to achieve proficiency on the TAKS science retake
- 20% more likely to achieve proficiency on the TAKS social studies retake

Figure 5:
TAKS Retake Administration Proficiency Rates: 2014

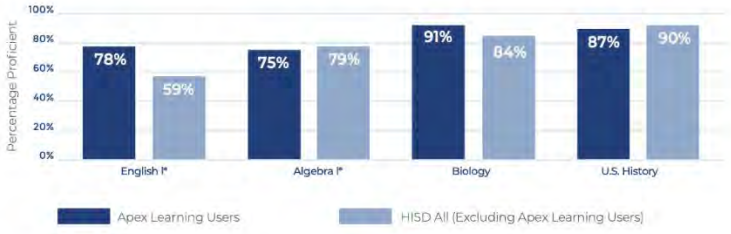


** Significant p<.00*
Group size range per test: Apex Learning from 86 to 216; HISD All from 842 to 1,981.
1 HISD conducted analysis comparing proficiency of Apex Learning users to nonusers on TAKS retake assessments in 2014 only.

For students who took the STAAR/EOC assessments administered for the first time:

- Students completing Apex Learning Courses achieved proficiency on the English I assessment at a rate 32% greater than students completing courses in traditional classroom settings, a statistically significant gain for students using Apex Learning Courses (Figure 6).
- For all other assessments, students completing Apex Learning Courses were just as likely to achieve proficiency as students completing HISD courses in traditional classroom settings (Table 4).

Figure 6:
STAAR/EOC Proficiency Rates: First Test Administrations



** Significant p<.00*
Group size range per test: Apex Learning from 28 to 67; HISD All from 10,100 to 11,437.

Conclusion

The findings of this study suggest that Apex Learning Courses were significantly related to the academic gains made by Grad Labs participants and that those gains contributed to the improvement of district graduation and dropout rates.

Grad Labs participants' success contributed to the improvement of the district graduation rate and dropout rate:

- Almost 1/3 of district graduates completed an Apex Learning Course their senior year.
- Compared to the year prior to adopting Apex Learning Courses, the graduation rate improved by 8.6 percentage points and the dropout rate fell by 3.3 percentage points.
- On average, 92.8% of 12th grade seniors completing Apex Learning Courses in Grad Labs graduated each year between 2012 and 2014 compared to 89.3% for seniors not using Courses.

Grad Labs participants achieved the following outcomes following the completion of Apex Learning Courses:

- Compared to students completing courses in traditional classrooms, students completing Apex Learning Courses were as likely or more likely to pass Texas state assessments required for graduation:
  - Students using Courses were between 20% and 50% more likely to pass a TAKS retake assessment.
  - Students using Courses were just as likely to pass the initial administration of the STAAR/EOC for Algebra I, Biology, English II, and U.S. History and were 30% more likely to pass the English I exam.

Study Description

Study Design

This descriptive research used content and comparative analyses to explore the relationship between Apex Learning Courses use and academic outcomes.

Universe and Sample

The specific demographic characteristics of students included in each HISD report were not published. However, the characteristics of the district overall suggest the majority of students were primarily Hispanic and African American and were economically disadvantaged (see Figure 1).

Data Source

Data published by the HISD Research and Evaluation Department were used for this study. The reports containing the data are cited.

Data Limitations

Student outcomes, including achievement results from Texas state assessments, were not disaggregated by purpose for using Apex Learning Courses. As a result, results for Grad Labs participants using Courses for initial credit or credit recovery prior to completing a state assessment were combined and compared to students completing courses in a traditional classroom.

Analytical Strategy

To overcome data limitations, HISD reports were systematically examined to locate and select, for this study's use, data that would enable comparable group analysis. To that end, state assessment student achievement data selected for this study met the following criteria:

1. TAKS assessment results from retake administrations containing data for students using Apex Learning Courses and students completing HISD courses in traditional classroom settings
2. STAAR/EOC assessment results from first-time test administrations for students using Apex Learning Courses and students completing HISD courses in traditional classroom settings

Analysis

Tests of independent proportions were used to compare the percent proficient by Apex Learning use for all state assessments. Odds ratios were calculated to estimate the effect size of the differences.

Chi-square tests were used to compare the graduation and dropout rates over time.

Outcome Measures

This study reported student proficiency and graduation rates as outcome measures. Proficiency rates were reported for tests administered from two assessment programs included in the Texas Department of Education state accountability program.

- The Texas Assessment of Knowledge and Skills (TAKS) exit-level tests measured student mastery of the state-mandated curriculum in four subject areas: English language arts (ELA), mathematics, science, and social studies. Students enrolled in ninth grade for the first time in 2010–2011 or earlier were required to pass all four tests to meet graduation requirements. TAKS was administered in March, June, and October.
- The STAAR/EOC assessments measure students' academic performance in five high school courses: Algebra I, English I, English II, Biology, and U.S. History. Students enrolled in ninth grade for the first time in 2011-2012 or later must pass all assessments for courses in which they are enrolled to meet the state graduation requirement.
- The STAAR/EOC assessment program was created to replace the TAKS assessment program.

Two different graduation rates were reported:

- The Grad Labs program graduation rates are annual graduation rates. The rates reported use the annual graduation rate equation reported in the HISD Graduation and Dropout Analysis report. For seniors using Apex Learning Courses, the annual graduation rate was calculated by dividing the number of graduates by the total number of Courses users for a given year. For HISD seniors not using Courses, the annual rate was calculated by subtracting the number of Courses users from the total number of HISD 12th grade fall enrollments and the number of Courses graduates from the HISD total annual graduate count and then dividing the remaining number of graduates by the remaining fall enrollments.
- The HISD graduation rate reported in Figure 6 is the four-year longitudinal graduation and dropout rates that follow the federal accountability reporting guidelines.

References

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Appendix

Table 1. Completed Courses by School Year, Provider, and Course Credit

Online Courses	2009–2010		2010–2011		2011–2012		2012–2013		2013–2014	
	N	%	N	%	N	%	N	%	N	%
Apex Learning	2,032	21.30	8,716	66.90	14,073	66.20	12,872	80.80	12,356	77.60
Credit Recovery	2,032	100	4,619	53.00	6,106	43.40	6,118	47.50	4,961	40.20
Original Credit	-	-	1,912	21.90	6,648	47.20	6,678	51.90	7,277	58.90
Other	-	-	2,185	25.07	1319	9.37	76	0.59	118	0.96
Total courses awarded credit	N/A	N/A	8,458	97.00	13,217	93.90	12,099	94.00	11,589	93.80
Other Providers	7,506	78.70	4,308	33.10	7,174	33.80	3,067	19.20	3,566	22.40
Credit Recovery	7,506	100	857	19.90	722	10.10	362	11.80	203	5.70
Original Credit	-	-	17	0.40	86	1.20	61	2.00	47	1.30
Other	-	-	3,434	79.71	6366	88.74	2644	86.21	3,316	92.99
Total courses awarded credit	N/A	N/A	4,029	93.50	6,773	94.40	2,835	92.40	3,288	92.20

Notes: Apex Courses are also used for Dual Credit, AP, STAAR Review, and TAKS Review.
Number of Apex Learning Courses available for original credit capped beginning 2013.
N/A = not reported by HISD.

Table 2. Characteristics of Students Using Apex Learning Courses

School Year	2010*	2011	2012	2013**	2014
Total Apex Courses Completed by High School Students	2,032	8,716	13,931	12,746	12,070
(N) Completed for Credit Recovery	2,032	4,619	6,106	6,118	4,961
(%) Apex Courses Completed for Credit Recovery	100%	53%	44%	48%	41%
Total Students Completing Apex Courses	1,374	3,120	6,711	6,656	6,400
(N) 12th grade users	472	1,576	2,805	2,921	2,909
(%) Apex Learning users in 12th grade	34%	51%	42%	44%	45%
Total 12th Grade Apex Learning Users	472	1,576	2,805	2,921	2,909
(N) Graduated senior year	380	N/A	2,615	2,741	2,660
(%) Apex Learning 12th grade users graduated senior year	81%	N/A	93%	94%	91%
HISD Annual Graduate Count	9,118	9,954	9,683	9,475	9,572
(N) Apex Learning 12th grade users graduated senior year	380	N/A	2,615	2,741	2,660
(%) HISD graduates completed Apex courses senior year	4%	N/A	27%	29%	28%
HISD 12th Grade Fall Enrollment (including Apex Learning)	9,989	10,952	10,616	10,506	10,715
(N) HISD Annual Graduate Count (including Apex Learning)	9,118	9,954	9,683	9,475	9,572
(%) HISD Annual Graduation Rate (including Apex Learning)	91.3%	90.9%	91.2%	90.2%	89.3%

Notes: N/A = not reported by HISD.
**Apex Learning implemented for 2 semesters in 2010 and 3 semesters every year thereafter.*
***Number of online enrollments for original credit use capped beginning school year 2013.*

Table 3. Percent Proficient by Group, Texas Assessment of Knowledge and Skills (TAKS) Retake Administrations, School Year 2013–2014

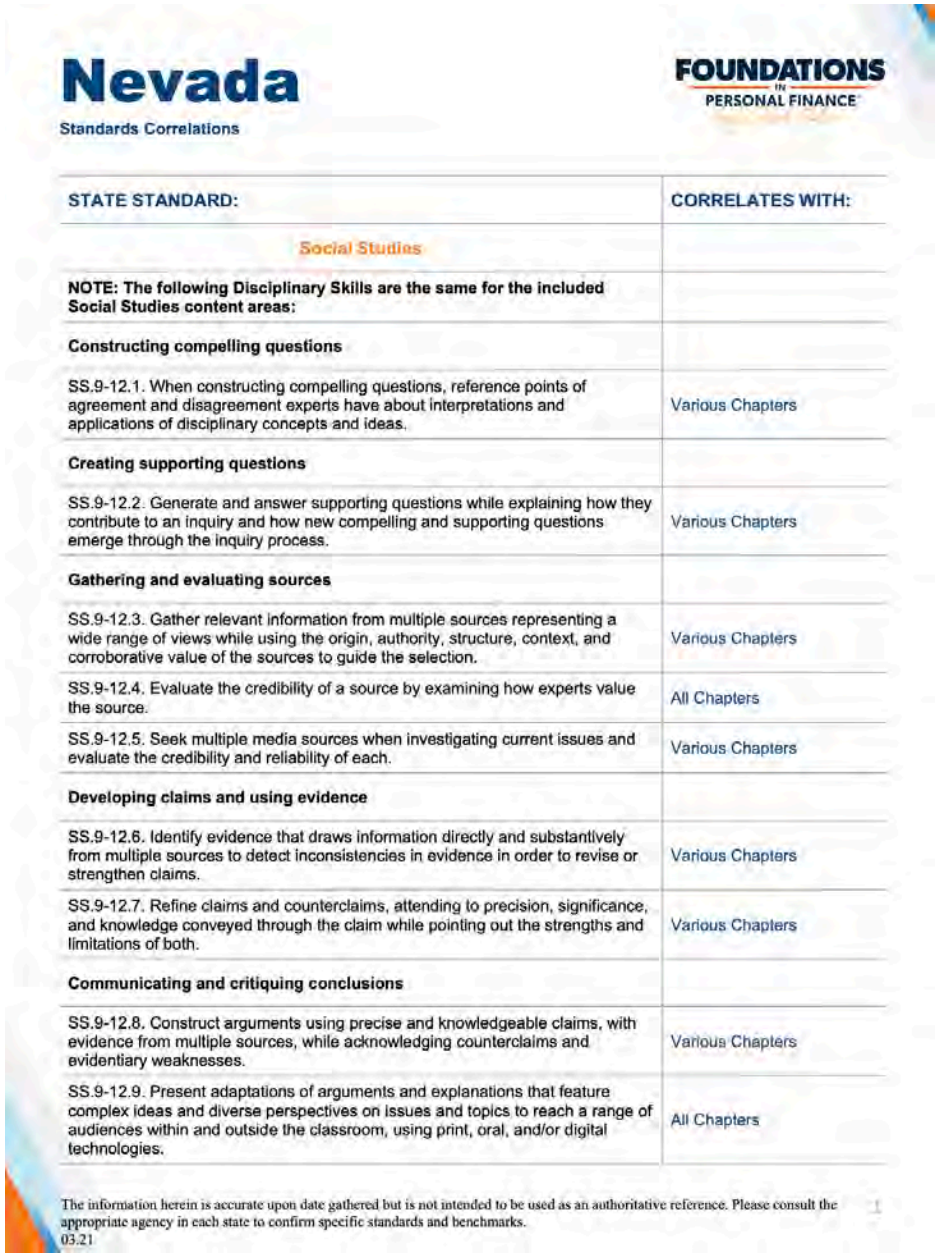
Subject	Group	Test Takers N	Proficient and Above N	Proficient and Above %	Sig. p	Odds	Odds Ratio	Probability Ratio
Reading	Apex Learning Users	216	174	81%	0.00*	4.14	3.57	1.50
	HISD Apex Learning Nonusers	1,389	746	54%		1.16		
Math	Apex Learning Users	111	76	68%	0.00*	2.17	2.39	1.44
	HISD Apex Learning Nonusers	1,981	944	48%		0.91		
Science	Apex Learning Users	86	59	69%	0.00*	2.19	2.01	1.32
	HISD Apex Learning Nonusers	1,381	719	52%		1.09		
Social Studies	Apex Learning Users	188	169	90%	0.00*	8.89	2.96	1.20
	HISD Apex Learning Nonusers	842	632	75%		3.01		
Combined	Apex Learning Users	601	478	80%	0.00*	3.89	3.26	1.46
	HISD Apex Learning Nonusers	5,593	3,041	54%		1.19		

Effect sizes: insignificant OR<1.68; small 1.68 >= OR<3.47; medium 3.47>=OR<6.71; large OR>=6.71

Table 4. STAAR/EOC Assessments First Time-Test Takers

Subject	School Year	Student Grade Level	Group	Test Takers N	Proficient and Above N	Proficient and Above %	Sig. p	Odds	Odds Ratio	Probability Ratio
English I	2012	9	Apex Learning Users	67	52	78%	0.00*	3.47	2.42	1.32
			HISD Apex Learning Nonusers	11,437	6,739	59%		1.43		
Algebra I	2012	9	Apex Learning Users	28	21	75%	0.50	3.00	0.80	0.95
			HISD Apex Learning Nonusers	11,014	8,688	79%		3.74		
Biology	2012	9	Apex Learning Users	47	43	91%	0.17	10.75	2.03	1.09
			HISD Apex Learning Nonusers	10,212	8,590	84%		5.30		
English II	2013	10	Apex Learning Users	59	45	76%	0.19	3.21	1.30	1.07
			HISD Apex Learning Nonusers	10,394	7,404	71%		2.48		
U.S. History	2014	11	Apex Learning Users	30	26	87%	0.58	6.50	0.74	0.97
			HISD Apex Learning Nonusers	10,100	9,063	90%		8.74		

Effect sizes: insignificant OR<1.68; small 1.68 >= OR<3.47; medium 3.47>=OR<6.71; large OR>=6.71



Nevada

Standards Correlations

FOUNDATIONS IN PERSONAL FINANCE

STATE STANDARD:	CORRELATES WITH:
Social Studies	
NOTE: The following Disciplinary Skills are the same for the included Social Studies content areas:	
Constructing compelling questions	
SS.9-12.1. When constructing compelling questions, reference points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas.	Various Chapters
Creating supporting questions	
SS.9-12.2. Generate and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process.	Various Chapters
Gathering and evaluating sources	
SS.9-12.3. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	Various Chapters
SS.9-12.4. Evaluate the credibility of a source by examining how experts value the source.	All Chapters
SS.9-12.5. Seek multiple media sources when investigating current issues and evaluate the credibility and reliability of each.	Various Chapters
Developing claims and using evidence	
SS.9-12.6. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.	Various Chapters
SS.9-12.7. Refine claims and counterclaims, attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.	Various Chapters
Communicating and critiquing conclusions	
SS.9-12.8. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	Various Chapters
SS.9-12.9. Present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to reach a range of audiences within and outside the classroom, using print, oral, and/or digital technologies.	All Chapters

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03.21

SS.9-12.10. Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.	All Chapters
Taking informed action	
SS.9-12.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level.	All Chapters
SS.9-12.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.	All Chapters
Social Studies: World History & Geography	
Power and politics (H)	
SS.9-12.WH.13. Analyze major regime changes across the world based on a variety of factors, including but not limited to: goals, tactics, practices, and outcomes.	Chapter 13: Lesson 2
SS.9-12.WH.14. Examine occurrences of and reactions to oppression, human rights violations, and genocide.	Chapter 13: Lesson 1, 2
SS.9-12.WH.15. Analyze the causes and consequences of the radicalization of individuals and groups.	
Identity (H)	
SS.9-12.WH.16. Describe the factors that shape group, national, or individual identity, including but not limited to: institutions, religion, language, social class, geography, culture, and society.	Chapter 1: Lesson 1, 2, 6 Chapter 2: Lesson 6 Chapter 6: Lesson 1, 4 ,6 Chapter 7: Lesson 1, 5 ,6 Chapter 13: Lesson 1, 2
SS.9-12.WH.17. Interpret historical events from a variety of historical and cultural perspectives, including but not limited to: capitalists vs. laborers, imperialists vs. indigenous groups, positions of power, class, race, ethnicity, and gender.	Chapter 1: Lesson 1, 2 Chapter 13: Lesson 1, 2
People and ideas (H)	
SS.9-12.WH.18. Analyze the influence of social, political, and economic developments on maintaining and transforming roles and social status for various groups.	Chapter 1: Lesson 1, 2 Chapter 4: Lesson 2, 3, 4, 5 Chapter 5: Lesson 1, 2, 3 Chapter 7 Chapter 10 Chapter 11: Lesson 1, 2, 4 Chapter 12: Lesson 1 Chapter 13: Lesson 1, 2
SS.9-12.WH.19. Analyze the impact of artistic, architectural, scientific, and technological developments on events, peoples, and cultures around the world.	Chapter 1: Lesson 2 Chapter 13
SS.9-12.WH.20. Investigate the evolutions of belief systems, religions, philosophies, and ideologies across human societies.	Chapter 13: Lesson 1, 2
International relations (H)	

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03.21

SS.9-12.WH.21. Describe the attitudes toward and effects of major wars and conflicts across the world.	Chapter 13: Lesson 1, 4
SS.9-12.WH.22. Evaluate the use of conflict and/or diplomacy in regional and/or international relations.	Chapter 13: Lesson 4
Social justice, consciousness, and action (MC)	
SS.9-12.WH.23. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: causes of (race, ethnicity, gender, nationality, class and/or religion), reactions, and long-term effects of oppression.	
SS.9-12.WH.24. Examine the impact of individuals and reform movements in the fight for greater civil rights and liberties across the world.	
Respectful engagement with diverse people (MC)	
SS.9-12.WH.25. Investigate and apply the successful principles used by groups and nations in order to create communities of respect, equity, and diversity at the school and local level.	
SS.9-12.WH.26. Explore the positive and negative consequences of cultural interaction and diffusion.	
Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact(MC)	
SS.9-12.WH.27. Interpret the contributions of racially and ethnically diverse leaders to the advancement of our world.	
SS.9-12.WH.28. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals to our modern world.	
Civic and political institutions (C)	
SS.9-12.WH.29. Analyze how various political and religious philosophies have influenced government institutions and policies.	Chapter 10: Lesson 1, 3 ,4 Chapter 13: Lesson 1, 2
Civic dispositions and democratic principles (C)	
SS.9-12.WH.30. Explain the historical background of a current global issue and propose a course of action to solve it.	Chapter 1: Lesson 2 Chapter 13: Lesson 1, 2, 4
Processes, rules, and laws (C)	
SS.9-12.WH.31. Examine various systems, laws, and policies of governance across world history, including but not limited to: feudalism, mercantilism, absolutism, fascism, communism, and constitutional democracy.	Chapter 13
SS.9-12.WH.32. Compare the evolution of different political and governmental systems within and across nations.	Chapter 13: Lesson 1, 2
Geographic representations (G)	
SS.9-12.WH.33. Create, interpret, and utilize maps that display and explain the geo-spatial patterns of cultural, economic, political, and environmental characteristics.	Chapter 13

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03.21

Human environment interaction (G)	
SS.9-12.WH.34. Use demographic data to analyze various factors that shape human environment interactions, including but not limited to: the impacts of disease, technology, economy, scarcity of resources, and culture.	Chapter 13: Lesson 1, 4
Human population, movements, and patterns (G)	
SS.9-12.WH.35. Analyze how changes in the environment, technology, and cultural characteristics of a place or region influence patterns of settlement, trade, and land use.	Chapter 13: Lesson 1, 4
Global interconnections (G)	
SS.9-12.WH.36. Evaluate how economic globalization and the scarcity of resources contribute to conflict and cooperation within and among countries.	Chapter 13
Exchange and markets (E)	
SS.9-12.WH.37. Compare different economic and labor systems within and across societies.	Chapter 13: Lesson 1, 2
SS.9-12.WH.38. Examine the ways in which trade, commerce, and industrialization impact individuals, groups, and nations.	Chapter 13: Lesson 1, 4
National economy (E)	
SS.9-12.WH.39. Investigate the factors that influenced the evolution of economies and standards of living across world, including but not limited to: investments in physical capital, worker education and training, and technology.	Chapter 1: Lesson 2 Chapter 6: Lesson 1, 3, 4, 5 Chapter 7 Chapter 13: Lesson 1, 2, 3
Global economy (E)	
SS.9-12.WH.40. Explain how globalization has impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different nations.	Chapter 13
Social Studies: U.S. History (1877-Present)	
Power and politics (H)	
SS.9-12.US.13. Investigate the causes and effects of diverse ideologies on politics, society, and culture.	Chapter 13
SS.9-12.US.14. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties.	Chapter 1: Lesson 2 Chapter 13: Lesson 2
Identity (H)	
SS.9-12.US.15. Evaluate the factors that shape group and national identity and how the American identity has evolved.	Chapter 13: Lesson 1, 2, 3
SS.9-12.US.16. Interpret events from a variety of historical and cultural perspectives, including but not limited to: suffragettes, civil rights activists, nationalists, progressives, political activists, immigrant groups.	

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03.21

People and ideas (H)	
SS.9-12.US.17. Investigate the evolution of gender roles and equality within social and economic life in the U.S.	
SS.9-12.US.18. Examine the causes and effects of socio-economic diversity.	
SS.9-12.US.19. Analyze the influence of religious, intellectual, and artistic changes.	
Nevada History (H)	
SS.9-12.US.20. Explore how individuals and events in Nevada's history both influence and are influenced by the larger national context.	
SS.9-12.US.21. Analyze the causes of changing migration and immigration patterns in Nevada from 1877 to today.	
SS.9-12.US.22. Trace the evolution of Nevada's economy as it relates to national and global issues.	
International relations (H)	
SS.9-12.US.23. Evaluate conflict and diplomacy in international relations from a U.S. perspective.	Chapter 13: Lesson 4
SS.9-12.US.24. Analyze the causes, effects, and attitudes towards conflict and war from various points of view.	
SS.9-12.US.25. Analyze the impacts of international relations as the U.S. and other governments interact and influence one another.	Chapter 13: Lesson 4
Social justice, consciousness, and action (MC)	
SS.9-12.US.26. Examine how and why diverse groups have been denied equality and opportunity, both institutionally and informally.	
SS.9-12.US.27. Analyze how resistance movements organized and responded to oppression and infringement of civil liberties, and evaluate the impact of the responses.	
Respectful engagement with diverse people (MC)	
SS.9-12.US.28. Examine how American culture is influenced and shaped by diverse groups and individuals.	
SS.9-12.US.29. Investigate and apply the successful principles used by groups in U.S. history in order to create communities of respect, equity, and diversity at the school and local level.	
Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact(MC)	
SS.9-12.US.30. Discuss the contributions of racially and ethnically diverse leaders to the advancement of the U.S.	
SS.9-12.US.31. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in U.S. to the modern world.	
Civic and political institutions (C)	

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03.21

SS.9-12.US.32. Examine the changing roles, impact, and power of political leaders, parties, and voting blocs over time.	Chapter 13: Lesson 2, 3
SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies.	Chapter 13: Lesson 2, 3, 4
SS.9-12.US.34. Analyze the effects of media in shaping public perception and policies.	
Civic dispositions and democratic principles (C)	
SS.9-12.US.35. Explain how American identity is shaped by founding documents, political participation, democratic institutions, and the interactions among diverse cultures.	
SS.9-12.US.36. Explain the historical background of a current national issue and propose a course of action to solve it.	
Processes, rules, and laws (C)	
SS.9-12.US.37. Analyze major political policies and landmark Supreme Court cases and their impact on U.S. history.	
SS.9-12.US.38. Evaluate the social, political, and economic changes that influence the interpretation of the Constitution and evolution of law.	
Geographic representations (G)	
SS.9-12.US.39. Create, interpret, and utilize maps that display and explain the geo-spatial patterns of cultural, economic, political, and environmental characteristics.	Chapter 13
Human environment interaction (G)	
SS.9-12.US.40. Analyze how and why the U.S. landscape changed as people adapted the environment to meet their needs.	Chapter 13: Lesson 1, 2, 4
Human population, movements, and patterns (G)	
SS.9-12.US.41. Analyze how diffusion of ideas, technologies, and cultural practices have influenced migration and immigration patterns and the distribution of human population.	Chapter 13: Lesson 1
Global interconnections (G)	
SS.9-12.US.42. Explain how global circumstances and interaction affect resources, land use, culture, and population distribution in the U.S.	Chapter 13
Exchange and markets (E)	
SS.9-12.US.43. Examine the effect of individuals, communities, businesses, and government on the economic policies and decisions of the U.S. over time.	Chapter 13
National economy (E)	
SS.9-12.US.44. Evaluate multiple factors that impact the U.S. economy over time, including but not limited to: trade, resources, labor, and monetary system.	Chapter 1: Lesson 1, 2 Chapter 4: Lesson 1, 2, 4, 5 Chapter 6: Lesson 1, 3, 4, 5

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	Chapter 8: Lesson 1, 2 Chapter 10: Lesson 1, 3 Chapter 13
Global economy (E)	
SS.9-12.US.45. Evaluate the U.S. role and response to globalization and the impact on the U.S. economy - including trade policy, embargoes, exchange rates, and trade agreements.	Chapter 13
Social Studies: Civics & Economics	
Power and politics (H)	
SS.9-12.CE.13. Assess the factors that influence political identity and ideology, including but not limited to: age, race, class, gender, religion, and geography.	
SS.9-12.CE.14. Evaluate the impact of individuals and reform movements on the struggle for greater civil rights and liberties.	
Identity (H)	
SS.9-12.CE.15. Analyze how American identity has been shaped by government policies, institutions, and founding documents.	Chapter 1: Lesson 2 Chapter 10: Lesson 1, 3 Chapter 13: Lesson 2, 3
SS.9-12.CE.16. Analyze how the interpretation of the founding documents have evolved throughout U.S. history.	
People and ideas (H)	
SS.9-12.CE.17. Evaluate policies enacted by the government to meet the needs of various social and economic groups in the U.S.	Chapter 10: Lesson 1, 3, 4 Chapter 13
Nevada History (H)	
SS.9-12.CE.18. Analyze and evaluate current issues, major legislation, and policies in Nevada politics.	
SS.9-12.CE.19. Compare and contrast the U.S. and Nevada constitutions.	
International relations (H)	
SS.9-12.CE.20. Critique the use of conflict and diplomacy in U.S. international relations.	Chapter 13: Lesson 4
SS.9-12.CE.21. Compare and contrast the roles of the President and Congress in U.S. international relations	
Social justice, consciousness, and action (MC)	
SS.9-12.CE.22. Analyze how local, state, and national governments institutionalized policies that disenfranchised groups throughout U.S. history.	Chapter 13: Lesson 1, 4
SS.9-12.CE.23. Evaluate the ways in which citizens or associations have used the Constitution to influence or take action to fight for civil liberties and social justice.	

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SS.9-12.CE.24. Analyze ways in which individuals can participate in the process of creating positive changes for their communities by taking informed civic action.	
Respectful engagement with diverse people (MC)	
SS.9-12.CE.25. Investigate ways that citizens can utilize civic action to create communities of respect, equity, and diversity at the local, state, and national level.	
Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact(MC)	
SS.9-12.CE.26. Discuss the contributions of racially and ethnically diverse leaders that have impacted political policies.	
Civic and political institutions (C)	
SS.9-12.CE.27. Examine the roles and responsibilities of the three branches of government.	
SS.9-12.CE.28. Analyze the system of checks and balances and separation of powers historically and in current events.	
SS.9-12.CE.29. Analyze the legislative processes involved in the creation of laws and regulations at the local, state, and national levels.	
SS.9-12.CE.30. Examine the various roles of U.S. media in shaping policy and political discourse as well as providing oversight and additional checks on the system.	
SS.9-12.CE.31. Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative and electoral process.	
SS.9-12.CE.32. Evaluate how the U.S. Constitution establishes the powers and responsibilities of local, state, and tribal governments.	
SS.9-12.CE.33. Analyze the collection and purpose of local, state, and federal taxes.	Chapter 10
Civic dispositions and democratic principles (C)	
SS.9-12.CE.34. Analyze how and why the role and responsibilities of citizens in the U.S. political system have changed over time.	Chapter 10: Lesson 1, 3, 4
SS.9-12.CE.35. Critique the historical debate surrounding majority rule vs. minority rights within the U.S.	
Processes, rules, and laws (C)	
SS.9-12.CE.36. Examine the structure of the U.S. justice system with special attention to due process protections, legal rights, and the judicial process in criminal and civil cases.	
SS.9-12.CE.37. Analyze the origins of government with attention to various political theories, rule of law, and alternative models from other nations and groups.	
Geographic representations (G)	

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SS.9-12.CE.38. Create, interpret, and utilize demographic data and geo-spatial representations to better understand gerrymandering, redistricting, and regional political ideology.	
Human environment interaction (G)	
SS.9-12.CE.39. Analyze shifting U.S. government environmental policies and regulations in response to changing human environment interactions.	Chapter 13: Lesson 1, 4
Human population, movements, and patterns (G)	
SS.9-12.CE.40. Analyze the differences in political behavior between diverse population centers.	Chapter 13: Lesson 2, 3
Global interconnections (G)	
SS.9-12.CE.41. Explain how government policies and political ideas have shifted due to patterns of immigration both historically and contemporarily.	Chapter 13: Lesson 1, 2
SS.9-12.CE.42. Compare and contrast how different political systems currently affect the United States and its citizens.	Chapter 13
Exchange and markets (E)	
SS.9-12.CE.43. Analyze the determining factors that influence production and distribution in a market system.	Chapter 13: Lesson 2, 3
SS.9-12.CE.44. Explain how changes in supply and demand cause changes of goods, services, labor, credit, price, and foreign currencies.	Chapter 5: Lesson 3, 5 Chapter 13: Lesson 3, 4
SS.9-12.CE.45. Evaluate the effectiveness of government policies to improve market outcomes by using cost-benefit analysis.	Chapter 5: Lesson 3, 5 Chapter 13: Lesson 3, 4
SS.9-12.CE.46. Describe the roles of institutions and rights of individuals regarding property and the rule of law in a market economy.	Chapter 13: Lesson 2, 3
SS.9-12.CE.47. Identify economic indicators and use them to analyze current and future economies.	Chapter 13: Lesson 1
National economy (E)	
SS.9-12.CE.48. Evaluate the effectiveness of government policies on the U.S. economy.	Chapter 13: Lesson 2, 3, 4
SS.9-12.CE.49. Explain the influence of changes in spending, production, and the money supply on various economic conditions utilizing current data.	Chapter 13
SS.9-12.CE.50. Critique how advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	Chapter 13
SS.9-12.CE.51. Analyze how national and global economic issues and systems impact Nevada's economy.	
Global economy (E)	
SS.9-12.CE.52. Analyze how governments throughout the world influence international trade of goods and services.	Chapter 13: Lesson 2, 4

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SS.9-12.CE.53. Explain how globalization has impacted various aspects of economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different nations.	Chapter 13
Social Studies: Financial Literacy	
Financial decision-making (FL)	
SS.9-12.FL.1. Analyze the alternatives and consequences of financial decision-making in the development of financial goals.	Chapter 1: Lesson 1, 3, 4, 5 Chapter 2 Chapter 3 Chapter 4: Lesson 1, 2, 4, 5 Chapter 5: Lesson 1, 2, 3, 5 Chapter 8: Lesson 3, 4 Chapter 9 Chapter 11: Lesson 1, 2 Chapter 12
SS.9-12.FL.2. Evaluate assessment and computation of taxes at the local, state, and federal level.	Chapter 10
SS.9-12.FL.3. Locate and evaluate financial information from various sources.	Various Chapters
Savings and spending (FL)	
SS.9-12.FL.4. Develop and evaluate a personal financial plan -including a savings plan, utilizing a financial record keeping system for accounts.	Chapter 1: Lesson 3, 4, 5, 6 Chapter 2 Chapter 3 Chapter 8: Lesson 3, 4 Chapter 12
Credit and debt (FL)	
SS.9-12.FL.5. Analyze the costs and benefits of different types of credit and debt -including how to avoid and resolve debt problems.	Chapter 1: Lesson 1, 2, 3, 5 Chapter 2: Lesson 3, 4, 5 Chapter 3: Lesson 1, 2, 4 Chapter 4 Chapter 7: Lesson 2
SS.9-12.FL.6. Explain the purpose of a credit report, how that report is used by lenders, employers and insurers, and the borrower's access, rights, and responsibilities related to a credit report.	Chapter 4: Lesson 3
SS.912.FL.7. Compare and contrast different types of loans with attention to: interest rates, terms of the loan, compounding frequency in relation to managing debt, and consequences of acquiring debt.	Chapter 4: Lesson 4, 5 Chapter 7: Lesson 2, 3, 4 Chapter 11: Lesson 4
Insurance, investing, and risk (FL)	
SS.9-12.FL.8. Analyze methods to prevent and limit the consequences of identity theft and fraud.	Chapter 5: Lesson 5 Chapter 9: Lesson 6
SS.9-12.FL.9. Distinguish the cost and benefits of various investment strategies -including securities, stocks, and bonds; with attention to compound interest, risk, and methods of buying and selling investments.	Chapter 3: Lesson 6 Chapter 12
SS.9-12.FL.10. Analyze the purpose and specifics of various insurance plans as well as compare quality of insurance providers.	Chapter 9

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College and career preparedness (FL)	
SS.9-12.FL.11. Evaluate college and career choices and their effect on income, disposable income, unemployment, and underemployment.	Chapter 6: Lesson 4, 5 Chapter 7
SS.9-12.FL.12. Practice completing important financial, academic, and career documents, including but not limited to: loan applications, scholarship applications, job applications, and resumes.	Chapter 1: Lesson 4 Chapter 2: Lesson 2, 3 Chapter 4: Lesson 4, 5 Chapter 6: Lesson 2 Chapter 7: Lesson 2, 3 Chapter 11 Chapter 12
SS.9-12.FL.13. Analyze the requirements and benefits of postsecondary financing options, including but not limited to: Free Application for Federal Student Aid (FAFSA), Western Interstate Commission for Higher Education, Governor Guinn Millennium Scholarship, Silver State Opportunity Grant Program, prepaid tuition, and college savings programs.	Chapter 7: Lesson 2, 3, 4

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appropriate agency in each state to confirm specific standards and benchmarks.
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Foundation for Recovery's AmeriCorps
2023 - 2024 Nevada Recovery Corps Host Site Agreement

This agreement is entered into between **Foundation for Recovery** and **The Village High School** (hereinafter referred to as "Host Site") for the Foundation for Recovery AmeriCorps Program (hereinafter referred to as "Nevada Recovery Corps") for the Program Year 2023-2024. Nevada Recovery Corps agrees to provide assistance as indicated in this agreement in exchange for the Host Site's cooperation in supervising and mentoring Nevada Recovery Corps Member(s) to provide services and achieve documented impact as indicated in this agreement. The following is understood and agreed to by the parties:

Article I: Host Site Roles and Responsibilities:

1. The Host Site will pay Foundation for Recovery a Host Site Fee for each Member serving at their site per grant year. This host site fee is a cost-sharing that the Host Site agrees to undertake with Foundation for Recovery to cover the costs of engaging a Member in service. **Foundation for Recovery does not utilize any amount of this host site fee for its own costs or operation, nor does it keep any amount for profit/donation.** Foundation for Recovery will invoice the Host Site at the beginning of the grant year. The rate per Member is as follows:
    a. $4500.00 per Three-Quarter Time (TQT) Member;
    b. $3375.00 per Half Time (HT) Member.
2. The Host Site is responsible for member mileage reimbursement, for approved service related travel, in amounts above those covered by Nevada Recovery Corps (see Article II, section 5b for more details);
3. The Host Site will provide adequate resources to fulfill the individual goals and program objectives of the Members, as well as the goals of the Nevada Recovery Corps program and AmeriCorps. These resources may include, but are not limited to: administrative support, the use of a computer, telephone, fax machine, supplies, postage, copier and office space.

The Host Site's primary responsibility is to assist Nevada Recovery Corps in meeting the program goals as set out by the Grantor (Nevada Volunteers). Per Nevada Recovery Corps' AmeriCorps grant, these goals are to ensure:

1. 100% enrollment of requested Member slots;
2. 85% retention of enrolled Members;
3. A good-faith effort to meet program performance targets as outlined in the Nevada Recovery Corps AmeriCorps grant. These targets are detailed below:
    a. Individuals receiving services related to improving health-related outcomes, including engagement of individuals with a specific health-related goal in mind;
    b. (Output) H4A - Reduces and/or prevents prescription drug and opioid abuse - Number of unduplicated individuals served: 175;
    c. (Outcome) H18 - Number of individuals reporting a change in behavior or intent to change behavior to improve their health as measured by a post survey: 88.

The Host Site will accomplish these goals by leveraging existing staff to serve as Host Site Supervisor(s) for its Members, by recruiting AmeriCorps Members to serve in the Nevada Recovery Corps program, and by ensuring that Members have every resource and opportunity to be successful in the execution of the Nevada Recovery Corps program. The Host Site's specific roles and responsibilities in relation to the Nevada Recovery Corps program are as follows:

1. Identify a Site Supervisor to provide daily, direct supervision of the Member(s). Details of the Host Site Supervisor's responsibilities include:
    a. Attendance at Pre-Service Orientation training;
    b. Ownership of the recruitment and interview process for Member applicants and coordinating with the Nevada Recovery Corps Program Director in establishing successful Member placement at the Host Site;
    c. Performing said recruitment of Nevada Recovery Corps Members in accordance with Affirmative Action and non-discrimination policies as detailed in Foundation for Recovery Policies and Procedures;
    d. Providing Nevada Recovery Corps with all necessary documentation prior to the start of the Member's term;
    e. Providing site specific training necessary for the Members to successfully provide mentorship and service that is above and beyond the training provided by Nevada Recovery Corps including, but not limited to, Host Site orientation for new Members and introductions to Host Site staff and explanation of Host Site policies;
    f. Providing assistance to Members in the implementation of their service plan in the form of direct, daily supervision to assure that they are making adequate progress toward their individual goals, community service, community building and Member development objectives, as well as meeting the performance measures as outlined by the grant;
    g. Set-up bi-weekly supervision meetings to check in with AmeriCorps member(s) to address any concerns, monitor progress and reflect on accomplishments;
    h. Act as an informational relay between Nevada Recovery Corps and the Host Site, and assuring that Members in violation of the terms of their Member Service Contract are disciplined in a manner consistent with that agreement. All disciplinary actions (verbal or written) must be handled in conjunction with the Nevada Recovery Corps Program Director, documented, with the documentation to be kept in the Member's file with Nevada Recovery Corps. All disciplinary actions MUST involve the Nevada Recovery Corps Program Director. Host Sites cannot terminate Members for any reason;
    i. Provide adequate data to allow Members to complete statistic forms to document their service impact and approve completed statistic forms on a quarterly basis (due dates: January, April, July and at the end of the Member's service year);
    j. Approving and signing Members' service logs each reporting period. By signing each service log, the site supervisor is certifying that the Member's hours are accurate. Service logs must reflect time spent on training, fundraising and program activities. Logs are due every Wednesday following the weekly time documented on the service log;
    k. Participate in quarterly Host Site Supervisor meetings with the Nevada Recovery Corps Program Director during the grant year;
    l. Complete Program Report forms, provided by the Nevada Recovery Corps Program Director, on a quarterly basis (due dates: January 15, April 15, July 15, and at the end of the Member's service year) and submit to the Nevada Recovery Corps Program Director;

    m. Conduct and complete two Member evaluations – one at 90 days of service and a Final evaluation at the end of the Member's service. Site Supervisors must submit signed original mid-service and final evaluation forms for each Member to Nevada Recovery Corps using forms provided by the Nevada Recovery Corps Program Director;
    n. Attend Member Graduation Ceremony.
2. Ensure that Members are treated as equal members of the staff and receive the appropriate respect.
3. The Host Site will provide enough service opportunities for Nevada Recovery Corps Member(s) to accumulate the minimum required service hours over the course of the grant year.
    - For TQT Members, the minimum amount of service hours is 1200
    - For HT Members, the minimum amount of service hours is 900
4. Host Site will ensure that Members are spending no more than 20% of their time on training activities and no more than 10% of their time on approved fundraising activities. The number of hours spent on each activity should be clearly documented on service logs (access to the online logging software, OnCorps, will be provided by the Nevada Recovery Corps Program Director).
5. The Site Supervisor and the Host Site are responsible for direct supervision of the Nevada Recovery Corps Member(s) during their service hours. The Host Site is responsible for ensuring that the Nevada Recovery Corps Member(s) participate in safe, productive and appropriate activities that will insure no undue harm comes to the Member(s) or Host Site clients and staff. The Host Site acknowledges that the Nevada Recovery Corps is not responsible for direct supervision of the Nevada Recovery Corps Member(s) during service hours.
    a. Additionally, Host Site recognizes and accepts responsibility for accompaniment of Nevada Recovery Corps Members with access to vulnerable populations prior to Nevada Recovery Corps notification that Member has cleared full criminal background check.
6. Permit Members to attend all training sessions required by Nevada Recovery Corps including but not limited to Nevada Recovery Corps Team Meetings every Friday for the first two months of service, and the 1st and 3rd Friday of each month thereafter. Permit Members to attend other Nevada Recovery Corps meetings as necessary.
7. Ensure that Members participate in at least one Special Community Service Event determined in conjunction with the Recovery Corps Program Director.
8. Ensure that while charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or AmeriCorps, members may not engage in the following activities (see 45 CFR § 2520.65):
    a. Attempting to influence legislation;
    b. Organizing or engaging in protests, petitions, boycotts, or strikes;
    c. Assisting, promoting, or deterring union organizing;
    d. Impairing existing contracts for services or collective bargaining agreements;
    e. Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
    f. Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
    g. Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
    h. Providing a direct benefit to—
        i. A business organized for profit;
        ii. A labor union;

iii. A partisan political organization;
iv. A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 related to engaging in political activities or substantial amount of lobbying except that nothing in these provisions shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and
v. An organization engaged in the religious activities described in paragraph 8.g. above, unless AmeriCorps assistance is not used to support those religious activities;

i. Conducting a voter registration drive or using AmeriCorps funds to conduct a voter registration drive;
j. Providing abortion services or referrals for receipt of such services; and
k. Such other activities as AmeriCorps may prohibit.

In addition to the above activities, the below activities are additionally prohibited:

Census Activities. AmeriCorps members and volunteers associated with AmeriCorps grants may not engage in census activities during service hours. Being a census taker during service hours is categorically prohibited. Census-related activities (e.g., promotion of the Census, education about the importance of the Census) do not align with AmeriCorps State and National objectives. What members and volunteers do on their own time is up to them, consistent with program policies about outside employment and activities.

Election and Polling Activities. AmeriCorps members may not provide services for election or polling locations or in support of such activities. AmeriCorps members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed above. Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non- AmeriCorps funds. Individuals should not wear the AmeriCorps logo while engaging in any of the above activities on their personal time.

9. Ensure that Members are not assigned to activities that would result in displacement for a paid worker, or that would normally be done by a paid worker.
10. Ensure that Members are provided with meaningful service opportunities and if there are administrative or clerical activities assigned, they are directly related to the Members direct service activities as described in the Nevada Recovery Corps Member Position Description.
11. Ensure that Members immediately receive necessary first aid and transportation to the nearest place of proper treatment upon the occurrence of injury. The Host Site acknowledges that certain circumstances and situations may occur during Nevada Recovery Corps Member(s) service hours that result in medical/dental care and treatment. The Site Supervisor and the Host Site are responsible for ensuring that Members immediately receive necessary first aid and transportation to the nearest place of proper treatment upon the occurrence of injury. Furthermore, the Host Site acknowledges that the Nevada Recovery Corps does not provide health insurance for less than full time Members. Nevada Recovery Corps covers Worker's Compensation. The Host Site hereby holds harmless Nevada Recovery Corps and releases Nevada Recovery Corps from any and all liabilities incident to the Nevada Recovery Corps Member(s) involvement and participation in service activities of the Host Site.
12. Ensure that Members are not engaged in any at risk activities that are outside the approved position description of the Member. [In accordance with Section 19 of the Safety, Health and Welfare Act 2005, the

Host Site (as the organization that controls the workplace to any extent) must identify the hazards in the workplaces under its control, assess the risks to safety and health at work presented by these hazards (i.e. carry out a risk assessment), and prepare a written safety assessment, (i.e. the Host Site must examine and write down these workplace risks and what to do about them). Ultimately, assessing risk means that anything in the Host Site's workplace(s) that could cause harm to an Nevada Recovery Corps Member must be carefully examined. This allows the Host Site to estimate the magnitude of risk and decide whether the risk is acceptable or whether more precautions need to be taken to prevent harm. The Host Site acknowledges its responsibility to ensure that Nevada Recovery Corps Members are not engaged in any at-risk activities that are outside the approved position description of the Member.
13. Host Sites acknowledge that Members cannot transport clients or community Members in their personal vehicles. Host Site will ensure that Nevada Recovery Corps Members do not drive agency vehicles or provide transportation to clients in their personal vehicles. Special exceptions may be made for agencies that provide adequate insurance and training for their Nevada Recovery Corps Members. Approval is required by the Nevada Recovery Corps Program Director.
14. Ensure that Members do not participate in the following fundraising activities:
    a. Raising funds for his/her living allowance;
    b. Raising funds for an organization's operating expenses or endowment;
    c. Writing grant applications for AmeriCorps funding or for any other funding provided by the Corporation for National and Community Service;
    d. Writing grant applications for funding provided by any other federal agencies.
15. The Host Site will acknowledge the presence of AmeriCorps Members serving at the site with a visible AmeriCorps sign displayed at the Member's primary service site.
16. The Host Site understands that any photograph, audio recording, video or film taken of the Host Site in conjunction with AmeriCorps or Nevada Recovery Corps can be used by the Commission and/or Nevada Recovery Corps without the Host Site's express permission. The Host Site foregoes any rights to royalties in conjunction with photographs, audio recordings, video or film.
17. If Nevada Recovery Corps releases a Member from service for any reason the Nevada Recovery Corps position may remain vacant for the remainder of the term.

Article II: The Nevada Recovery Corps Program Roles and Responsibilities

As the legal grantee of Nevada Volunteers, Foundation for Recovery will meet the program goals as set out by the Grantor (Nevada Volunteers). Per Nevada Recovery Corps' AmeriCorps grant, these goals are to ensure:

1. 100% enrollment of requested Member slots;
2. 85% retention of enrolled Members;
3. A good-faith effort to meet program performance targets as outlined in the Nevada Recovery Corps AmeriCorps grant. These targets are detailed below:
    a. Individuals receiving services related to improving health-related outcomes, including engagement of individuals with a specific health-related goal in mind;
    b. (Output) H4A: 175;
    c. (Outcome) H18: 88.
4. Employment of a Nevada Recovery Corps Program Director to oversee the program and assist Host Site representatives and Members throughout the program year. (The Program Director will be the representative of Nevada Recovery Corps with respect to all references to Nevada Recovery Corps herein, unless otherwise specified). The Nevada Recovery Corps Program Director will:
    a. Assist Host Sites with recruitment and selection process of AmeriCorps members for successful placement at the Host Site;
    b. Be responsible for management of Members, as it relates to the overall Nevada Recovery

Corps Program. This management includes:
   i. Maintenance of Members' files as required by the grant and oversight of any disciplinary actions that may be necessary;
   ii. Ensuring Nevada Recovery Corps adheres to CNCS, NSCHC standards of compliance In regards to necessary criminal background checks prior to Member recruitment.
c. Plan and conduct Member Team Meetings and provide mentoring and coaching for Members as needed;
d. Coordinate all AmeriCorps trainings as required by the grant and publish a training schedule for the year;
e. Oversee and assist the coordination of Community Service Events (a minimum of 3 events per year) required for AmeriCorps Members;
f. Schedule an annual site visit/evaluation with each Site Supervisor and Executive Director to ensure Host Site is operating in compliance with Nevada Recovery Corps, CNCS, and NV Volunteers Policies and Procedures;
g. Be responsible for all grant reporting including tracking Service Logs, submitting Quarterly Reports and all other programmatic reporting required by Nevada Volunteers and the Corporation for National and Community Service;
h. Be a liaison for Host Sites regarding any Nevada Recovery Corps issues and provide training on all aspects of Host Site responsibilities;
i. Other support as needed, if justifiable as a reasonable cost pursuant to the AmeriCorps grant.

5. Provision of a Financial staff member (other than the Nevada Recovery Corps Program Director) to manage the fiscal aspects of the AmeriCorps grant. These aspects include:
   a. Payment of Nevada Recovery Corps Members' living allowances upon receipt of Service Logs that are approved/signed by the Member, the Host Site Supervisor, and Nevada Recovery Corps Program Director;
   b. Payment of mileage reimbursements for Members' service-related authorized travel, up to 45 miles per month per Member. All mileage reimbursements must be approved by the Nevada Recovery Corps Program Director;
   c. Initial registration and maintenance of worker's compensation and other grant required benefits;
   d. Submit quarterly Budget Reports and all other fiscal reporting as required by the AmeriCorps grant.
6. Provide AmeriCorps-branded uniforms and/or gear for all Members.
7. Complete an annual site audit as required by OMB Circular A-133.

Article III. Amendments to this Agreement

This agreement may be changed or revised with the written consent of both parties.

Article IV. Authorization

Host Site and Nevada Recovery Corps hereby acknowledge by their signatures that they have read, understood, and agreed to the terms of this document.

Host organization

Host Site Executive Director _____ Date _____

Print Host Site Executive Director Name _____

Site Supervisor Signature _____ Date _____

Print Site Supervisor Name and Title _____

Nevada Recovery Corps

Foundation for Recovery Executive Director Signature _____ Date _____

Print Foundation for Recovery Executive Director Name _____

Nevada Recovery Corps Program Director Signature _____ Date _____

Print Nevada Recovery Corps Program Director Name _____



Foundation for Recovery's AmeriCorps
2023 - 2024 Nevada Recovery Corps Member Service Agreement

Member Name	Position	Service Site	Site Supervisor

I. Purpose

I, _____, (hereinafter referred to as "Member"), accept the invitation to participate as an AmeriCorps Member in the Foundation for Recovery Nevada Recovery Corps program (hereinafter referred to as the "Program"), an affiliated program of the AmeriCorps National Service Network and Nevada Volunteers, the Nevada State Commission. The terms and conditions of service defined in this Member Service Agreement have been designed to conform to the regulations and guidelines established by the Corporation for National Service and Community Service (hereinafter referred to as the "CNCS") which shall provide further authority for this agreement.

This Member Service Agreement defines the mutual responsibilities of Nevada Recovery Corps and the Member. Nevada Recovery Corps reserves the right to amend this agreement, as necessary, during the year. (Please see "Agreement Modifications and Amendments", below.) By signing this service agreement, I agree to abide by the standards and consequences outlined below.

II. Mission of the Nevada Recovery Corps

The goal of the Nevada Recovery Corps is to provide comprehensive recovery services to all Nevadans in need. Specifically, the Nevada Recovery Corps serves Nevadans in recovery through peer support services, providing a positive experience for Nevada-based AmeriCorps Members, and in the strengthening of comprehensive recovery services throughout Nevada. I understand the importance of and accept my role and responsibility for building a strong national service program with direct and demonstrable results for Nevada Recovery Corps and Nevadans in recovery.

III. Term of Service

Enrollment Type	Start Date	End Date	Education Award	Living Allowance

The Member's term of service begins on _____ and ends on _____. **This is a _____ term of service and must be completed no later than _____. In order to successfully complete the term of service and to be eligible for the post-service education award, I agree to put forth a good faith effort to achieve the Program's goals and deliverables. At a minimum, this means I will serve**

at least _____ service hours (spread over the course of twelve [12] months), engage with the community I am assigned to in a meaningful, consistent, and measurable way, attend all program-assigned trainings and education opportunities, participate in at least one (1) AmeriCorps National Service Day special project, and commit to all other requirements outlined in this Member Service Agreement. In order to complete my service in the time frame allotted, I must serve a minimum of _____ hours per week for the entirety of my service term unless otherwise determined by the Nevada Recovery Corps Program Director. I also understand that in order to be eligible to receive a living allowance for a given pay period, I must complete a minimum of ____ hours per week within that pay period.

The Program and the Member may agree, in writing, to extend this term of service for the following reasons:

1. The Member's service has been suspended due to personal compelling circumstances.
2. The Member's service has been terminated, but a grievance procedure has resulted in a reinstatement.

Upon satisfactory completion of the contract hours and the contractual dates for service performed, the Member will receive a corresponding AmeriCorps Education Award. In the event that the Member does not complete the term as specified, that Member will not receive any portion of the Education Award, unless the Member is released from service due to a Personal and Compelling Circumstance (Refer to section X RELEASE OR SUSPENSION FROM TERM OF SERVICE). Partial Awards are calculated by the National Service Trust on total hours served.

Serving with AmeriCorps is not a job, and Nevada Recovery Corps does not grant vacation days. I understand that absences from my service site do not count toward the required number of service hours and may affect my eligibility for the education award. If you must request time off during your service term, a Leave Request form must be signed by your Host Site Supervisor and submitted to the Program Director at least 10 business days in advance of your requested time off. There is no guarantee that your request will be approved. It is your responsibility to make up hours missed due to any absence. The Nevada Recovery Corps Program Director will review emergencies on a case-by-case basis.

I understand that if I complete the minimum of _____ hours (before the end of my service term as specified in this service agreement), I must continue serving until the ending service agreement date. I do understand that early exit from the program is possible however, if the following conditions are met:

1. **I serve the full minimum of hours required by my term of service (see above).**
2. **I receive written approval from both my Host Site Supervisor and the Nevada Recovery Corps Program Director.**

Member Initials: _____

IV. Member Eligibility

The Member certifies that the Member:

1. **Is at least 17 years of age**
2. **Is available to complete the minimum hours to complete the term of service within the required dates**
3. **Can successfully pass criminal background check and National Sex Offender Program Registry check;**
4. **Is a United States Citizen, United States National, or Lawful Permanent Resident Alien of the United States;**
5. **Can provide Social Security Card or verify SSN;**
6. **Is a High School graduate, and if not, has not dropped out of elementary or secondary school to enroll as an AmeriCorps Member and agrees to achieve a diploma or GED before using the education award;**

Member initials: _____

V. Other Program Requirements

A. Service Projects and Training Requirements

Members are required to participate in one (1) service projects during their term of service. If a Member is unable to participate in one of the scheduled service projects, they must arrange an alternative service project with their Nevada Recovery Corps Program Director. The Member understands that in order to successfully complete the term of service and to be eligible for the full education award, the Member must satisfactorily complete Pre-Service Orientation, serve the minimum service hours, and the appropriate education/training that relates to the Members ability to perform service, including:

- Completion of 46 Hour Peer Recovery Support Specialist Training
- Required GSuite and RecoveryLink Training
- Participation in the planning and execution of Special Community Service Projects for National Service Days.
- Participation in at least 8 professional development meetings conducted by Program Director.
- Participation in at least 8 check in calls hosted by Program Director.

B. AmeriCorps Logo

Members are required to wear the AmeriCorps logo at all times while serving hours. Members will be provided with a branded uniform at the start of their service term that will include branded service gear. Members may only wear their service gear while performing service tasks during service hours.

C. Principal Professional Relationships Or other essential requirements for the position

Members are expected to serve productively and effectively with other Nevada Recovery Corps Members, Host Site staff Members, clients and volunteers. Members may not serve as clerical or other secretarial support for any campus and/or service site. Members may not supervise other Nevada Recovery Corps Members. Members may not displace staff or volunteers.

D. National Service Criminal History Check

Any AmeriCorps Member who receives a Corporation grant-funded living allowance, stipend, education award, or salary is considered to be in a "covered" position and must undergo a NSCHC. This check may include any or all of the following:

- A nationwide name-based check of the National Sex Offender Public Website (NSOPW)
- A name or fingerprint-based state criminal registry search in the Member's state of service as well as state of residence upon application*
- A fingerprint-based FBI check

By signing this contract, you (the Member) hereby authorize Nevada Recovery Corps to conduct a national service criminal history check on you. You are aware that your identity must be verified with a government-issued photo ID. You understand that selection into the program/hiring/continued service by the program is contingent upon the review of your criminal history. You also understand that you will be given an opportunity to review and challenge the factual accuracy of a result before action is taken to exclude you from the program or from this grant-funded position. You understand that any information relating to the NSCHC will be kept confidential and will only be shared with authorized Nevada Recovery Corps staff, the Corporation for National and Community Service, Nevada Volunteers, and Partner Organization personnel as appropriate.

***State of Residence is defined as the location you resided at the moment in time you applied to serve in AmeriCorps.**

For college students: an individual applying to serve or work who is enrolled as a full-time college student is deemed to be residing in the state where they live for the purpose of attending school, without regards to whether or not that home is on or off campus, and whether or not that home is in the same state as the college is located. Programs may NOT opt to use any other basis for identifying the student's state of residence, such as the student's family home.

Service Conditions

Nevada Recovery Corps Members serve across Nevada, within their communities, utilizing existing infrastructure to maximize the efficiency of resources in their area. Site locations can range in form and function, being anything from a library, to an office space, to a medical/mental health facility, to a community center. During their term of service, Members can typically expect to complete service hours Monday through Friday, during normal business hours of 9am to 5pm. These days and hours are typical of the program, but changes and alternatives are always possible, based on the needs of the community.

As mentioned above, service sites are variable in their form and function, and Members are also expected to complete service hours directly within their community. This may mean leaving a service site to travel to alternative locations, peer locations, etc. Members should therefore prepare to serve in a diverse range of locations and conditions in order to meet the needs of those they serve.

Contact with the public in these environments may risk exposure to irrational/hostile behavior, contagious diseases, or contact with domestic animals. Along with this, the noise level in the work environment is variable, depending on location. As work involves travel to other community organizations and meetings. Member may encounter frequent interruptions throughout the work day. They may be regularly required to sit, talk, or hear; frequently required to use repetitive hand motion, handle or feel, and to stand, walk, reach, bend or lift up to 20 pounds regularly and 30 pounds occasionally.

VI. Member Benefits

A. Living Allowance

The living allowance is designed to help Members meet the necessary living expenses incurred while serving in the program. The living allowance is not a wage and does not fluctuate based on the number of hours Members serve in a given time period. An annual living allowance of $_____ will be paid during the term of service in increments throughout the term of service. The monthly payment will be directly deposited into the Member's valid bank account. The Member is responsible for providing the Nevada Recovery Corps AmeriCorps staff with any changes in bank account information immediately. The Member is responsible for any bank charges that are incurred due to their bank account becoming inactive.

Payments will begin on _____ and the last payment will be made on _____. The Member's payment will be in the amount of $_____ each pay period. Living allowances are subject to deductions required by law (such as federal income tax withholding, social security taxes, and other authorized deductions). The living allowance can be delayed or suspended for non-completion of required hours, failure to attend service and/or training sessions, service projects and/or failure to complete necessary program paperwork and documentation. A Member who completes his or her service early or starts service late will receive the portion of the living allowance that would be provided for that period of participation under the program's living allowance distribution policy. The living allowance is provided for the expenses incurred while serving and is not linked to the completion of a Member's service hours. Members will receive the living allowance as long as they are serving up to the maximum amount available. A standardized living allowance distribution chart for the 2023-2024 grant year is provided below.

Pay Period Start Date	Pay Period End Date	Pay Date	Three-Quarter Time Living Allowance	Half-time Living Allowance
Mon 08/30/2021	Sun 09/12/2021	Fri 09/17/2021	$406.56	$290.40
Mon 09/13/2021	Sun 09/26/2021	Fri 10/01/2021	$406.56	$290.40
Mon 09/27/2021	Sun 10/10/2021	Fri 10/15/2021	$406.56	$290.40
Mon 10/11/2021	Sun 10/24/2021	Fri 10/29/2021	$406.56	$290.40
Mon 10/25/2021	Sun 11/07/2021	Fri 11/12/2021	$406.56	$290.40
Mon 11/08/2021	Sun 11/21/2021	Fri 11/26/2021	$406.56	$290.40
Mon 11/22/2021	Sun 12/05/2021	Fri 12/10/2021	$406.56	$290.40
Mon 12/06/2021	Sun 12/19/2021	Thu 12/23/2021	$406.56	$290.40
Mon 12/20/2021	Sun 01/02/2022	Fri 01/07/2022	$406.56	$290.40
Mon 01/03/2022	Sun 01/16/2022	Fri 01/21/2022	$406.56	$290.40
Mon 01/17/2022	Sun 01/30/2022	Fri 02/04/2022	$406.56	$290.40
Mon 01/31/2022	Sun 02/13/2022	Fri 02/18/2022	$406.56	$290.40
Mon 02/14/2022	Sun 02/27/2022	Fri 03/04/2022	$406.56	$290.40
Mon 02/28/2022	Sun 03/13/2022	Fri 03/18/2022	$406.56	$290.40
Mon 03/14/2022	Sun 03/27/2022	Fri 04/01/2022	$406.56	$290.40
Mon 03/28/2022	Sun 04/10/2022	Fri 04/15/2022	$406.56	$290.40
Mon 04/11/2022	Sun 04/24/2022	Fri 04/29/2022	$406.56	$290.40
Mon 04/25/2022	Sun 05/08/2022	Fri 05/13/2022	$406.56	$290.40
Mon 05/09/2022	Sun 05/22/2022	Fri 05/27/2022	$406.56	$290.40
Mon 05/23/2022	Sun 06/05/2022	Fri 06/10/2022	$406.56	$290.40
Mon 06/06/2022	Sun 06/19/2022	Fri 06/24/2022	$406.56	$290.40
Mon 06/20/2022	Sun 07/03/2022	Fri 07/08/2022	$406.56	$290.40
Mon 07/04/2022	Sun 07/17/2022	Fri 07/22/2022	$406.56	$290.40
Mon 07/18/2022	Sun 07/31/2022	Fri 08/05/2022	$406.56	$290.40
Mon 08/01/2022	Sun 08/14/2022	Fri 08/19/2022	$406.56	$290.40
Mon 08/15/2022	Sun 08/28/2022	Fri 09/02/2022	$406.00	$290.00
		Total	$10,570.00	$7,550.00

I understand that I am participating in a program of national and community service and such participation, as an AmeriCorps Member, does not constitute employment by Nevada Recovery Corps. I also understand that Members are receiving a living allowance and are not eligible for unemployment benefits upon completion of service or release from the program.

B. Education Award

Upon successful completion of the Member's term of service, a _____ Nevada Recovery Corps Member is eligible to receive an education award of $_____. The education award amount is based on previous terms of service as outlined by the Corporation for National and Community Service. Prorated benefits *may* be paid only if a participant is released for a compelling personal circumstance after serving no less than fifteen percent (15%) of the contracted time. The Member will receive a virtual voucher which may be used toward future educational costs or toward repayment of qualified student loans as defined by the Trust and/or the Corporation. A Member will have seven (7) years after the completion of service to use the education benefit.

1. The education award is taxable in the year that it is used.
2. The Member understands that his/her failure to disclose to the program any history of having been released for cause from an AmeriCorps program will render the Member ineligible to receive the education award.

C. Healthcare Coverage (Full-time Members Only)

Full-time Members are eligible to receive health insurance coverage at no cost to the Member. AmeriCorps requires all Members to enroll in their health plan UNLESS proof of other coverage is submitted. If a Member elects not to enroll in the Nevada Recovery Corps AmeriCorps healthcare plan they must verify that they are covered by a Minimum Essential Coverage compliant healthcare policy. If a Member elects not to participate in the Nevada Recovery Corps AmeriCorps healthcare plan and loses their coverage during their term of service through no fault of their own they are eligible to participate in the Nevada Recovery Corps AmeriCorps healthcare plan. The Member must notify the program if their eligibility status for healthcare care insurance changes during their term of service.

D. Childcare Benefits (Full-time Members Only)

Full-time Members may qualify for a childcare allowance provided by GAP Solutions, Inc. directly to the AmeriCorps Member's childcare provider. An AmeriCorps Member is eligible for childcare benefits if they:

1. are the parent or legal guardian of, or is acting in loco parentis for, a child under 13 who resides with him/her;
2. have a family income that does not exceed 75% of the State's median income for a family of the same size;
3. at the time of acceptance into the program, are not currently receiving childcare assistance from another source, including a parent or guardian, which would continue to be provided while the participant serves in the program; and
4. certify that they need childcare in order to participate in the program.

***Qualifying Members must complete the application process through americorpschildcare.com.**

E. Student Loan Forbearance and Interest Payments

Upon enrollment into the program, the Member is eligible to place any qualified student loans into forbearance through their MyAmeriCorps account. If the Member has received forbearance on a qualified student loan during their term of service and successfully completed their term of service, the National Service Trust will repay a portion or all of the interest that accrued on the loan during the service term.

F. Member Assistance Program

The AmeriCorps Member Assistance Program (MAP) is designed to support AmeriCorps State programs in providing accessible and quality mental health services to AmeriCorps Members and employees of their organizations. All Members are allowed to use the Member Assistance Program regardless of their service term, slot type, or start date.

G. Mileage Reimbursement and/or Travel

At times, Members may be required to use their personal vehicle for Nevada Recovery Corps purposes. It is a requirement that all Nevada Recovery Corps Members who use their personal vehicles for Nevada Recovery Corps purposes must have current and adequate automobile/liability insurance coverage. In return for this use, mileage will be reimbursed for the round-trip distance between the Member's Host Site and the location of the function being attended. The costs of commuting (travel between home and the Host Site) will not be reimbursed. However, if Members depart from or return to their home instead of their Host Site, only the miles in excess of the normal daily commute can be claimed as an expense.

Reimbursement for mileage will be calculated by multiplying the number of miles traveled by the currently approved Standard Mileage Rate of fifty-six (56) cents per mile. Payment of mileage reimbursements for Members' authorized service-related travel will be covered by Nevada Recovery Corps up to a maximum of 45 miles per month per Member. The Member's Host Site is responsible for approved service-related travel reimbursement for amounts in excess of the above amount. Mileage amounts must be verifiable through the use of commercially available websites (ex. Google Maps) using the "shortest route" option. Members must document all mileage and submit expense reports for mileage to the Nevada Recovery Corps Program Director for review and approval.

Member understands that they are prohibited from transporting clients or community members in their personal vehicles. In general, Nevada Recovery Corps members are not to operate Host Site vehicles, however special exceptions may be made for Host Sites that provide adequate insurance and training for their Members. Approval is required by the Nevada Recovery Corps Program Director prior to any official use.

I acknowledge the benefits available to me as an AmeriCorps Member.

Member Initials: _____

VII. Member Code of Conduct and Prohibited Member Activities

A. Code of Conduct

Nevada Recovery Corps Members are expected, at all times while acting in an official service capacity as an AmeriCorps Member:

1. Display professional behavior at all service activities and trainings;
2. Wear their uniform with the AmeriCorps logo visible during all service hours;
3. Be on time to all service activities and trainings;
4. Demonstrate mutual respect toward clients, fellow Members, service site staff and Nevada Recovery Corps staff and volunteers;
5. Follow all Nevada Recovery Corps policies;
6. Follow rules and directions given by Site Supervisor(s) and Nevada Recovery Corps Program Director;
7. Direct concerns, problems, and suggestions to immediate supervisor and/or AmeriCorps Program Director in adherence to the program's formal and informal grievance procedure.

At no time may the Member:

1. Transport clients in their personal vehicles;
2. Engage in any activity that is illegal under local, state or federal law;
3. Engage in activities that pose a significant safety risk to others.

The Member understands that the following acts also constitute a violation of AmeriCorps and the Program's rules of conduct:

1. Unauthorized tardiness;
2. Unauthorized absences;
3. Repeated use of inappropriate language (i.e. profanity) at service site;
4. Failure to wear appropriate clothing, including an AmeriCorps uniform, to service assignments;
5. Stealing or lying;
6. Engaging in activity that may physically or emotionally damage other Members of the Program or people in the community;
7. Possessing or using illegal drugs during the term of service;
8. Consuming alcoholic beverages during the performance of service activities and/or being under the influence of alcohol or any illegal drugs during the performance of service activities;
9. Failure to notify the Program of any criminal arrest or conviction that occurs during the term of service.

B. Prohibited Activities - 45 CFR §2520.65

While charging time to the Nevada Recovery Corps Program, accumulating service or training hours, or otherwise performing activities supported by the Nevada Recovery Corps program, the Corporation and/or the NV State Commission, staff and Members may not engage in the following activities:

1. Attempting to influence legislation;
2. Organizing or engaging in protests, petitions, boycotts, or strikes;
3. Assisting, promoting or deterring union organizing;
4. Impairing existing contracts for services or collective bargaining agreements;
5. Engaging in partisan political activities or other activities designed to influence the outcome of an election to any public office;
6. Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
7. Engaging in religious instruction; conducting worship services; providing instruction as part of a program that includes mandatory religious instruction or worship; constructing or operating facilities devoted to religious instruction or worship; maintaining facilities primarily or inherently devoted to religious instruction or worship; or engaging in any form of religious proselytization;
8. Providing a direct benefit to:
    i. A business organized for profit;
    ii. A labor union;
    iii. A partisan political organization;
    iv. A non-profit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 related to engaging in political activities or substantial amount of lobbying except that nothing in these provisions shall be construed to prevent participants from participating in advocacy activities undertaken at their own initiative; and,
    v. An organization engaged in the religious activities described in paragraph (7) of this section, unless Corporation assistance is not used to support those religious activities.
9. Conducting a voter registration drive or using Corporation funds to conduct a voter registration drive;
10. Providing abortion services or referrals for receipt of such services;
11. Other activities as the Corporation and/or NV State Commission determines will be prohibited, upon notice to Nevada Recovery Corps AmeriCorps.
12. In addition to the above activities, the below activities are also prohibited:
    i. Census Activities. AmeriCorps members and volunteers associated with AmeriCorps grants may not engage in census activities during service hours. Being a census taker during service hours is categorically prohibited. Census-related activities (e.g., promotion of the Census, education about the importance of the Census) do not align with AmeriCorps State and National objectives. What members and volunteers do on their own time is up to them, consistent with program policies about outside employment and activities.
    ii. Election and Polling Activities. AmeriCorps members may not provide services for election or polling locations or in support of such activities.

AmeriCorps Members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed above. Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-Corporation funds. Individuals should not wear the AmeriCorps logo while doing so.

C. Discipline Procedure

The Program may release the Member for cause if, in the discretion of the Program Director, the Member repeatedly or periodically continues to demonstrate inappropriate behavior by engaging in a pattern of misconduct. Program reserves the right to utilize any form of disciplinary action that it determines to be appropriate in any particular case. The form of disciplinary action will be determined by the severity of the misconduct and will be documented to become a part of the Member's permanent personnel file. Program reserves the right to terminate a Member at any time if in the opinion of the Program Director, the act or actions undermine the effectiveness of the Program and/or the ability of the Member to represent the Program in a professional manner. The Member will receive first a verbal warning, second is a verbal and written warning via letter or email, and third is verbal, written and disciplinary action by the Site Supervisor and/or Program Director.

For violating the above stated rules, the Program Director will do the following:

1. The Program reserves the right to terminate a Member at any time if the act or actions undermine the effectiveness of the Program and/or the ability of the Member to represent the Program in a professional manner;
2. This will be at the discretion of the Program Director;
3. In certain circumstances, therefore, the Member may not receive a verbal or written warning prior to termination.

VII. Attendance

I understand that my participation in the program will be my principal occupation during my term of service and that I must be available during the service and training schedule established by Nevada Recovery Corps. Members are expected to inform their Site Coordinator if they will be tardy or not in attendance at their service site. Members are expected to inform their Nevada Recovery Corps Program Director if they will be tardy or not in attendance at a training and/or service project. Failure to do so will be considered a "no call/no show" and will be grounds for termination for cause from the program.

VIII. Release from Term of Service

Nevada Recovery Corps may release a Member for two reasons: (1) for compelling personal circumstances as demonstrated by the Member and approved by the Nevada Recovery Corps Director, or (2) for cause.

A. Release for compelling personal circumstance

Program staff will evaluate all releases for compelling personal circumstance on a case-by-case basis. Compelling personal circumstances include those that are beyond the Member's control. Nevada Recovery Corps may release the Member for compelling personal circumstances if the Member demonstrates that:

1. The Member has a disability or serious illness;
2. Disability, serious illness, or death of a participant's family Members if this makes completing a term unreasonably difficult or impossible; or
3. Conditions attributable to the program or otherwise unforeseeable and beyond the participant's control, such as a natural disaster, a strike, relocation of a spouse, or the nonrenewal or premature closing of a project or program, that makes completing a term unreasonably difficult or impossible; or
4. Military service obligations.

If a Member demonstrates through required documentation a compelling personal circumstance and **if** the release is approved, Nevada Recovery Corps may elect to grant the release and recommend to the Corporation that a portion of the education award equal to the portion of their term served (if the Member has completed at least 15% of his/her term of service) be paid.

B. Release for cause

A Member must be released for cause for failure to follow the standards of behavior as outlined in the Member code of conduct, failure to adhere to program rules and guidelines defined by this Member service agreement, or violating the policies or procedures as set forth by the sponsoring agency. The code of conduct specifies particular offenses and the corresponding course of action. The Member understands that they will be released for cause for the following reasons:

1. The Member leaves the program to enroll in school or obtain a job;
2. The Member leaves the program due to dissatisfaction;
3. The Member has been convicted of a felony and/or the sale or distribution of controlled substances during the term of service;
4. The Member has dropped out of the program without obtaining a release for compelling personal circumstances from the program staff.

A Member released for cause may not receive any portion of the AmeriCorps education award. In addition, any individual released for cause who wishes to reapply to the program from which they were released or to any other AmeriCorps program is required to disclose the release to that program. Failure to disclose to an AmeriCorps program any history of having been released for cause from another AmeriCorps program will render an individual ineligible to receive the AmeriCorps education award, notwithstanding that the individual successfully completes the term of service.

C. Suspension and Termination

A Member may be suspended from service due to unacceptable behavior or falsification of any program documents in accordance with this agreement.

A Member will also be suspended if during the term of service the Member has been charged with violent felony or the sale of a controlled substance. (If the Member is found not guilty or the charge is dismissed, the Member may resume his/her term of service. The Member, however, will not receive back living allowance or credit for any service hours missed.)

If during the term of service the Member has been convicted of a first offense of possession of a controlled substance they will also be suspended. (If, however, the Member demonstrates enrollment in an approved drug rehabilitation program, the Member may resume the term of service. The Member will not receive back living allowance or credit for any service hours missed.)

D. Temporary Suspension of Service

A Member may be temporarily suspended by the Program from the term of service if during the term the Member requests a suspension based on compelling personal circumstances, as described above. During the suspension from service, the Member will not receive living allowance payments, credit for service hours, or benefits. The Member will be suspended for an agreed upon period time with plans for reinstatement. If Member fails to check in with Nevada Recovery Corps, or the reason for the suspension continues, Member will be exited for cause or for personal compelling circumstance.

The Member may resume his or her term of service once the circumstances supporting the suspension have been resolved and within the agreed upon timeframe. Consequently, the Member's end date is extended for as long as the Member was suspended. If the Member does not resume the term within the agreed upon timeframe, the Member may request that the Program exit the Member and the Member will be eligible for a partial education award based on the number of hours served in the term.

IX. Fundraising - 45 CFR § §2520.40-.

AmeriCorps Members may raise resources directly in support of program service activities. Examples of fundraising activities AmeriCorps Members may perform include, but are not limited to, the following:

A. seeking donations of books from companies and individuals for a program in which volunteers teach children to read;
B. writing a grant proposal to a foundation to secure resources to support the training of volunteers;
C. securing supplies and equipment from the community to enable volunteers to help build houses for low-income individuals;
D. securing financial resources from the community to assist in launching or expanding a program that provides social services to the Members of the community and is delivered, in whole or in part, through the Members of a community-based organization;
E. seeking donations from alumni of the program for specific service projects being performed by current Members.

AmeriCorps Members may not:

A. raise funds for living allowances or for an organization's general (as opposed to project) operating expenses or endowment;
B. write a grant application to the Corporation or to any other Federal agency.

An AmeriCorps Member may spend no more than ten percent of their originally agreed-upon term of service, as reflected in the Member enrollment in the National Service Trust, performing fundraising activities, as noted above.

X. Training – 45 CFR § §2520.50-.

No more than 20 percent of the Member's service hours may be spent in education and training activities. Capacity-building activities and direct service activities do not count towards the 20 percent cap on education and training activities.

XI. Publicity Release

I, the Member, give the Nevada Recovery Corps program, Nevada Volunteers, the Nevada State Commission, and the Corporation for National and Community Service the permission to use my name, likeness, image, voice, and/or appearance as such be embodied in any pictures, photos, video recordings, audiotapes, digital images, and the like, taken or made on behalf of the program. I agree that the program has complete ownership of such pictures, etc., including the entire copyright, and may use them for any purpose consistent with the program or AmeriCorps missions. These uses include, but are not limited to, illustrations, bulletins, exhibitions, videotapes, reprints, reproductions, publications, advertisements, and any promotional or education materials in any medium now known or later developed, including the internet. I acknowledge that I will not receive any compensation, etc. for the use of such pictures, etc. I hereby release the program and AmeriCorps and its agents and assigns from any and all claims which arise out of or are in any way concerned with such use.

Member Initials: _____

XII. Registration to Vote

Nevada Recovery Corps encourages all eligible Members to register and vote. However, Nevada Recovery Corps is prohibited from requiring Members to register or to vote, and from attempting to influence how Members vote. Members who are unable to vote before or after service hours should be allowed to do so during their service time without incurring any penalties. The Site Coordinator should determine the length of absence.

XIII. Jury Duty

Nevada Recovery Corps will allow Members to serve on a jury without being penalized for doing so. During the time Members serve as jurors, they will continue to receive credit for their normal service hours, a living allowance, health care coverage, and if applicable, childcare coverage regardless of any reimbursements for incidental expenses received from the court.

XIV. Armed Forces Reserves

Generally, the Reserves of the U.S. Army, U.S. Navy, U.S. Air Force, U.S. Marine Corps, U.S. Coast Guard, the Army National Guard and the Air National Guard require reservists to serve one weekend a month plus 12 to 15 days a year (hereafter referred to as the two-week active duty service).

To the extent possible, the program will seek to minimize the disruption in Members' AmeriCorps service as a result of discharging responsibilities related to their reservist duties. If Members have a choice of when to fulfill their annual two-week active duty requirement, they should do so when it will not disrupt their AmeriCorps service. In instances where the dates of active duty are inflexible and conflict with AmeriCorps service, Members should be granted a leave of absence for the two-week period of active duty service in the Reserves. Members may not receive time-off for additional Reserves-related service beyond the two-week active duty service. No AmeriCorps service credit is earned for the once-a-month weekend service in the Reserves.

Nevada Recovery Corps will credit Members for AmeriCorps service hours during their two weeks of active duty service in the Reserves if it occurs during their AmeriCorps service. The Member would receive credit for the number of hours they would have served during that period had there been no interruption. For example, if a full-time Member is signed up to serve 30 hours of AmeriCorps service one week and 40 hours of AmeriCorps service on the following week, she or he would receive 70 hours of AmeriCorps service credit for the two weeks of active duty service regardless of the actual number of hours served in the Reserves.

Reservists in the U.S. Armed Forces receive compensation for their mandatory two-weeks of active duty service. The compensation regulations governing the Army and Air National Guard may vary by state. Nevada Recovery Corps AmeriCorps will continue to pay the living allowance and provide health care and childcare coverage for the two-week period of active duty.

XV. Grievance Procedures:

A. Overview

In the event that informal efforts to resolve disputes are unsuccessful, AmeriCorps Members, labor unions, and other interested individuals may seek resolution through the following grievance procedures. AmeriCorps grievance procedures may include an optional component - alternative dispute resolution. The procedures must include a hearing and binding arbitration, if necessary.

The grievance procedures are intended to apply to service-related issues, such as assignments, evaluations, suspension or release for cause. In addition, individuals who are not selected as AmeriCorps Members may utilize these procedures. Allegations of discrimination should be directed in writing to the Corporation's Office of Equal Opportunity. If the grievance alleges fraud or criminal activity, it must be immediately brought to the attention of the NV State Commission, CNCS, and the Corporation's Inspector General.

By law, a program must provide a grievance procedure to resolve disputes filed by AmeriCorps Members, labor unions, and other interested persons such as AmeriCorps Member applicants. The first step in filing a grievance is to complete the grievance form provided in the AmeriCorps Member handbook and submit it to the AmeriCorps Director. The grievance procedure must include a hearing and binding arbitration, which include the following requirement elements.

B. Alternative Dispute Resolution (ADR)

a. Informal Resolution - The aggrieved party may seek resolution of a grievance through alternative means of dispute resolution (ADR) such as mediation or facilitation. ADR proceedings must be initiated with 45 calendar days of the date of the alleged occurrence. The aggrieved party should present in writing a request for an ADR meeting to the AmeriCorps Director. At the initial session of the ADR proceedings, the party must be advised in writing of the right to file a grievance and right to arbitration. If the matter is resolved, and a written agreement is reached, the party will agree to forego filing a grievance in the matter under consideration.

b. Neutral Facilitation – If ADR is instituted, the process must be aided by a neutral party designated by Nevada Recovery Corps AmeriCorps who, with respect to the issue in controversy, functions specifically to aid the parties in resolving the matter through a mutually achieved and acceptable written agreement. The neutral party may not compel a resolution. The neutral party must not have participated in any previous decisions concerning the issue in dispute. Proceedings before the neutral party must be informal, and the rules of evidence will not apply. With the exception of a written and agreed-upon ADR, the proceeding must be confidential. Any decision by the neutral party is advisory and is not binding unless both parties agree. If the grievance is not resolved within 30 calendar days of initiation, the neutral party again must inform the aggrieved party of his or her right to file a formal grievance. No communications or proceedings of ADR may be referred to or introduced into evidence at the grievance hearing or arbitration stages. The neutral party may not participate in subsequent proceedings.

C. Formal Grievance Proceeding

Time Limits - Except for a grievance that alleges fraud or criminal activity, a grievance must be made no later than one year after the date of the alleged occurrence. If a hearing is held on a grievance, it must be conducted no later than 30 calendar days after the filing of such grievance. A decision on any such filed grievance must be made no later than 60 days after the filing of the grievance.

D. Arbitration

Selection of Arbitrator – If there is an adverse decision against the party who filed the grievance, or no decision has been reached after 60 calendar days after the filing of a grievance, the aggrieved party may submit the grievance to binding arbitration before a qualified arbitrator who is jointly selected and who is independent of the interested parties. If the parties cannot agree on an arbitrator, within 15 calendar days after receiving a request from one of the parties, the Corporation's Chief Executive Officer will appoint an arbitrator from a list of qualified arbitrators.

a. **Time Limits** - An arbitration proceeding must be held no later than 45 days after the request for arbitration, or if the arbitrator is appointed by the Corporation's Chief Executive Officer, the proceeding must occur no later than 30 calendar days after the arbitrator's appointment. A decision must be made by the arbitrator no later than 30 calendar days after the date the arbitration proceeding begins.

b. **Cost** – In accordance with AmeriCorps regulations, the cost of the arbitration proceeding must be divided evenly between the parties to the arbitration. If the grievant prevails, the Grantee must pay the total cost of the proceeding and the attorney's fees of the prevailing party.

E. Suspension of Placement

If a grievance is filed regarding a proposed placement of a Member in a program, such a placement must not be made unless the placement is consistent with the resolution of the grievance.

F. Remedies

Remedies for a grievance filed under a procedure established by Nevada Recovery Corps may include:

a. prohibition of a placement of a Member; and

b. in grievance cases where there is a violation of non-duplication or non-displacement requirements and the employer of the displaced employee is Nevada Recovery Corps:
   i. Reinstatement of the employee to the position they held prior to the displacement;
   ii. Payment of lost wages and benefits;
   iii. Re-establishment of other relevant terms, conditions and privileges of employment; and
   iv. Any other equitable relief that is necessary to correct any violation of the non-duplication or non-displacement requirements or to make the displaced employee whole.

G. Effect of Non-compliance with arbitration
A suit to enforce an arbitration award may be brought in any federal district court having jurisdiction over the parties without regard to the amount in controversy or citizenship.

Member Initials: _____

XVII. Drug-Free Workplace Policy

The policy of Nevada Recovery Corps is to maintain a drug and alcohol-free workplace, thus helping to insure a safe and productive workplace. In addition, it establishes Nevada Recovery Corps as a positive role model for the clients and community we serve. For the purpose of this policy, "workplace" is defined as any Nevada Recovery Corps work environment or any other site where Nevada Recovery Corps work is performed. In order to further this objective, the following rules regarding alcohol and other drugs in the workplace have been established.

A. "Illegal drug" means any drug which is not legally obtainable, or which is legally obtainable but has not been legally obtained. The term also includes inhalants, marijuana, prescription drugs not legally obtained, and prescription drugs not used for their prescribed purposes. The manufacture, distribution, dispensing, possession or use of either alcohol or an illegal drug on or in the workplace is prohibited.
B. Having in one's system a detectable level of alcohol or an illegal drug while on or in the workplace is prohibited. The unauthorized use or possession of alcohol and abuse of prescription drugs or over-the-counter drugs in the workplace is prohibited.
C. If Nevada Recovery Corps has reasonable cause to believe that a Member's ability to do the job is being impaired by alcohol or drug use, Nevada Recovery Corps will require the Member to submit to a drug/alcohol test as a condition of continued service. Refusal to submit to such a test will result in discipline, up to and including discharge for the Member involved. Positive test results will result in discipline, up to and including discharge for the Member involved.
D. Any Member whose use of drugs results in excessive absenteeism or tardiness, poor job performance or is the cause of accidents may, at the discretion of Nevada Recovery Corps, be referred by the immediate supervisor to the Employee Assistance Program for rehabilitation. If the Member refuses or fails rehabilitation, service will be terminated.
E. Any Nevada Recovery Corps Member who has been charged or convicted under any criminal drug statute will notify his/her supervisor in writing no later than five (5) calendar days after such charge or conviction. Failure to notify his/her supervisor in writing will subject the Member to disciplinary action up to and including discharge.

I have been given the opportunity to have any terms explained and/or questions answered fully. I understand the policy and accept its provisions as terms of my AmeriCorps service with Nevada Recovery Corps. I recognize that violations of the policy could result in disciplinary action, up to and including termination of service.

XVIII. Non-Discrimination Policy

A. **Discrimination Prohibited** - A person, including a Member, a service recipient, or program staff, may not on the grounds of race, color, national origin, sex, age, religion, or political affiliation of such Member, or on the basis of disability, if the Member is a qualified individual with a disability be excluded from participation in, denied the benefits of, or be otherwise subjected to discrimination, directly or through contractual or other arrangements, under any program or activity receiving federal financial assistance.

This prohibition against discrimination includes but is not limited to:

1. Denying an opportunity to participate in, benefit from, or provide a service, financial aid, or other benefit;
2. Providing an opportunity which is different or provided differently;
3. Denying an opportunity to participate as a Member of a planning or advisory body integral to the program;
4. Segregating or subjecting a person to separate treatment;
5. Providing an aid, benefit, or service to a qualified disabled person that is less effective in affording opportunity to obtain the same result, gain the same benefit, or reach the same level of achievement;
6. Denying a qualified disabled person the opportunity to participate in integrated programs or activities, even though permissibly separate or different programs or activities exist;
7. Restricting a person's enjoyment of an advantage or privilege enjoyed by others;
8. Providing different or separate aid, benefits, or services to disabled persons unless necessary in order to provide them as effectively as provided to others;
9. Treating a person differently in determining admission, enrollment, quota, eligibility, Membership or other requirements;
10. Using criteria or administrative methods, including failing to provide needed auxiliary aids for disabled persons, which have the effect of subjecting persons to discrimination, or defeating or substantially impairing achievement of the objectives of the program for a person;
11. Selecting a site or location of facilities with the purpose or effect of excluding individuals from, denying them the benefits of, or subjecting them to discrimination under the program;
12. Denying a qualified disabled person a benefit, aid, or participation because facilities whose groundbreaking occurred after May 30, 1979 are inaccessible to or unusable by disabled persons or because programs or activities in facilities predating May 30, 1979, when viewed in their entirety, are inaccessible to or unusable by disabled persons; and
13. Failing to provide reasonable accommodation to otherwise qualified individuals with disabilities.

B. **Public Notice of Nondiscrimination** – This program is available to all, without regard to race, color, national origin, disability, sex, age, political affiliation, or, in most instances, religion. It is also unlawful to retaliate against any person who, or organization that, files a complaint about such discrimination. In addition to filing a complaint with local and state agencies that are responsible for resolving discrimination complaints, you may bring a complaint to the attention of the Nevada State Commission and/or Corporation for National and Community Service. If you believe that you or others have been discriminated against, or if you want more information, contact:

Alicia Blood, Director of AmeriCorps
1380 Greg Street, Suite 228
Sparks, Nevada 89431
775.825.1900 (telephone)
775.825.1901 (fax)
alicia@nevadavolunteers.org

OR

CNCS Equal Opportunity Program
Corporation for National and Community Service
250 E Street, SW Washington, DC 20024
(800) 833-3722 (TTY and reasonable accommodation line)
(202) 565-3465 (FAX); eo@cns.gov (email)

C. **Discrimination Complaints, Investigations and Compliance Reviews** - Any person who believes discrimination has occurred may file a discrimination complaint with the Corporation's Office of Civil Rights and Inclusiveness. The Corporation will keep the identity of complainants and witnesses confidential except as necessary to conduct an investigation, hearing, or judicial proceeding.

XIX. Reasonable Accommodation Policy

A. Background and Purpose

AmeriCorps encourages individuals with disabilities to participate as national service providers through the AmeriCorps programs. AmeriCorps prohibits any form of discrimination against persons with disabilities in recruitment, as well as in service. Under Federal law, any program receiving Federal funds is required to comply with the requirements of the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

No qualified individual with a disability shall, by reason of disability, be excluded from participation in or be denied the benefits of the program, services, or activities of the program, or be subjected to discrimination by the program. Nor shall the program exclude or otherwise deny equal services, programs, or activities to an individual because of the known disability of an individual with whom the individual is known to have a relationship or association. According to the ADA, the term "disability" means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the individual's major life activities, a record of having such an impairment, or being regarded as having such an impairment. "Major life activities" means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

A "qualified individual with a disability" is an individual with a disability who with or without reasonable accommodations meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the program. Reasonable accommodations may include modifying rules, policies, or practices; the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services.

Nevada Recovery Corps shall make reasonable accommodations in policies, practices, or procedures when the accommodations are necessary to avoid discrimination on the basis of disability, unless the program can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity, and/or impose an "undue hardship". A reasonable accommodation may include: making facilities readily accessible to and usable by individuals with disabilities; job restructuring; half-time or modified schedules; acquisition or modification of equipment or devices, training materials or policies; etc.

B. Confidentiality

Information provided regarding her/his disability, by a potential Member or a Member shall be kept confidential, except that appropriate supervisors, managers, and safety and health personnel may be informed regarding any restrictions in service duties or necessary accommodations. Government personnel may be provided information in compliance with various laws and regulations.

C. Self-Identification

A potential Member or a Member with a disability is not required to disclose information about any physical or mental limitations, whether or not you believe it will interfere with your capability to perform the essential functions of the position sought or held. If you would like, however, for Nevada Recovery Corps to consider any special arrangements to accommodate a physical or mental impairment, you may identify that impairment, describe the functional limitations that result from that impairment, and suggest the type of accommodation that you believe would be appropriate. Medical verification of the condition may be requested by Nevada Recovery Corps for the Member to be protected under the ADA.

Any requests for a reasonable accommodation should be directed to the Nevada Recovery Corps Program Director using the *Nevada Recovery Corps Reasonable Accommodation Request Form*. All approved requests for reasonable accommodations will be expedited within a "reasonable amount of time".

XX. Civil Rights and Non-Harassment Policy

All programs administered by, or receiving Federal financial assistance from CNCS, must be free from all forms of harassment. CNCS has zero tolerance for the harassment of any individual or group of individuals for any reason. CNCS is committed to treating all persons with dignity and respect. CNCS prohibits all forms of discrimination based upon **race, color, national origin, gender, age, religion, sexual orientation, disability, gender identity or expression, political affiliation, marital or parental status, or military service.** Whether in CNCS offices or campuses, in other service-related settings such as training sessions or service sites, or at service-related social events, such harassment is unacceptable. Any such harassment, if found, will result in immediate corrective action, up to and including removal or termination of any CNCS employee or volunteer. Recipients of Federal financial assistance, be they individuals, organizations, programs and/or projects are also subject to this zero tolerance policy. Where a violation is found, and subject to regulatory procedures, appropriate corrective action will be taken, up to and including termination of Federal financial assistance from all Federal sources.

Slurs and other verbal or physical conduct relating to an individual's gender, race, ethnicity, religion, sexual orientation or any other basis constitute harassment when it has the purpose or effect of interfering with service performance or creating an intimidating, hostile, or offensive service environment. Harassment includes, but is not limited to: explicit or implicit demands for sexual favors; pressure for dates; deliberate touching, leaning over, or cornering; offensive teasing, jokes, remarks, or questions; letters, phone calls, or distribution or display of offensive materials; offensive looks or gestures; gender, racial, ethnic, or religious baiting; physical assaults or other threatening behavior; or demeaning, debasing or abusive comments or actions that intimidate.

CNCS does not tolerate harassment by anyone including persons of the same or different races, sexes, religions, or ethnic origins; or from a CNCS employee or supervisor; a project, or site employee or supervisor; a non-employee (e.g., client, volunteer); a co-worker or service Member. Supervisors and managers of CNCS programs and projects, when made aware of alleged harassment by employees, service participants, or other individuals, are expected to immediately take swift and appropriate action. CNCS will not tolerate retaliation against a person who raises harassment concerns in good faith. Any CNCS employee who violates this policy will be subject to discipline, up to and including termination, and any grantee that permits harassment in violation of this policy will be subject to a finding of non-compliance and administrative procedures that may result in termination of Federal financial assistance from CNCS and all other Federal agencies.

Any person who believes that they have been discriminated against in violation of civil rights laws, regulations, or this policy, or in retaliation for opposition to discrimination or participation in discrimination complaint proceedings (e.g., as a complainant or witness) in any CNCS program or project, may raise his or her concerns with our Office of Civil Rights and Inclusiveness (OCRI). Discrimination claims not brought to the attention of OCRI within 45 days of their occurrence may not be accepted in a formal complaint of discrimination. No one can be required to use a program, project or sponsor dispute resolution procedure before contacting OCRI. If another

procedure is used, it does not affect the 45-day time limit. OCRI may be reached at (202) 606-7503 (voice), (202) 606-3472 (TTY), eo@cns.gov, or through http://www.nationalservice.gov/.

XXI. Nonduplication and Nondisplacement - 45 CFR § §2540.100 (e)-(f)

A. Nonduplication

Corporation for National and Community Service assistance may not be used to duplicate an activity that is already available in the locality of a program. And, unless the requirements of paragraph (b) of this section are met, Corporation assistance will not be provided to a private nonprofit entity to conduct activities that are the same or substantially equivalent to activities provided by a State or local government agency in which such entity resides.

B. Nondisplacement

a. An employer may not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the use by such employer of a participant in a program receiving Corporation for National and Community Service assistance;

b. An organization may not displace a volunteer by using a participant in a program receiving Corporation assistance;

c. A service opportunity will not be created under this chapter that will infringe in any manner on the promotional opportunity of an employed individual;

d. A participant in a program receiving Corporation assistance may not perform any services or duties or engage in activities that would otherwise be performed by an employee as part of the assigned duties of such employee;

e. A participant in any program receiving assistance under this chapter may not perform any services or duties, or engage in activities, that:

i. will supplant the hiring of employed workers; or

ii. are services, duties, or activities with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures.

f. A participant in any program receiving assistance under this chapter may not perform services or duties that have been performed by or were assigned to any:

i. presently employed

ii. employee who recently resigned or was discharged

iii. employee who is subject to a reduction in force or who has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures

iv. employee who is on leave (terminal, temporary, vacation, emergency, or sick); or

v. employee who is on strike or who is being locked out.

XXII. Member Consent/Acknowledgement

All Nevada Recovery Corps Members, regardless of age, must sign this agreement.

I understand that this is a service agreement for up to twelve (12) months in a term of service on projects organized by Nevada Recovery Corps and private and public non-profit agencies in Nevada. I understand that I am responsible for my behavior and that I agree to abide by the terms and consequences of the Nevada Recovery Corps Member Service Agreement.

I understand that Nevada Recovery Corps complies with the Drug-Free Workplace Act of 1988 and maintains drug-free/smoke-free environments. I also understand that a criminal background check will be required by Nevada Recovery Corps and I must fully disclose any criminal convictions during the application process.

I understand that my service with Nevada Recovery Corps may involve some risk and that I will advise my supervisor of any issue or situation that might prevent me from performing assigned service in a safe and competent manner. I have received a copy of my position description, and I understand that I am responsible for my behavior, and I am confident I can perform the service outlined therein. In consideration of my participation as a Member, I agree to release Nevada Recovery Corps, all Sponsors ("Sponsors" includes financial contributors and/or work project sponsors of Nevada Recovery Corps), any officers, directors, employees, agents, or representatives of Nevada Recovery Corps and all Sponsors, from any and all claims for personal injury and property damage, or any other expense, loss or damage to me during my participation as a Nevada Recovery Corps Member.

I UNDERSTAND THAT THIS RELEASE OF ALL CLAIMS IS WITHOUT LIMIT AND WITHOUT REGARD TO THE CAUSE OR CAUSES THEREOF, INCLUDING ANY CLAIMS AGAINST NEVADA RECOVERY CORPS FOR ITS OWN NEGLIGENCE OR THE NEGLIGENCE OF THE SPONSORS, OR THE OFFICERS, DIRECTORS, EMPLOYEES, AGENTS OR REPRESENTATIVES OF NEVADA RECOVERY CORPS AND ALL SPONSORS.

_____(initial) I certify that I have **not** served as an AmeriCorps Member before.

_____(initial) I certify that I have served with _____(name of AmeriCorps program) and I will provide details of my participation to my Nevada Recovery Corps Program Director. **I understand that this service agreement takes precedence over (any and all) printed AmeriCorps documents or publications. I further understand that there are no other verbal, written or implied service agreements that can override this agreement.**

I understand that this service agreement is dependent on Nevada Recovery Corps receiving funding from Nevada Volunteers, the Nevada State Commission, and the Corporation for National and Community Service.

_____

Member (Print) Full Name Member Signature

_____

Date

_____

Nevada Recovery Corps Program Director Signature Date

Appendices

Member Position Description:

AmeriCorps Member Position Title:
Recovery Navigator - Three-Quarter Time

Program:
Foundation for Recovery is Nevada's statewide Recovery Community Organization - a community nonprofit led by volunteers and staff in recovery from mental health and substance use disorders. We support people and families struggling with these issues and work daily to create a sense of community among those of us with lived-experience.

To that end, Foundation for Recovery's Nevada Recovery Corps is a 12-month program designed to empower people in recovery to serve their community and help their peers sustain their recovery from substance use disorders all across Nevada.

Site Location:
Nevada Recovery Corps Members serve across Nevada, within their communities, utilizing existing infrastructure to maximize the efficiency of resources in their area. Site locations can range in form and function, being anything from a library, to an office space, to a medical/mental health facility, to a community center.

Term of Service:
In order to be eligible to receive the Segal AmeriCorps Education Award, a Three-Quarter Time (TQT) Nevada Recovery Corps Member must:

- Complete a minimum of 1200 hours of service, spread over the course of the 12 months of the program;
  - The program's 12 month runtime begins September 1st, 2023 and runs through August 31st, 2024.
- During this term of service, Members will also be required to participate in the organization and operation of one AmeriCorps National Day of Service event.
  - For the 2023-2024 grant year, the National Day of Service will occur on Martin Luther King Day, January 17th, 2024.

During their term of service, Members can typically expect to complete service hours Monday through Friday, during normal business hours of 9am to 5pm. These days and hours are typical of the program, but changes and alternatives are always possible, based on the needs of the community.

As mentioned above, service sites are variable in their form and function, and Members are also expected to complete service hours directly within their community. This may mean leaving a service site to travel to alternative locations, peer locations, etc. Members should therefore prepare to serve in a diverse range of locations and conditions in order to meet the needs of those they serve.

Member Position Summary:
Nevada Recovery Corps members provide both one-on-one and group-based peer support aimed at setting goals, overcoming barriers, providing resources, and helping create opportunities for those seeking and maintaining long term recovery. They also are responsible for planning and implementing recovery meetings, sober-social events, outreach and trainings, and developing comprehensive recovery services for the communities they serve. It is Foundation for Recovery's belief that their lived-experience provides a unique and empathetic insight which helps them support and guide peers through their individual recovery journey all while helping to build capacity for recovery services within Nevada communities.

This position does not duplicate work of previous or existing employees or volunteers, supplant the hiring of workers, or include service or duties that have been performed or were performed by a current employee, an employee who recently resigned or was discharged, an employee subject to a reduction in force, or an employee who is on leave.

Description of Duties:
As a Nevada Recovery Corps Member, the key responsibilities of the position will be:

- Providing one-on-one Peer Recovery Support Services to community members;
- Assisting people receiving services in developing their individual recovery plan(s). This includes providing referrals to support structures like, primary care facilities, dental care facilities, social support groups/organizations, and culturally-specific services;
- Helping individuals navigate systems to build recovery capital, attain employment, attend mutual-help groups, and address criminal justice issues;
- Assisting in planning and implementing program activities and encouraging and facilitating comprehensive involvement of people receiving services;
- Planning and hosting monthly sober-social events;
- Planning and implementing overdose prevention trainings;
- Coordinating and hosting monthly recovery meetings;
- Developing and maintaining collaborative working relationships with community partners;
- Gathering and reporting of peer service data;
- Documentation of service activities and timeframes in service logs.

Nevada Recovery Corps Members will also be required to maintain conformity to AmeriCorps dress code standards, and wear the provided AmeriCorps branded clothing/gear while completing service hours.

Members should expect to maintain recurring access to vulnerable populations, so consideration of the needs of said populations is required to be successful in the program.

Additionally, the above functions may be completed with or without reasonable accommodations, so persons with disabilities should feel encouraged to apply.

Further, no person(s) involved with the Nevada Recovery Corps program will discriminate based on race, religion, creed, color, national origin, gender, age, sexual orientation, political affiliation or disability. Key to achieving this is developing and maintaining effective leaders, managers, and employees who treat all persons with dignity and respect, without regard to non-merit factors such as race, color, national origin, gender, sexual orientation, religion, age, disability, political affiliation, marital or parental status, or military service.

Qualifications for Position:
Per 45 CFR 2522.200, an AmeriCorps program participant must:

- Be at least 17 years of age at the commencement of service;
- Have a high school diploma or its equivalent;
- Be a citizen, national, or lawful permanent resident alien of the United States;
- Satisfy the National Service Criminal History Check eligibility criteria pursuant to 45 CFR 2540.202.

Verification of the above is required **prior** to Member service beginning.

Additional minimum qualifications for prospective Members include:

- At least two years of sustained recovery;
- Successful completion of the Peer Recovery Support Services Training;

- Having familiarity and experience with office-based equipment like computers, copiers/printers, telephones, etc.;
- Familiarity and experience in the use of Microsoft Office/Google Suites software;
- Having reliable means of transportation.

Success in the Nevada Recovery Corps also means that prospective Members should have the following skills and competencies:

- Ability to prioritize, meet deadlines and multitask;
- Strong communication skills, both verbal and written;
- Being a self-starter and able to work independently;
- Ability to build strong effective relationships with participants in both 1-on-1 and group settings, and model appropriate boundaries;
- Strong interpersonal skills with the ability to interact with clients, parole officers, ISR agents, police, social workers, and team members;
- Ability to work remotely and experience using virtual platforms;
- Action-oriented and advancement minded;
- Demonstrate ability to utilize own lived experience of recovery to inspire recovery in the lives of peers;
- Demonstrate dedication to promoting recovery opportunities in lives of peers;
- Maintain consistent and timely attendance;
- Maintain confidential communications and protect confidentiality of records.

Benefits of Nevada Recovery Corps Service:

In return for their service, Nevada Recovery Corps Members receive:

- A modest living allowance:
  - TQT Members can earn up to $10,570.00 over the course of their term of service;
- Access to the Member Assistance Program:
  - A program designed to provide accessible and quality mental health services to AmeriCorps members;
- The Segal AmeriCorps Education Award:
  - Offered to individuals who complete a term of service and can be used to pay for a range of educational expenses, like repaying qualified student loans or future tuition payments. For TQT Members, this award is in the amount of $4,441.50;
- Student Loan Forbearance:
  - Individuals in approved AmeriCorps positions are eligible for forbearance for most federally-guaranteed student loans. In addition, interest payments that accrue during service may be eligible for repayment by AmeriCorps;
- Professional Development:
  - Members will gain transferable skills that employers value including leadership, teamwork, and problem-solving. Upon completion of service, Members may leverage the Employers of National Service network, which connects them with hundreds of employers from the private, public, and nonprofit sectors who are committed to hiring AmeriCorps alumni.

Nevada Recovery Corps Program Announcement - 2023/2024 Grant Year

Thank you so much for your interest in Foundation for Recovery's AmeriCorps program, the Nevada Recovery Corps. We are excited to partner with you to offer peer recovery support services to your participants and community.

The Nevada Recovery Corps program is a 12-month program designed specifically for people in recovery to serve at host-sites, providing guidance and support to people who are currently struggling with substance use and mental health challenges. Nevada Recovery Corps Members are trained Peer Recovery Support Specialists who serve at local organizations to provide community trainings and recovery support services to patrons of Nevada agencies. Nevada Recovery Corps Members expand capacity at the agency they serve by providing local, customized, and one-to-one services that help participants identify and reach their recovery goals and stay supported in their recovery. Using our recovery technology, the agency and Member(s) receive access to key performance metrics and data so their impact can be measured and documented.

In partnership with the Nevada Recovery Corps program, an agency will receive a three-quarter time (1200 hours) and/or part-time (900 hours) Member, who will provide individualized and group peer recovery support, organize and host community trainings, and provide resources to their host-site and partnering community members for their 12 months of service. Each Nevada Recovery Corps Member will be provided with Peer Recovery Support Specialist training, a laptop, AmeriCorps apparel from Foundation for Recovery, and will receive a living stipend during their term of service. After successful completion of their service term each member will be eligible for an education award to be applied toward their higher education costs.

Prospective host site agencies are required to pay a host site fee per member serving at their location. This host site fee covers part of the member's living stipend during their service term – Foundation for Recovery covers the rest. **The host site fee is the only cost to participating Nevada Recovery Corps host-site locations.** In addition to the Member's service, participation as a Nevada Recovery Corps host-site also provides an organization with recognition and benefits usually only provided to key sponsors of Foundation for Recovery. They will receive two tickets and recognition at the annual Recovery Awards Dinner, a resource table and recognition at the Las Vegas Rally for Recovery, promotion of their organization and services and heightened brand recognition through social media, the Nevada Recovery Corps website, and the Recovery Current, Nevada's statewide recovery newsletter. In addition to promotion and brand recognition, they will be invited to join Foundation for Recovery's Community Advisory Council as a voting member.

Foundation for Recovery is so thankful for your support and partnership and we look forward to working with you to bring these vital community-based recovery support services to our community.

Host-Site Fees and Service Levels

Three-Quarter Service Level

Member Type: Three-Quarter	
Member Hours: 1,200	
Service Term: 12 Months	
Education Award	$4,441.50
Living Stipend	$10,570
Uniform:	$100
Email and Cloud Storage:	$275
Background Checks:	$185
Laptop:	$400
PRSS Training:	$100
Recovery Link:	$120
Total:	$16,191.50
Covered Funding	($11,691.50)
Host-Site Contribution:	$4,500

Plus, these added host-site benefits:

- ✓ Two tickets and recognition at the annual Recovery Awards Dinner
- ✓ Resource booth and recognition at the Las Vegas Rally for Recovery
- ✓ Brand Recognition and Promotion
- ✓ Community Advisory Council Membership

Half-Time Service Level

Member Type: Half-Time: Half-Time	
Member Hours: 900	
Service Term: 12 Months	
Education Award	$3,172.50
Living Stipend	$7,550
Uniform:	$100
Email and Cloud Storage:	$275
Background Checks:	$185
Laptop:	$400
PRSS Training:	$100
Recovery Link:	$120
Total:	$11,902.50
Covered Funding	($8,527.50)
Host-Site Contribution:	$3,375

Plus, these added host-site benefits:

- ✓ Two tickets and recognition at the annual Recovery Awards Dinner
- ✓ Resource booth and recognition at the Las Vegas Rally for Recovery
- ✓ Brand Recognition and Promotion
- ✓ Community Advisory Council Membership

4800 Alpine Place, Suite 12 •Las Vegas, Nevada 89107 • P 702.257.8199
www.forrecovery.org

Nevada Department of Education

NEVADA EDUCATOR PERFORMANCE EVALUATION SYSTEM (NEPF)

2020 – 2021
School Administrator & Teacher Protocols

Nevada Department of Education
Nevada Ready!

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INTRODUCTION TO THE NEVADA EDUCATOR PERFORMANCE FRAMEWORK

The passage of AB 222 during the 2011 Legislative Session created the Teachers and Leaders Council (TLC) and outlined the expectations of a statewide performance evaluation system for teachers and school administrators. The first order of business at the October 2011 TLC meeting was to determine guiding beliefs and goals for this evaluation system, now known as the Nevada Educator Performance Framework. The identified beliefs and goals are outlined below.

TLC Beliefs

To promote educator effectiveness and ensure all students attain essential skills to graduate high school ready for college and career success:

- "All educators* (see definition in glossary) can improve through effective, targeted professional development, as identified through the evaluation process and connected to district improvement plans and goals designed to inform and transform practice;
- An effective evaluation system must include clear expectations for both professional practice and student growth as well as fair, meaningful, and timely feedback;
- A consistent and supportive teacher and administrator evaluation system includes opportunities for self-reflection and continuous, measurable feedback to improve performance of students, teachers, administrators, and the system;
- The evaluation system must be part of a larger professional growth system that consistently evolves and improves to support the teachers and administrators that it serves;

Evaluation System Goals

The Nevada Educator Performance Framework Goals:

- Goal 1: Foster student learning and growth.
- Goal 2: Improve educators' effective instructional practices.
- Goal 3: Inform human capital decisions based on a professional growth system.
- Goal 4: Engage stakeholders in the continuous improvement and monitoring of a professional growth system.

The system based on these guiding beliefs and goals, the foundation on which the NEPF was created, should ensure that educators:

- Positively impact the achievement of students in Nevada;
- Grow professionally through targeted, sustained professional development and other supports;
- Monitor student growth, identify and develop quality instructional practices, and share effective educational methods with colleagues;
- Reflect upon practice and take ownership for their professional growth; and
- Participate in constructive dialogue and obtain specific, supportive feedback from evaluators."

Main Purposes of the Evaluation Framework

The overall purpose of Nevada's Educator Performance Framework (NEPF) is to identify effective instruction and leadership, and to establish criteria to determine:

- The professional development needs of educators (*goals 1, 2, 3 & 4*)
- Information on which to base human capital decisions including rewards and consequences (*goal 3*); and
- Whether educators are:
    - Using data to inform decision making (*goals 1, 2 & 4*)
    - Helping students meet achievement targets and performance expectations (*goals 1 & 4*)
    - Effectively engaging families (*goals 1 & 2*)
    - Collaborating effectively (*goals 1, 2, & 3*)

The Evaluation Cycle

The evaluation cycle is a year-long process with multiple components. The following guidelines are designed to help educators and their evaluators implement the Nevada Educator Performance Framework.

Figure 1: Evaluation Cycle



At the beginning of the school year, the educator receives a complete set of materials that includes the entire Rubric with Standards, Indicators, Performance Level and Evidence pages, and access to the current year NEPF Protocols document outlining the evaluation process. The educator and evaluator meet to establish expectations and consider goals. They discuss the evaluation process together (including observations/visits, review of evidence, etc.) and review the NEPF Rubrics that describe the Standards and Indicators. The purpose of this review is to develop and deepen shared understanding of the Standards and Indicators in practice. The rubric review is also an opportunity to identify specific areas of focus for the upcoming school year.

Figure 2: Typical Evaluation Cycle

Step	Timeline
Step 1: Educator Self-Assessment	Late Summer/Early Fall
Step 2: Pre-Evaluation Conference Analysis, Goal Setting, and Plan Development	Early Fall
Step 3: Observations and Conferences, Plan Implementation and Evidence Review	Throughout School Year
Step 4: Mid-Cycle Goals Review (Educator Assistance Plan if applicable)	Mid-year
Step 5: Post-Evaluation Conference and End-of-Cycle Summative Evaluation	Late Spring/Summer



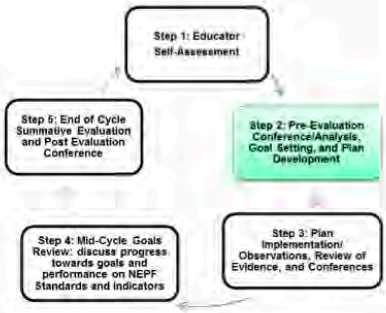
Step 1: Educator Self-Assessment

The first step of the NEPF Evaluation Cycle is self-assessment and preliminary goal setting. During this process, the educator must analyze data, reflect on performance, and identify a minimum of one student learning goal and one professional practice goal. A guiding principle for the NEPF is that evaluation should be done *with* educators, not *to* them. Embracing the self-assessment step of the process empowers the educator being evaluated to shape the conversation by stating what they identify as strengths, the areas on which they want to focus, and what support they need. The educator's self-assessment is more potent when supported by specific evidence and clearly aligns with individual and team goals as well as school and district priorities and initiatives.

✓ **Self-Assessment:**
Using the **Self-Assessment Tool OR** the revised for in-person, hybrid, or distance learning **Self-Monitoring Tool** for digital and blended learning settings, and examining a wide range of evidence (including previous evaluations if applicable), the educator assesses his/her practice based on the levels of performance.

✓ **Goal Setting:**
The educator uses the **Goal Setting and Planning Tool to:**

- Set proposed goals, including but not necessarily limited to:
  - One Student Learning Goal (SLG), and
  - One Professional Practice Goal (PPG) related to improving the educator's own practice that *supports the achievement of the SLG.*
- Develop action steps for each goal.
- Record evidence to be used.



Step 2: Pre-Evaluation Conference, Analysis, Goal Setting, and Plan Development

The second step of the evaluation cycle is comprised of a pre-evaluation conference between the educator and evaluator that includes joint goal setting and plan development. During the Pre-Evaluation Conference, the educator begins by sharing his/her self-assessment and proposed goals with the evaluator. The educator collaborates with the evaluator to refine the goals and Educator Plan as needed. During this refinement process, 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. The resulting plan should create a clear path of action to support the educator's professional growth and improvement, align with school and district goals, leverage existing professional development and expertise from within the school/district, and include proposed evidence.

NOTE: Pursuant to NRS 391.695 and NRS 391.715, student performance measures are not to be included in the evaluation of educators in their initial year of probation or for post-probationary or probationary educators at a turnaround school in its first two years of turnaround status. Turnaround school is defined as a school that has been determined to be turnaround pursuant to NRS 388G.400 only. **However, these educators are still required to set a Student Learning Goal and Professional Practice Goal as expected within the NEPF**.

- ✓ **Goal Setting and Planning:**
  The educator presents the **Goal Setting and Planning Tool** with proposed Student Learning Goal (see Appendix A), Professional Practice Goal, action steps, and potential sources of evidence to be used to evaluate his/her work.

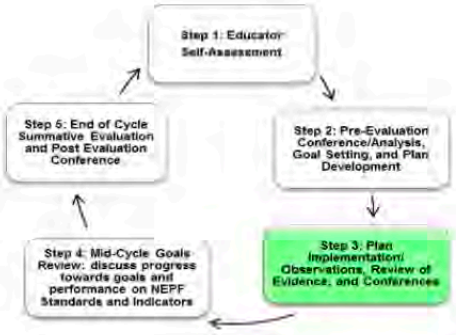
- ✓ **Student Learning Goal:**
  The educator and evaluator discuss the proposed SLG and use the **criteria column of the Goal Setting and Planning Tool to review goal requirements,** revise (if necessary), review baseline data, and identify and define the following: student population, standards and content, assessments to measure student performance, performance targets and rationale (see Appendix A for details). The educator and evaluator review the SLG Scoring Rubric and discuss expectations and learning targets associated with each level 1-4. Expectations must be clear to both the evaluator and educator.

✓ **Professional Practice Goal:**
The educator uses the **Self-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 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 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."

✓ **Goals and Plan Confirmation:**
The evaluator analyzes the educator's proposed Student Learning Goal and Professional Practice Goal alongside the NEPF rubrics. The educator and evaluator agree on the goals to be included in the Plan and the evidence to be used to determine performance levels on each Indicator.



Step 3: Plan Implementation – Observations, Review of Evidence, and Conferences

The third step of the evaluation cycle is implementing the Educator Plan. For the duration of the cycle, the educator pursues the attainment of high level performance on **all** Standards and Indicators to support the Student Learning and Professional Practice Goals identified in the Plan. The evaluator provides feedback for improvement, ensures timely access to planned supports, and reviews evidence on educator performance and progress toward goals through multiple sources.

A single evidence source can be used to support evidence of performance on multiple Indicators and/or Standards. Additionally, the educator may choose to collect evidence for review throughout the cycle, **but should not create artifacts specifically for the evidence review**. Educators should use documents that occur as part of the everyday practice.

The Plan provides a foundation for dialogue, collaboration, and action. The educator uses the Plan as a roadmap for improvement, completing the action steps to make progress toward Student Learning and Professional Practice Goals. The evaluator uses the Plan to drive appropriate and timely support for the educator. Both continue to use the **Pre/Post-Observation Conference Tools**, the NEPF rubrics, and student data to develop a shared understanding of effective practice, guide ongoing reflection, monitor progress toward goals, and determine evidence to review.

✓ **Plan Implementation:**
The educator, with the support of the evaluator, implements the Plan.

✓ **Evidence Review:**
- The evaluator reviews evidence described in the plan and other relevant data to demonstrate performance on the NEPF Standards and Indicators using the **Observation/Evidence Review Tool**.
- The evaluator reviews evidence to identify corresponding NEPF Standards and Indicators.
- Observations are **NOT** scored

✓ **Observation and Conference Process:**

- For scheduled observations only, the educator and evaluator use the **Pre/Post Observation Conference Tool** to discuss the upcoming observation. **NOTE**: The questions on the tool are a guide, and all questions are not required for every observation.
- The evaluator conducts the observation. Using the **Observation/Evidence Review Tool** the evaluator records evidence observed during the scheduled or unscheduled observation and identifies corresponding Standards and Indicators.
- The educator and evaluator use the **Pre/Post-Observation Conference Tool** to discuss the observation, provide feedback, and identify professional learning needs.

Frequent observations provide invaluable insight into the educator's performance. These offer critical opportunities for evaluators to observe, review evidence, and analyze the educator's practice. Observations should be both scheduled and unscheduled. The evaluator uses the **Observation/Evidence Review Tool** to document the reviewing of evidence for both types of observations. **NOTE**: Observations are **NOT** scored.

Figure 3: Differentiated Evaluation Cycle

Personnel	Evaluation Frequency	Scheduled Observation Cycles Required per Evaluation
• Probationary educators in Year One of their initial or additional probationary period OR • All educators whose previous year rating was ineffective or developing	1 time per year	• 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 OR • 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: Required Evaluation Components & Timeline per NRS 391.675-391.730

Evaluation Component	Probationary educators in Year One of their initial or additional probationary period OR All educators whose previous year rating was ineffective or developing	Probationary educators whose immediately preceding year rating was effective or highly effective	Probationary educators whose rating for two consecutive years were effective or highly effective OR Post-probationary educators whose previous year rating was effective or highly effective	Post-probationary educators with a rating of Highly Effective for the two immediately preceding years
Self-Assessment, Goal Setting & Plan Development	Prior to first observation/ evidence review	Prior to first observation/ evidence review	Prior to first observation/ evidence review and recommended within 50 days of the start of instruction	Prior to first observation/ evidence review and recommended within 50 days of the start of instruction
Observation Cycle(s) • Pre-observation conference • Observation(s) • Post-observation conference	• 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
Evidence Review & Conferencing	Following each observation cycle	Following each observation cycle	Following each observation cycle	Following each observation cycle
Mid-Cycle Goal(s) Review	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year
Summative Evaluation & Conference	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year.	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year	No Summative Evaluation. Use Summative Evaluation Exemption Verification Tool.

Observation Process: The observation cycle consists of a Pre-Observation Conference with the educator and the evaluator, an observation based on the Standards, and a Post-Observation Conference. The Pre- and Post-Observation Conferences include guiding questions and potential evidence review, as requested by the evaluator.

Pre-Observation Conferences: Each scheduled observation is preceded by a Pre-Observation Conference. This provides the educator an opportunity to discuss needs and evidence for the strategies used. It is also recommended that the **educator being evaluated leads these discussions** and provides the rationale for the basis of his/her instructional practices. Prior to engaging in this step of the process, it is essential that both the educator and evaluator participate in professional learning experiences that ensure they are adequately prepared for participating in this type of discussion.

Post-Observation Conferences: Following all observations, the Post-Observation Conference should be a joint discussion between the educator and evaluator. This is a time during which the **evaluator provides explicit feedback on performance,** and identifies and discusses professional learning needs.

Based on observations and evidence, if an educator's performance is likely to be rated ineffective or developing, the evaluator uses the **Educator Assistance Plan Tool** to develop and implement an assistance plan pursuant to NRS 391.695 and/or 391.715. Early support is best; therefore, this tool should be used to provide assistance to educators at any time during the evaluation cycle.

"Scheduled" (announced) observations are those observations for which prior notice is given and a Pre-Observation Conference has been held. The minimum number of scheduled observations is differentiated according to experience and performance as outlined in the Differentiated Evaluation Cycle (Refer to Figures 3 and 4 above). For educators, each scheduled classroom observation, as one component of the educator evaluation, needs to be conducted for a minimum of twenty minutes.

"Unscheduled" observations follow the same procedure as scheduled observations, with the exception of the requirements for a Pre-Observation Conference and the minimum twenty-minute duration for educators. Best practices suggest more frequent observations paired with brief reflective conferences support greater improvement of instruction. **Post-Observation Conferences for scheduled and unscheduled observations within an observation cycle can be combined into a single meeting, regardless of the length of time between the observations.** Unscheduled observations may be conducted throughout the year at the discretion of the evaluator, with no minimum or maximum. Observations may be conducted by other authorized personnel. The quantities of scheduled observations that must be conducted by the *supervising administrator* are outlined in Differentiated Evaluation Cycle graphic (Refer to Figures 3 and 4 above).



Step 4: Mid-Cycle Goals Review

The fourth step is a Mid-Cycle Goals Review. A conference should be held mid-year to discuss educator progress towards attaining goals and performance on all NEPF Standards and Indicators.

This step is used to prompt reflection, promote dialogue between the educator and evaluator, and plan changes to practice, and/or goals, as necessary. The Mid-Cycle Goal Review is the time when the educator and evaluator formally meet to discuss students' progress toward the SLG, PPG, and the educator's performance to date. The educator and evaluator review identified evidence. If appropriate, the educator and evaluator may choose to revise the SLG and/or PPG at this time. In addition, if there are patterns of evidence demonstrating performance that is potentially leading to a final rating of *ineffective* or *developing,* this is a critical time for the evaluator to discuss this evidence so there are no "surprises" during the summative evaluation. More importantly, if an educator is having difficulty, this allows the evaluator to provide the educator with the assistance required (NRS 391.695 & 391.715) to address areas of concern. Evaluators use the **Educator Assistance Plan Tool** to provide recommendations for improvements in the performance of the educator [NRS 391.695 1(e)] and to describe the actions that will be taken to assist the educator.

- ✓ **Progress Review:**
  At mid-cycle, the evaluator analyzes the data and evidence reviewed to date and shares an assessment of progress on the goals detailed in the **Goal Setting and Planning Tool**.

- ✓ **Mid-Cycle Conference:**
  Educator and evaluator develop a shared understanding of progress made toward each goal and the educator's performance on the Standards and Indicators. The evaluator will identify mid-course adjustments if needed.



Step 5: End-of-Cycle Summative Evaluation and Post-Evaluation Conference

The final step is the summative evaluation, which completes a full evaluation cycle. In this step, the evaluator reviews and analyzes the **Observation/Evidence Review Tool** data, gathers additional evidence and insights from the educator (if necessary), and identifies performance levels on the NEPF Indicators to determine Standard scores and the overall rating. Thoughtful summative evaluation identifies trends and patterns in performance and offers feedback for improvement. It also provides the educator with valuable information that strengthens self-reflection and analysis skills.

✓ **Scoring of Educational Practice Category:**

- The evaluator reviews the tools and relevant evidence reviewed throughout the cycle for the purpose of determining performance levels (PL) for each of the Indicators.
- The evaluator uses the data from the **Observation/Evidence Review Tool** documented throughout the cycle to identify the PLs for each Indicator and inputs them into the **Summative Evaluation Tool.** PL levels selected may range from 1-4 (whole numbers only).
- The Indicator PLs are then used to calculate the score for each Standard. This is done by averaging all PLs for each Standard.
- Overall scores for Instructional Practice (teacher)/Instructional Leadership (administrator)/Leadership (principal supervisor) and Professional Responsibilities are calculated by averaging the scores for each Standard.
- The final Educational Practice score is then determined by adding the weighted Instructional Practice (teacher)/Instructional Leadership (administrator)/Leadership (principal supervisor) and Professional Responsibilities scores on the **Summative Evaluation Tool.**

✓ **Scoring of Student Performance Domain:**

Student performance is an important part of the evaluation and is measured via the **Student Learning Goal Protocols**. The educator shares the data gathered throughout the SLG process. The evaluator reviews the data and uses the SLG Scoring Rubric to determine a SLG score of 1-4 based on the progress made toward previously set targets. For the 2020-2021 school year, this number is then weighted at 15% and becomes the Student Performance Domain score of the Summative Evaluation.

NOTE: Pursuant to NRS 391.695 and NRS 391.715, student performance measures are not to be included in the evaluation of educators in their initial year of probation or for

post-probationary or probationary educators at a turnaround school in its first two years of turnaround status. Turnaround school is defined as a school that has been determined to be turnaround pursuant to NRS 388G.400 only.

✓ **Evaluation Conference:**
During the final evaluation conference, the educator and evaluator review the evidence on which the final rating was determined and discuss the scores and feedback given within the **Summative Evaluation Tool.**

Once final scoring ranges are recommended by the TLC and approved by the State Board, the table below will be updated to show the scoring ranges used to determine the final rating for teachers and school level administrators for the 2020-2021 school year.

Figure 5: 2019-2020 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

*Protocols will be updated with the score ranges for the 2020-2021 school year upon approval by the State Board of Education based on a recommendation from the Teachers and Leaders Council.

Educators must:

- Demonstrate one of the three highest SLG rubric scores (score of 2, 3, or 4) to be eligible to receive an Effective summative rating
- Demonstrate one of the two highest SLG rubric scores (score of 3 or 4) to be eligible to receive a Highly Effective summative rating
- For those who receive a Highly Effective rating for two consecutive years, the final summative evaluation requirement is waived the following year. During the subsequent school year, educators who have met this criterion will continue to participate in the observation cycle for formative evaluation and professional growth purposes.

NOTE: NRS 391.725, 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."[1]

[1] NRS: CHAPTER 391 - PERSONNEL. (n.d.). Retrieved July, 2018, from https://www.leg.state.nv.us/NRS/NRS-391.html

Glossary

Administrators – Per NRS 391.650, 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 and 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 the all student status. 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.

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.

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.

Performance Criteria – The specific performance thresholds that need to be met for an established goal/standard

Professional Learning – The process by which educators' competencies and capacities are increased, including but not limited to, professional development sessions, job-embedded support, coaching, observing and/or mentoring, peer reviews, etc.

Reliability – The extent to which an assessment or tool is consistent in its measurement. There are several types of reliability:

- **Intra-rater** – the degree to which an assessment yields the same result when administered by the same evaluator on the same educator at different times
- **Inter-rater** – the degree to which an assessment yields the same result when administered by different evaluators on the same educator at the same time
- **Internal consistency** – the degree to which individual components of an assessment consistently measure the same attribute
- **Test / Retest** – the degree to which an assessment of the same educator yields the same result over time

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.

Teachers – Pursuant to NRS 391.650, 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 – GOAL SETTING PROTOCOLS

STUDENT LEARNING GOALS – Teachers

SLGs are an approach to measuring student learning and the impact a teacher has on student learning. The SLG process provides an opportunity for teachers to collaborate with other teachers and with their evaluators to set meaningful academic goals for their students. SLGs are long-term, measurable, academic goals set for students to accomplish by the end of a course. Developing an SLG includes identifying the most important learning content for the year alongside teachers of the same content area (if available), reviewing student academic and social data, setting a long term goal for students, measuring the long term goal along the way, and evaluating student attainment of the goal at the end of the school year. The SLG process empowers teachers to set a goal for their own students and facilitates deep collaboration between teachers and evaluators to ensure that students reach the goal.

- SLGs encourage a collaborative process. The process of developing SLGs involves collaboration among teams of teachers across grade levels or subject areas to identify the "most important" content.
- SLGs reinforce and can help formalize good teaching practice. The SLG process involves interpreting data, setting the goal, using data to assess progress and adjusting instruction based on data collected.
- SLGs acknowledge the value of teacher knowledge and teacher skill. Teachers have input on how student learning is measured.
- SLGs are adaptable. They are not dependent on the availability of standardized assessment scores. They can also be adjusted or revised based on changes in standards, curriculum, student population, and/or student need.

STUDENT LEARNING GOALS – School Administrators

The SLGs serve much the same purpose for school administrators as for teachers. Collaboration among school administrators within the school and across schools helps to ensure that the SLGs are aligned with the school and district vision. School administrators review student academic and social data, set a long-term goal for students, provide the instructional leadership to help teachers improve practice to positively impact student learning, measure progress toward the goal, and evaluate the attainment of the goal at the end of the school year. Administrators are responsible for creating the culture, climate, and organizational structure that allows teachers to perform at their most effective levels.



SLG Process

Student Learning Goals are not just about the goal that an educator sets for their students, they also emphasize the process educators use to set and monitor student progress towards the desired goal. The collaboration and analysis required for successful SLG implementation aligns with effective practices more broadly. Educators engage in a collaborative process with their teams and ultimately collaborate with their evaluator to establish long-term, measurable, academic goals for their students. There are three main steps to the SLG process as outlined below:

Step 1: Develop and approve the SLG using the **Goal Setting and Planning Tool**

- Review course objectives and standards and identify the most important learning for the year
- Identify the assessment(s) that will be used to measure student progress toward the SLG, and the points in time when the identified assessment(s) will be administered
- Review and collect baseline data
- Draft SLG and set performance targets based on baseline data
- Evaluation of the proposed SLG and approval by the evaluator

Step 2: Monitor the progress

- Delivery of instruction/instructional leadership
- Adapt instruction/instructional leadership plans based on data collected
- Monitor progress and discuss with team and/or evaluator
- Revise supports and interventions as needed
- Educator and evaluator make adjustments to SLG at **Mid-Cycle Goal Review** if necessary

Step 3: Evaluate

- Assess students' progress toward SLG using previously approved assessments
- Analyze results
- Educator and evaluator review the results
- Evaluator reviews SLG attainment and evaluates the level of achievement of the SLG before assigning the score based on the SLG Scoring Rubric
- Educator and evaluator reflect on process and results to improve student learning and educator practice

Step 1: Develop and approve the SLG

The SLG must align with Nevada Academic Content Standards (NVACS) or other approved standards. 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, rationale should be provided.

The SLG must be approved by the evaluator. The **Goal Setting and Planning Tool** is used to guide the process. The main questions the evaluator should ask are:

- Is the goal focused on the right standards/material?
- Do the performance targets represent an appropriate amount of student learning for the specified interval of instruction?
- Do the assessments identified meet the criteria outlined below?
- Will the SLG assessments provide the information needed to determine if the goal has been met?

Step 2: Monitor the progress

The educator evaluates students' progress throughout the course of instruction. This information is part of an ongoing conversation between the educator and evaluator via observation conferences. Progress toward the SLG and the educator performance observed should be closely linked and discussed throughout the evaluation cycle. The **Mid-Cycle Goal Review** is the time when the educator and evaluator formally meet to discuss students' progress toward the SLG, and the educator's performance to date. At this time, the educator and evaluator may choose to

revise the SLG if appropriate and/or the evaluator may use the **Educator Assistance Plan** to provide specific resources and directives to the educator if evidence from observations warrants the additional instructional/instructional leadership guidance.

Step 3: Evaluate the progress

Near the end of the evaluation cycle, students are assessed and results are then compared to expectations set in the SLG. Based on previously set targets, the SLG Scoring Rubric is used to determine the educator's score from 1-4 (Refer to Figure 6 below). This number becomes the raw Student Performance Domain score of the Final Summative Evaluation. The evaluator and educator discuss this information during the Final Summative Evaluation Conference for the purposes of reflection, and to inform the improvement of the process for the following school year.

Figure 6: Student Learning Goal Scoring Rubric

SLG Scores	Score Descriptors
High = 4	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 = 2	At least one source of growth or achievement from multiple points in time 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 (NRS 388G.400) must NOT include student performance data for the first and second years after the school has been designated as a turnaround school (NRS 391.695 and 391.715)

Student Learning Goals – Choosing Quality Assessments

Choosing high-quality assessments is an integral component of the SLG process. A quality assessment provides an indication of the degree to which a teacher has impacted his or her students' learning in the course. 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.

R138-17 requires that the **assessments must show ALL of the following:**

- Alignment with content standards/NVACS and curriculum
- Alignment with the intended level or rigor
- Psychometric quality of validity, and reliability to as high degree as feasible;

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 elect to modify an existing assessment or develop a new assessment so long as it is reviewed to ensure validity and reliability. Note that these assessment priority levels were approved for removal at the March 12, 2020 State Board of Education meeting based on NEPF work group recommendations brought forth by the Teachers and Leaders Council. The Nevada Department of Education is currently in the process up updating Nevada Administrative Code (NAC) to reflect the changes.

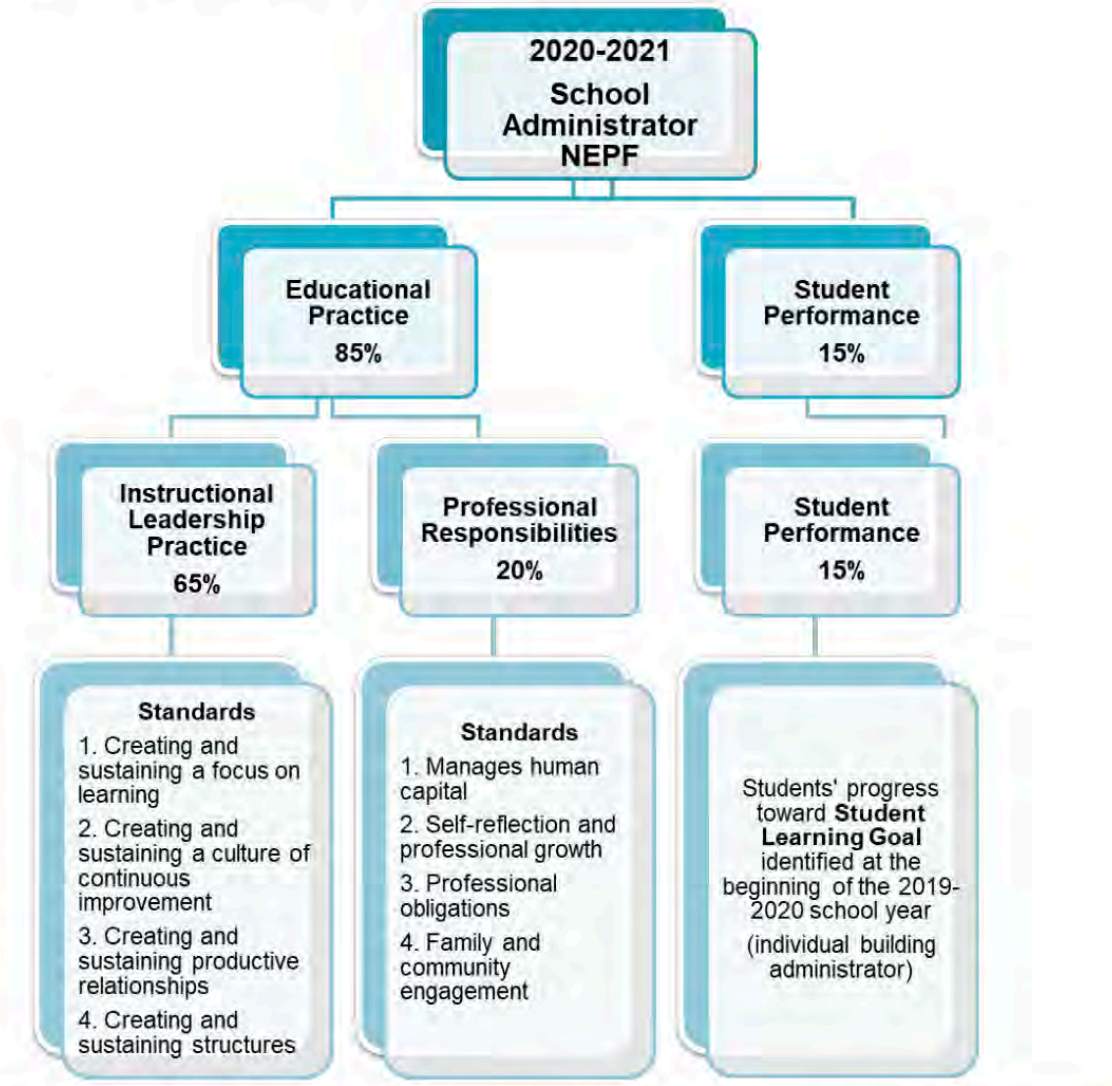
Additionally, steps should be taken between educators and evaluators to collaboratively monitor the use of each source of student growth and achievement and calibrate the scoring thereof. Further, a school or school district may continually monitor the assessments used to measure the Student Learning Goal to ensure that they incorporate the features above.

Appendix B – School Administrator Framework

Overview of the Framework

The NEPF for School Administrators consists of two categories and three domains. The Educational Practice Category consists of the Instructional Leadership and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as recommended by the TLC and approved by the State Board of Education. For the 2020-2021 school year, the Instructional Leadership Domain is weighted at 65% while the Professional Responsibilities Domain is weighted at 20% and Student Performance Domain is weighted at 15%.

Figure 7: 2020-2021 School Administrator Framework



Instructional Leadership and Professional Responsibilities Domains

The School Administrator Framework and Teacher Framework align in structure as well as in orientation to stakeholder values. The Instructional Leadership Practice Domain sets the parameters for measuring administrator behavior to be an instructional leader, while also specifically monitoring teacher performance. The Professional Responsibilities Domain addresses the standards for administrator responsibilities that support improvements in teachers' practice as well as providing the structural supports to ensure teacher success. This alignment with the Teacher Framework ensures that administrators are evaluated on their ability to provide the structural support and feedback to help teachers improve their practice.

The School Administrator Standards and Indicators were determined as a result of a rigorous review of existing administrator leadership standards, including but not limited to the Interstate School Leaders Licensure Consortium (ISSLC) and the National Board of Administrator Leadership Standards (NBPLS). Based on these standards, and in an explicit effort to align the administrator evaluation with the Standards and Indicators identified in the teacher framework, the Teachers and Leaders Council (TLC) identified the four high-leverage Instructional Leadership Standards identified below. As with the Teacher Framework, this approach operationalizes a narrowed focus to ensure that due concentration is paid to effectiveness and fidelity of implementation.

School Administrator Instructional Leadership Standards and Indicators

Standard 1: Creating and sustaining a focus on learning

- **Indicator 1:** The school-level administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.
- **Indicator 2:** The school-level administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.
- **Indicator 3:** The school-level administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.
- **Indicator 4:** The school-level administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.

Standard 2: Creating and sustaining a culture of continuous improvement

- **Indicator 1:** The school-level administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.
- **Indicator 2:** The school-level administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.
- **Indicator 3:** The school-level administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.
- **Indicator 4:** The school-level administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

Standard 3: Creating and sustaining productive relationships

- **Indicator 1:** The school-level administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults and students' well-being to create a positive affective experience for all members of the school's community.
- **Indicator 2:** The school-level administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.
- **Indicator 3:** The school-level administrator structures the school environment to enable collaboration between school-level administrators and teachers and among teachers to further school goals.
- **Indicator 4:** The school-level administrator has structures and processes in place to communicate and partner with teachers, and parents in support of the school's learning goals.

Standard 4: Creating and sustaining structures

- **Indicator 1:** The school-level administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.
- **Indicator 2:** The school-level administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.
- **Indicator 3:** The school-level administrator allocates resources effectively, including organizing time, to support learning goals.

School Administrator Professional Responsibilities Standards and Indicators

Standard 1: Manages Human Capital

- **Indicator 1:** The school-level administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner and utilizes the results of evaluations to provide supports to improve performance.
- **Indicator 2:** The school-level administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.
- **Indicator 3:** The school-level administrator supports the development of teacher leaders and provides leadership opportunities.
- **Indicator 4:** The school-level administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.

Standard 2: Self-Reflection and Professional Growth

- **Indicator 1:** The school-level administrator seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice.
- **Indicator 2:** The school-level administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.
- **Indicator 3:** The school-level administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.

Standard 3: Professional Obligations

- **Indicator 1:** The school-level administrator models and advocates for fair equitable and appropriate treatment of all personnel, students, and families.
- **Indicator 2:** The school-level administrator models integrity in all interactions with colleagues, staff, students, family, and the community.
- **Indicator 3:** The school-level administrator respects the rights of others with regard to confidentiality & dignity & engages in honest interactions.
- **Indicator 4:** The school-level administrator follows policies, regulations, and procedures specific to role and responsibilities.

Standard 4: Family and Community Engagement

- **Indicator 1:** The school-level administrator Involves families and the community in appropriate policy implementation, program planning, and assessment.
- **Indicator 2:** The school-level administrator involves families and community members in the realization of vision and in related school improvement efforts.
- **Indicator 3:** The school-level administrator connects students and families to community health, human and social services as appropriate.

Student Performance Domain

The school administrator evaluation system contains a Student Performance Domain, which includes data reflecting student growth over time and proficiency. Linking student growth and educator performance is a critical factor within evaluation models as it has the potential to transform the profession. However, many variables affect the relationship between student growth and educator performance. There are many technical issues surrounding the calculation of student growth and available measures that are both constructive and contain the technical qualities needed to make high-stakes decisions. As new educator evaluation models are implemented, advances in research and best practices are anticipated. The Nevada approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts.

Recommendations concerning measures of student growth for use in individual educator evaluations will be made after a close examination of the limitations of currently available assessments, data availability and integrity, and technical limitations.

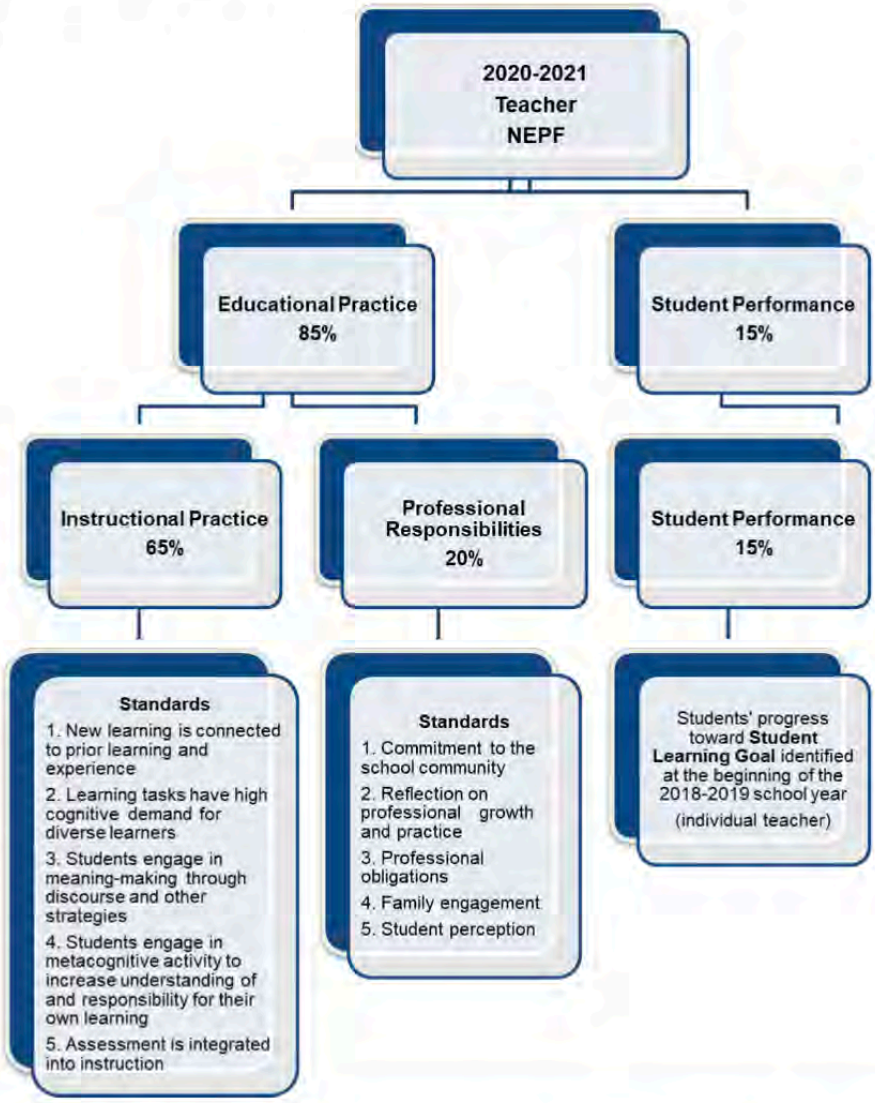
The passage of AB320 during the 2017 Legislative Session removed the statewide assessment data from an educator's evaluation. However, the local district determined measures remain in the form of the Student Learning Goal. The 2020-2021 Student Performance Domain includes a Student Learning Goal (SLG) score determined by SLG Scoring Rubric after the progress toward the SLG is measured by District-determined assessments. This score is weighted at 15%. Details on this process are included in Appendix A.

Appendix C – TEACHER FRAMEWORK

Overview of the Framework

The NEPF for Teachers consists of two categories and three domains. The Educational Practice Category consists of the Instructional Practice and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as recommended by the TLC and approved by the State Board of Education. For the 2020-2021 school year, the Instructional Practice Domain is weighted at 65% while the Professional Responsibilities Domain is weighted at 20% and Student Performance Domain is weighted at 15%.

Figure 8: 2020-2021 Teacher Framework



Instructional Practice and Professional Responsibilities Domains

The Teacher Framework assesses teacher performance across the two overarching categories of Educational Practice and Student Performance. The two domains that comprise Educational Practice are Instructional Practice and Professional Responsibilities. The Instructional Practice Domain identifies and defines the standards for measuring teacher behavior as he/she delivers instruction in the classroom, while also specifically monitoring student behavior. The Professional Responsibilities Domain addresses the standards for what a teacher does outside of instruction to influence and prepare for student learning at each student's highest ability level in the classroom and to promote the effectiveness of the school community.

The teacher domains were determined as a result of a rigorous national review of existing standards, including but not limited to the Interstate Teacher Assessment and Support Consortium (InTASC), the National Board for Professional Teaching Standards (NBPTS), and examples from other states. The focus on Instructional Practice was based on guidance from national experts and the reinforcement of research. Narrowing the scope to the assessment of Instructional Practice and Professional Responsibilities Standards broadens the depth and breadth of the system. The Standards are based on a vast body of empirical evidence, as detailed in the Literature Review, demonstrating an immediate and important connection to fostering student success by building students' 21st century skills so they graduate college and career ready.

The performance Indicators for each Standard and the corresponding rubrics were developed by Dr. Margaret Heritage and her team at the University of California, Los Angeles National Center for Research on Evaluation, Standards, and Student Testing (CRESST). The rubrics and associated performance levels to assess the Indicators were designed to look at teacher and student behavior, with a focus on outcomes vs. processes.

Teacher Instructional Practice Standards and Indicators

Standard 1: New Learning is Connected to Prior Learning and Experience

- **Indicator 1:** The teacher activates **all** students' initial understandings of new concepts and skills.
- **Indicator 2:** The teacher makes connections explicit between previous learning and new concepts and skills for **all** students.
- **Indicator 3:** The teacher makes clear the purpose and relevance of new learning for **all** students.
- **Indicator 4:** The teacher provides **all** students opportunities to build on or challenge initial understandings.

Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners

- **Indicator 1:** The teacher assigns tasks that purposefully employ **all** students' cognitive abilities and skills.
- **Indicator 2:** The teacher assigns tasks that place appropriate demands on each student.
- **Indicator 3:** The teacher assigns tasks that progressively develop **all** students' cognitive abilities and skills.
- **Indicator 4:** The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies

- **Indicator 1:** The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.
- **Indicator 2:** The teacher provides opportunities for **all** students to create and interpret multiple representations.
- **Indicator 3:** The teacher assists **all** students to use existing knowledge and prior experience to make connections and recognize relationships.
- **Indicator 4:** The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for **all** students.

Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

- **Indicator 1:** The teacher and **all** students understand what students are learning, why they are learning it, and how they will know if they have learned it.
- **Indicator 2:** The teacher structures opportunities for self-monitored learning for **all** students.
- **Indicator 3:** The teacher supports **all** students to take actions based on the students' own self-monitoring processes.

Standard 5: Assessment is Integrated into Instruction

- **Indicator 1:** The teacher plans on-going learning opportunities based on evidence of **all** students' current learning status.
- **Indicator 2:** The teacher aligns assessment opportunities with learning goals and performance criteria.
- **Indicator 3:** The teacher structures opportunities to generate evidence of learning during the lesson of **all** students.
- **Indicator 4:** The teacher adapts actions based on evidence generated in the lesson for **all** students.

Teacher Professional Responsibilities Standards and Indicators

Standard 1: Commitment to the School Community

- **Indicator 1:** The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.
- **Indicator 2**: The teacher takes an active role in building a professional culture that supports school and district initiatives.
- **Indicator 3:** The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.

Standard 2: Reflection on Professional Growth and Practice

- **Indicator 1:** The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.
- **Indicator 2:** The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.
- **Indicator 3:** The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.

Standard 3: Professional Obligations

- **Indicator 1:** The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.
- **Indicator 2:** The teacher models integrity in all interactions with colleagues, students, families, and the community.
- **Indicator 3:** The teacher follows policies, regulations, and procedures specific to role and responsibilities.

Standard 4: Family Engagement

- **Indicator 1:** The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs and include parent/guardian requests and insights, about the goals of instruction and student progress.
- **Indicator 2:** The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.
- **Indicator 3:** The teacher informs and connects families and students to opportunities and services according to student needs.

Standard 5: Student Perception

- **Indicator 1:** The students report that the teacher helps them learn.
- **Indicator 2:** The students report that the teacher creates a safe and supportive learning environment.
- **Indicator 3:** The students report that the teacher cares about them as individuals and their goals or interests.

Student Performance Domain

The teacher evaluation system contains a Student Performance Domain, which includes data reflecting student growth over time and proficiency. Linking student growth and educator performance is a critical factor within evaluation models as it has the potential to transform the profession. However, many variables affect the relationship between student growth and educator performance. There are many technical issues surrounding the calculation of student growth and available measures that are both constructive and contain the technical qualities needed to make high-stakes decisions. As new educator evaluation models are implemented, advances in research and best practices are anticipated. The Nevada approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts.

Recommendations concerning measures of student growth for use in individual educator evaluations will be made after a close examination of the limitations of currently available assessments, data availability and integrity, and technical limitations.

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Appendix D – KEY WORDS IN THE DESCRIPTORS OF PERFORMANCE*

LEVEL 4

All Students: To receive a Performance Level 4, a teacher needs to demonstrate that all the students are being well served by instruction. This is indeed a high bar which teachers may strive for, yet not fully reach. If the evaluator, through direct observation, is able to judge that all but one or two students are being addressed with respect to the indicator, then the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach the all student status.

Fully: The descriptor fully, which is only included for Level 4 performances, conveys that the teacher is enacting the standard to the greatest degree or extent. For example, the teacher must adapt his or her instruction to the greatest extent possible in response to evidence of learning during the lesson (Standard 5: Indicator 4); or all students can fully explain the intended learning (Standard 4: Indicator 1).

Clearly: This descriptor is used for Level 4 teachers, and indicates that the teacher has performed to the maximum level possible and has been successful in communicating to students. For example, the teacher explicitly – and in a way that is understandable to students – communicates how the new learning is connected to longer-term goals, for example to the standards, or to the overall goals of the unit, or to how this learning is connected to competencies for college and career (Standard 1: Indicator 3).

Effective/Effectively: The descriptors effective and effectively are included for Level 4 performances only. They signal that the teacher has achieved the instructional goal to the maximum extent possible. For example, in the performance level descriptor "the teacher uses effective strategies to help students see connections and relationships between previous and present learning" (Standard 3: Indicator 3), there should be evidence that the strategies the teacher has used have been completely successful in helping all students to see connections and relationships.

Appropriate: This descriptor is used only in Standard 2: Indicator 2 and is used for the Performance Level 4. If tasks are at an appropriate level of challenge, this means that they have been carefully designed by the teacher to match the students' individual levels of learning – they are neither too easy, nor too hard and they will serve to advance student learning.

LEVEL 3

Most Students: To receive a Performance Level 3, a teacher needs to demonstrate that most students are being well served by instruction. There should be evidence of the teacher's intention to address all students' initial understandings, even though this did not happen in practice. (When a teacher demonstrates that most students are not well served by instruction, the performance is a Level 2)

Adequately/Adequate: The descriptor adequately, which is only included for Level 3 performances conveys that the teacher's practice is satisfactory but does not reach the level of the greatest extent possible. Similarly, the term adequate is used to indicate that the teacher has performed satisfactorily. For example, the teacher providing adequate guidance indicates the guidance was satisfactory in accomplishing the teacher's intended purpose (Standard 3: Indicator 1).

Generally: The descriptor generally is used for Level 3 performances and indicates that the teacher has for the most part achieved the instructional goal. For example, "generally engages

student thinking" and "generally supports their understanding" indicates that the teacher has been mostly successful in engaging student thinking and supporting their understanding, but has not reached the standard indicated by 'effective' – i.e., to the greatest extent possible (Standard 3: Indicator 2). The descriptor generally is also used for Level 2 performances, for example, "student reflection is generally unrelated to learning goals…" (Standard 4: Indicator 2). In this instance, the evidence conveys that while the teacher might have attempted to support student reflection, it is not successfully accomplished.

Sufficiently: The descriptor sufficiently is included for Level 3 performances and in this category it conveys that the teacher has provided enough information, or used enough strategies to reach the intended goal of instruction. For example, the strategies the teacher uses to connect new learning goals to longer-term goals accomplish the intended purpose (Standard 1:Indicator3)

LEVEL 2

Some or Few: A teacher receives a Performance Level of 2 if the majority of students are not being well served by instruction or example (Standard 2: Indicator 2).

Insufficiently: This descriptor is used for Level 2 performances to signal that the teacher has not successfully accomplished the instructional/assessment goal. For example, "performance criteria are insufficiently specified" indicates that the teacher has been unsuccessful in providing the criteria for the intended purpose (Standard 5: Indicator 1).

Inadequately: The descriptor inadequately, which is used for Level 2 performances, conveys that the teacher has not adequately accomplished the instructional/assessment goal. For example, the way the teacher attempts to activate most students' initial understandings is limited and does not result in initial understandings being activated (Standard 1: Indicator 1).

Minimally: This descriptor is reserved for the Performance Level 2 and indicates that the instructional goal has not been met. For example, a teacher might have attempted to guide students to a deeper understanding of a concept but the attempt was not successful (Standard 3: Indicator 1).

Limited: This descriptor is used only for Level 2 performances, limited refers to a practice that the teacher has tried to enact a specific practice, but the practice is not well developed nor is it successful in meeting intended goals. For example, the teacher "uses limited strategies" indicates that the strategies are not well developed enough to achieve the goal (Standard 3: Indicator 3) and there are "only limited opportunities" for student reflection in the lesson indicates that the opportunities are not successful in meeting the goals (Standard 4: Indicator 2).

Somewhat: This descriptor is included for Level 2 performances. It indicates that while the teacher may have attempted to enact a specific practice, it was not successful in achieving the goal. For example, the strategies the teacher uses are not successful in furthering the students' understanding (Standard 3: Indicator 3).

LEVEL 1

No, or almost no: A teacher receives a Performance Level 1 when there is no, or almost no, evidence that any student is being served well by the instructional practice. For example, the evaluator finds there is no evidence that the teacher attempts to activate students' initial understandings (Standard 1: Indicator 1) or there is no evidence that the teacher plans any ongoing learning opportunities based on evidence (Standard 5: Indicator 3).

*From approved Regional Professional Development Program training materials found here: http://rpdp.net/admin/images/uploads/resource_12292.pdf

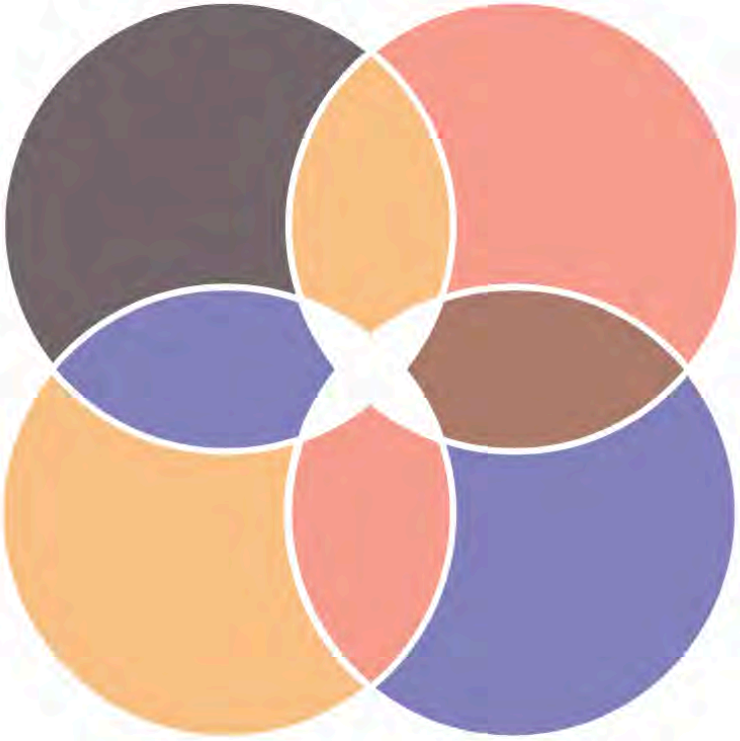
Social Media Post for Principal



THE FRAMEWORK FOR TEACHING

EVALUATION INSTRUMENT

2013 EDITION



CHARLOTTE DANIELSON

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THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT

2013 EDITION

CHARLOTTE DANIELSON

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The Framework for Teaching identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. While the Framework is not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

The 1996 Edition

First published by ASCD in 1996, *Enhancing Professional Practice: A Framework for Teaching* was an outgrowth of the research compiled by Educational Testing Service (ETS) for the development of *Praxis III: Classroom Performance Assessments*, an observation-based evaluation of first-year teachers used for the purpose of licensing. The Framework extended this work by examining current research to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

The Framework quickly found wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching, including levels of performance—unsatisfactory, basic, proficient, and distinguished—for each of its 22 components.

The 2007 Edition

The 2007 edition of the Framework, also published by ASCD as *Enhancing Professional Practice: A Framework for Teaching*, incorporated several important enhancements. Most importantly, it reflected educational research that had been conducted since 1996; this was fully described in its Appendix, "The Research Foundation." Moreover, the 2007 edition included frameworks for nonclassroom specialist positions, such as school librarians, nurses, and counselors. These individuals, while typically part of the teacher bargaining unit in a school district, have very different responsibilities from those of classroom teachers. Therefore, they need their own frameworks, tailored to the details of their work. These frameworks were written to reflect the recommendations of their professional organizations, such as the American Association of School Librarians, but organized according to the same structure as that of the Framework for Teaching: Planning and Preparation, The Environment, Delivery of Service (the equivalent of Instruction), and Professional Responsibilities.

The 2007 edition of the Framework for Teaching retained the architecture of the 1996 edition; in both cases, the complex work of teaching is divided into 4 domains and 22 components. Furthermore, each component is composed of several smaller elements, which serve to further define the component. A few of the components were renamed:

- 1c: "Selecting Instructional Goals" was changed to "Setting Instructional Outcomes."
- 1f: "Assessing Student Learning" was revised to "Designing Student Assessments."
- 3a: "Communicating Clearly and Accurately" was revised to "Communicating with Students."
- 3d: "Providing Feedback to Students" was altered to "Using Assessment in Instruction."
- 4d: "Contributing to the School and District" was changed to "Participating in a Professional Community."

Most of these revisions were simple clarifications to the language. In the case of 4d, for example, the original name implied to some people that "Contributing to the School and District" was an additional responsibility, not integral to the work of teaching; whereas the new name, "Participating in a Professional Community," suggests that it is an essential professional obligation.

However, the revisions to 1f and 3d were significant: the 2007 edition clearly assigned the design of student assessments (1f) to Domain 1: Planning and Preparation, and 3d: Using Assessment in Instruction to Domain 3: Instruction. These distinctions were not as apparent in the 1996 edition.

The 2011 Edition

In 2009, the Bill and Melinda Gates Foundation embarked on the large research project Measures of Effective Teaching (MET), which entailed the video capture of over 23,000 lessons, analyzed according to five observation protocols, with the results of those analyses (together with other measures) correlated to value-added measures of student learning. The aim of the study was to determine which aspects of a teacher's practice were most highly correlated with high levels of student progress.

The Framework for Teaching was one of the models selected for this large-scale study, which involved the (online) training and certification of hundreds of observers for the purpose of rating the quality of teaching in the lessons. In order to fulfill this obligation, it became necessary to supply additional tools to aid in the training of observers, so that they could make accurate and consistent judgments about teaching practice as demonstrated in the large numbers of videotaped lessons. The following additional tools included:

- *Rubric language tighter even than that of the 2007 edition of the Framework for Teaching.* Furthermore, the levels of performance in the 2011 revision are written at the component, rather than the element, level. While providing less detail, the component-level rubrics capture all the essential information from those at the element level and are far easier to use in evaluation than are those at the element level.
- *"Critical attributes" for each level of performance for each component.* These critical attributes provide essential guidance for observers in distinguishing between practice at adjacent levels of performance. They are of enormous value in training and in the actual work of observation and evaluation.
- *Possible examples for each level of performance for each component.* These examples serve to illustrate the meanings of the rubric language. However, they should be regarded for what they are: possible examples. They are not intended to describe **all** the possible ways in which a certain level of performance might be demonstrated in the classroom; those are, of necessity, particular to each grade and subject. The possible examples simply serve to illustrate what practice might look like in a range of settings.

These enhancements to the Framework for Teaching, while created in response to the demands of the MET study, turned out to be valuable additions to the instrument in all its applications.

Practitioners found that the enhancements not only made it easier to determine the level of performance reflected in a classroom for each component of the Framework, but also contributed to judgments that are more accurate and more worthy of confidence. As the stakes in teacher evaluation become higher, this increased accuracy is absolutely essential.

As with the 2007 edition, there were absolutely no changes to the architecture of the 2011 edition. Therefore, those educators who invested resources in learning the language of the 2007 edition simply gained additional tools to help them in the challenging work of applying the Framework to actual classroom teaching.

The 2013 Edition

The principal reason for releasing the 2013 edition of the Framework for Teaching Evaluation Instrument was to respond to the instructional implications of the Common Core State Standards (CCSS). Since the CCSS have been adopted in the vast majority of states, it seemed to make sense to explore what these would mean in the classroom.

The CCSS, when fully implemented, will have a profound effect on education in America. They envision, for literacy and mathematics initially, deep engagement by students with important concepts, skills, and perspectives. They emphasize active, rather than passive, learning by students. In all areas, they place a premium on deep conceptual understanding, thinking and reasoning, and the skill of argumentation (students taking a position and supporting it with logic and evidence).

In particular, the CCSS advocate specific recommendations in different curricular areas:

- In ELA and literacy in all fields, a close reading of text and a greater emphasis on nonfiction works in addition to fiction
- In mathematics, a focus on the principal topics in each grade level, with growing fluency and skill in the application of mathematical concepts

To the extent that the CCSS deal with what students should learn in school so they will be prepared for college and careers, the biggest implications are in the areas of curriculum and assessment. Educators and policymakers must revise their curricula and their classroom and district assessments, and must locate instructional materials to support the new learning.

But teachers will also have to acquire new instructional skills in order to bring the CCSS to life for their students. Teaching for deep conceptual understanding, for argumentation, and for logical reasoning have not, after all, been high priorities in most school districts or preparation programs. In most classrooms, students don't take an active role in their own learning, nor do they (respectfully) challenge the thinking of their classmates. All of this will represent a major departure, and therefore a major challenge, for many teachers.

But educators who are familiar with the Framework for Teaching will recognize much in the philosophy of the CCSS that is similar to the underlying concepts of the Framework. After all, the centerpiece of the Framework is student engagement, which is defined not as "busy" or "on task," but as "intellectually active." Learning activities for students may be "hands-on," but they should always be "minds-on." Furthermore, the hallmark of distinguished-level practice in the Framework is that teachers have been able to create a community of learners, in which students assume a large part of the responsibility for the success of a lesson; they make suggestions, initiate improvements, monitor their own learning against clear standards, and serve as resources to one another.

However, despite a deep shared philosophy of teaching and learning between the CCSS and the Framework, there are some specific additions that can be made to the rubric language to bring it into complete alignment; those have been added, particularly in the following domains:

- Domain 1—1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, and 1f: Designing Student Assessments
- Domain 3—3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction

But because the Framework is a generic instrument, applying to all disciplines, and the CCSS are discipline specific, many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

Attentive readers who are deeply familiar with the Framework may notice some slight modifications to the language of the rubrics themselves; this has been done, as in previous revisions, in the interest of clarity. Teaching is highly complex work, and describing it is also challenging; as we receive feedback on confusing words and phrases, we try to improve the wording to minimize ambiguity. But educators who have become familiar with the 2011 version of the Framework, who "speak that language" and may have completed the online training and assessment program produced by Teachscape, should know that none of the revisions would alter the assessments of teaching represented in the videotaped lessons.

DOMAIN 1



PLANNING AND PREPARATION

1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.

The elements of component 1a are:

Knowledge of content and the structure of the discipline

Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.

Knowledge of prerequisite relationships

Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy

Different disciplines have "signature pedagogies" that have evolved over time and been found to be most effective in teaching.

Indicators include:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students' questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

DOMAIN 1

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
CRITICAL ATTRIBUTES	• The teacher makes content errors. • The teacher does not consider prerequisite relationships when planning. • The teacher's plans use inappropriate strategies for the discipline.	• The teacher's understanding of the discipline is rudimentary. • The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.	• The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher provides clear explanations of the content. • The teacher answers students' questions accurately and provides feedback that furthers their learning. • Instructional strategies in unit and lesson plans are entirely suitable to the content.	• The teacher cites intra- and interdisciplinary content relationships. • The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. • The teacher's plans reflect recent developments in content-related pedagogy.
POSSIBLE EXAMPLES	• *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."* • *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."* • *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.* • *And others...*	• *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.* • *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.* • *The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.* • *And others...*	• *The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.* • *The teacher has realized her students are not sure how to use a protractor, and so she plans to have them practice that skill before introducing the activity on angle measurement.* • *The teacher plans to expand a unit on civics by having students simulate a court trial.* • *And others...*	• *In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.* • *Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.* • *And others...*

1b DEMONSTRATING KNOWLEDGE OF STUDENTS

Teachers don't teach content in the abstract; they teach it to *students*. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

The elements of component 1b are:

Knowledge of child and adolescent development

Children learn differently at different stages of their lives.

Knowledge of the learning process

Learning requires active intellectual engagement.

Knowledge of students' skills, knowledge, and language proficiency

What students are able to learn at any given time is influenced by their level of knowledge and skill.

Knowledge of students' interests and cultural heritage

Children's backgrounds influence their learning.

Knowledge of students' special needs

Children do not all develop in a typical fashion.

Indicators include:

- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

1b DEMONSTRATING KNOWLEDGE OF STUDENTS

DOMAIN 1

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.
CRITICAL ATTRIBUTES	• The teacher does not understand child development characteristics and has unrealistic expectations for students. • The teacher does not try to ascertain varied ability levels among students in the class. • The teacher is not aware of students' interests or cultural heritages. • The teacher takes no responsibility to learn about students' medical or learning disabilities.	• The teacher cites developmental theory but does not seek to integrate it into lesson planning. • The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." • The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	• The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high," "medium," and "low" groups of students within the class. • The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class.	• The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. • The teacher seeks out information from all students about their cultural heritages. • The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
POSSIBLE EXAMPLES	• *The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.* • *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.* • *The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.* • *And others...*	• *The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.* • *In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.* • *Lesson plans make only peripheral reference to students' interests.* • *The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.* • *And others...*	• *The teacher creates an assessment of students' levels of cognitive development.* • *The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.* • *The teacher administers a student interest survey at the beginning of the school year.* • *The teacher plans activities using his knowledge of students' interests.* • *The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.* • *The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December.* • *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.* • *And others...*	• *The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.* • *The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning.* • *The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.* • *The teacher attends the local Mexican heritage day, meeting several of his students' extended family members.* • *The teacher regularly creates adapted assessment materials for several students with learning disabilities.* • *And others...*

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1c SETTING INSTRUCTIONAL OUTCOMES

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.

The elements of component 1c are:

Value, sequence, and alignment

Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.

Clarity

Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.

Balance

Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.

Suitability for diverse students

Outcomes must be appropriate for all students in the class.

Indicators include:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability

1c SETTING INSTRUCTIONAL OUTCOMES

DOMAIN 1

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
CRITICAL ATTRIBUTES	• Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class.	• Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class.	• Outcomes represent high expectations and rigor. • Outcomes are related to "big ideas" of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class.	• The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing. • The teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks.
POSSIBLE EXAMPLES	• *A learning outcome for a fourth-grade class is to make a poster illustrating a poem.* • *All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge.* • *The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.* • *Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.* • *None of the science outcomes deals with the students' reading, understanding, or interpretation of the text.* • *And others...*	• *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.* • *The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.* • *Most of the English Language Arts outcomes are based on narrative.* • *And others...*	• *One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry."* • *The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.* • *The learning outcomes include students defending their interpretation of the story with citations from the text.* • *And others...*	• *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher's higher expectations of them.* • *Students will develop a concept map that links previous learning goals to those they are currently working on.* • *Some students identify additional learning.* • *The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.* • *One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.* • *And others...*

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1d DEMONSTRATING KNOWLEDGE OF RESOURCES

Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

The elements of component 1d are:

Resources for classroom use

Materials must align with learning outcomes.

Resources to extend content knowledge and pedagogy

Materials that can further teachers' professional knowledge must be available.

Resources for students

Materials must be appropriately challenging.

Indicators include:

- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources
- Community resources
- Ongoing participation by the teacher in professional education courses or professional groups
- Guest speakers

1d DEMONSTRATING KNOWLEDGE OF RESOURCES

DOMAIN 1

	UNSATISFACTORY · LEVEL 1	BASIC · LEVEL 2	PROFICIENT · LEVEL 3	DISTINGUISHED · LEVEL 4
	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
CRITICAL ATTRIBUTES	• The teacher uses only district-provided materials, even when more variety would assist some students. • The teacher does not seek out resources available to expand her own skill. • Although the teacher is aware of some student needs, he does not inquire about possible resources.	• The teacher uses materials in the school library but does not search beyond the school for resources. • The teacher participates in content-area workshops offered by the school but does not pursue other professional development. • The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	• Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • The teacher facilitates the use of Internet resources. • Resources are multidisciplinary. • The teacher expands her knowledge through professional learning groups and organizations. • The teacher pursues options offered by universities. • The teacher provides lists of resources outside the classroom for students to draw on.	• Texts are matched to student skill level. • The teacher has ongoing relationships with colleges and universities that support student learning. • The teacher maintains a log of resources for student reference. • The teacher pursues apprenticeships to increase discipline knowledge. • The teacher facilitates student contact with resources outside the classroom.
POSSIBLE EXAMPLES	• *For their unit on China, the students find all of their information in the district-supplied textbook.* • *The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself.* • *A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."* • *In the literacy classroom, the teacher has provided only narrative works.* • *And others...*	• *For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library.* • *The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year.* • *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.* • *In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers.* • *And others...*	• *The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts.* • *The teacher takes an online course on literature to expand her knowledge of great American writers.* • *The ELA lesson includes a wide range of narrative and informational reading materials.* • *The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school.* • *And others...*	• *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies.* • *The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.* • *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.* • *And others...*

1e DESIGNING COHERENT INSTRUCTION

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.

The elements of component 1e are:

Learning activities

Instruction is designed to engage students and advance them through the content.

Instructional materials and resources

Aids to instruction are appropriate to the learning needs of the students.

Instructional groups

Teachers intentionally organize instructional groups to support student learning.

Lesson and unit structure

Teachers produce clear and sequenced lesson and unit structures to advance student learning.

Indicators include:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

1e DESIGNING COHERENT INSTRUCTION

DOMAIN 1

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
CRITICAL ATTRIBUTES	• Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations.	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations.	• Activities permit student choice. • Learning experiences connect to other disciplines. • The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.
POSSIBLE EXAMPLES	• *After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.* • *The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.* • *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.* • *The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text.* • *And others...*	• *After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.* • *The teacher finds an atlas to use as a supplemental resource during the geography unit.* • *The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.* • *The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.* • *The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.* • *And others...*	• *The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.* • *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.* • *The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.* • *The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.* • *The fourth-grade math unit plan focuses on the key concepts for that level.* • *And others...*	• *The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.* • *While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.* • *After the cooperative group lesson, the students will reflect on their participation and make suggestions.* • *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.* • *The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.* • *And others...*

1f DESIGNING STUDENT ASSESSMENTS

Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.

The elements of component 1f are:

Congruence with instructional outcomes

Assessments must match learning expectations.

Criteria and standards

Expectations must be clearly defined.

Design of formative assessments

Assessments for learning must be planned as part of the instructional process.

Use for planning

Results of assessment guide future planning.

Indicators include:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

1f DESIGNING STUDENT ASSESSMENTS

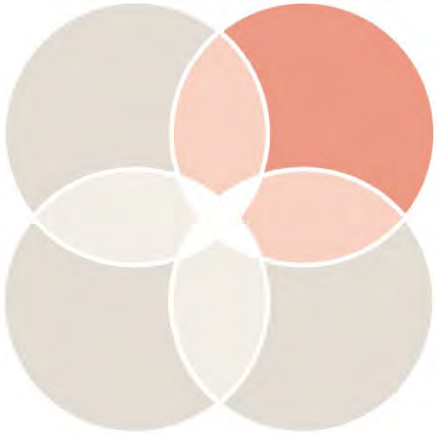
DOMAIN 1

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
CRITICAL ATTRIBUTES	• Assessments do not match instructional outcomes. • Assessments lack criteria. • No formative assessments have been designed. • Assessment results do not affect future plans.	• Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students.	• All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments when they are necessary for some students. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data.	• Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic, with real-world application as appropriate. • Students develop rubrics according to teacher-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.
POSSIBLE EXAMPLES	• *The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.* • *The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"* • *The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."* • *And others...*	• *The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers.* • *The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.* • *A student asks, "If half the class passed the test, why are we all reviewing the material again?"* • *And others...*	• *The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.* • *The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.* • *The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.* • *Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept.* • *And others...*	• *To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.* • *The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.* • *After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.* • *The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time.* • *And others...*

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DOMAIN 2



THE CLASSROOM ENVIRONMENT

2a CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

"Respect" shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).

The elements of component 2a are:

Teacher interactions with students, including both words and actions

A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.

Student interactions with other students, including both words and actions

As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.

Indicators include:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

2a CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

DOMAIN 2

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
CRITICAL ATTRIBUTES	• The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. • Students' body language indicates feelings of hurt, discomfort, or insecurity. • The teacher displays no familiarity with, or caring about, individual students. • The teacher disregards disrespectful interactions among students.	• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher attempts to respond to disrespectful behavior among students, with uneven results. • The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	• Talk between the teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher.	• The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. • There is no disrespectful behavior among students. • When necessary, students respectfully correct one another. • Students participate without fear of put-downs or ridicule from either the teacher or other students. • The teacher respects and encourages students' efforts.
POSSIBLE EXAMPLES	• *A student slumps in his chair following a comment by the teacher.* • *Students roll their eyes at a classmate's idea; the teacher does not respond.* • *Many students talk when the teacher and other students are talking; the teacher does not correct them.* • *Some students refuse to work with other students.* • *The teacher does not call students by their names.* • *And others...*	• *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* • *A few students do not engage with others in the classroom, even when put together in small groups.* • *Students applaud haltheartedly following a classmate's presentation to the class.* • *The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.* • *And others...*	• *The teacher greets students by name as they enter the class or during the lesson.* • *The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.* • *Students attend fully to what the teacher is saying.* • *Students wait for classmates to finish speaking before beginning to talk.* • *Students applaud politely following a classmate's presentation to the class.* • *Students help each other and accept help from each other.* • *The teacher and students use courtesies such as "please," "thank you," and "excuse me."* • *The teacher says, "Don't talk that way to your classmates," and the insults stop.* • *And others...*	• *The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).* • *Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.* • *Students clap enthusiastically for one another's presentations for a job well done.* • *The teacher says, "That's an interesting idea, Josh, but you're forgetting..."* • *A student questions a classmate, "Didn't you mean _____ ?" and the classmate reflects and responds, "Oh, maybe you are right!"* • *And others...*

2b ESTABLISHING A CULTURE FOR LEARNING

A "culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students' natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

The elements of component 2b are:

Importance of the content and of learning

In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.

Expectations for learning and achievement

In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers' expectations for high student achievement is their insistence on the use of precise language by students.

Student pride in work

When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators include:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

2b ESTABLISHING A CULTURE FOR LEARNING

DOMAIN 2

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
CRITICAL ATTRIBUTES	• The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. • The teacher conveys to at least some students that the work is too challenging for them. • Students exhibit little or no pride in their work. • Students use language incorrectly; the teacher does not correct them.	• The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. • The teacher conveys high expectations for only some students. • Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." • The teacher's primary concern appears to be to complete the task at hand. • The teacher urges, but does not insist, that students use precise language.	• The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. • The teacher demonstrates a high regard for students' abilities. • The teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. • The teacher insists on precise use of language by students.	• The teacher communicates passion for the subject. • The teacher conveys the satisfaction that accompanies a deep understanding of complex content. • Students indicate through their questions and comments a desire to understand the content. • Students assist their classmates in understanding the content. • Students take initiative in improving the quality of their work. • Students correct one another in their use of language.
POSSIBLE EXAMPLES	• *The teacher tells students that they're doing a lesson because it's in the book or is district-mandated.* • *The teacher says to a student, "Why don't you try this easier problem?"* • *Students turn in sloppy or incomplete work.* • *Many students don't engage in an assigned task, and yet the teacher ignores their behavior.* • *Students have not completed their homework; the teacher does not respond.* • *And others...*	• *The teacher says, "Let's get through this."* • *The teacher says, "I think most of you will be able to do this."* • *Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking.* • *The teacher does not encourage students who are struggling.* • *Only some students get right to work after an assignment is given or after entering the room.* • *And others...*	• *The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job."* • *The teacher says, "This idea is really important! It's central to our understanding of history."* • *The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."* • *The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint.* • *Students get to work right away when an assignment is given or after entering the room.* • *And others...*	• *The teacher says, "It's really fun to find the patterns for factoring polynomials."* • *A student says, "I don't really understand why it's better to solve this problem that way."* • *A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation.* • *Students question one another on answers.* • *A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.* • *And others...*

2c MANAGING CLASSROOM PROCEDURES

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself."

The elements of component 2c are:

Management of instructional groups

Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.

Management of transitions

Many lessons engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly.

Management of materials and supplies

Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.

Performance of classroom routines

Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

Supervision of volunteers and paraprofessionals

Not every teacher has the benefit of assistance from volunteers and paraprofessionals, but those who do recognize that it takes both organization and management to help these individuals understand their duties and acquire the skills to carry them out.

Indicators include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

2c MANAGING CLASSROOM PROCEDURES

DOMAIN 2

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
CRITICAL ATTRIBUTES	• Students not working with the teacher are not productively engaged. • Transitions are disorganized, with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • A considerable amount of time is spent off task because of unclear procedures. • Volunteers and paraprofessionals have no defined role and/or are idle much of the time.	• Students not working directly with the teacher are only partially engaged. • Procedures for transitions seem to have been established, but their operation is not smooth. • There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. • Classroom routines function unevenly. • Volunteers and paraprofessionals require frequent supervision.	• Students are productively engaged during small-group or independent work. • Transitions between large- and small-group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly. • Volunteers and paraprofessionals work with minimal supervision.	• With minimal prompting by the teacher, students ensure that their time is used productively. • Students take initiative in distributing and collecting materials efficiently. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Volunteers and paraprofessionals take initiative in their work in the class.
POSSIBLE EXAMPLES	• *When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.* • *There are long lines for materials and supplies.* • *Distributing or collecting supplies is time consuming.* • *Students bump into one another when lining up or sharpening pencils.* • *At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.* • *And others...*	• *Some students not working with the teacher are off task.* • *Transition between large- and small-group activities requires five minutes but is accomplished.* • *Students ask what they are to do when materials are being distributed or collected.* • *Students ask clarifying questions about procedures.* • *Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.* • *And others...*	• *In small-group work, students have established roles; they listen to one another, summarizing different views, etc.* • *Students move directly between large- and small-group activities.* • *Students get started on an activity while the teacher takes attendance.* • *The teacher has an established timing device, such as counting down, to signal students to return to their desks.* • *The teacher has an established attention signal, such as raising a hand or dimming the lights.* • *One member of each small group collects materials for the table.* • *There is an established color-coded system indicating where materials should be stored.* • *Cleanup at the end of a lesson is fast and efficient.* • *And others...*	• *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.* • *A student reminds classmates of the roles that they are to play within the group.* • *A student redirects a classmate to the table he should be at following a transition.* • *Students propose an improved attention signal.* • *Students independently check themselves into class on the attendance board.* • *And others...*

2d MANAGING STUDENT BEHAVIOR

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

The elements of component 2d are:

Expectations

It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

Monitoring of student behavior

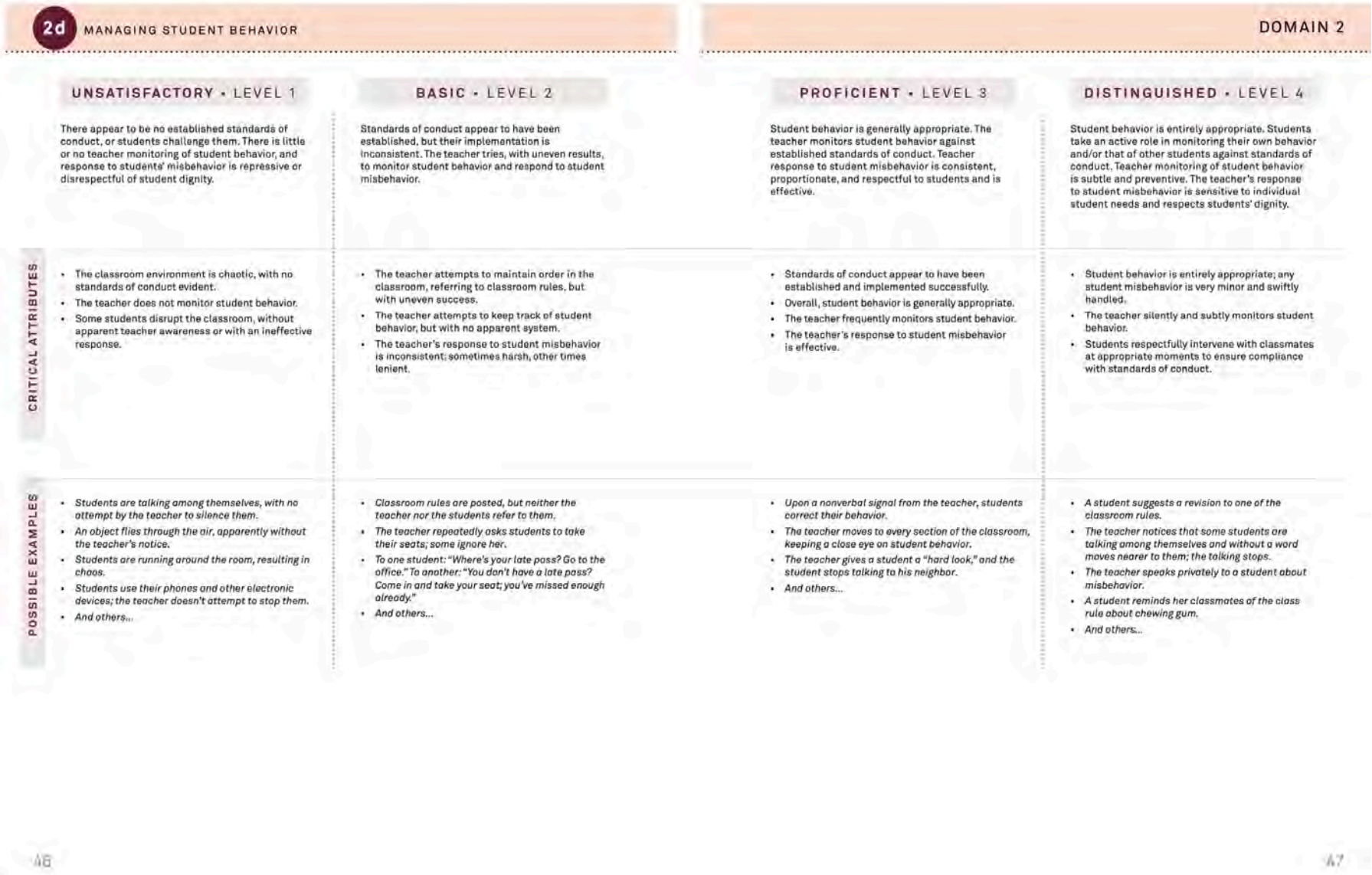
Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.

Response to student misbehavior

Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior



2d MANAGING STUDENT BEHAVIOR

DOMAIN 2

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
CRITICAL ATTRIBUTES	• The classroom environment is chaotic, with no standards of conduct evident. • The teacher does not monitor student behavior. • Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	• The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	• Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The teacher frequently monitors student behavior. • The teacher's response to student misbehavior is effective.	• Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. • The teacher silently and subtly monitors student behavior. • Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
POSSIBLE EXAMPLES	• *Students are talking among themselves, with no attempt by the teacher to silence them.* • *An object flies through the air, apparently without the teacher's notice.* • *Students are running around the room, resulting in chaos.* • *Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.* • *And others...*	• *Classroom rules are posted, but neither the teacher nor the students refer to them.* • *The teacher repeatedly asks students to take their seats; some ignore her.* • *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."* • *And others...*	• *Upon a nonverbal signal from the teacher, students correct their behavior.* • *The teacher moves to every section of the classroom, keeping a close eye on student behavior.* • *The teacher gives a student a "hard look," and the student stops talking to his neighbor.* • *And others...*	• *A student suggests a revision to one of the classroom rules.* • *The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.* • *The teacher speaks privately to a student about misbehavior.* • *A student reminds her classmates of the class rule about chewing gum.* • *And others...*

2e ORGANIZING PHYSICAL SPACE

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.

The elements of component 2e are:

Safety and accessibility

Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.

Arrangement of furniture and use of physical resources

Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning: when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.

Indicators include:

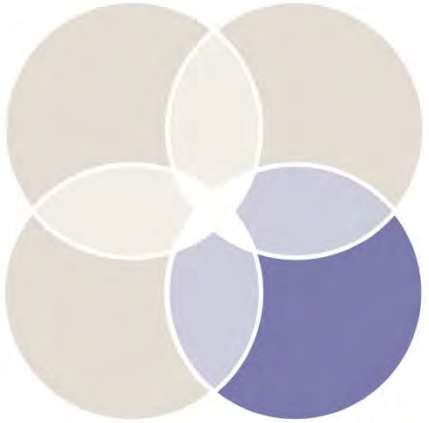
- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

2e ORGANIZING PHYSICAL SPACE

DOMAIN 2

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
CRITICAL ATTRIBUTES	• There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher or see the board. • Available technology is not being used even if it is available and its use would enhance the lesson.	• The physical environment is safe, and most students can see and hear the teacher or see the board. • The physical environment is not an impediment to learning but does not enhance it. • The teacher makes limited use of available technology and other resources.	• The classroom is safe, and all students are able to see and hear the teacher or see the board. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology.	• Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the learning activities and the physical environment. • Students take the initiative to adjust the physical environment. • The teacher and students make extensive and imaginative use of available technology.
POSSIBLE EXAMPLES	• *There are electrical cords running around the classroom.* • *There is a pole in the middle of the room; some students can't see the board.* • *A whiteboard is in the classroom, but it is facing the wall.* • *And others...*	• *The teacher ensures that dangerous chemicals are stored safely.* • *The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work.* • *The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work.* • *And others...*	• *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.* • *Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.* • *The use of an Internet connection extends the lesson.* • *And others...*	• *Students ask if they can shift the furniture to better suit small-group work or discussion.* • *A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.* • *A student suggests an application of the whiteboard for an activity.* • *And others...*

DOMAIN 3



INSTRUCTION

3a COMMUNICATING WITH STUDENTS

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

The elements of component 3a are:

Expectations for learning

The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.

Directions for activities

Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.

Explanations of content

Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.

Use of oral and written language

For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.

Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

3a COMMUNICATING WITH STUDENTS

DOMAIN 3

UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
CRITICAL ATTRIBUTES			
• At no time during the lesson does the teacher convey to students what they will be learning. • Students indicate through body language or questions that they don't understand the content being presented. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through their questions that they are confused about the learning task. • The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. • The teacher's vocabulary is inappropriate to the age or culture of the students.	• The teacher provides little elaboration or explanation about what the students will be learning. • The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. • The teacher makes no serious content errors but may make minor ones. • The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. • The teacher must clarify the learning task so students can complete it. • The teacher's vocabulary and usage are correct but unimaginative. • When the teacher attempts to explain academic vocabulary, it is only partially successful. • The teacher's vocabulary is too advanced, or too juvenile, for students.	• The teacher states clearly, at some point during the lesson, what the students will be learning. • The teacher's explanation of content is clear and invites student participation and thinking. • The teacher makes no content errors. • The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. • Students engage with the learning task, indicating that they understand what they are to do. • If appropriate, the teacher models the process to be followed in the task. • The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The teacher's vocabulary is appropriate to students' ages and levels of development.	• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • The teacher points out possible areas for misunderstanding. • The teacher invites students to explain the content to their classmates. • Students suggest other strategies they might use in approaching a challenge or analysis. • The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly.
POSSIBLE EXAMPLES			
• *A student asks, "What are we supposed to be doing?" but the teacher ignores the question.* • *The teacher states that to add fractions they must have the same numerator.* • *Students have a quizzical look on their faces; some may withdraw from the lesson.* • *Students become disruptive or talk among themselves in an effort to follow the lesson.* • *The teacher uses technical terms without explaining their meanings.* • *The teacher says "ain't."* • *And others...*	• *The teacher mispronounces "_____."* • *The teacher says, "And oh, by the way, today we're going to factor polynomials."* • *A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.* • *A student asks, "What do I write here?" in order to complete a task.* • *The teacher says, "Watch me while I show you how to _____," asking students only to listen.* • *A number of students do not seem to be following the explanation.* • *Students are inattentive during the teacher's explanation of content.* • *Students' use of academic vocabulary is imprecise.* • *And others...*	• *The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials."* • *In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"* • *The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention.* • *The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work."* • *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun.* • *The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.* • *And others...*	• *The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully."* • *The teacher asks a student to explain the task to other students.* • *When clarification about the learning task is needed, a student offers it to classmates.* • *The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples.* • *The teacher asks, "Who would like to explain this idea to us?"* • *A student asks, "Is this another way we could think about analogies?"* • *A student explains an academic term to classmates.* • *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in* inequality *means "not" and that the prefix un- also means the same thing.* • *A student says to a classmate, "I think that side of the triangle is called the* hypotenuse." • *And others...*

3b USING QUESTIONING AND DISCUSSION TECHNIQUES

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

The elements of component 3b are:

Quality of questions/prompts

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

Discussion techniques

Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.

Student participation

In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

3b USING QUESTIONING AND DISCUSSION TECHNIQUES

DOMAIN 3

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
CRITICAL ATTRIBUTES	• Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the teacher and students; students are not invited to speak directly to one another. • The teacher does not ask students to explain their thinking. • Only a few students dominate the discussion.	• The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. • The teacher invites students to respond directly to one another's ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. • The teacher asks students to explain their reasoning, but only some students attempt to do so.	• The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning, and most attempt to do so.	• Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion.
POSSIBLE EXAMPLES	• *All questions are of the "recitation" type, such as "What is 3 x 4?"* • *The teacher asks a question for which the answer is on the board; students respond by reading it.* • *The teacher calls only on students who have their hands up.* • *A student responds to a question with wrong information, and the teacher doesn't follow up.* • *And others...*	• *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"* • *The teacher asks, "Who has an idea about this?" The usual three students offer comments.* • *The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.* • *The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters.* • *And others...*	• *The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"* • *The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?"* • *The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.* • *The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.* • *The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the text and to explain their thinking to a neighbor.* • *And others...*	• *A student asks, "How many ways are there to get this answer?"* • *A student says to a classmate, "I don't think I agree with you on this, because..."* • *A student asks of other students, "Does anyone have another idea how we might figure this out?"* • *A student asks, "What if...?"* • *And others...*

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3c ENGAGING STUDENTS IN LEARNING

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are "What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?" If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be "minds-on."

The elements of component 3c are:

Activities and assignments

The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.

Grouping of students

How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.

Instructional materials and resources

The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.

Structure and pacing

No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively "working," rather than watching while their teacher "works"
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

3c ENGAGING STUDENTS IN LEARNING

DOMAIN 3

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
CRITICAL ATTRIBUTES	• Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities.	• Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher uses groupings that are suitable to the lesson activities.	• Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
POSSIBLE EXAMPLES	• *Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.* • *Students fill out the lesson worksheet by copying words from the board.* • *Students are using math manipulative materials in a rote activity.* • *The teacher lectures for 45 minutes.* • *Most students don't have time to complete the assignment; the teacher moves on in the lesson.* • *And others...*	• *Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.* • *Students are asked to fill in a worksheet, following an established procedure.* • *There is a recognizable beginning, middle, and end to the lesson.* • *The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.* • *And others...*	• *Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.* • *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.* • *Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.* • *Students are asked to create different representations of a large number using a variety of manipulative materials.* • *The lesson is neither rushed nor does it drag.* • *And others...*	• *Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated.* • *Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.* • *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.* • *Students identify or create their own learning materials.* • *Students summarize their learning from the lesson.* • *And others...*

3d USING ASSESSMENT IN INSTRUCTION

Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter, the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation.

The elements of component 3d are:

Assessment criteria

It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).

Monitoring of student learning

A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.

Feedback to students

Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.

Student self-assessment and monitoring of progress

The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

Indicators include:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

3d USING ASSESSMENT IN INSTRUCTION

DOMAIN 3

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
CRITICAL ATTRIBUTES	• The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work.	• There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer assessment.	• The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students.	• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
POSSIBLE EXAMPLES	• *A student asks, "How is this assignment going to be graded?"* • *A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.* • *The teacher forges ahead with a presentation without checking for understanding.* • *After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give."* • *And others...*	• *The teacher asks, "Does anyone have a question?"* • *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.* • *The teacher says, "Good job, everyone."* • *The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.* • *The students receive their tests back; each one is simply marked with a letter grade at the top.* • *And others...*	• *The teacher circulates during small-group or independent work, offering suggestions to students.* • *The teacher uses specifically formulated questions to elicit evidence of student understanding.* • *The teacher asks students to look over their papers to correct their errors; most of them engage in this task.* • *And others...*	• *The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.* • *While students are working, the teacher circulates, providing specific feedback to individual students.* • *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.* • *Students offer feedback to their classmates on their work.* • *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.* • *And others...*

3e DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

"Flexibility and responsiveness" refer to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.

The elements of component 3e are:

Lesson adjustment

Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher's store of alternate instructional strategies and the confidence to make a shift when needed.

Response to students

Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.

Persistence

Committed teachers don't give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.

Indicators include:

- Incorporation of students' interests and daily events into a lesson
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
- The teacher seizing on a teachable moment

3e DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

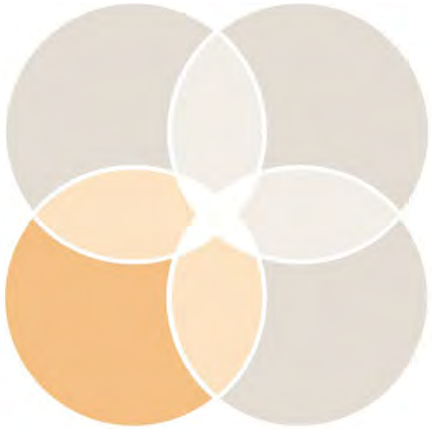
DOMAIN 3

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
CRITICAL ATTRIBUTES	• The teacher ignores indications of student boredom or lack of understanding. • The teacher brushes aside students' questions. • The teacher conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students. • The teacher makes no attempt to adjust the lesson in response to student confusion.	• The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. • The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. • The teacher's attempts to adjust the lesson are partially successful.	• The teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. • When improvising becomes necessary, the teacher makes adjustments to the lesson.	• The teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. • The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
POSSIBLE EXAMPLES	• *The teacher says, "We don't have time for that today."* • *The teacher says, "If you'd just pay attention, you could understand this."* • *When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then."* • *And others...*	• *The teacher says, "I'll try to think of another way to come at this and get back to you."* • *The teacher says, "I realize not everyone understands this, but we can't spend any more time on it."* • *The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful.* • *And others...*	• *The teacher says, "That's an interesting idea; let's see how it fits."* • *The teacher illustrates a principle of good writing to a student, using his interest in basketball as context.* • *The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach.* • *And others...*	• *The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it."* • *The teacher incorporates the school's upcoming championship game into an explanation of averages.* • *The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."* • *And others...*

DOMAIN 4 • PROFESSIONAL RESPONSIBILITIES

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DOMAIN 4



PROFESSIONAL RESPONSIBILITIES

4a REFLECTING ON TEACHING

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.

The elements of component 4a are:

Accuracy

As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.

Use in future teaching

If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.

Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

4a REFLECTING ON TEACHING

DOMAIN 4

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
CRITICAL ATTRIBUTES	• The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement.	• The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction.	• The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved.	• The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • The teacher's suggestions for improvement draw on an extensive repertoire.
POSSIBLE EXAMPLES	• *Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"* • *The teacher says, "That was awful; I wish I knew what to do!"* • *And others...*	• *At the end of the lesson, the teacher says, "I guess that went okay."* • *The teacher says, "I guess I'll try _____ next time."* • *And others...*	• *The teacher says, "I wasn't pleased with the level of engagement of the students."* • *The teacher's journal indicates several possible lesson improvements.* • *And others...*	• *The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."* • *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.* • *And others...*

4b MAINTAINING ACCURATE RECORDS

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

The elements of component 4b are:

Student completion of assignments

Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.

Student progress in learning

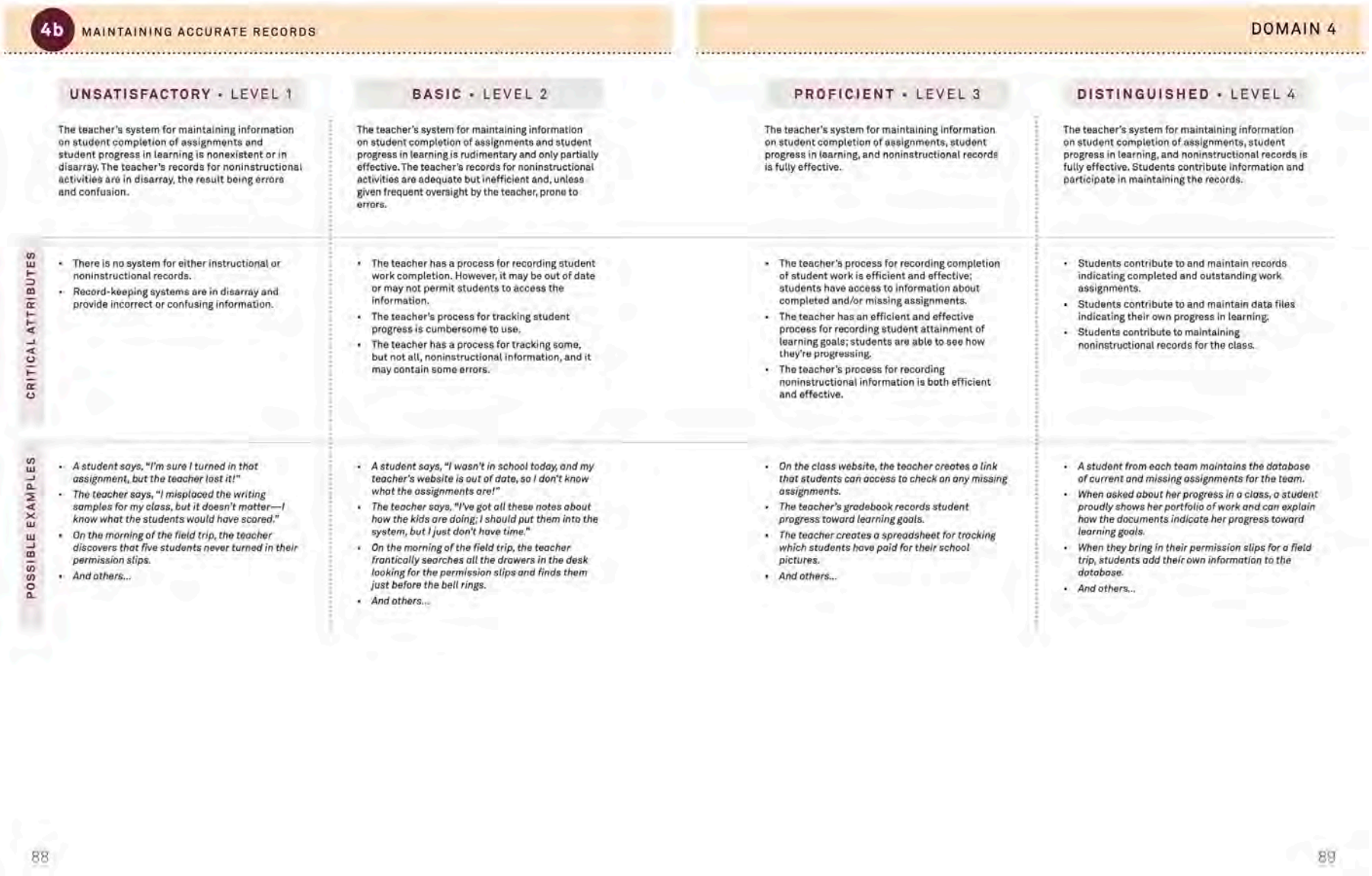
In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.

Noninstructional records

Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.

Indicators include:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate noninstructional records



4b MAINTAINING ACCURATE RECORDS

DOMAIN 4

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.
CRITICAL ATTRIBUTES	• There is no system for either instructional or noninstructional records. • Record-keeping systems are in disarray and provide incorrect or confusing information.	• The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. • The teacher's process for tracking student progress is cumbersome to use. • The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.	• The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. • The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. • The teacher's process for recording noninstructional information is both efficient and effective.	• Students contribute to and maintain records indicating completed and outstanding work assignments. • Students contribute to and maintain data files indicating their own progress in learning. • Students contribute to maintaining noninstructional records for the class.
POSSIBLE EXAMPLES	• *A student says, "I'm sure I turned in that assignment, but the teacher lost it!"* • *The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored."* • *On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.* • *And others...*	• *A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"* • *The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time."* • *On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.* • *And others...*	• *On the class website, the teacher creates a link that students can access to check on any missing assignments.* • *The teacher's gradebook records student progress toward learning goals.* • *The teacher creates a spreadsheet for tracking which students have paid for their school pictures.* • *And others...*	• *A student from each team maintains the database of current and missing assignments for the team.* • *When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.* • *When they bring in their permission slips for a field trip, students add their own information to the database.* • *And others...*

4c COMMUNICATING WITH FAMILIES

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.

The elements of component 4c are:

Information about the instructional program

The teacher frequently provides information to families about the instructional program.

Information about individual students

The teacher frequently provides information to families about students' individual progress.

Engagement of families in the instructional program

The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.

Indicators include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

4c COMMUNICATING WITH FAMILIES

DOMAIN 4

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
CRITICAL ATTRIBUTES	• Little or no information regarding the instructional program is available to parents. • Families are unaware of their children's progress. • Family engagement activities are lacking. • There is some culturally inappropriate communication.	• School- or district-created materials about the instructional program are sent home. • The teacher sends home infrequent or incomplete information about the instructional program. • The teacher maintains a school-required gradebook but does little else to inform families about student progress. • Some of the teacher's communications are inappropriate to families' cultural norms.	• The teacher regularly makes information about the instructional program available. • The teacher regularly sends home information about student progress. • The teacher develops activities designed to engage families successfully and appropriately in their children's learning. • Most of the teacher's communications are appropriate to families' cultural norms.	• Students regularly develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process. • All of the teacher's communications are highly sensitive to families' cultural norms.
POSSIBLE EXAMPLES	• *A parent says, "I'd like to know what my kid is working on at school."* • *A parent says, "I wish I could know something about my child's progress before the report card comes out."* • *A parent says, "I wonder why we never see any schoolwork come home."* • *And others...*	• *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."* • *A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."* • *The teacher sends home weekly quizzes for parent or guardian signature.* • *And others...*	• *The teacher sends a weekly newsletter home to families that describes current class activities, community and/or school projects, field trips, etc.* • *The teacher creates a monthly progress report, which is sent home for each student.* • *The teacher sends home a project that asks students to interview a family member about growing up during the 1950s.* • *And others...*	• *Students create materials for Back-to-School Night that outline the approach for learning science.* • *Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian.* • *Students design a project on charting their family's use of plastics.* • *And others...*

4d PARTICIPATING IN THE PROFESSIONAL COMMUNITY

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

The elements of component 4d are:

Relationships with colleagues

Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.

Involvement in a culture of professional inquiry

Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.

Service to the school

Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.

Participation in school and district projects

Teachers contribute to and support larger school and district projects designed to improve the professional community.

Indicators include:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

4d PARTICIPATING IN THE PROFESSIONAL COMMUNITY

DOMAIN 4

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
CRITICAL ATTRIBUTES	• The teacher's relationships with colleagues are characterized by negativity or combativeness. • The teacher purposefully avoids contributing to activities promoting professional inquiry. • The teacher avoids involvement in school activities and district and community projects.	• The teacher has cordial relationships with colleagues. • When invited, the teacher participates in activities related to professional inquiry. • When asked, the teacher participates in school activities, as well as district and community projects.	• The teacher has supportive and collaborative relationships with colleagues. • The teacher regularly participates in activities related to professional inquiry. • The teacher frequently volunteers to participate in school events and school district and community projects.	• The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher regularly contributes to and leads events that positively impact school life. • The teacher regularly contributes to and leads significant district and community projects.
POSSIBLE EXAMPLES	• *The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.* • *The teacher does not attend PLC meetings.* • *The teacher does not attend any school functions after the dismissal bell.* • *The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class."* • *And others...*	• *The teacher is polite but seldom shares any instructional materials with his grade partners.* • *The teacher attends PLC meetings only when reminded by her supervisor.* • *The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."* • *The teacher contributes to the district literacy committee only when requested to do so by the principal.* • *And others...*	• *The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.* • *The teacher has decided to take some free MIT courses online and to share his learning with colleagues.* • *The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there.* • *The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team.* • *And others...*	• *The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.* • *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.* • *The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events.* • *The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.* • *And others...*

4e GROWING AND DEVELOPING PROFESSIONALLY

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

The elements of component 4e are:

Enhancement of content knowledge and pedagogical skill

Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.

Receptivity to feedback from colleagues

Teachers actively pursue networks that provide collegial support and feedback.

Service to the profession

Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.

Indicators include:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

4e GROWING AND DEVELOPING PROFESSIONALLY

DOMAIN 4

	UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
CRITICAL ATTRIBUTES	• The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors or colleagues. • The teacher ignores invitations to join professional organizations or attend conferences.	• The teacher participates in professional activities when they are required or provided by the district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to professional organizations.	• The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • The teacher actively participates in organizations designed to contribute to the profession.	• The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the profession.
POSSIBLE EXAMPLES	• *The teacher never takes continuing education courses, even though the credits would increase his salary.* • *The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form.* • *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.* • *And others...*	• *The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.* • *The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.* • *The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time.* • *And others...*	• *The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.* • *The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.* • *The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students.* • *And others...*	• *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.* • *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.* • *The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.* • *And others...*

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4f SHOWING PROFESSIONALISM

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

The elements of component 4f are:

Integrity and ethical conduct

Teachers act with integrity and honesty.

Service to students

Teachers put students first in all considerations of their practice.

Advocacy

Teachers support their students' best interests, even in the face of traditional practice or beliefs.

Decision making

Teachers solve problems with students' needs as a priority.

Compliance with school and district regulations

Teachers adhere to policies and established procedures.

Indicators include:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling district mandates regarding policies and procedures

4f SHOWING PROFESSIONALISM

DOMAIN 4

UNSATISFACTORY • LEVEL 1	BASIC • LEVEL 2	PROFICIENT • LEVEL 3	DISTINGUISHED • LEVEL 4
The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.
CRITICAL ATTRIBUTES			
• The teacher is dishonest. • The teacher does not notice the needs of students. • The teacher engages in practices that are self-serving. • The teacher willfully rejects district regulations.	• The teacher is honest. • The teacher notices the needs of students but is inconsistent in addressing them. • The teacher does not notice that some school practices result in poor conditions for students. • The teacher makes decisions professionally but on a limited basis. • The teacher complies with district regulations.	• The teacher is honest and known for having high standards of integrity. • The teacher actively addresses student needs. • The teacher actively works to provide opportunities for student success. • The teacher willingly participates in team and departmental decision making. • The teacher complies completely with district regulations.	• The teacher is considered a leader in terms of honesty, integrity, and confidentiality. • The teacher is highly proactive in serving students. • The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. • The teacher takes a leadership role in team and departmental decision making. • The teacher takes a leadership role regarding district regulations.
POSSIBLE EXAMPLES			
• *The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.* • *The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare.* • *The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.* • *When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities.* • *The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break.* • *And others...*	• *The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her."* • *The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.* • *The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.* • *When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance.* • *The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair.* • *And others...*	• *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.* • *Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons.* • *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.* • *The English department chair says, "I appreciate when _____ attends our after-school meetings; he always contributes something meaningful to the discussion."* • *The teacher learns the district's new online curriculum mapping system and writes in all of her courses.* • *And others...*	• *When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion.* • *After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions.* • *The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.* • *The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.* • *When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation.* • *And others...*

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Reflective Practice Observation Form

Common Board Configuration- CBC Board	
Objective-	Essential Question-
Activities-	Home Learning-

Classroom Teaching Clusters	
Cluster #1- Clarity of instructional purpose and accuracy of content.	Cluster #2- Safe, respectful, supportive, and challenging learning environment.
Cluster #3- Classroom management.	Cluster #4- Student intellectual engagement
Cluster #5- Successful learning by all students.	Cluster #6- Professionalism

Next Steps

Reflective Practice Debriefing Form

Date of Observation: _____ Teacher/Subject Observed: _____

Observing Teacher(s): _____

1. Welcome and Thank You	
2. Sharing of specific positive practices that were observed	
1.	2.
3.	4.
5.	6.
3. Next Steps – things to look at, suggestions, improvements	
1.	
2.	
3.	
4. How can you apply a next step to improve one of your positive practices	
1.	
2.	
5. Goal – personal goal made by the teacher being observed	
1.	


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Take EvaluWise® for a test drive with a free trial. Set it up for your organization or try a demo account that's ready to go.
Free Trial
Purchase EvaluWise®
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Teacher Evaluation Timeline

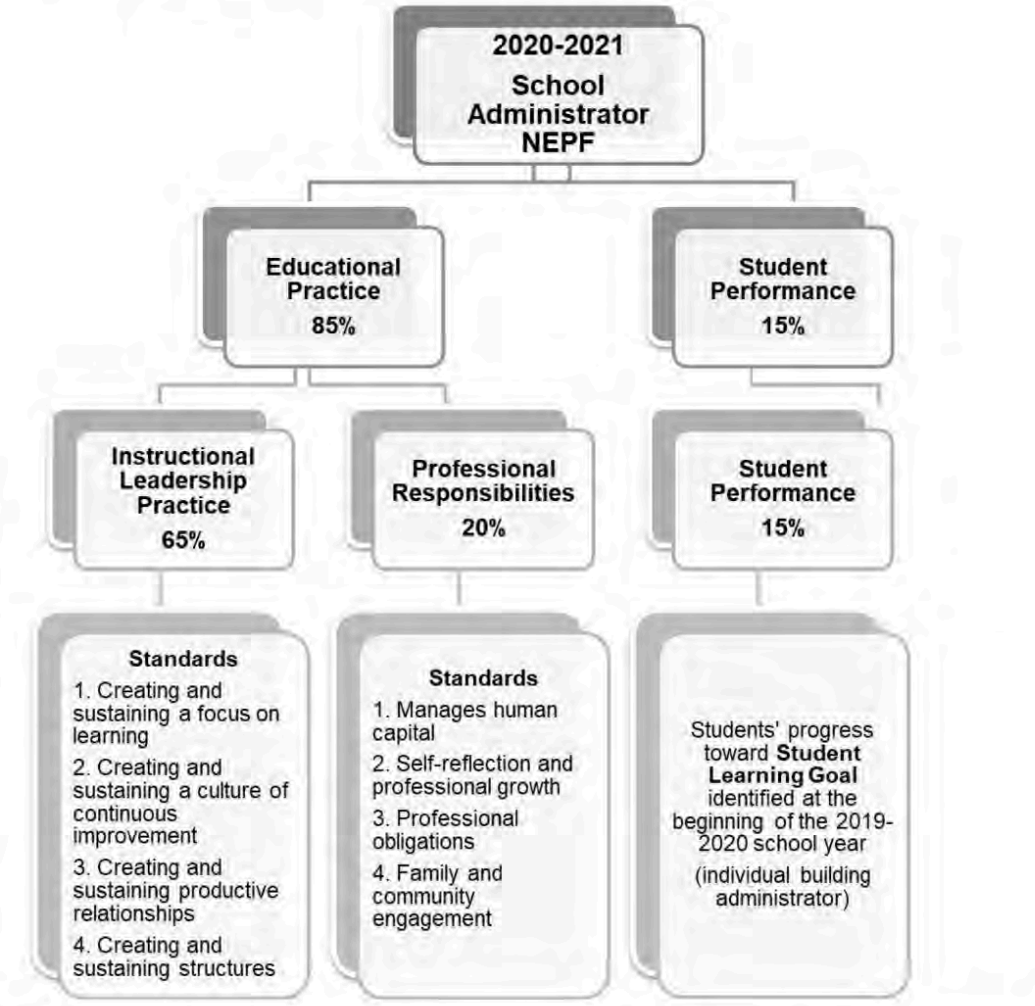
Date	Probationary Staff	Post-Probationary Staff
By May 15th	Principal develops a preliminary list identifying probationary staff to be evaluated in the coming year	Principal develops a preliminary list identifying probationary staff to be evaluated in the coming year
By June 1st	Principal notified staff of evaluations for the subsequent school year	Principal notified staff of evaluations for the subsequent school year
By August 30th	Observing administrator meets with any new teachers to review and discuss the evaluation process	
By September 30th	Observing administrator and teacher meet to discuss the self-assessment and work performance worksheets to be completed by the teacher	Observing administrator and teacher meet to discuss the self-assessment and work performance worksheets to be completed by the teacher
Within the first 45 days of school	Observing administrator conducts one formal classroom observation, pre and post conference, utilizing the Charlotte Danielson teacher evaluation, learning clusters, and Evaluwise online evaluation tool	
By December 30th		Observing administrator conducts one formal classroom observation, pre and post conference, utilizing the Charlotte Danielson teacher evaluation, learning clusters, and Evaluwise online evaluation tool
By January 15th	Principal notifies School Board of any non-renewal considerations	Principal notifies School Board of any non-renewal considerations
By March 30th	Observing administrator conducts second/any additional formal classroom observation, pre and post conference, utilizing the Charlotte Danielson teacher evaluation, learning clusters, and Evaluwise online evaluation tool	Observing administrator conducts any additional formal classroom observations, pre and post conference, utilizing the Charlotte Danielson teacher evaluation, learning clusters, and Evaluwise online evaluation tool
By April 15th	Observing administrator and teacher meet for an annual evaluation to summarize the teacher's performance and determine goals for next school year. Sign formal evaluation	Observing administrator and teacher meet for an annual evaluation to summarize the teacher's performance and determine goals for next school year. Sign formal evaluation

Appendix B – School Administrator Framework

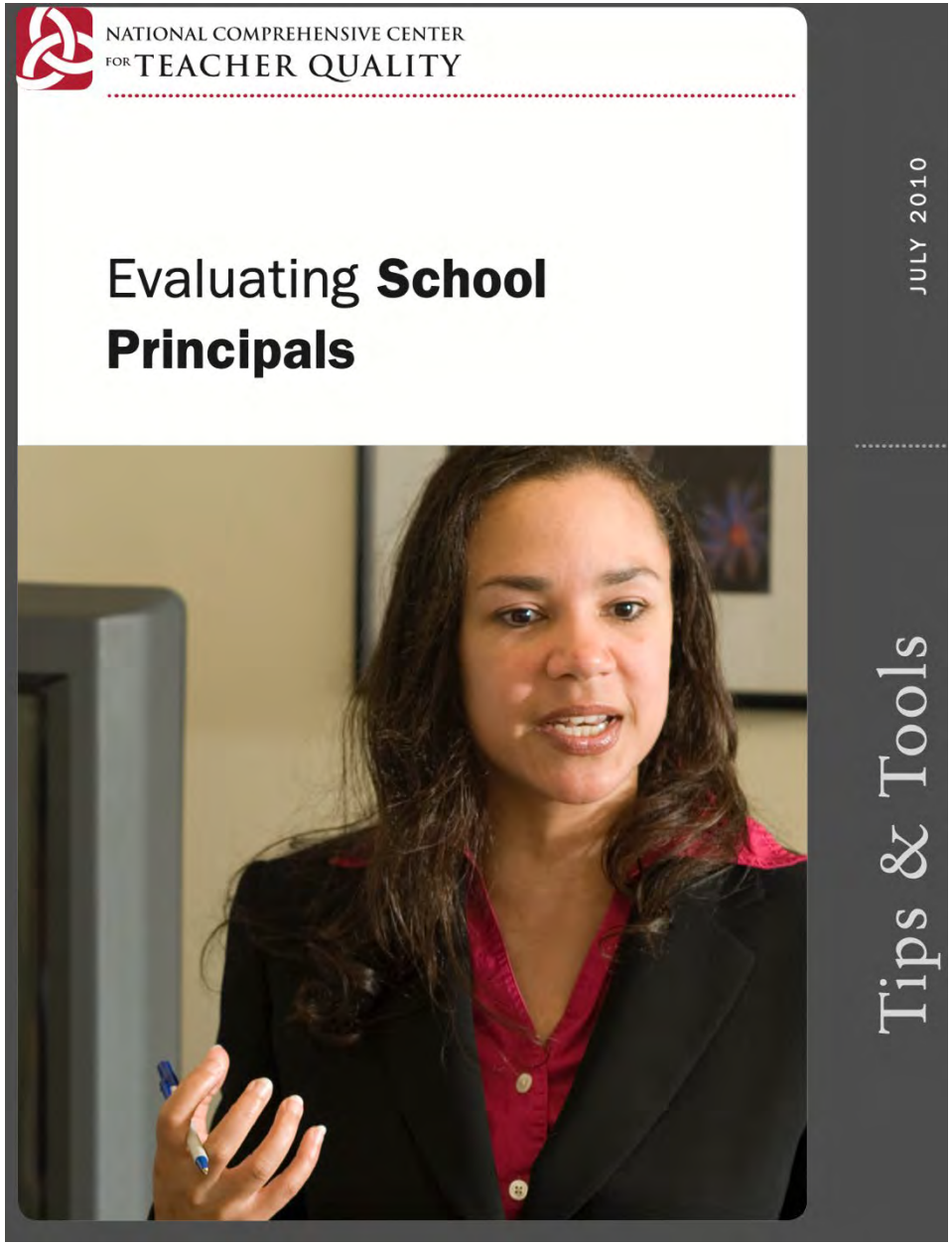
Overview of the Framework

The NEPF for School Administrators consists of two categories and three domains. The Educational Practice Category consists of the Instructional Leadership and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as recommended by the TLC and approved by the State Board of Education. For the 2020-2021 school year, the Instructional Leadership Domain is weighted at 65% while the Professional Responsibilities Domain is weighted at 20% and Student Performance Domain is weighted at 15%.

Figure 7: 2020-2021 School Administrator Framework



**Also reference Attachment 10 – Competencies Used for School Leader Selection and Evaluation for the 2020-2021 School Administrator & Teacher Protocols


NATIONAL COMPREHENSIVE CENTER
FOR TEACHER QUALITY
Evaluating School Principals
JULY 2010
Tips & Tools

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All resources contained within the TQ Tips & Tools documents have been reviewed for their quality, relevance, and utility by TQ Center staff and three content-area experts. These experts usually have a policy, practice, or research background. The strategies and resources are provided to help regional comprehensive center and state education agency staff to be aware of the initiatives, programs, or activities taking place in other settings. Our provision of the links to these resources should not be considered an endorsement but a qualified suggestion that they be considered as an option to study and/or pursue given the needs and context of the inquiring region, state, or district. Evidence of the impact of initiatives, programs, or activities is provided where available or appropriate.

This Tips & Tools was written by Melissa Brown-Sims.

Scenario

Superintendent Jayden Walters oversees a small, high-poverty rural school district that lies approximately 35 miles away from a large urban school district in the Midwest. His district serves 1,400 students across four schools. The four principals are referred to within the district as "lifers" because each has remained within the district for at least 15 years. Teachers within the district often are "home-grown" and are equally committed to staying at their schools—the annual teacher retention rate is almost 65 percent. Some teachers note that several of the principals are resistant to change or reluctant to point out and suggest strategies for improving teachers' instruction.

Despite this dilemma, three of the four schools have exceeded their adequate yearly progress (AYP) goals since the inception of the No Child Left Behind (NCLB) Act in 2001. Because of this success, most of the principals believe that there is no need to "rock the boat" when it comes to their administrative practices, especially since their school has met the achievement goals set forth by the state and their superintendent. Specifically, three of the four school principals think no change is needed in their leadership practices in order to keep their schools (and the district) on track with meeting local and statewide achievement goals despite evidence that subsets of their student populations (e.g., homeless or transient students and English language learners [ELLs]) have made only modest gains. More importantly, the majority of the principals see no merit in the district's desire to alter their less-than-formal evaluation practices in such a way that would force them to keep abreast of any new leadership practices. For example, current evaluation practice consists of one yearly review that is done primarily for compliance purposes. It entails one or two drop-in or unannounced observations conducted by the superintendent that last for 30 minutes each. After the observations, both parties sign a document stating that principal observation occurred. The principals often receive feedback that primarily highlights their strengths but few comments and suggestions for areas of improvement. Moreover, principals rarely are asked to review school data and discuss efforts or ideas for improving student achievement, or asked to take the time to reflect on their performance.

With all of the other pressing issues on his daily agenda, Superintendent Walters half-heartedly asks himself, "Why change a good thing?" Despite the fact that in the last three years his small rural district has seen a gradual influx in the number of minority and ELL students—such as those who speak Mandarin and Spanish—from the nearby big city, why should he bother to evaluate his principals by using more frequent, rigorous, or diverse formative and summative assessments? Currently, everything seems to be working, even though he realizes that, with the exception of one, the principals in his district are uncomfortable or reluctant to ask for help in pinpointing areas of improvement when it comes to the changing landscape of their schools and surrounding community.

Nevertheless, Walters believes that the principals need to change in order to get the most from their staff and students. A more rigorous principal evaluation not only will help the superintendent *and* his principals identify their assets and limitations, it also will help Walters target appropriate professional development to ensure that student performance remains high and find ways to further challenge all of the district's students both in and out of the classroom.

Where can Superintendent Walters start looking for high-quality models of principal performance assessment to ensure that his principals are able to evolve with their ever-changing school landscape? What should he know first before attempting to implement a more rigorous evaluation system?

Benefits

With the need to meet a set of higher accountability standards such as the Interstate School Leaders Licensure Consortium (ISLLC) Standards and the AYP benchmarks of the NCLB Act, for example, school principals are faced with the knowledge that they play a vital role in school effectiveness (Hallinger & Heck, 1998; Leithwood, Louis, Anderson, & Wahlstrom 2004; Leithwood & Riehl, 2003; Waters, Marzano, & McNulty, 2003) as well as teacher retention, parent participation, and student behavior. As a result, it is important for principals to find ways to continually stay abreast of the best strategies for tackling day-to-day and long-term school issues such as acquiring and allocating resources, maintaining a clearly articulated vision that is focused on student learning, establishing trust and open lines of communication among faculty and staff, and, perhaps most importantly, providing instructional leadership.

Two valuable strategies that can be used to identify areas of improvement for individual administrators are through the use of formative and summative assessments. Formative and summative assessments for administrators serve a multitude of purposes. These assessments should be used by school districts to evaluate and assess potential areas for improvement for individual school principals in order to target professional development needs, and they should be as adaptable enough to take into account a principal's workplace contexts (e.g., urbanicity or poverty level).

There is a distinction between the purposes of a formative versus a summative assessment. To clarify, the intention behind formative assessments is to assess competency in an area that will be used to "inform [a principal's] future action … [such as] a principal's professional development plan" (Condon & Clifford, 2009, p. 1). In contrast, the function behind summative assessments is to "inform a decision about … competence, [but] there is no opportunity for remediation or development after completion" (Condon & Clifford, 2009, p. 1). One of the benefits of using formative assessment is that it allows users to get immediate feedback on areas of strength and weakness during the process and provides them with an opportunity to make midcourse changes to practices if necessary. Formative assessments often are given before summative assessments. On the contrary, summative assessment is completed primarily at the end of a specific time period (e.g., end of semester or end of year) and allows the evaluator to judge the evidence collected to determine evidence of competence, areas of improvement, and areas in need of improvement. Unfortunately, the person being evaluated can make changes in practice only for the following year, not the current year.

Both the formative and summative assessment processes can take the form of infrequent or informal evaluations as well as more formal evaluations. However, the purposes for which the results of the data are used determine if an assessment is considered formative or summative (Chappuis & Chappuis, 2007). Examples of more formal types of evaluation include development of portfolios; collections of evidenced-based, data-driven materials; and use of validated rubrics. Informal forms of assessments can consist of drop-in observations and surveys or interviews of potential stakeholders (e.g., teachers, students, parents). To be truly informative, both types of assessments should align closely with the ISLLC or other standards, for example, the Technology Standards for School Administrators, and be conducted at a minimum on an

annual basis. Examples of other benefits that may result from using formative and summative principal assessments include the following:

- **Increased accountability of principals.** Some assessments are comprehensive or use a 360-degree feedback approach, for example, whereby data are collected from interviews or surveys with teachers, parents, or students in conjunction with other data collection activities such as formal observations and reviews of key documents. If the 360-degree feedback approach is used, principals are able to receive a more complete picture of the performance of their administration and how those at the school are impacted. The 360-degree feedback approach allows principals to maintain a level of accountability to their stakeholders.
- **Assessment of good instructional leadership practices and behavior.** Assessments should serve to assess the specific behaviors and actions of a principal rather than just his or her personality traits. By focusing on behaviors associated with better learning environments, districts will be better able to identify and determine the association or link between leadership behaviors and improved teacher and/or student outcomes. For instance, according to the Wallace Foundation (2009) a "well designed assessment process could be a powerful and constructive way to identify leaders' strengths and weaknesses and encourage them to focus on the actions most likely to bring about better teaching and learning" (p. 1).
- **Provision of data that can be used to target support and professional development.** Findings collected after both the formative and summative assessments should be tied to or inform the principal's professional development plans, training, and goals. For example, if an assessment shows that a particular area of weakness consists of the infrequent use or analysis of student achievement data to inform school policy, the evaluation team members should work together to identify a range of individualized (or group) support that can be provided through coaching or mentoring, peer groups or cohorts, or targeted training workshops focused on a specific skill or content (New Schools Venture Fund, 2008).

Tips and Cautions

The following are important points that both the district and the building-level principals should remember before embarking on the use of formative and summative assessments to improve leadership practices:

- **Assessments should have explicit criteria for evaluation.** The criteria for which an administrator is evaluated should be "understandable and clearly stated, and should be based on measurable and observable metrics rather than on subjective measures in order to ensure fairness" (New Schools Venture Fund, 2008, p. 16). Moreover, feedback from the evaluator should be open and timely in order to give principals an opportunity to review the findings, and if necessary, make changes or improvements.
- **Assessments should be adaptable to the principal's position or level of experience within his or her career continuum.** The needs of a beginning administrator are different from those of a veteran administrator (Braun & Carlson, 2008; Fleck, 2008). As a result, assessments should be flexible to meet the needs of each type of administrator.
- **The content of the assessment should align with the goals or needs of the district.** Of the available assessment instruments that districts use to evaluate their principals, many have been found to vary in the topics and characteristics assessed as well as the methods used and level of specificity required (Murphy, Goldring, Cravens, Elliott, & Porter, 2007; Goldring et al., 2009). For example, if schools are struggling to meet their AYP goals, districts should consider selecting a type of assessment that will focus or allow them to assess principals in this area.
- **Assessments should be valid and reliable.** Using assessment instruments that are both rigorously and psychometrically validated impacts not only the validity and reliability of the assessments and data collected but also the legitimacy and replicability of the findings (Condon & Clifford, 2009).
- **Assessments should take into account the context of the school.** The school context affects requirements and practices of the principal. For example, is the principal dealing with the frequent challenge of poor parental involvement or primarily concerned about increasing student test scores? The type of assessment used will help to provide insight as to why administrators may assign different levels of priority to different school concerns, which, in turn, may affect their leadership style or approach (Wallace Foundation, 2009).
- **The effectiveness of the evaluation system also should be evaluated.** To ensure that assessments are valid and implemented with fidelity, district administrators should re-evaluate the effectiveness of their assessment instruments and overall process. According to a report by the Wallace Foundation (2009), most performance assessments did not occur on an annual basis until 2000. Moreover, the report's authors found variation in the frequency with which most principal assessments occurred within schools in a particular district and that assessments often were not based on a set of specific standards. Evaluators and principals should know that improvement is a continuous and ongoing process.
- **Principal assessments should connect to teacher- and student-level outcomes.** Current research already indicates that the school principal are second only to the

classroom teacher as the most important person to impact student learning and achievement (Hallinger & Heck, 1998; Leithwood et al., 2004). Creating an environment that is conducive to both teacher improvement and student achievement is the key goal for most school administrators and districts alike. It makes sense, therefore, to include a way to capture or a measure one or more quality indicators within an assessment, for example, through a survey, of how well (or not) a principal is able to achieve this goal and his or her impact on outcomes related to teacher and student growth as a component of the evaluation system.

Finally, when selecting an assessment, districts should consider the time needed to administer the instrument, the costs, and the ease of use or implementation.

Strategies

1. Establish a clear set of expectations and goals for the assessments.
    a. Establish *what* will be assessed.
    b. Establish *who* will help provide feedback.
    c. Establish *how* the findings of the assessments or evaluations will be used.
    d. Establish the *frequency* with which assessments will occur.
2. Use assessments that are valid and reliable and help inform principal professional development needs.
3. Link assessments to research-based standards.
4. Use multiple forms of assessment, and vary the types of data collected to obtain a holistic view of principal performance.

Resources

The following section includes resources that provide helpful information about implementing the strategies listed. Some resources highlight the rationale for a strategy or the research base that supports it; other resources provide examples of how the strategy has been implemented or practical toolkits that can assist school leaders in adopting these strategies.

Substrategy 1.1: Establish *What* Will Be Assessed

Knowing what will be assessed during an evaluation—communication, collaboration, organization, planning, ability to problem solve, fiscal management, technology management, or some other area—will help increase the transparency and clarity for school principals and increase the odds of capturing elements or examples of good leadership practices as indicated by a variety of professional standards (see Strategy 3 on p. 16).

Resource 7: Leadership performance planning worksheet

NYC Leadership Academy, Inc. (2010). *Leadership performance planning worksheet.* Long Island City, NY: Author. Retrieved June 22, 2010, from http://www.nycleadershipacademy.org/knowledge/LPPW and excerpt retrieved from http://www.nycleadershipacademy.org/files/imce_uploads/lppw_indesign2_sample_pages.pdf

In collaboration with the Wallace Foundation and state departments of education in three states (Delaware, Kentucky, and Missouri), the NYC Leadership Academy developed the Leadership Performance Planning Worksheet, which is designed around 40 leadership behaviors that impact learning and instruction. Each core leadership behavior is organized around nine school leadership dimensions. Examples of the types of leadership dimensions from which school principals are assessed include the following: plans and sets goals for student performance, responds appropriately to situations, values different points of views within the organization, and reports student achievement results transparently.

Resource 8: What are principals expected to do?

Catano, N., & Stronge, J. H. (2006). What are principals expected to do? Congruence between principal evaluation and performance standards. *NASSP Bulletin, 90*(3), 221–237. Abstract retrieved June 22, 2010, from http://bul.sagepub.com/cgi/content/abstract/90/3/221

In their content analysis of principal evaluation instruments as well as state and professional standards set for principals in several school districts, Catano and Stronge found that principals are primarily assessed in the following areas: instructional leadership, organizational management, and community relations. Findings also reveal that the instruments being used reflected state and professional standards.

Resource 9: Assessing school leaders' effectiveness

Wallace Foundation. (2009). *Assessing the effectiveness of school leaders: New directions and new processes.* New York: Author. Retrieved June 22, 2010, from http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Documents/Assessing-the-Effectiveness-of-School-Leaders.pdf

In this report, researchers at the Wallace Foundation examine and discuss the aspects of principal leadership that should be assessed and how they should be assessed, as well as the limitations of current assessments. This report identifies six areas in which assessments can be improved and discusses three newly developed assessment instruments.

Resource 10: Principals technology leadership assessment

UCEA Center for the Advanced Study of Technology Leadership in Education. (2010). *Principals technology leadership assessment.* Minneapolis, MN: Author. Retrieved June 22, 2010, from http://schooltechleadership.org/wordpress/wp-content/uploads/2010/02/ptla_info_packet.pdf

Funded through the U.S. Department of Education's Fund for the Improvement of Postsecondary Education, the University Council for Educational Administration (UCEA) Center for the Advanced Study of Technology Leadership in Education (CASTLE) administers the Principals Technology Leadership Assessment (PTLA), which consists of an online survey that is designed to "assess principals' technology leadership inclinations and activities over the course of the last year" (UCEA CASTLE, 2010, p. 1). The PTLA was created and validated by the American Institutes for Research and is aligned to the International Technology in Education's National Educational Technology Standards for Administrators.

Substrategy 1.2: Establish *Who* Will Help Provide Feedback

It is important to receive multirater feedback from various stakeholder groups (e.g., teachers, staff, students, and/or parents) to ascertain the principal's performance as a school leader. Using multiple measures increases the likelihood of obtaining a 360-degree picture about potential areas for school improvement (e.g., a principal's effort to address building maintenance issues) that may not necessarily be covered in a single type of assessment instrument (e.g., observation protocol). Moreover, using multiple sources of data also provides additional context and perspectives surrounding the school learning environment from those directly impacted by it.

Resource 11: Vanderbilt Assessment of Leadership in Education

Vanderbilt University, Peabody College. (2008). *Development of the Vanderbilt Assessment of Leadership in Education (VAL-ED).* Retrieved June 22, 2010, from http://peabody.vanderbilt.edu/x8451.xml

The Vanderbilt Assessment of Leadership in Education (VAL-ED) comprises both an online and paper-and-pencil assessment that "utilizes a multi-rater, evidence-based approach to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning" (Vanderbilt University, Peabody College, 2008). VAL-ED is designed to be completed by the principal, teachers, and the supervisor (e.g., superintendent), and the instrument is currently aligned with the Interstate School Leaders Licensure Consortium (ISLLC) Standards. The development of VAL-ED was funded through the Wallace Foundation.

Resource 12: North Carolina teacher working conditions survey

North Carolina State Board of Education. (2002). *North Carolina's teacher working conditions initiative.* Retrieved June 22, 2010 from http://ncteachingconditions.org/faq

Since 2002, the North Carolina Teacher Working Conditions survey has been administered annually to both principals and teachers throughout the state. Principals are asked a series of questions about the teacher working conditions at their respective schools and their own personal working conditions at the district level. Data from both the principal and teacher components of the survey can be used as evidence in principal evaluation or as a means of principal self-reflection on their school leadership, as well as a way to gauge progress or improvement. For example, principals can use results from the survey to help refocus on areas in need of improvement and use the feedback from the survey to set personal or school goals such as improving parent and community involvement or communication with staff. The Teacher Working Conditions survey has been expanded beyond North Carolina and is now administered in 10 other states, including Alabama, Colorado, Maine, and Maryland.

Substrategy 1.3: Establish *How* Findings of the Assessments or Evaluations Will Be Used

Assessment instruments should be valid and reliable. Furthermore, they should provide data that can inform how identified weaknesses can be addressed through professional development or other support. For example, Goldring et al. (2008) found in their review of current principal assessment instruments that almost half of all assessments failed to provide principals with clear feedback that was linked to a development plan on what they could be doing better to improve learning and teaching.

Resource 13: Saint Louis summer leadership academy

Smith-Anderson, S. (2009). *Summer leadership academy 2009–2010* [Slide presentation]. St. Louis, MO: Saint Louis Public Schools, Office of Leadership Development. Retrieved June 22, 2010, from http://www.slps.org/19621051994153557/lib/19621051994153557/2009/oct_2009/SLA%20Results%20to%20the%20Board.ppt

This summer leadership academy hosted by Saint Louis Public Schools is designed to train school principals for the purpose of attaining school improvement and improving student achievement. The leadership academy is broken into four subacademies: the Principals in Action, Autonomy Principal, Executive Coach, and Phoenix academies. Within each of these smaller academies, principals identify and reflect on specific measurable outcomes. For example, in the Autonomy Principal Academy, principals reflect on their staffing, budget, curriculum, and governance and identify specific, measurable outcomes and a process to obtain those outcomes.

Resource 14: Leading change handbook

Spiro, J. (2009). *Leading change handbook: Concepts and tools.* New York: Jody Spiro. Retrieved June 22, 2010, from http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Documents/leading-change-handbook.pdf

This handbook is designed specifically for school principals to assist them in their efforts to implement change within their schools and themselves. It offers administrators a series of tools and action steps to assist them along their journey of change. The author calls the handbook a toolkit that offers steps for "assessing and improving participants' readiness; engaging stakeholders; planning 'early wins;' minimizing resistance; using collaborative planning methods; and developing ways to bring initiatives to scale and sustain them over time" (Spiro, 2009, p. 1)).

Substrategy 1.4: Establish the *Frequency* With Which the Assessments Will Occur

Most school administrators are evaluated on an annual basis in congruence with their district contract or as mandated by their state (Portin, Feldman, & Knapp, 2006). Some researchers argue that one assessment a year is not enough to accurately evaluate a school principal. As a result, some states have begun to revise their evaluation policy timelines to increase the frequency of evaluations from yearly to each semester to quarterly, as well as prior to and after the academic school year (School Administrators of Iowa, 2006).

Resource 15: Ohio performance review policy

Ohio Legislative Service Commission. (n.d.). *Bill analysis: Am. Sub. S.B. 77. 123rd General Assembly.* Columbus, OH: Author. Retrieved June 22, 2010, from http://www.lsc.state.oh.us/analyses/s0077-ps.pdf

When Senate Bill 77 was passed in Ohio, it strengthened the requirements and guidelines used to evaluate administrators in the state. For example, under the current law, school administrators must be evaluated annually by the superintendent. The law expands and clarifies the requirements related to the frequency of evaluations that must occur in years when the administrator's contract is up for renewal versus when it is not. In years when a contract is *not* up for renewal, principals are to be evaluated yearly as required by law. However, in years when contract renewal is required, the law mandates that school principals are to be evaluated twice during the year. As part of all evaluations, the supervisor must identify and provide written documentation of the "strengths and deficiencies" of the administrator as well as recommendations for improvement.

Resource 16: Systems approach to principal leadership performance review

School Administrators of Iowa (2006). *Principal leadership performance review: A systems approach.* Clive, IA: Author. Retrieved June 22, 2010, from http://www.illinoisschoolleader.org/advisory_committee/documents/PrincipalEvaluationBooklet.pdf

This comprehensive model for principal evaluation was developed by the School Administrators of Iowa in partnership with the Wallace Foundation for school leaders in Iowa after the passage of Senate File 277 in 2007 by the Iowa Legislature. This system of evaluation is aligned with the six Iowa Standards for School Leaders and details how often a principal must be evaluated by providing a suggested timeline. The publication gives a description of each standard and the types of artifacts or documentation that must be collected to show evidence that a principal has (or has not) met a specific standard.

Strategy 2: Use Assessments That Are Valid and Reliable and Help Inform Principal Professional Development Needs

Assessment instruments should be valid and reliable. Furthermore, they should provide data that can inform how identified weaknesses can be addressed through professional development or other support. For example, Goldring et al. (2008) found in their review of current principal assessment instruments that almost half of all assessments failed to provide principals with clear feedback that was linked to a development plan on what they could be doing better to improve learning and teaching.

Resource 17. Measuring principal performance

Condon, C., & Clifford, M. (2009). *Measuring principal performance: How rigorous are commonly used principal performance assessment instruments?* Naperville, IL: Learning Point Associates. Retrieved June 22, 2010, from http://www.learningpt.org/pdfs/QSLBrief_2%20MeasuringPerf.pdf

The researchers for this brief conducted a scan of assessment instruments used to measure principal performance for the purpose of identifying well-developed, validated, reliable, publicly available instruments, which yielded 20 instruments. When those were reviewed against criteria for rigor, only eight were found to be psychometrically rigorous. These instruments are the VAL-ED (Porter, Murphy, Goldring, & Elliot, 2006), the Change Facilitator Questionnaire (Vandenberghe, 1988), the Diagnostic Assessment of School and Principal Effectiveness (Ebmeier, 1992), the Instructional Activity Questionnaire (Larsen, 1987), the Performance Review Analysis and Improvement System for Education (Knoop & Common, 1985), the Leadership Practices Inventory (Kouzes & Posner, 2002), the Principal Instructional Management Rating Scale (Hallinger & Murphy, 1985), and the Principal Profile (Leithwood & Montgomery, 1986). The authors note that only two of the eight instruments were created in the last decade (2002 and 2006); the older measures may not capture the essential features of today's school principal position, which has changed in the past 10 years.

Resource 18: Association of Educational Service Agencies

Website: http://www.aesa.us/

The Association of Educational Service Agencies (AESA) was created to serve educational service agencies across 45 states. On the AESA website, districts can find links to their state's specific ESAs, which often are tasked with providing workshops and sessions geared to principals on a variety of topics such as how to conduct an effective evaluation or how to use student achievement data.

Strategy 3: Link Assessments to Research-Based Standards

To help determine whether the behaviors exhibited by school administrators are associated with effective leadership practices, assessment instruments should align with one or more set of professional or state-approved standards. For example, 40 states have adopted the revised 2008 Interstate School Leaders Licensure Consortium (ISLLC) standards that describe behaviors associated with improved student achievement. Three states in particular—Iowa, Delaware, and Kentucky—have recently started using the ISLLC standards as a benchmark against which to assess administrators (Wallace Foundation, 2009).

Resource 19: ISLLC educational leadership policy standards

Council of Chief State School Officers (2008). *Educational leadership policy standards: ISLLC 2008.* Washington, DC: Author. Retrieved June 22, 2010, from http://www.ccsso.org/content/pdfs/elps_isllc2008.pdf

The Interstate School Leaders Licensure Consortium (ISLLC), an association of 24 member states managed by the Council of Chief State School Officers, developed six ISLLC standards in 1994 with the aim of providing a set of universal standards for school leaders and a framework for district administrators to gauge the presence of effective leadership practices that may (or may not) be exhibited by their school principals. The ISLLC standards were revised and updated in 2008.

Resource 20: South Carolina principal evaluation instrument

South Carolina Department of Education. (n.d.) *Principal evaluation instrument.* Columbia, SC: Author. Retrieved June 22, 2010, from http://www.scteachers.org/leadership/docs/PrincipalEvaluationInstrument.doc

This principal evaluation instrument is aligned with the standards and criteria set forth by the South Carolina State Board of Education. The state currently requires principals to be evaluated once every three years. This instrument requires the evaluator to rate the principal on each standard against a three-point rating continuum that ranges from *exemplary* to *needs improvement*. Evaluators must provide documentation or evidence for their rating.

Resource 21: Green Dot Public Schools principal evaluation rubric

Green Dot Public Schools (2007). *Administrator evaluation.* Los Angeles: Author. Retrieved June 22, 2010, from http://www.newschools.org/files/Principal-11.doc

As a nonprofit organization, Green Dot Public Schools operates 12 charter schools within the Los Angeles Unified School District. Green Dot was one of five organizations in Los Angeles to split a $60 million grant from the Bill and Melinda Gates Foundation in 2009. Green Dot principals are evaluated using the six ISLLC standards and against a series of indicators such as "The administrator has established systems and protocols for garnering teacher feedback and input on professional development, school culture, etc." (Green Dot Public Schools, 2007, p. 11). As part of the evaluation form or rubric, principals are given a score from 1 to 5 designating

areas of challenge against areas of strength as well as next steps for improvement under that specific indicator.

Resource 22: Eugene, Oregon, educational leadership improvement tool

Eugene School District 4J. (2007). *Revision of the educational leadership improvement tool: Determining visionary leadership.* Retrieved June 22, 2010, from http://www.4j.lane.edu/instruction/gp/eli/progress_lead12-17-07

The Leadership for Educational Achievement in Districts (LEAD) team of Eugene School District 4J revised the district's educational leadership improvement tool in 2007 in order to better align it with the Oregon State Standards. The six new standards by which administrators are evaluated are Visionary Leadership, Instructional Improvement, Effective Management, Inclusive Practice, Ethical Leadership, and Socio-Political Context.

Resource 23: Connecticut administrator technology standards

Connecticut State Department of Education. (2002). *2001 Connecticut administrator technology standards.* Hartford, CT: Author. Retrieved June 22, 2010, from http://www.sde.ct.gov/sde/lib/sde/pdf/dtl/technology/catsv2.pdf

In collaboration with the Alliance of Regional Education Service Centers, the Connecticut State Department of Education developed six administrator technology standards that are designed specifically for superintendents, district program directors, and school principals. The standards are designed to promote "technology literacy" in administrators. For example, in Standard 1, Leadership and Vision, the aim is for "educational leaders [to] inspire a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of that vision" (Connecticut State Department of Education, 2002, p. 4). The other five standards are Learning and Teaching; Productivity and Professional Practice; Support, Management, and Operations; Assessment and Evaluation; and Social, Legal, and Ethical Issues.

Resource 24: Evaluation of principals by states and urban districts

Goldring, E. Cravens, X. C., Murphy, J., Elliott, S. N., Carson, B., & Porter, A., C. (2008, March). *The evaluation of principals: What and how do states and districts assess leadership?* Paper presented at the annual meeting of the American Educational Research Association, New York, NY. Retrieved June 22, 2010, from http://peabody.vanderbilt.edu/Documents/pdf/LSI/AERA_EvaluationPrincipals.pdf

After completing a content analysis of 65 instruments used by districts and states across the United States to evaluate their school administrators, these researchers present their findings in a report that reveals that most of the instruments used are not informed by nor aligned with the current research-based criteria associated with effective leadership and school performance. Moreover, the authors note that "in most cases, the practices of leadership assessment lack justification and documentation in terms of the utility, psychometric properties, and accuracy of the instruments" (Goldring et al., 2008, p. 1).

Strategy 4: Use Multiple Forms of Assessments, and Vary the Types of Data Collected to Obtain a Holistic View of Principal Performance

The process by which a school administrator is evaluated should include multiple sources of data and mediums (e.g., incorporation of technology) in order to make certain that a clear picture about the administrator is captured (Alabama Professional Education Personnel Evaluation Program, 2002). Examples of the types of assessments or information that should be part of the process include portfolios, surveys or interviews of stakeholders, supervisor (i.e., superintendent) reviews, school observations, principal self-assessment forms, and online or computer-based assessments.

Resource 25: Reflective tools for school and district leaders

Knapp, M. S., Copland, M. A., & Talbert, J. E. (2003). *Leading for learning: Reflective tools for school districts and leaders.* Seattle, WA: Center for the Study of Teaching and Policy. Retrieved June 22, 2010, from http://depts.washington.edu/ctpmail/PDFs/LforL Summary-02-03.pdf

In 2003, the Center for the Study of Teaching Policy developed a framework geared primarily toward school and district administrators that provides a series of tools that encourage administrators to assess themselves and their schools and encourages them to think about and develop strategies that will impact improvement. The ideas and tools highlighted within the framework—which is not aligned with the ISLLC standards—were reviewed by over 300 educators, scholars, and other professionals.

Resource 26: Fairfax County, Virginia, assistant principal portfolio program

Fairfax County Public Schools. (2010). *Assistant principal portfolio program.* Retrieved June 22, 2010, from http://www.fcps.edu/plt/Leaders/Programs/AP_Portfolio_Program.htm

This one-year program, which is designed around a grow-your-own model, aims to identify assistant principals within the Fairfax County Public School district with a minimum of two years experience who show promise and the necessary skills to eventually be promoted to school principal. As part of this program, assistant principals are required to attend workshops and sessions that teach them how to complete a personal portfolio that contains such artifacts as individual development plans, staff opinion survey results, and current evaluations.

Resource 27: Enhancing school leaders' reflective thinking and decision making

Claudet, J. (2006). A multimedia approach to enhancing school leaders' reflective thinking and decision making. *Interactive Educational Multimedia, 13*, 1–10. Retrieved June 22, 2010, from http://www.ub.es/multimedia/iem/down/e13/Multimedia_Approach.pdf

This article summarizes the development and use of a unique multimedia, computer-based tool, the Administrator Case Simulation (ACS) Multimedia Library, that is designed to impact "the professional development of school administrative leaders involved in collaborative school leadership" (Claudet, 2006, p. 1). Components of ACS are aligned with the National Policy Board for Educational Administration standards, ISLLC standards, and the Texas Standards for the Principalship. Working in partnership with school districts—in particular, principals, community members, and teachers—the designers developed a series of interactive tools that are specifically designed to "focus on providing an interactive, multimedia learning environment within which users can articulate and examine their own reflective thinking and decision making in response to school leadership dilemma situations" (Claudet, 2006, p. 6). For example, school leaders are given a CD-ROM on which they view real-life video portrayals of issues faced by school leaders under the topics Collaborative Leadership (e.g., consensus building), Equal Access (e.g., student rights), Inclusion (e.g., special education), Resistance to Change (e.g., teacher assessment and development), and Instructional Leadership (e.g., curriculum integration). As part of the next component, the Case Video Scenes Database, principals can view short scenes involving multiple, and conflicting, stakeholder perspectives on one of the leadership topic areas noted above. A "video-mark" feature allows principals to digitally mark features within the video for further reflective analysis, whereupon they also will be asked to describe how that specific scene or clip aligns to one or more administrative standards.

Resource 28: Alabama principal evaluation materials

Alabama Professional Education Personnel Evaluation Program. (2002). *Principal evaluation system: Manuals, forms, and other materials.* Retrieved June 22, 2010, from http://www.alabamapepe.com/principal.htm

The Alabama Professional Education Personnel Evaluation (PEPE) program, created under a resolution by the Alabama State Board of Education, was designed initially to create a program that would systematically evaluate certified personnel in the state, including teachers and school leaders. The measurement-based, data-driven PEPE program contains an abundance of information and resources that school districts in the state can access to evaluate their school administrators. Included is a detailed manual that describes how frequently an administrator must be evaluated, who should conduct the evaluation, and what types of additional data (e.g., portfolios, artifacts) a district must collect to evaluate a school principal. Moreover, the site houses copies of multiple stakeholder surveys that can be administered to teachers, students, community members, and others to evaluate principals, as well as workbook that principals must use that provides a step-by-step process on how to analyze survey data.

Real-Life Example

Pittsburgh Urban Leadership System for Excellence

The Pittsburgh Urban Leadership System for Excellence (PULSE) is a recently implemented and totally revamped school leadership accountability system that was developed in partnership with RAND, ETS, Pittsburgh school district central office staff, principals, members of the Pittsburgh Administrators Association, steering committees, and subcommittees. The primary aim of PULSE is to recruit, train, support, evaluate, improve, and reward principals to "enable their success and the academic achievement growth of students" (Pittsburgh Public Schools, n.d., p. 4). This newly and more rigorously developed system is based on the following six components: the Pittsburgh Emerging Leaders Academy, induction for new administrators, a leadership academy, executive director mentoring and training, principal evaluation, and performance-based compensation.

In terms of the principal evaluation component, the district now uses an evaluation rubric that is aligned with the ISLLC standards and consists of 21 attributes of effective school leadership as identified by Marzano, Waters, and McNulty (2005). Using the rubric, evaluators can now rate and place principals into one of four categories: *rudimentary, emerging, proficient,* or *accomplished*—rather than the old ratings of *satisfactory* or *unsatisfactory*. Principals within the district are now required to be evaluated twice each year—at midsemester and end of school year—and then spend two years in directed professional growth projects. The formal evaluation process consists of a principal self-assessment; executive director assessment; and the assessment of data or artifacts such as letters, test scores, and observations.

Using ratings from this principal evaluation, administrators can now earn salary increases based on the district's new pay-for-performance program. For example, PULSE links principal performance standards and specific bonuses or compensation to student growth and academic achievement gains. Principals can earn up to $2,000 annually, which then becomes a part of their base salary, if they are assessed as being proficient across the seven performance standards. In addition, administrators have the potential of earning a $10,000 bonus annually if they show "demonstrated growth in student achievement" (Pittsburgh Public Schools, n.d., p. 9).

Questions to Consider Before Implementing a Similar Evaluation System

- What would hinder your district from taking this real-life example and implementing it within your district's context?
- What adjustments would have to be made for this real-life example to be implemented in your district?
- How long would it take for those adjustments to be made?
- Who would be involved?
- How much would it cost?
- Where would the fiscal resources come from?

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Rethinking Principal Evaluation
naesp
Leading Learning Communities
nassp
leading schools
A New Paradigm Informed by Research and Practice

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NAESP is a professional association representing more than 65,000 elementary and middle-level principals who serve approximately 33 million children in prekindergarten through the eighth grade (pre-K-8). The mission of the NAESP (National Association of Elementary School Principals) is to lead in the advocacy and support for elementary and middle-level principals and other educational leaders in their commitment for all children. At NAESP, we believe that principals must be recognized as leaders. We know that building and sustaining good schools is about more than just academic performance. We believe in creating strong learning communities and helping principals lead through collaborative and distributed leadership. We embrace a bold vision for the profession where principals use their collective vision, courage, wisdom, and professional knowledge to lead learning communities. For more information about NAESP, located in Alexandria, VA, visit www.naesp.org.

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NASSP (National Association of Secondary School Principals) is the leading organization of and national voice for middle level and high school principals, assistant principals, and all school leaders from across the United States and more than 45 countries around the world. The association provides research-based professional development and resources, networking, and advocacy to build the capacity of middle level and high school leaders to continually improve student performance. Reflecting its long-standing commitment to student leadership development as well, NASSP administers the National Honor Society, the National Junior Honor Society, the National Elementary Honor Society, and the National Association of Student Councils. For more information about NASSP, located in Reston, VA, visit www.nassp.org.

JoAnn Bartoletti, Executive Director
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Matthew Clifford, Ph.D., American Institutes for Research, and Steven Ross, Ph.D., Center for Research and Reform in Education at Johns Hopkins University, served as lead researchers and writers for this initiative.

A Call to Action

From the Leaders of the Nation's Largest Principal Associations

It's time for a new framework for evaluating principals' performance—one that reflects the complexity of the principalship, measures principals' leadership competencies required for student and school success, and seeks out the insight and experience that only practicing principals can bring to bear.

As the federal government urges states and districts to create principal evaluation systems, largely linked to student achievement, it's also time that principals be part of the conversation. Without the inclusion of the expertise of school and instructional leaders, the new evaluation systems created across the country may not necessarily be improved or attain desired results, and, as a result, principals may not view feedback from these new evaluation systems as informative for improvement of their practice or their schools.

What do principals believe that evaluation systems for their profession should include? The National Association of Elementary School Principals and the National Association of Secondary School Principals led a two-year initiative, organized around a Principal Evaluation Committee comprised of members of both organizations to address that question. The initiative began with an analysis of available research on principal evaluation systems by Matthew Clifford, senior research scientist at the American Institutes for Research, and Steven Ross, professor of education at the Center for Research and Reform in Education at Johns Hopkins University. They discovered that some principal evaluation practices indeed hold great promise for building the capacity of principals and, by doing so, improving schools. But they also identified serious concerns about the consistency, fairness and value of such practices, including the absence of the voice of the principal in evaluation processes.

In response, the joint Principal Evaluation Committee examined best practices from the experience and views of other principals across the nation to examine the existing research and current policy context. With this information, they developed a comprehensive, research-based framework for principal evaluation systems that links evaluation to professional development. The framework outlines six evaluation domains that can strengthen the performance and growth of both principals and schools. Collectively, we believe that principal evaluation systems can be a powerful strategy to improve schools and, ultimately, to support the conditions that lead to improvements in student achievement. Principals create optimum conditions for teaching and learning. We believe that used effectively, principal evaluation systems can create optimum conditions for instructional leadership.

This report brings the voice of principals squarely into the dialogue on what principal evaluation systems need to look like. We recommend states and districts consider the elements of this report when adapting or building principal evaluation systems. But the report is only a first step. Realizing the potential of principal evaluation as a strategy for strengthening leadership and improving schools requires systemic change to ensure that evaluation systems support valid performance results and that principals have a clear path to improve their performance and access to resources that strengthen their leadership.

Gail Connelly
Executive Director, NAESP

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Introduction

Improving Principal Evaluation Is Long Overdue

Research over the past 30 years clearly demonstrates that principals are important catalysts for shaping school improvements, creating lasting foundations for student learning and accelerating teacher effectiveness. Our nation's 95,000 public school principals influence 3 million teachers and 55 million students, pre-K through grade 12, and are pivotal to ensuring that all students achieve. Conclusions from the Wallace Foundation report *How Leadership Influences Student Learning* (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004) emphasize the critical impact of principals:

> Leadership is second only to teaching among school influences on student success.
>
> The impact of leadership is most significant in schools with the greatest needs.

However, the research to date on principal evaluation also suggests that many state and district evaluations do not reflect existing principal standards or proven practices, and many principal evaluation instruments are neither technically sound nor useful for improving principal performance—despite the proven importance of the principal to school and student success. An even greater concern is that many principals are never formally evaluated in any meaningful way. As a default, many states and districts are beginning to use student test scores as a way of evaluating principals. But these measures taken alone can seriously distort realities and are woefully insufficient for providing principals and assistant principals the information they need to improve their work and their schools. States and districts are encouraged to avoid an over-reliance on standardized test assessments of student achievement in favor of multiple measures designed to encompass the entirety of a student's learning experience.

The National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) have come together to express a shared belief that more robust evaluation systems will be informative for school leadership and result in better recognition of excellent leadership practice. The associations believe that creating better evaluation systems requires cooperation and effort from multiple stakeholders and, importantly, from principals themselves. Without principal participation in the national, state and local discourse about performance assessment design, new evaluation systems will not be improved, and principals may not view feedback from these new evaluation systems as informative for improvement of their practice or their schools.



While principals expect to be held accountable for increasing student achievement results, summative test scores reflect a narrow definition of "student success."

A joint Principal Evaluation Committee of practicing principals—representatives of elementary, middle and high school principals who are members of NAESP and NASSP—convened in 2010 to outline a framework for principal evaluation based on the beliefs that effective principal evaluations are:

- Created by and for principals;
- Part of a comprehensive system of support and professional development;
- Flexible enough to accommodate differences in principals' experiences;
- Relevant to the improvement of principals' dynamic work;
- Based on accurate, valid and reliable information, gathered through multiple measures;
- Fair in placing a priority on outcomes that principals can control; and
- Useful for informing principals' learning and progress.

For nearly a year, this joint committee of principals worked together to create a report that captures the clear and collective voice of principals on the state of principal evaluation in an effort to consider principals' experience and authority and the realities of their daily work. The committee suggested evaluations that include multiple measures of student, school and principal success and that value the context of school environments. According to the committee, such evaluations can advance the field by building a base of knowledge that brings forward a synthesized view of the latest research on principal evaluation. This report outlines a new paradigm for effective principal evaluation and provides a framework for policymakers, researchers and practitioners to rely on when informing, developing or redesigning principal evaluation systems.

Above all, this report responds to the complex issues facing the principalship and identifies the following six key domains of principal leadership that should be incorporated into principal evaluation systems:

- Professional growth and learning,
- Student growth and achievement,
- School planning and progress,
- School culture,
- Professional qualities and instructional leadership, and
- Stakeholder support and engagement.

For the education community, this document seeks to answer many of the questions raised by the recent reform agenda: What does the research tell us about principal evaluation? What constitutes effective practice? Do current policies and trends encourage and uphold effective practice? And, what considerations do NAESP and NASSP propose to ensure that evaluation is used to guide professional development that builds the capacity of principals and improves schools?

Principals from both associations agree that it is time to rethink principal evaluation and put principals and assistant principals at the center of that discussion in an effort to build individual leadership capacity and school effectiveness. Many state systems are defining the effectiveness of teachers and principals based significantly on one outcome: the ability to raise student scores on standardized tests. Unfortunately, this one-dimensional perspective paints an overly simplistic view of teaching and learning, both highly complex processes. While principals expect to be held accountable for increasing student achievement results, summative test scores reflect a narrow definition of "student success." Summative student test scores provide little useful feedback to principals and assistant principals that can result in improvements in leadership practice. Thus, NAESP and NASSP believe that multiple measures are important to include in any effective evaluation system. This paper is intended to incorporate student achievement as one part of a larger evaluation framework that will set the stage for improvements in principal performance.

Until now, there has never been an inclusive, research-driven body of knowledge that includes the voice of practicing principals to inform the field on effective principal evaluation. Policymakers, superintendents and practitioners are encouraged to use this document to rethink principal evaluation and to take action by implementing the framework contained in this report to usher in a new paradigm of practice and put the right policy levers in place to support it.

NAESP and NAESP are committed to working in partnership to advance this new framework and encourage states and districts to review their evaluation designs against the criteria established in this document.

Principals from both associations agree that it is time to rethink principal evaluation and put principals and assistant principals at the center of that discussion in an effort to build individual leadership capacity and school effectiveness.

The Case

For a Better Principal Evaluation System



The research on principal evaluation is surprisingly thin. What does exist varies widely in purpose, topic and methodology. However, some key points identified in recent research provide helpful insights into improved practices of principal evaluation that can be implemented and tested in a variety of district and school improvement efforts. For instance, the existing research does suggest that the quality of *how* principal evaluations are conducted might be even more important than the content of *what* the evaluations contain. "Implementation trumped instrumentation in terms of how well evaluations were conducted, how evaluations were perceived by principals, and how connected effective evaluations were to promoting the principals' professional growth" (Davis, Kearney, Sanders, Thomas, & Leon, 2011, p.8).

Although states and districts require principal evaluation, research suggests that compliance with the law does not ensure that quality performance evaluations are used (Goldring, Cravens, Murphy, Elliot, & Carson, 2009). Two independent reviews of research on principal evaluations concluded that evaluation systems have not been designed or enacted in ways that promote accurate judgments of principal effectiveness (Clifford and Ross, 2011; Davis, Kearney, Sanders, Thomas, & Leon, 2010).

Specifically, research studies indicate that:

- Principals view performance evaluation as having limited value for feedback, professional development or accountability to school improvement (Portin, Feldman, & Knapp, 2006);
- Principal evaluations are inconsistently administered; therefore, performance is inconsistently measured (Thomas, Holdaway, & Ward, 2000);
- Performance evaluations may not align with existing state or national professional standards for practice (Heck & Marcoulides, 1996; Reeves, 2009) or standards for personnel evaluation (Goldring et al., 2009); and,
- Few widely available principal evaluation instruments display psychometric rigor or make testing results public so that validity and reliability can be examined (Clifford, Menon, Gangi, Condon & Hornung, 2012; Condon & Clifford, 2010; Goldring et al., 2009; Heck & Marcoulides, 1996).

Strong, trusting and collaborative relationships between principals and district office evaluators are especially important to the success of the evaluation process.

Further, in a 2012 report prepared for the National Comprehensive Center for Teacher Quality titled *A Practical Guide To Designing Comprehensive Principal Evaluation Systems*, Clifford, Hansen, and Wraight conclude that "cultivating effective principal evaluation systems is challenging, particularly with the dearth of research-based models and measures currently available. In many states, principal evaluation is not widely or systematically practiced, aligned with state or national professional standards or linked to state or district data infrastructures" (p. 59).

Practitioners point out that strong, trusting and collaborative relationships between principals and district office evaluators are especially important to the success of the evaluation process, and evaluation systems are more effective when based on clear standards and expectations of performance that are aligned with the key goals and needs of principals, schools and districts.

More rigorous studies on principal evaluation are clearly needed. Perhaps more important is that the research that does exist suggests that principal evaluation systems being used today are neither technically sound nor useful for improving principal practice. One of the more comprehensive reviews, the Davis et al. study, *The Policies and Practices of Principal Evaluation: A Review of the Literature* (2011), reports that current principal evaluation systems have not been designed or implemented in ways that yield accurate judgments of principal effectiveness.

Effective leadership will result in more effective schools. Thus, NAESP and NASSP believe it is time to rethink how educators approach principal evaluation and how the results of such evaluations are used. It is imperative that there is a renewed investment to strengthen and support principals and assistant principals to ensure that leadership knowledge, skills and dispositions keep pace with students' needs for 21st century skills and the nation's ever-rising expectations of education. A well-designed evaluation can be a critical tool for strengthening the effectiveness of the 95,000 school principals in the United States today.

Policy Implications of Principal Evaluation on Effective Practice

In an era of high-stakes testing, more rigorous federal and state accountability programs and intense interest among taxpayers and government leaders in school-level performance, the demand for accountability among principals has never been greater.

Principal evaluation is emerging as a national policy focus, although it has been largely overshadowed by controversial developments in teacher evaluation, which have focused the public discourse about the nation's education system squarely on the quality of the teaching force. Creating better evaluation systems has emerged as a cornerstone of education reform, with federal policies highlighting the roles and responsibilities of teachers and principals and emphasizing the need for defining principal "effectiveness."

In 2009, Congress passed an economic stimulus bill that gave the U.S. Secretary of Education unprecedented authority through the $4.35 billion Race to the Top federal competitive grant program. Race to the Top was designed to push massive reforms and compel states to remove legal, statutory or regulatory barriers and to link student achievement data to teachers and principals for evaluation purposes. At the same time, interim final requirements were issued for the School Improvement Grants (SIGs) program authorized under Title I of the ESEA. These final requirements incorporated new authority for SIG funds. States and districts were required to include new teacher and principal evaluation systems as part of the reform.

Specifically, the School Improvement Grants (SIG) program authorized under section 1003(g) of Title I of the ESEA, and the American Recovery and Reinvestment Act, require the use of rigorous, transparent and equitable evaluations that:

- Take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
- Are designed and developed with teacher and principal involvement.

The law also included provisions for identifying and rewarding school leaders, teachers and other staff who, in implementing this model, increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities to improve their professional practice, have not done so.

Spurred by aggressive reforms as a means to improve our nation's schools, states and districts have been lured to adopt new programs and procedures to comply with the federal government's unprecedented reach into the educator evaluation arena. To date, more than 30 states have also been granted waivers from the current accountability provisions of No Child Left Behind. The conditions of the waivers further compelled states to establish the effectiveness of teachers and principals through new evaluation systems, and districts are moving rapidly to design and implement new systems based on new parameters and measures.

In its Race to the Top documentation, the U.S. Department of Education equates the effectiveness of school principals to student achievement outcomes. The U.S. Department of Education defines "effective principal" as one "whose students, overall and for each subgroup, achieve acceptable rates (e.g., at least one grade level in an academic year) of student growth." Race to the Top goes further, proclaiming that states, local education agencies or schools must use multiple valid measures of performance, provided that principal effectiveness is determined, in significant part, on the basis of growth in student achievement on assessments required under ESEA. Race to the Top also defines some supplemental measures as including high school graduation rates and college enrollment rates, as well as evidence of providing supportive teaching and learning conditions, strong instructional leadership and positive family and community engagement.

Principal evaluation is included in the final requirements and criteria for the Department of Education's Race to the Top district competition, announced in August 2012. The purpose of the district competition is to build on the lessons learned from the state competitions conducted under the Race to the Top program and to support bold, locally directed improvements in learning and teaching that will directly improve student achievement and educator effectiveness. District winners agree to implement a principal evaluation system, along with teacher and superintendent evaluation systems, no later than the 2014-15 school year.

The principal profession seeks to develop school-level systems that foster student and educator learning and ensure that critical decisions about student learning programs are informed by data gathered through multiple measures.

Principal evaluation can be one important source of feedback to support learning and help districts and states make important decisions about leadership and principals' continued employment. Too often, performance assessment practices have emphasized replacing principals of underperforming schools rather than improving principal leadership through professional development and learning. This is a particular issue for rural and other areas where the pool of principals is small. Despite the importance of principal evaluation, state legislators seemed to have proposed and enacted new laws and regulations in partial response to Race to the Top and other federal incentive program requirements. Recently, such federal incentive programs, along with philanthropic efforts, have made additional resources available to supplement state and local funds to support the redesign process.

Because states and districts are moving very rapidly on design and implementation of new principal evaluation systems, there is concern that the voice and perspective of principals is not being included in the design process, and meaningful pilot testing of new evaluation systems will not be available. As a result of this hasty response to quantify "effectiveness," based largely on student standardized assessment scores, there has been a growing movement by state and local evaluation designs to overlook clear and rigorous standards that validate a high-performing principal and discard the multiple measures of student growth and school improvement that practitioners know are critical to a fair and accurate evaluation.

Essential Features of Comprehensive Evaluation Systems

NAESP and NASSP, the nation's key principal associations, share a long-held belief that any policies related to principal evaluation should be based on valid, fair and reliable measurements and used as a collaborative school improvement tool and not for punishment. The following areas have been identified by principals, and supported by research, as essential features of sound evaluation systems:

Created by and for principals. Effective evaluation system designs will be accurate and useful when principals are active contributors to the process.

Systemic support. Effective principal evaluation is part of a comprehensive system of support, including quality professional development, induction support for early career principals and recognition of advanced performance.

Flexibility. Principals' relationships with supervisors, schools and communities impact leadership. Effective processes to evaluate principal practice accommodate local contexts, reflect a principal's years of experience and are job-specific. These processes provide supervisors with sufficient flexibility to accommodate necessary differentiation based on principals' work and grade-level responsibilities.

Relevance. Effective evaluation systems incorporate widely accepted standards of practice so that results are relevant to the improvement of principals' current work. Routine monitoring of principal evaluation systems maintains relevance and facilitates adaptations to reflect the dynamic nature of the profession.

Accuracy, validity, reliability. Supervisors and principals will use evaluation results to inform decisions regarding professional development and continued employment. Consequently, evaluation processes must be collaborative; provide accurate, valid and reliable information; and gather performance data through multiple measures.

Fairness. Fair evaluations are transparent, systematically applied to all principals in a state or district and place a high priority on outcomes principals control rather than those they have limited or no ability to impact. Decisions about continued employment rely on multiple years of evaluation data. And, effective principal evaluation systems treat performance assessment as a positive process that builds principals' capacity, not as a pretext for discipline.

Utility. Meaningful evaluation results inform principals' learning and progress, regardless of summative ratings of practice. An effective formative and summative process is useful to principals and evaluators for creating a holistic description of practice.



The acid test of the new wave of principal evaluations will be whether they use real time data to narrow the focus.

Linking Evaluations to Professional Development and Growth

NAESP and NASSP believe that performance evaluations, if meaningful and accurate, can serve also as a tool for professional growth and spark professional reflection and learning. Principals report that while they are attempting to create conditions to support learning for others, their own learning is not well supported. Principals report that they have few trusted sources of feedback on their practice with which to advance their learning about leadership, and they feel isolated from colleagues due to the rigors of their positions (Friedman, 2002). Recommended methodology for designing state and local principal evaluation systems focuses on building the capacity of principals, and the outcomes of any evaluation connect to a trajectory of growth and professional development opportunities on the core competencies of effective school leadership. Further, NAESP and NASSP believe that evaluation must never be used for retaliatory or punitive purposes.

According to Douglas Reeves of the Leadership and Learning Center, "The acid test of the new wave of principal evaluations will be whether they use real time data to narrow the focus. If every conceivable idea that might make for better leadership is evaluated, then the folly of new teacher evaluations will be replicated, prodding an evaluation process that will become a paperwork drill rather than a meaningful evaluation."

Creating Better Evaluation Systems Based on Lessons From Practice

Principals know intuitively and practically that effective evaluation focused on building leadership capacity has great potential to strengthen schools. In short, better principals mean better schools. For evaluation systems to be effective and valid, evaluation criteria and measures must be closely aligned to the practices being evaluated.

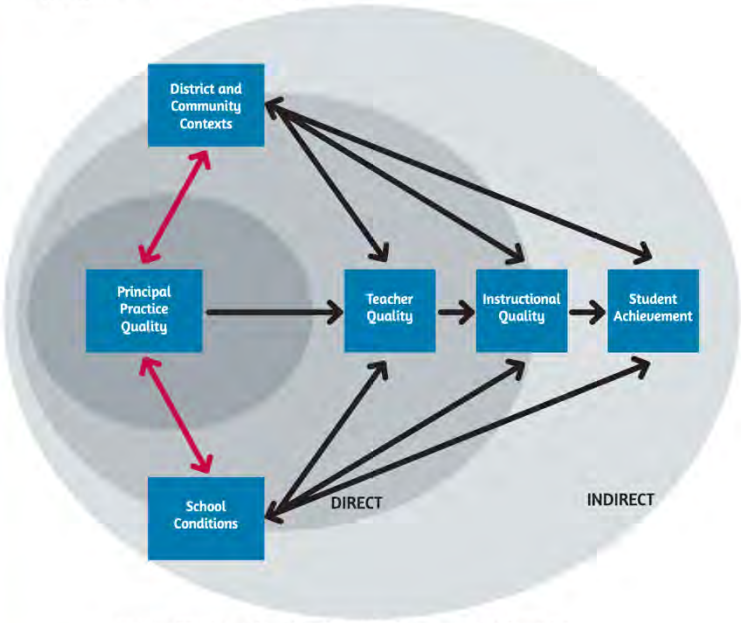
NAESP and NASSP members clearly view evaluation as an essential aspect of a principal or assistant principals' work, and they value feedback emerging from a trustworthy process. While some states and districts have engaged principals in rethinking performance evaluation, other states have sought little input from principals, other educators or their associations.

NAESP and NASSP believe that creating better evaluation systems requires cooperation and effort from multiple stakeholders, including principals. Without principal participation in the national, state and local discourse about performance assessment design, new evaluation systems will not necessarily be improved, and principals and assistant principals will not get the informative feedback needed to improve their practice.

Rethinking Principal Evaluation to Define Effective Practice

The American Institutes for Research 2012 report *The Ripple Effect*, Clifford, Behrstock-Sherratt, and Fetters reviewed research on principals' influence on student achievement. The report outlined a framework for understanding a principal's practice, the direct effects of that practice on schools and teachers, and the indirect effects on instruction and learning. Their research provides a useful framework for representing the relationship between principals' practice, school conditions, instructional quality and student achievement. While principal effectiveness research is far from definitive (Kearney, 2010), the emerging framework suggests reasonable ideas and strategies for principal evaluation and professional development designs.

The Ripple Effect: A Framework for Principal Impact



Adapted from: Clifford, Behrstock-Sherratt, Fetters, *The Ripple Effect*, The American Institutes for Research, 2012
Source: Hallinger & Heck, 1998; Leithwood, Louis, Anderson & Wahlstrom, 2004; Waters, Marzano, & McNulty, 2003

Principals may have an indirect influence over student learning by creating conditions for better teaching and learning to occur.

The framework diagram shown on page 10 provides an understanding of principal effectiveness that includes direct and indirect effects of principal practices. As shown, principal practice may directly influence district policies, community relations and school climate/conditions. But as the arrows suggest, principals' practices are also influenced by these same factors. Principals may have an indirect influence over student learning by creating conditions for better teaching and learning to occur. We believe that high achievement and educational success is the primary goal of schools and effective leadership. However, in weighting various indicators of leadership performance, valid and fair evaluation approaches need to be sensitive to an individual principal's ability to influence each area based on contextual factors (e.g., school, student, teacher characteristics), resources and personal variables (e.g., novice vs. experienced).

Research evidence of leadership practices that make a difference in schools has influenced the professional standards that have been widely adopted by states and districts. Some practices identified by research studies include:

- Creating and sustaining an ambitious, commonly accepted vision and mission for organizational performance;
- Engaging deeply with teachers and data on issues of student performance and instructional services quality;
- Efficiently managing resources, such as human capital, time and funding;
- Creating physically, emotionally and cognitively safe learning environments for students and staff;
- Developing strong and respectful relationships with parents, communities and businesses to mutually support children's education; and
- Acting in a professional and ethical manner (Council of Chief State School Officers, 2008; Marzano, Waters, & McNulty, 2005; Stronge, Richard, & Catano, 2008).

The six key domains identified by the joint Principal Evaluation Committee outline the key areas ideal principal evaluation systems would include. The joint Principal Evaluation Committee contends that in an ideal evaluation, each of the six domains would be given equal consideration and weighted appropriately with regard to the immediate needs of the school, the context of the learning community and the level of authority of an individual principal.







Six Domains of Principal Leadership To Be Evaluated

The six key domains of principal leadership are described on the following pages, along with how each of these domains might be incorporated into principal evaluations.

1 Professional Growth and Learning

2 Student Growth and Achievement

3 School Planning and Progress

4 School Culture

5 Professional Qualities and Instructional Leadership

6 Stakeholder Support and Engagement

1 Professional Growth and Learning

This domain focuses on measuring a principal's growth and the degree to which he or she has followed through on professional development or learning plans to improve his or her own practice. Recognizing and assessing a principal's efforts to learn and advance as a leader will ensure that evaluation is closely connected to professional development and will promote continuous learning and reflection.

Members of the joint Principal Evaluation Committee believe professional growth and learning is essential to an effective principal evaluation system. Comprehensive evaluations include measures of principal participation and use of professional development resources. Becoming an effective school leader is a continuous learning process applicable to novice and experienced principals alike. While different principals will vary in skill, experience and success in achieving goals for school improvement and educational outcomes, all have the potential to improve.

Heightened accountability requirements under which schools operate have significantly increased the complexity of the work of principals. Consequently, principals must actively pursue additional professional development and learning opportunities. Research conducted by Larry Lashway (2003) found that "leadership development is no longer just a 'front end,' one-time experience, but a lifelong process." Likewise, Jacob Adams and Michael Copland (2005) drew a distinction between a principal's entry-level skills and his or her ability to "tackle the occupation's thorniest problems. The hardest and most consequential tasks require expertise beyond entry-level skills and a concerted effort to develop it" (p. 2).

In *Learning from Leadership Project: Investigating the Links to Improved Student Learning* (Seashore Louis, Leithwood, Wahltstrom, & Anderson, 2010), a meta-analysis study conducted by the Wallace Foundation, researchers recommend that policies and programs be developed at the state level to address leadership deficits through professional development.

At the national level, NAESP and NASSP have expended considerable effort to provide professional development resources to increase a principal's leadership capacity through trainings and workshops at annual conferences, state affiliate conferences and meetings, as well as webinars, online courses and guides to best practices. States and districts also offer regional and local trainings and workshops aimed at increasing principal growth and learning.

Measurement examples for professional growth and learning might include:

- Principal self-reflection;
- Deliberate practice;
- Participation in professional development trainings within the state and/or district; and
- Attendance at national professional association conferences and development of portfolio artifacts aligned with core leadership competencies, such as those found in the associations' landmark publications on the profession, including *Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do* and *Breaking Ranks: The Comprehensive Framework for School Improvement.*

2 Student Growth and Achievement

Without question, the most fundamental goal of schools is teaching and learning that enables every student to achieve his or her greatest potential. Principals, as leaders of school communities, have a primary responsibility to ensure that student achievement is attained. However, research that establishes a direct causal relationship between principal leadership practice and increased student academic achievement has been problematic due largely to two factors:

- The definition of leadership has not been standardized, and
- Researchers lack available methodologies for determining indirect effects.

Therefore, although student growth and achievement are essential to evaluation systems, the Principal Evaluation Committee noted that while effective principals meaningfully shape teachers' instruction by providing relevant resources and supports that increase learning (Spillane, 2004), there is little research that links principals directly to student achievement (Branch, Hanushek, & Rivkin, 2009; Hallinger and Heck, 1998). Many of the contextual conditions (such as student and teacher variables) that influence high academic attainment or growth in a given year are also outside the direct control of a principal.

The indirect effects are illustrated in the book *School Leadership That Matters: From Research to Results* (Marzano, Waters, & McNulty, 2005), which shared results of a meta-analysis involving 2,802 schools, 1.4 million students and 14,000 teachers over a 35-year period to investigate a correlation between principal leadership practice and average academic achievement of students. The findings show that a principal's influence over student academic achievement accounts for a 0.25 variation in student achievement measures. The study suggests 21 areas for increasing the effectiveness of leadership practice, including:

- Developing a strong leadership team;
- Distributing some responsibilities among members of the leadership team;
- Selecting the appropriate work;
- Identifying the magnitude of change desired; and
- Matching the principal's management style to the change initiative.

Similar findings are documented in *Estimating Principal Effectiveness*, the 2009 study for the Center for the Analysis of Longitudinal Data in Education Research (CALDER) by Branch, Hanushek and Rivkin, which concludes that "understanding the impact of principals on learning is a particularly difficult analytical problem. The non-random sorting of principals among schools and consequent difficulty separating the contributions of principals from the influences of peers and other school factors raise questions about the degree to which principals are responsible for differential outcome" (p. 38).

Specific federal programs ask states to design evaluation systems using student growth models that are based on changes in test scores over time. Value-added models (VAMS) attempt to determine how specific teachers and schools affect growth in student achievement over time and use aggregated means in order to determine principal scores. While VAMS are relativistic and attempt to address the extent to which changes in student performance can be attributed to a specific school and/or teacher, the models are incredibly complex statistically and can be problematic. Therefore, principals recommend that multiple measures of student outcomes be explored and a better approach to VAMS be developed.

Given these findings, the joint Principal Evaluation Committee concluded that it is imperative for evaluators to take into account contextual factors related to student growth, including school, student and faculty demographics; the surrounding community; the school district; and personal factors, such as a principal's length of experience overall and his or her tenure at a specific school.

It is worth repeating that states and districts should avoid an over-reliance on standardized test assessments of student achievement in favor of multiple measures designed to encompass the entirety of a student's learning experience.

District and state evaluators are advised to create a well-rounded set of data points on multiple measures of student outcomes, such as those listed below, rather than using only state assessment scores and those changes over time. And evaluators need to consider how results are interpreted with regard to the many contextual factors previously mentioned.

In addition to test scores, measures of student outcomes might also include:

- Portfolio of artifacts,
- Formative and summative teacher-administered test data,
- Work sample scores,
- Benchmark assessments,
- Use of rubrics,
- Attendance rates,
- Discipline referrals,
- Graduation rates,
- Participation in school clubs and activities,
- ACT/SAT scores,
- Advanced placement scores,
- Scholarships, and
- Special recognitions and accomplishments.

3 School Planning and Progress

This domain focuses on measuring a principal's ability to manage school planning processes for achieving school improvement goals and ensuring quality implementation of the programs and services identified with increasing student success. Emerging research suggests that a well-executed school improvement plan (SIP) may be effective for attaining high student achievement results.

In his 2006 book, *The Learning Leader: How To Focus School Improvement for Better Results*, Douglas Reeves points out that leadership regarding school improvement plans can be effective in supporting student achievement if it is associated with the following specific elements:

- **Inquiry**—the degree to which leaders correctly analyze the underlying causes of deficiencies and successes in student achievement and equity;
- **Implementation**—the degree to which the specific elements of school improvement process are implemented at the student and classroom levels; and
- **Monitoring**—the degree to which the implementation and frequency of an initiative is strongly associated with improvement and equity.

Reeves writes, "Leadership is neither a unitary skill set nor a solitary activity. … Improving the quality of planning, monitoring and implementation is strongly associated with improvements in student achievement."

Therefore, to improve principal leadership capacity to create and support better schools, a principal's involvement in developing, implementing and monitoring effective SIPs makes sense for evaluation. Furthermore, school improvement planning processes are more effective if teachers, administrators, support staff, parents and community and business partners are all involved.

A well-executed SIP includes the principal's development of collaborative processes that:

- Affirm the school's mission,
- Establish goals and processes for gathering significant data,
- Support teacher growth and development,
- Interpret and analyzes data in priority areas, and
- Monitor and develops strategies for achieving school goals.

As supervisors and principals develop goals and evaluation processes for school planning and progress, the joint Principal Evaluation Committee members think it is essential for consideration to be given to school improvement efforts directly under the principal's control, those fundamental to the essential purposes and mission of the school and those proximal to the culminating goals of raising student achievement and preparing students for post-secondary education and careers.

Examples of measurements of school planning and progress might include:

- SIP implementation data,
- Principal self-reports,
- Teacher and staff questionnaires,
- District records, and
- Teacher and staff interviews and focus groups.

4 School Culture

This domain focuses on measuring a principal's ability to develop and maintain a positive school culture that includes not only the tone of a school but also school safety, enthusiasm of students and faculty and level of connectedness with the community.

School culture nurtures school improvement efforts. When the culture is negative, the impetus for making necessary changes is significantly diminished, as are the culminating outcomes of improved student achievement and readiness for college and careers. When the culture is positive, school improvement occurs at a faster pace and is more substantial. Findings reported in various reviews of research and large-scale analyses confirm that leaders strongly influence student learning by creating and sustaining a culture that sets high expectations and enables teachers and students to learn and work collaboratively.

In the 2004 study *Productive Leaders and Productive Leadership*, Hayes, Christie, Mills and Lingard found that productive leaders view schools as learning organizations. Not surprisingly, researchers found that within the realm of productive leadership, several characteristics operate to actively support teachers in their goals to develop productive pedagogies and to create positive school cultures. These characteristics include:

- A commitment to leadership distribution that supports the spread of leadership practices and collaborative decision-making processes;
- Supportive social relationships within the school and among staff and students;
- Hands-on knowledge about how educational theory translates into strategic action;
- A focus on pedagogy in which leadership is focused on improving student learning outcomes and learning within the school as a whole;
- Support for the development of a culture of care that encourages teachers to take risks; and
- A focus on structures and strategies that focus on developing processes that facilitate smooth operations in the school.

Research findings reported by Seashore Louis et al. (2010) found a correlation between schools with high levels of student achievement and high ratings by teachers regarding "instructional climate," which refers to steps a principal takes to set a tone in the building that supports continuous professional learning. Principals who value and successfully apply research-based strategies are more likely to receive high ratings on instructional climate.

4 School Culture, Continued

The Seashore-Louis study also confirms that principals who use productive leadership practices also can positively influence teacher working conditions, including fostering a school culture that is collegial, trusting, team-based and supportive; promoting ethical behavior; encouraging data use; and creating strong lines of communication. Ladd (2009) found an association between positive teacher working conditions and student achievement. His results suggest that effective principals can affect teacher working conditions by targeting resources toward instruction, creating time for instructional and teacher reflection and engaging with teachers in high-quality professional development.

Clearly, principals can have a direct impact on school culture given their control over school conditions. Influential activities include:

- Establishing a clear vision for school success;
- Communicating expectations for quality teaching and learning;
- Facilitating professional development opportunities for faculty;
- Creating an atmosphere of open communications, collaboration, high expectations, and trust; and
- Developing pride in the school and its surroundings.

Principals who promote a positive school climate set the stage for desired results. This includes teachers being open to new, more effective approaches to instruction; students feeling safe and supported; parents feeling welcome and involved; and evidenced-based curricula and programs being implemented to improve teaching and raise achievement.

Examples of measurements of the principal's role in school culture include:

- School climate surveys of faculty and staff;
- Student, parent, community stakeholder, teacher and staff interviews;
- Observations;
- Recruitment and retention of faculty and students;
- Stakeholder participation in school activities, clubs or functions;
- Stakeholder involvement in other school or community events;
- Appropriate student behaviors;
- Attendance rates; and
- News clippings and other mentions in media and school publications.

5 Professional Qualities and Instructional Leadership

This domain focuses on measuring a principal's leadership knowledge, skills and behavior competencies. While other evaluation features are focused on the outcomes achieved by a principal's efforts, this domain focuses on the improvements a principal makes in their daily practice. Principal professional qualities and practices include the ability to lead instruction, build support for organizational mission and vision, and behave in a professional manner. Including professional qualities and practice in evaluation systems can provide a principal with feedback on their performance as they meet the immediate challenges in their schools. In addition, observing and assessing a principal's skills and actions can promote personal reflection and help a principal to self-identify areas for growth and development.

State and local adoption of research-based leadership standards has been accelerating in recent years, particularly as a means of focusing expectations for a principal's work and practice (Toye, Blank, Sanders, and Williams, 2007). However, there can be a dissonance between a district's adoption of standards and its use of those standards. Like earlier researchers, Catano and Stronge (2007) found this very conflict between adopting and applying. Looking at one state, the researchers saw districts using the leadership expectations that were congruent with state and professional standards, and yet the districts varied considerably in their manner of employing those leadership standards in framing their principal evaluation systems.

Similarly, in their review of district leadership assessment instruments, Goldring, Huff, May and Camburn (2008) and others found that about half of the districts used local, state or national leadership standards, while others lacked reference to such a basis for their leadership expectations.

Members of the joint Principal Evaluation Committee agreed that a principal evaluation system would be incomplete without assessing principal practice but, in doing so, principals want to be sure that evaluation in this domain area is tied to a common set of professional standards and that these measures are established before a review.

At the national level, five sets of standards or processes are being used to evaluate principal qualities and practices at all levels of experience.

- **ELCC 2011 Program Standards.** These standards, published by the National Policy Board for Educational Administration (NPBEA), support the accreditation of college and university programs that prepare entry-level principals and define the knowledge and leadership skills principals should have as they enter the profession. These standards are used by national accreditation agencies such as the National Council for Accreditation of Teacher Education (NCATE) and within state departments of education.
- **ISLLC 2008.** Since this latest revision, 44 states have adopted or adapted the standards from the *ISLLC 2008: Educational Leadership Policy Standards*, developed by the Council for Chief State School Officers and the National Policy Board for Educational Administration in evaluating principal qualities and practice. These standards helped lay the foundation for states to build and support various levels of the educator system—from preparation and induction to professional development and performance evaluation.

5 Professional Qualities and Instructional Leadership, Continued

- **Leading Learning Communities.** In 2008, the National Association of Elementary School Principals revised its principal standards in *Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do.* The publication included an expansive set of rubrics to assess principal performance and growth in each of six standards aligned to ISLLC standards. *Leading Learning Communities* standards have been used in a variety of professional development and mentoring opportunities.
- **NASSP 10 Leadership Skills.** For more than 30 years, NASSP has worked to identify and develop the skills necessary for effective leadership. These 10 skills have been delineated in a document published in 2010 titled *Breaking Ranks: 10 Skills for Successful School Leaders.*
- **NBPTS Standards.** In 2010, the *National Board Standards for Accomplished Principals* were developed by the National Board for Professional Teaching Standards (NBPTS) to define the responsibilities that accomplished educational leaders should know and be able to do at a consistently high level. The nine core propositions reflect the ISLLC 2008 footprint in their design and are used to develop evidence-based assessments that will certify principals as accomplished.

Measurement examples for this domain might include:

- Portfolio artifacts of principal performance aligned to state, district or national professional standards;
- The degree to which a principal achieved goals from the previous year's professional growth plan;
- Observations of principal practice;
- Providing actionable feedback to teachers to improve practice (Darling-Hammond, 2012);
- 360-degree surveys of faculty, staff and evaluators; and
- Self-reflections from principals.

6 Stakeholder Support and Engagement

This domain focuses on measuring a principal's ability to build strong community relationships with stakeholders within and outside the school. Many factors influence student learning outside of the school or classroom, making it imperative that principals engage and gain stakeholder support to serve the wide range of medical, emotional and social needs of students. When these connections are active, students have a better chance of doing well in school.

Parents, community partners, district leaders, teachers and students are key partners for the school programs and services that influence a principal's practice. By including evidence of a principal's ability to collaborate and partner with stakeholders and to identify and mobilize community resources for the good of the school program, community stakeholders become valued participants in the school.

Therefore, to evaluate principals effectively, it is important to determine stakeholder support and engagement. Including this domain in the evaluation process sends a positive message that stakeholder support is an important part of a strong school.

Evaluation systems that include attention to these factors can ensure that principals are given support and resources for developing their cultural competence and communication skills in working with key stakeholders, including students, families and community partners. The evaluation team must select—and modify over time, as needed—measures that will determine how these groups respond to a principal's engagement efforts.

In building robust relationships with these groups, principals are able to influence directly the school's organizational culture by promoting open communication with families, community partners and other caregivers, thereby increasing support for school programs and initiatives (Levin and Fullan, 2008; Miretzky, 2004).

Measurement examples for this domain might include:

- Student, faculty, district staff, parent and community stakeholder surveys, interviews or focus groups;
- Awards and local school recognitions; and
- Newsletters or media broadcasts or other communication feedback measures, and district observations.

A New Paradigm

On Principal Evaluation for Policymakers

The joint Principal Evaluation Committee offers a framework for evaluation that reflects a new paradigm that includes principals' views of what an effective evaluation system looks like. The framework presents a clear roadmap for federal, state and local policymakers and practitioners who are rethinking principal evaluation.

Consider context. Principals and supervisors work collaboratively to develop goals and determine measures that consider the unique student, school and community contexts that influence a principal's job performance. Some key contextual factors to be considered when assessing an individual principal include student socioeconomic status; student mobility; student social, emotional, and behavioral issues; teacher experience; and available resources. Ideally, the district or statewide evaluation process is clearly articulated prior to the evaluation cycle and is flexible enough to accommodate necessary differentiation based on a principal's work and grade-level responsibilities. Every aspect of an effective principal evaluation process assists principals and evaluators alike in creating a holistic and accurate description of each principal's practice.

Incorporate standards that can improve practice. While principals influence a range of school conditions, not all principals have the same roles, responsibilities, authority or autonomy in the school. Strong evaluation systems incorporate widely accepted standards of practice so that results are relevant to the improvement of a principal's work and are routinely monitored and adapted to reflect the complex nature of the profession. Once performance goals have been collaboratively established, principals need the authority and autonomy to meet them. Consideration may be given for identifying specific skills that can be deliberately practiced and improved. Deliberate practice includes identifying a specific task for improvement, a way for measuring performance, and multiple opportunities for practice with immediate and specific feedback (Kouzes & Posner, 2007). Deliberate practice is one of many tools that might be used within a comprehensive professional development system.



The framework presents a clear roadmap for federal, state and local policymakers and practitioners who are rethinking principal evaluation.

Use evaluation to build capacity. The purpose of evaluation is to build a principal's leadership capacity and encourage professional development. Results of the evaluation serve as a catalyst for a principal's growth and learning. Capacity-building evaluation systems include comprehensive support structures and resources for professional development, reflective practice, induction support for early career principals, personalized professional growth plans, and advanced certification/recognition for accomplished practice. Employment decisions rely on multiple sets of evaluation data over time, not a one-time supervisory visit. Evaluation results are not intended to be punitive for the evaluation to fulfill its purpose. All evaluators need training to gather precise assessment data and analyze evaluation results within the protocols and rubrics of the design.

Focus on multiple measures of performance data. Historically, principal evaluation systems have focused on measuring principal preparation and practice. Currently, many emerging state evaluation systems are focusing on one outcome: student achievement results as measured by standardized test scores. Because of the myriad of factors involved in student achievement and its measurement and the complexity of a principal's role in student achievement, principals require substantive feedback about much more than outcome measures related to student achievement. Effective feedback is timely, accurate, valid and applicable to building capacity for future performance. Accurate evaluation of a principal's holistic performance within and around the primary domains of leadership identified in this framework requires the collection and analysis of a comprehensive set of real-time data gathered from multiple sources.

Conclusion



Rethinking Principal Evaluation provides a unique contribution to the field of education. Investing in principals is a cost-effective solution to achieving schoolwide improvements in learning. But until now, no inclusive, research-driven framework on effective principal evaluation has been informed directly by practicing principals. The framework design presented in this document provides areas for consideration in developing principal evaluations that recognize the ultimate aim of such evaluations is to enhance individual principal leadership development leading to school improvement and enhanced student achievement.

Rethinking principal evaluation systems according to the framework presented in this document has the potential to create a new paradigm of practice for equipping leaders in the 21st century to improve our nation's schools and propel every student to reach his or her highest potential.

A joint NAESP/NASSP Principal Evaluation Committee created this report as a foundation for district administrators and principals to use together to design goals and target measures within each of six evaluation domains. A core belief underlying this framework is that evaluation feedback be used as a formative tool for building a principal's leadership capacity.

The Principal Evaluation Committee also recommends a design process that includes flexibility for evaluation teams—working collaboratively with input, data and support from other key stakeholders (faculty, community, school board, etc.)—to be able to focus on evaluation design and the subsequent monitoring of targeted goals within one domain area, or as many as six domain areas, during any given evaluation cycle.

States and districts are encouraged to compare their current system of principal evaluation against the criteria presented in this report and identify and share any gaps that need further reflection. This research-based document provides researchers and policymakers a basis for designing better evaluation systems and professional supports for school principals.

APPENDIX I: Methodology of This Report

The National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) represent the nation's 95,000 school principals. Rethinking Principal Evaluation: A New Paradigm Informed by Research and Practice is a collaborative initiative of these two associations to provide a research-based framework for state and district policymakers and practitioners—informed by the perspectives of principals—to develop principal evaluation systems focused on strong, sustained school leadership in support of student achievement and school improvement. As the national representatives of elementary, middle and high school principals, we believe it is our imperative to capture the clear and collective voice of principals; to respond to the massive shift in policy focusing on principal evaluation practice; and to examine the issues surrounding effective evaluation and its impact on the field and on the future of the profession.

In 2010, NAESP initiated a broad effort to examine the research and recent federal policies on principal competency and evaluation through a partnership with Johns Hopkins University (JHU) and the American Institutes for Research (AIR). Matthew Clifford, Ph.D., American Institutes for Research, and Steven Ross, Ph.D., Center for Research and Reform in Education at Johns Hopkins University, were assigned as lead researchers and writers for this initiative.

In 2011, NAESP expanded its focus to include NASSP. The joint collaboration with NASSP convened principals from each association to serve as members of a Principal Evaluation Committee. Committee members, representing principals at every grade level in large, medium and small school districts, met in person and interacted electronically to review research, engage in robust discussions, vet ideas and develop the framework that appears in this report. In-person and online committee meetings were supplemented by interviews, surveys and focus groups with principals nationwide. With the assistance of researchers from JHU and AIR, gaps were identified in the research and members came to consensus on what is, and is not, working with principal evaluation systems. At every step, their research, analysis and writing was informed by guidance and feedback from a core committee of practicing principals selected by NAESP and NASSP for their exemplary leadership.

An important part of the joint NAESP/NASSP Principal Evaluation Committee's work was to review and discuss feedback gathered from principals around the country. This feedback was aligned and supported by research from the 2010 study by the Joint Committee on Standards for Educational Evaluation and the 2011 WestEd study findings on effective evaluation.

The committee's intent was to develop evaluation measures for principals that reflect the realities of practicing principals and embed best practice research. The measures also have been extensively vetted with input from additional principals, researchers, policymakers and others dedicated to improving the quality of principal evaluation systems and school leadership.

In this report, two areas of focus—solid, proven research combined with the insight, experience and wisdom of principals at all levels—merge to create a fresh perspective on the value, purpose and potential of principal evaluation; and in doing so, it provides an innovative, new framework for the design and implementation of principal evaluation systems.

These measures are not intended to articulate a specific principal evaluation process or to replace existing systems. Rather, they are intended to inform discussions and strategies at the state and district levels; encourage partnerships among all educators to create or strengthen evaluation systems that reflect the unique leadership contexts within a given state or district; and capitalize on the human, financial and social assets available in that context.

Primary audiences for this report are practitioners, policymakers and other stakeholders creating or refining principal evaluation systems locally, regionally and nationally. NAESP, NASSP and the members of the committee do not endorse any specific measures or evaluation systems that integrate these measures without an in-depth review of system purposes, alignment, technical soundness and implementation. We welcome your feedback and recommendations for best use of this document as we work together to improve school-level leadership.

Appendix II: Members of the Principal Evaluation Committee

Members of the joint NAESP/NASSP Principal Evaluation Committee include:

Committee Co-Chair
Ken Griffith
NASSP President, 2011–12
Assistant Principal, Guernsey-Sunrise Junior Senior High School
Guernsey, WY

Committee Co-Chair
Robert Monson
NAESP President, 2011–12
Principal, Parkston Elementary School
Parkston, SD

David R. Adney
Principal, Minnetonka High School
Minnetonka, MN

Peter Bonaccorsi
Principal, Heron Pond Elementary School
Milford, NH

Maria Bradley
Principal, North Murray High School
Chatsworth, GA

Maribel Childress
Principal, Monitor Elementary School
Springdale, AR

Robyn Conrad
Principal, Playa del Rey Elementary School
Gilbert, AZ

Beverly Hutton
Principal of Educational Services, Burlington County Institute of Technology
Westampton, NJ

Linda Irwin
Retired Principal
Director of Educational Partnerships, Niswonger Foundation, Tusculum College
Greeneville, TN

Janice Koslowski
Principal, Potomac Falls High School
Sterling, VA

Judith K. Martin-Tafoya
Principal, Truman Middle School
Albuquerque, NM

Jon H. Millerhagen
Principal, Washburn Elementary School
Minneapolis, MN

Carol Seid
Principal, Fairmeadows Elementary School
West Des Moines, IA

Anthony M. Strangeway
Principal, Sugar Creek Elementary School
New Palestine, IN

Fidelia Sturdivant
Principal, Wahlstrom Early Childhood Academy
East Orange, NJ

Judith Walker
Principal, Robert Moton Elementary School
Westminster, MD

Thomas Walsh
Principal, Bellows Free Academy Middle School
Fairfax, VT

Robert J. Watson
Principal, Bozeman High School
Bozeman, MT

Mark Wilson
Principal, Morgan County High School
Madison, GA

Principal Evaluation Project Staff
Michael Schooley
Deputy Executive Director
NAESP

Richard Flanary
Deputy Executive Director
NASSP

Honor Fede
Project Manager
NAESP

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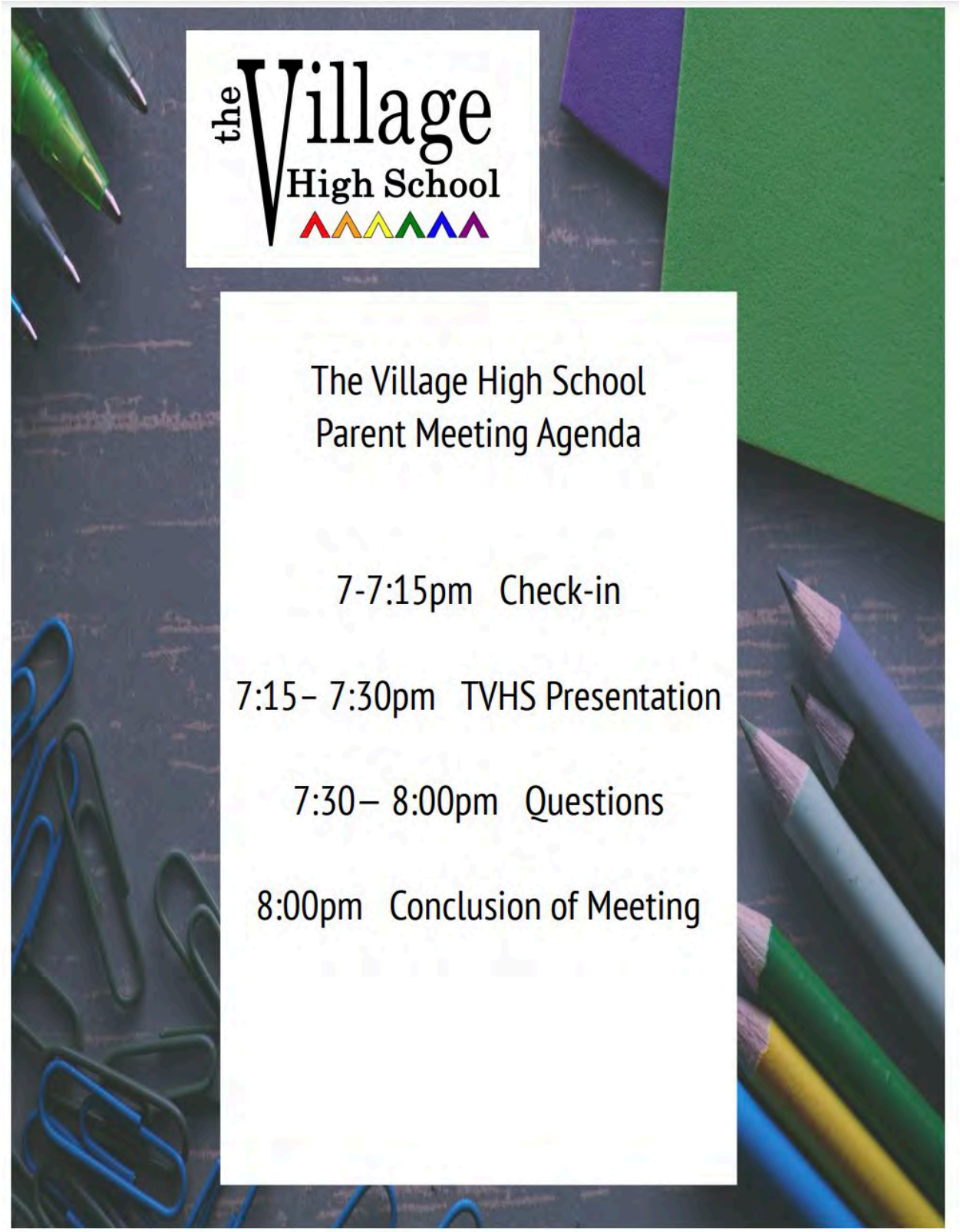
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Table 4.2: Principal Evaluation (one year cycle)	
Semester 1 Activities	Semester 2 Activities
Self-assessment/reflection on leadership practices (optional) Action Plan goal setting (conference with evaluator) Individual Professional Development Plan review (Years 2 and 3) On-site observation (minimum full instructional period) Provide list of deficiencies/suggestions at time of observation (if applicable) Review of data/artifacts First semester formative evaluation (Conference): o Ratings on six domains o Review progress on action plan o Review professional development plan o Ratings on NVACS o Complete evaluation document Plan for Improvement/Plan of Assistance (if applicable)	On-site observation (minimum full instructional period) Provide list of deficiencies/suggestions (if applicable) Review of data/artifacts Collect stakeholder perception data Reflective Summary by Principal (optional) Second semester summative evaluation: o Ratings on six domains o Review progress on action plan o Review professional development plan o Ratings on NVACS o Overall Evaluation Rating o Complete summative evaluation document Develop Individual Professional Development Plan for upcoming year. Plan Improvement/Plan of Assistance (if applicable)


the Village
High School
The Village High School
Parent Meeting Agenda
7-7:15pm Check-in
7:15– 7:30pm TVHS Presentation
7:30– 8:00pm Questions
8:00pm Conclusion of Meeting

¿Tu escuela secundaria tiene una sala de bienestar?

¡La nuestra sí!

thevillagehs.org



¿Prefieres una experiencia educativa que no es tradicional? ¿Quieres unirte a Village? Complete una carta de intención en el sitio web para reservar su asiento. ¡Los asientos son limitados!

¿QUÉ ES EL MIÉRCOLES DE BIENESTAR?

Aprendizaje socioemocional

- Conciencia propia/social
- Habilidades de relación
- Aplicación "Reach In Now"
- Terapeutas/consejeros
- Prevención del Suicidio

Cuidado personal

- Yoga
- Tutoría uno a uno
- Entrenadores
- Salud y Bienestar
- Meditación

Habilidades para la vida

- Asociaciones comunitarias/empresariales
- Planificación de la carrera
- Programa de meditación
- Voluntariado



the Village High School

Does your high school have a wellness room?

We do!

thevillagehs.org



Prefer a nontraditional educational experience? Want to join the Village? Fill out a letter of intent on the website to hold your seat. Seats are limited!

WHAT IS WELLNESS WEDNESDAY

Social Emotional Learning

- Self/Social awareness
- Relationship skills
- Reach In Now App
- Therapists/Counselors
- Suicide Prevention

Self-Care

- Yoga
- One-to-one mentoring
- Peer Coaches
- Health and Wellness
- Meditation

Life Skills

- Community/Business partnerships
- Career Planning
- Peer Mediation Program
- Volunteering
- Community/Business partnerships



the Village High School

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ARE YOU A PARENT WHO IS PREPARING YOUR CHILD FOR HIGH SCHOOL?

BE A PART OF THE CONVERSATION AND SHARE YOUR CONCERNS

Join **The Village High School** for a Town Hall Discussion



Free and Open to the Public

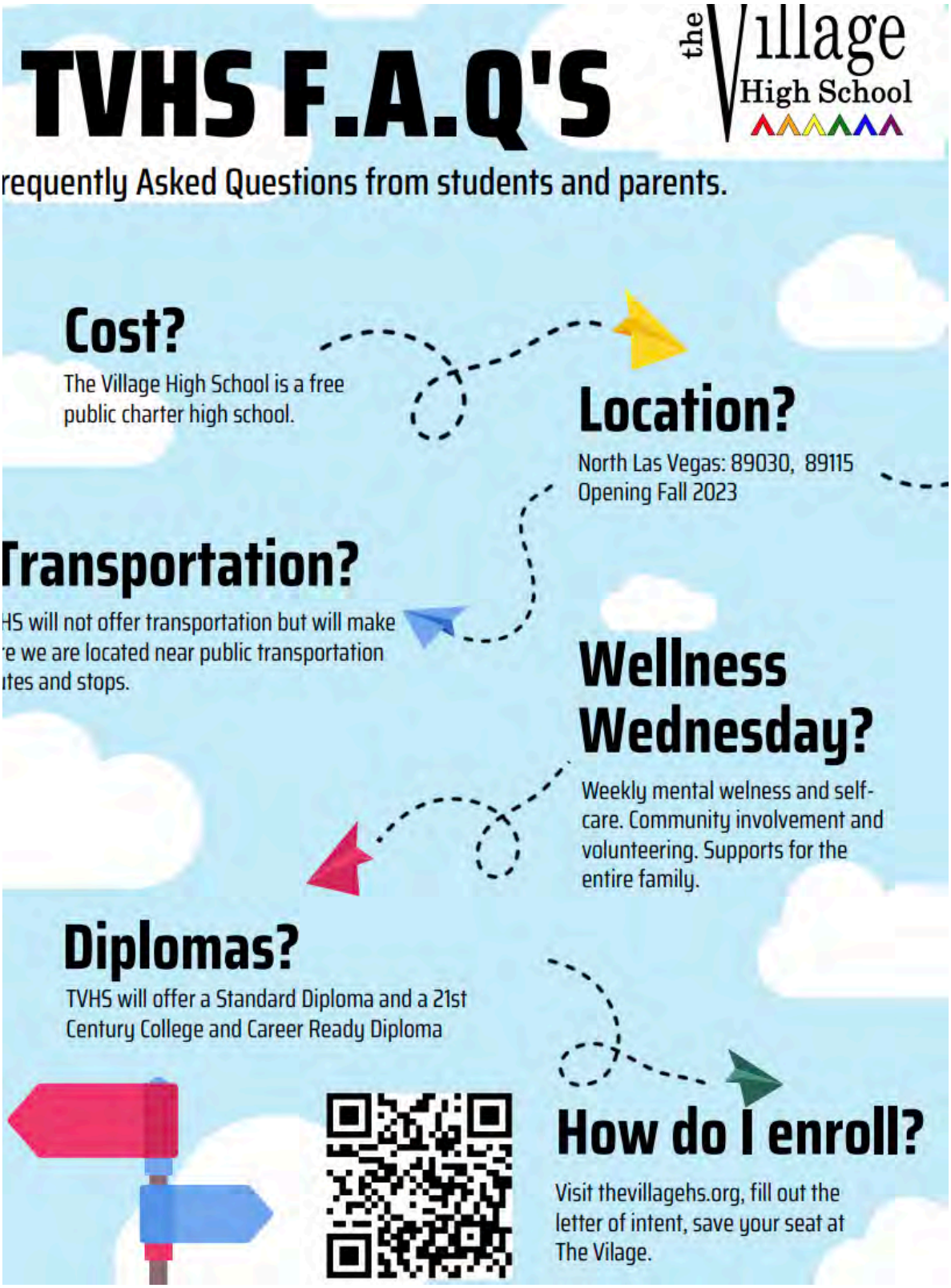
East Las Vegas Library
2851 E Bonanza Road
February 23, 2022 at 6-7 pm

Centennial Library
6711 N Buffalo Drive
March 3, 2022 at 6-7 pm

West Las Vegas Library
951 W Lake Mead Blvd
March 16, 2022 at 5:30-6:30 pm

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Scan the code to join our list.

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TVHS F.A.Q'S
the Village High School
requently Asked Questions from students and parents.
Cost?
The Village High School is a free public charter high school.
Location?
North Las Vegas: 89030, 89115
Opening Fall 2023
Transportation?
HS will not offer transportation but will make e we are located near public transportation ites and stops.
Wellness Wednesday?
Weekly mental welness and self-care. Community involvement and volunteering. Supports for the entire family.
Diplomas?
TVHS will offer a Standard Diploma and a 21st Century College and Career Ready Diploma
How do I enroll?
Visit thevillagehs.org, fill out the letter of intent, save your seat at The Vilage.

THE VILLAGE HIGH SCHOOL

NOW ENROLLING for Fall 2023 - thevillagehs.org

TVHS 5 Core Beliefs

CORE BELIEF #1

Students cannot learn if they do not feel safe.



CORE BELIEF #2

Many students are in desperate need of counseling and mental health services at school.

CORE BELIEF #3

Formative assessment and data drive instruction.

CORE BELIEF #4

High quality teachers, curriculum, student engagement and materials increase student growth.





CORE BELIEF #5

Professional Development that is thoughtful and focused is vital to the success of the school.

Scan code to save your seat

THE VILLAGE HIGH SCHOOL



FREE Yoga Class and Pizza!

Who: The Village High School and TRY Yoga

When: Saturday, April 23 from 3 pm - 5 pm

Where: Walnut Community Center
3075 N. Walnut Road
Las Vegas, Nevada 89115



Why: To try out one of the programs that will be offered at The Village High School and to have pizza!



the Village High School

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ENROLLMENT IS NOW OPEN! SCAN THE CODE AND SAVE YOUR SEAT FOR FALL 2023!

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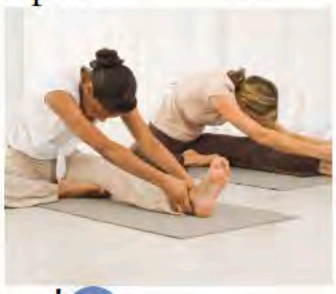


¡Clase de yoga y pizza GRATIS!

¿Quién? - The Village High School y TRY Yoga

¿Cuándo? - Sábado 23 de abril de las 3 pm - 5 pm

¿Dónde? - Walnut Community Center
3075 N. Walnut Road
Las Vegas, Nevada 89115



¿Por qué? - ¡Para probar uno de los programas que se ofrecerá en The Village High School y para comer pizza!



the Village High School

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INSCRIPCIÓN DISPONIBLE PARA EL OTOÑO DE 2023
ESCANEA EL CÓDIGO PARA RESERVAR SU ASIENTO

the Village High School

SAVE YOUR CHILD A SEAT AT A NEW PROPOSED CHARTER HIGH SCHOOL!



WE BELIEVE:

- Students need a safe space to learn
- Self-care and mental wellness for students and their families comes first
- Community support for families are necessary
- Student data drives learning
- Quality teachers are important in student growth and success



Scan the code and save your seat!
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the Village High School

¡GUARDE A SU HIJO/A UN ASIENTO EN UNA NUEVA ESCUELA SECUNDARIA CHÁRTER!



CREEMOS:

- Alumnos necesitan un espacio seguro para aprender.
- El cuidado personal y el bienestar mental de los estudiantes y sus familias es nuesrta prioridad.
- Es necesario el apoyo comunitario a las familias
- Los datos de los estudiantes influeye el aprendizaje
- Maestros de calidad son importantes en el crecimiento y el éxito de los estudiantes



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the Village High School

We are a safe and accepting high school serving grades 9-12

School Website https://thevillagehs.org/

"It takes a Village, to Educate the Whole Child"

Mission: The Village High School transforms the lives of graduates by offering students not only a diploma, but real-life people, coping, and decision-making skills that lead to grit and perseverance. TVHS culture will create a safe space for all students.

Vision: We are a proposed charter school that is committed to creating and sustaining and exceptional education for students whose needs cannot be met in traditional environments.

Who Are We?

- A high school serving grades 9-12, with a total capacity of 800
- A safe space for all students to succeed
- Fall 2023 opening with grades 9-10, 200 students max each grade level, limited seating
- Focuses on social-emotional learning and growth, trauma informed instruction, suicide prevention and behavioral health.
- Preparing students with life skills, job skills and college readiness

What We Do?

- Provide a strong curriculum, meeting Nevada State Standards
- Provide all students with access to technology
- Hands-on learning, small group learning
- Real-life People skills for Coping and Decision-making skills, that lead to Grit and Perseverance
- All students will be paired with an adult mentor for life success
- Wellness Wednesday's a day of self-care and community involvement

Partner With Us?

- Provide a letter of support for The Village High School
- Refer parents and students to our website thevillagehs.org to complete a letter of intent for enrollment to hold your spot
- Complete the needs assessment survey on the thevillagehs.org
- Donate to Village Schools Organization using their website @ thevso.org or use the QR code below



School Crest





Community and Civic Leader Outreach

Goals for Outreach

1. Forty or more students, parents, community members, and organizations to give input and feedback into the school mission, vision, and design.
2. Twenty or more letters of support from community members, parents, and/or organizations.
3. Three or more community members join the School Board. (CPA, Marketing specialist, Grant Writer)

Outreach Strategies – Spanning May 2021 – August 2022

1. Participate in 3-5 events around the community to get The Village High School name out to the public and to establish connections.
2. Between 15-20 individual meetings with professionals and organizations with a personal connection.
3. Between 15-20 individual meetings with professionals and organizations recommended to us by personal connections.

Who	Date Met	Referred By	What did we hope to learn?	How have we used their feedback in the design?
Project 150- Stacy Chapter	05/12/21	2-3pm	How we could work together to help Nevada students.	TVHS will have a Project 150 community room on campus. TVHS will collect donations (food, clothes, shoes) for Project 150.
Trinh Dang, Executive Director - National Alliance on Mental Illness (NAMI)	06/22/21	Bianca Amy	Possible curriculum/programs for SEL. Connections to the mental health community.	Several connections to the mental health and behavioral health community.
Henderson Pride Festival (Chris Davin)	06/05/21	Amy	TVHS was hoping to meet and speak with Governor Steve Sisolack, Councilwoman Pat Spearman, Senator Dina Titus, Rev. Bonnie Radden.	TVHS has built a partnership with the Henderson Center to connect with the youth they serve. TVHS was able to distribute informational fliers to all politicians
LIMA Provider meeting LVMPD (Angel Lash)	12/09/21	Bianca Rachel	How TVHS can enroll the students that are currently in the program.	Clientele does not meet the age requirement for high school. Trying to establish a connection with juvenile aged students that could

				benefit from TVHS programs.
Dr. Alice Edwards- The CEO Within business consultant (marketing)	12/27/21	Bianca	Feedback on our educational model and new ideas to improve our marketing and social media presence.	Developed multiple promotional fliers and a landing page. Increased and differentiated our marketing materials (t-shirts, stickers, magnets, mugs, prize wheel) Fill out a survey and spin the wheel to win a prize. Enroll at TVHS and get a swag bag.
Melvin King- Library Board Trustee	12/28/21	Dana, Andrew, Amy	The libraries would like to expand their programs to include schools.	Melvin suggested we reach out to the middle schools in the area and book town hall meetings within the zip codes we'd like to serve. Outcome: TVHS will be sending fliers to 6 middle schools to invite families to three town hall events planned for February and March.
Foundation for Recovery, FFR (Tina Fennel, Anthony Palomeque, Laura Plowman, Ron Schnese)	12/29/21	Rachel Amy	Establish a relationship to bring programs into TVHS in the evenings for families that are in recovery or battling addiction.	Americorps- established a peer coaching program to incorporate on wellness Wednesday. FFR- once each month a peer coach will share their story on WW.
American Foundation for Suicide Prevention (Taryn Hiatt)	01/07/22	Amy Rachel	Introducing TVHS and our new model for education. Gain support for the school. Programs for WW?	SEL curriculum and resources to use on WW and will participate in WW
The Phoenix (Michelle Costigan and Todd Jones)	01/10/22	Rachel	Introducing TVHS and our new model for education. Gain support for the school. Programs for WW?	Programs for TVHS families in the evenings. (Yoga, Rock climbing, Painting, etc.)
Office of Suicide Prevention (Richard Egan)	01/11/22	Bianca	Introducing TVHS and our new model for education. Gain support for the school.	Curriculum for suicide prevention. Participation in WW, peer support. Yondr pouches to limit cell phone use in school

NLV Mayor Candidate Robert Taylor (interview)	01/29/22	Bianca Rachel	Introducing TVHS and our new model for education. Gain support for the school and to support his running for Mayor of NLV.	Keynote speaker on Wellness Wednesday. Volunteer for after school activities.
Olive Crest- Care for Abused and Neglected Children	02/04/22	Amy	Connect with families with high school aged children that would benefit from TVHS.	They have programs for teens that align with life-skills classes. These programs are student driven. They requested that TVHS provide more information (infographic) to see where they can provide support to the school.
Black Monday Event with Darren Waller (New Beginnings)	02/07/22	Bianca Rachel Amy	Networking, surveys, letters of support. Pass out information materials and promotional items.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice. Parents want a safe space for their students, teachers that have been trained to work with students experiencing trauma, and a place that will help them focus on their recovery
The Phoenix/Try Alison Chambers Joyce Bosen	02/14/22	Rachel Amy	Establish partnership for after school activities for families of TVHS students.	Will participate in WW and offer after school programs for students and families, with Trauma Recovery Yoga TRY
PTSD in CCSD	02/15/22	Rachel Amy	Learn about the trauma that is happening in CCSD and discuss solutions	Students do not feel safe at school and mental health is on a decline. TVHS will use SEED Impact SEL growth testing and building a safe, positive school culture. Use of Yondr pouches to limit cell phone use
Laura Deitch	01/20/22	Lin	Potential Board Member interview	Was unable to commit to the TVHS board
Jamee Millsap	1/27/22	Lin	Potential Board Member interview	Conflict of Interest with her current employer
Dr. Lauren Chapple-Love	1/28/22	Lin	Potential Board Member interview	Interested in participating in Wellness Wednesdays

Kendrik Kumabe	January 2022-ongoing	Rachel Amy Sunday @9am	Networking to establish a possible partnership with K-8.	Regular meetings, event referrals, marketing assistance and grant writing
Director Forrest Lewis	03/09/22	Rachel Amy 4-5pm	How we can reach more students and connect more with NLV.	Connected to Serafin Calvo, will be participating in WW, all students will have a library cards and access to resources
Serafin Calvo	03/23/22	Rachel Amy 4-5pm	How we can reach students and the community. How can we get students to sign up?	NLV Outreach team, getting marketing materials for the team to distribute.
Red Hook Capital-David Hyun and Marissa Quintanar, Alyssa Ross	04/06/22	5-6pm	Facilities and land available for purchase within our zip codes.	Finding a facility that can be home to TVHS
Spencer Styles-Charter Impact	04/12/22	10-11am	Budget revisions	Finalize budget workbook and narrative for application resubmission
NLV Mayor Candidate Robert Taylor	04/15/22	9-11am	Reconnect, get updates, and promote TVHS	Went Live on Facebook to promote TVHS from his barber shop, encouraged people to fill out LOI
Office of Suicide Prevention-Richard Egan and Dominick Terry	04/20/22	4-5pm	Suicide Prevention program, Teacher Training, Letter of Support	Using the suicide prevention program and OSP will be participating in Wellness Wednesday
Opportunity 180 Grant Training	04/25/22	4-5pm	Information about O180 Grants and the To Do's	Deadlines for the LOI, May 5, Application due date, June 24

Student and Family Outreach
Goals for Outreach

1. Two Hundred confirmed student enrollments by August 2023.
2. Ten or more scheduled events, parent meetings, to obtain support from local families and To increase student interest and enrollment. (February 2022 – August 2022)
3. At least one parent of a potential TVHS student, will join TVHS School Board.

Outreach Strategies – Spanning October 2021 – August 2023

1. Networking events for fundraising
2. Parent Meetings in multiple NLV zip codes and communities.
3. Intense marketing, social media presence and literature distribution.

Who	Date Met	Time	What did we hope to accomplish/gain?	How have we used their feedback in the design?
Aloha Spooktacular Bazaar (Sahara West Library 89117)	10/16/21	11-2pm	Networking, surveys, letters of support. Pass out information materials and promotional items.	Connections made with students and families. Surveys completed and feedback resulted in adopting a SEL curriculum, providing a safe space, Yondr pouches to limit cell phone use in school
NLV Harvest Fair and Carnival (Neighborhood Rec Center 89030)	10/30/21	10-2pm	Networking, surveys, letters of support. Pass out information materials and promotional items.	Connections made with students and families. Surveys completed and feedback resulted in adopting a SEL curriculum, providing a safe space, Yondr pouches to limit cell phone use in school
Pearson Center-Parent Meeting (89032)	05/21/21	6:30-8:30pm	Networking, surveys, letters of support. Pass out information materials and promotional items.	Connections made with students and families. Surveys completed and feedback resulted in ensuring appropriate, adequate and timely teacher training
	05/28/21	6:30-8:30pm		
Town Hall Meetings @SkyView YMCA (89081)	03/13/21	1:30-3:30pm	Networking, surveys, video testimonials, letters of support and students that completed and intent to enroll. Possible parent board member recruitment, possible TVHS board member recruitment.	Online survey- 89084, 89121 We recently added zip code to the survey to collect more specific zip code data to focus on specific areas.
	03/27/21	10am-12pm		
	04/10/21	1:30-3:30pm		
	04/24/21	10am-12pm		
	05/08/21	10am-12pm		

	05/15/21 03/10/21 03/20/21	1:30-3:30pm 5-7pm 5-7pm		Videos- testimonials from students and parents, clips will be complied into an advertisement that will be shared via social media.
Pass Out Fliers- targeting zip codes (89030, 89031, 89081, 89115)	03/10/21 03/20/21 04/20/21 05/05/21 05/08/21	5-7pm 5-7pm 5-7pm 5-7pm 5-7pm	Spreading the word about TVHS, obtaining intent to enroll forms and/or letters of supports	We learned that there are better ways to market and that students have better luck than adults.
Henderson Equality Center	06/11/21	6-7pm	Attend the GSA meeting and make connections with students. Give students information about TVHS and encourage students to fill out an intent to enroll and tell their friends.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent and community voice. Solicit more student interest and enrollment.
Cocktail Party Mix and Mingle Fundraising Event (Tim Winterfeld's house)	01/08/22	5-9pm	Fundraising, Networking, Planning for future fundraising events.	Wine Tasting Event 02/26/22
East Library Town Hall Meeting (89101)	02/23/22	6-7pm	Networking, surveys, letters of support, pass out informational materials, and promotional items.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent and community voice. Solicit more student interest and enrollment.
Wine Tasting Fundraiser Event (Tim Winterfeld's house)	02/26/22	7-9pm	Fundraising, feedback on our model, recruitment of VSO/TVHS Board members.	Tickets $25 donation each. Current members had to sell 4 tickets. Theme baskets will be auctioned at the end of the night for various

				amounts. Hoping to generate funds for TVHS/VSO.
Centennial Library Town Hall (89131)	03/03/22	6-7pm	Networking, surveys, letters of support, pass out informational materials, and promotional items.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice. Solicit more student interest and enrollment.
West Library Town Hall (89106)	03/16/22	3:30-5:30pm	Networking, surveys, letters of support, pass out informational materials, and promotional items.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice. Solicit more student interest and enrollment.
Middle School Counselor High School Presentations (Present TVHS literature and town hall meeting information and dates 89030, 89115 focus)	03/18/22	Monaco, Von Tobel, Bridger, JD Smith, Johnston, Sedway	Networking, surveys, letters of support, pass out informational materials and promotional items. Distribute materials to schools by February 16 to make sure that there is enough time to advertise the dates for the library events.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice. Solicit more student interest and enrollment.
Personal mailings to Homeschool students	04/12/22	11am	Mailed home promotional materials and information to 70 students that are currently Homeschooled	Solicit student enrollment
Wellness Wednesday Resource Fair-Pearson Community Center	04/13/22	3-7pm	Networking, surveys, letters of support, pass out informational materials, and promotional items.	Use the results to strengthen our community engagement plan and demonstrate the need through student,

				parent, and community voice. Solicit more student interest and enrollment.
Walnut Community Center (Yoga demonstration and informational TVHS meeting.	04/23/22	3-5pm	Networking, surveys, letters of support, pass out informational materials, and promotional items. Participate in a TRY Yoga session	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice. Solicit more student interest and enrollment.
UFC Fit- Vendor Village (89149)	04/30/22	8am – 2pm	Networking, surveys, letters of support. Pass out information materials and promotional items. Obtain surveys, video testimonials, letters of support and students that completed and intent to enroll.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice
NLV Police Neighborhood BBQ (89030, 89031)	05/21/22	12-4pm	Networking, surveys, letters of support. Pass out information materials and promotional items. Obtain surveys, video testimonials, letters of support and students that completed and intent to enroll.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice
Henderson Equality Center Pride Fest	06/10-06/11/22	All day	Networking, surveys, letters of support. Pass out information materials and promotional items. Obtain surveys, video testimonials, letters of support and students that completed and intent to enroll.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice. Solicit more student interest and enrollment.

3-on-3 Basketball Tournament	Sept. 2022 and April 2023	All day	Networking, surveys, letters of support. Pass out information materials and promotional items. Obtain surveys, video testimonials, letters of support and students that completed and intent to enroll.	Use the results to strengthen our community engagement plan and demonstrate the need through student, parent, and community voice. Solicit more student interest and enrollment.

Meetings and Events			
Description	Date	Time	Type
Training at the LGBTQ Center of Southern Nevada	July 18, 2019	10:30am-11:30am	
Application Q&A with Jennifer McGloskey from G.A.L.S	August 17, 2019	11:30am-12:30pm	
Training at the LGBTQ Center of Southern Nevada	August 27, 2019	5pm-8pm	
CSAN Application Training	November 12, 2019	5-7pm	
SEED Impact Training- Melinda Lackey	November 19, 2019	5-7pm	virtual
Town Hall at Gender Justice	December 7, 2019	3-4pm	in-person
	December 14, 2019	3-4pm	in-person
SCORE Training	December 7, 2019	9am-11:30am	in-person
The Giving Stream-Giving Tuesday (The Giving Gurus)	May 5, 2020	3-3:30pm	in-person
City of North Las Vegas Parks and Recreation	June 16, 2020	10:15am-1pm	in-person
Cass Palmer (Director- Neighborhood/Leisure Services)	June 25, 2020	9am-12pm	in-person
Every Student Learns- Roger Gallizzi and James Wiley	June 19, 2020	10am-1pm	in-person
Red Rock Capital Partners- David Hyun	June 23, 2020	10am-1pm	in-person
Teambuilding Retreat w/ Roger Galizzi@Every Student Learns	September 12, 2020	8am-12pm	in-person
	September 19, 2020	8am-12pm	in-person
	September 26, 2020	9am-1pm	in-person
The Marriage of PBL and SEL	October 7, 2020	7-8pm	online
CSAN Application Training	October 26, 2020	5-7pm	online
Red Hook Capital Partners- David Hyun, Jack Kirkpatrick, Enrique Diaz	December 4, 2020	12:00 PM	online
Suicide Prevention Town Hall	December 29, 2020	5:30-7:30pm	online
Red Hook Capital Partners- David Hyun, Jack Kirkpatrick, Enrique Diaz	January 6, 2021	3-4pm	online
GRADD, Reza Karamooz (Drones/3Dmodeling/3Dprinting)	January 26, 2021	8:15am-9:15am	online
Black Indigenious People of Color (BIPOC) UNNI Podcast	February 11, 2021	5:00 PM	onlne
Red Hook Capital Partners- David Hyun, Jack Kirkpatrick, Enrique Diaz	February 15, 2021	3-4pm	online
Nellis Air Force Base Parent Meeting	April 7, 2021	7-8pm	in-person

Nevada Charter Authority - Application Meeting	April 21, 2021	4:15 PM	online
Nellis Air Force Base Parent Meeting	May 4, 2021	7-8pm	online
Project 150- Stacy Chapter	May 12, 2021	2-3pm	in-person
National Alliance on Mental Illness (NAMI) Event	May 18, 2021	6-8pm	in-person
Pearson Center- Parent Meeting	May 21, 2021	6:30-8:30pm	in-person
	May 28, 2021	6:30-8:30pm	in-person
Nate Chrisman - GoodLife	June 3, 2021	12:00 PM	online
Henderson Equality Center- Pride Fest	June 5, 2021	9am-3pm	in-person
Henderson Equality Center- GSA Meeting	June 11, 2021	6-8pm	in-person
Trinh Dang, Executive Director - National Alliance on Mental Illness (NAMI)	June 22, 2021	2:00 PM	in-person
Town Hall Meetings @SkyView YMCA	December 12, 2020	1:30-3:30pm	in-person
	December 19, 2020	1:30-3:30pm	in-person
	March 13, 2021	1:30-3:30pm	in-person
	March 27, 2021	10am-12pm	in-person
	April 10, 2021	1:30-3:30pm	in-person
	April 24, 2021	10am-12pm	in-person
	May 8, 2021	10am-12pm	in-person
	May 15, 2021	1:30-3:30pm	in-person
Pass Out Fliers- targeting zip codes	March 10, 2021	5-7pm	in-person
	March 20, 2021	5-7pm	in-person
	April 20, 2021	5-7pm	in-person
	May 5, 2021	5-7pm	in-person
	May 8, 2021	5-7pm	in-person
Board Governance Training- ESL- Every student learns	August 14-15, 2021	8am-12pm	in-person
	September 11-12, 2021	8am-12pm	in-person
Aloha Spooktacular Bazaar (Sahara West Library)	October 16, 2021	11am-2pm	in-person
NLV Harvest Fair and Carnival (Neighborhood Rec Center)	October 30, 2021	10am-2pm	in-person
Harm Reduction and Over Dose Prevention Training (900 E. Karen Ave.)	November 19, 2021	5pm-8pm	in-person

Reach In Now, Suicide Prevention, Launch Party and TVHS promotion (Grape Street Wine Bar)	December 8, 2021	6pm-10pm	in-person
LIMA Provider meeting LVMPD	December 9, 2021	1:30pm - 3:30pm	in-person
Dr. Alice Edwards- The CEO Within business consultant (marketing)	December 27, 2021	8am-10am	in-person
Melvin (Rico) King- Library Board Trustee	December 28, 2021	10am-11am	via zoom
Foundation for Recovery (Tina, Anthony, Laura, Ron)	December 29, 2021	9am-10:30am	in-person
American Foundation for Suicide Prevention (Taryn Hiatt)	January 7, 2022	10:15am	via zoom
Cocktail Party Mix and Mingle Fundraising Event (Tim Winterfeld's house)	January 8, 2022	7pm-9pm	in-person
The Phoenix (Michelle Costigan and Todd Jones)	January 10, 2022	after 4pm	in-person
Office of Suicide Prevention (Richard Egan)	January 11, 2022	4:30 PM	via zoom
Olive Crest- Care for Abused and Neglected Children	February 4, 2022	1pm-2pm	via zoom
Black Monday Event with Darren Waller (New Beginnings)	February 7, 2022	4pm-9pm	in-person (Central Church)
PTSD in CCSD (Ty's Place (89084)	February 15, 2022	5:30-7pm	in-person
TRY Trauma Recovery Yoga "The TRY Method" (Alison/Max)	February 16, 2022	4-5pm	via zoom
East Las Vegas Library Town Hall (89101)	February 23, 2022	6-7pm	in-person
Wine Tasting Fundraiser Event (Tim Winterfeld's house)	February 26, 2022	5pm-9pm	in-person
Suicide Prevention and Awareness Virtual Town Hall	March 1, 2022	5:30-7pm	virtual
Centennial Library Town Hall Meeting (89139)	March 3, 2022	6-7pm	in-person
Nevada Libraray District Director- Forrest Lewis (89030)	March 9, 2022	4:30-5:30pm	in-person
Lunch and Learn- Youth Mental Health and the Elite Athlete	March 11, 2022	11-1pm	in-person
West Library Town Hall Meeting (89106)	March 16, 2022	5:30-6:30pm	in-person
Middle School Counselor High School Presentations (Present TVHS video and literature)	March 18, 2022	10-2pm	in-person
Charter Authority Check-in Meeting	March 22, 2022	4:00 PM	via zoom
Serafin Calvo, North Las Vegas City Hall (89030)	March 23, 2022	evening	in-person
Wellness Wednesday Health Fair- Pearson Center (89106)	April 13, 2022	3-7pm	in-person
Office of Suicide Prevention (Richard Egan and Dominick Terry)	April 20, 2022	4-5pm	virtual

Opportunity 180 Grants Training	April 25, 2022	4-5pm	virtual
North Las Vegas Police Department Community BBQ (89030)	May 21, 2022	12-4pm	in-person
Henderson Equality Center Pride Fest	June 10-11, 2022	5pm-10pm (Fri) 11am-10pm (Sat)	in-person (Water Street Plaza)
3-on-3 Basketball Tournament (6-8 grades)	September 2022, Apil 2023	All Day	in-person

Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 22-23) to ensure that the school is ready for a successful launch in fall 2023. Feel free to add rows as needed. Note that the activity column should include detailed information regarding action items necessary to complete key tasks during the incubation year. For example, under operations you may have one work stream for 'Staffing'. This likely includes multiple activities such as finalized job descriptions, multiple recruitment methods, finalized salary ranges, hiring and onboarding.

2022-2023 Planning Year Milestones (SMART Goals) by Work Stream	**Activity**	**Responsible Personnel**	**Milestone Date(s)**
INSTRUCTION	Savvas Learning Curriculum and LMS Training (Departmentalized)	Principal, Thea Lawatsch (Savvas representative)	June-August 2023
TALENT	Hire Office Manager (0.5)		March 2023
OPERATIONS	Order Curriculum, Furniture, and Supplies for start up	Principal, School Board	January-March 2023
	Hiring and Onboarding Staff	Principal, School Board	April 2023 – July 2023
TECHNOLOGY	Teacher/Staff Laptops	Principal	April 2023 – July 2023
	Student Chromebooks	Principal	April 2023 – July 2023
FINANCE	Opportunity 180 Grant (Year 0 and Start-up Funds)	Principal, School Board, Grant Writer	LOI due May 5, Application due June 24
PARENT & COMMUNITY ENGAGEMENT	Community BBQ Event	Principal, School Board	May 2022 (every 3 months)
	Grades 6-8 Basketball Tournament	Principal, School Board	September 2022, March 2023
SCHOOL SYSTEMS & CULTURE	SEED Impact SEL Growth Assessment, Reading the Data	Melinda Lackey and the SEED Team	August 2023, December 2023, April 2024
	National Student Safety and Security Conference and Workshop, Wired Differently-Trauma-Informed Schools, School Climate and Culture	Principal, must make information about conferences	June-August 2023

	Forum, Innovative Schools Summit, Carnegie Math Training, Savvas Curriculum Training specific to teachers' subject area	available to staff (cover expenses)	
OTHER	Facilities	Principal	Upon charter approval

EMPLOYMENT APPLICATION

Please complete the entire application.

1. Employer Information

Employer: The Village High School
Address: TBD
City/State/ZIP: North Las Vegas, Nevada _____
Telephone: 702-518-8009

It is the policy of The Village High School to provide equal employment opportunities to all applicants and employees without regard to any legally protected status such as race, color, religion, gender, national origin, age, disability or veteran status.

2. Applicant Information

Applicant Full Name: _____
Home Address: _____
City/State/ZIP: _____
Number of years at this address: _____
Daytime phone: _____ Evening phone: _____
Mobile phone: _____
Social Security Number: _____
Driver's License (State/Number): _____

3. Emergency Contact

Who should be contacted if you are involved in an emergency?
Contact Name: _____
Relationship to you: _____
Address: _____
City/State/ZIP: _____
Daytime phone: _____ Evening phone: _____

4. Job Position Applied For:_____
Full or Part Time? _____

5. Salary Desired: $ _____ per _____

6. Who referred you to our company? _____
Do you have any friends or relatives who work here? If yes, please list here:
_____

7. Are you at least 18 years old? _____ Yes _____ No

8. If you are offered employment, when would you be available to begin work?
_____

9. Are you able to perform the essential functions of the job position you seek with or without reasonable accommodation? _____ Yes _____ No

What reasonable accommodation, if any, would you request?
_____

10. Applicant's Skills

List any skills that may be useful for the job you are seeking. Enter the number of years of experience, and circle the number which corresponds to your ability for each particular skill. (One represents poor ability, while five represents exceptional ability.)

Skill	Years of Experience	Ability or Rating
[ ] Microsoft Office Suite (Word, Excel, etc.)	_____	1 2 3 4 5
_____	_____	1 2 3 4 5
_____	_____	1 2 3 4 5

11. Applicant Employment History

List your current or most recent employment first. Please list all jobs (including self-employment and military service) which you have held, beginning with the most recent, and list and explain any gaps in employment. If additional space is needed, continue on the back page of this application.

Employer Name: _____
Supervisor Name: _____
Address: _____
City/State/ZIP: _____
Job Duties: _____
Reason for Leaving: _____
Dates of Employment (Month/Year): _____

Employer Name: _____
Supervisor Name: _____
Address: _____
City/State/ZIP: _____
Job Duties: _____
Reason for Leaving: _____
Dates of Employment (Month/Year): _____

Employer Name: _____
Supervisor Name: _____
Address: _____
City/State/ZIP: _____
Job Duties: _____
Reason for Leaving: _____
Dates of Employment (Month/Year): _____

12. Applicant's Education and Training

College/University Name and Address
_____
Did you receive a degree? _____ Yes _____ No If yes, degree(s) received: _____

High School/GED Name and Address
_____
Did you receive a degree? _____ Yes _____ No

Other Training (graduate, technical, vocational):
_____

Please indicate any current professional licenses or certifications that you hold:
_____

Awards, Honors, Special Achievements:
_____

Military Service:
_____ Yes _____ No
Branch: _____
Specialized Training: _____

13. References

List any two non-relatives who would be willing to provide a reference for you.

Name: _____
Address: _____
City/State/ZIP: _____
Telephone: _____
Relationship: _____

Name: _____
Address: _____
City/State/ZIP: _____
Telephone: _____
Relationship: _____

14. Please provide any other information that you believe should be considered, including whether you are bound by any agreement with any current employer:

_____

_____

CERTIFICATION

I certify that the information provided on this application is truthful and accurate. I understand that providing false or misleading information will be the basis for rejection of my application, or if employment commences, immediate termination.

I authorize The Village High School to contact former employers and educational organizations regarding my employment and education. I authorize my former employers and educational organizations to fully and freely communicate information regarding my previous employment, attendance, and grades. I authorize those persons designated as references to fully and freely communicate information regarding my previous employment and education.

If an employment relationship is created, I understand that unless I am offered a specific written contract of employment signed on behalf of the organization by its Principal, the employment relationship will be "at-will." In other words, the relationship will be entirely voluntary in nature, and either I or my employer will be able to terminate the employment relationship at any time and without cause. With appropriate notice, I will have the full and complete discretion to end the employment relationship when I choose and for reasons of my choice. Similarly, my employer will have the right. Moreover, no agent, representative, or employee of The Village High School, except in a specific written contract of employment signed on behalf of the organization by its Principal, has the power to alter or vary the voluntary nature of the employment relationship.

I HAVE CAREFULLY READ THE ABOVE CERTIFICATION AND I UNDERSTAND AND AGREE TO ITS TERMS.

_____ _____

APPLICANT SIGNATURE DATE

The Village High School

Employee Handbook

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Section 1 Introduction

1.1 Welcome to The Village High School

The Village High School transforms the lives of graduates by offering a diploma, along with real-life people, coping and decision making skills that lead to grit and perseverance. We will create a safe space and accepting culture where all students can learn and be successful.

We are a charter school that is committed to creating and sustaining an exceptional education for students whose needs cannot be met in traditional environments.

1.2 Employee Handbook

This Employee Handbook ("Handbook") is designed to summarize certain personnel policies and benefits of The Village High School (the "Company"), of TBD, North Las Vegas, Nevada _____, and to acquaint employees with many of the rules concerning employment with the Company. This Handbook applies to all employees, and compliance with the Company's policies is a condition of employment. This Handbook supersedes all previous employment policies, written and oral, express and implied. The Company reserves the right to modify, rescind, delete, or add to the provisions of this Handbook from time to time in its sole and absolute discretion. This Employee Handbook is not a binding contract between the Company and its employees, nor is it intended to alter the at-will employment relationship between the Company and its employees. The Company reserves the right to interpret the policies in this Handbook and to deviate from them when, in its discretion, it determines it is appropriate.

1.3 Changes in Policy

Since our business is constantly changing, the Company expressly reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document, except for the policy of at-will employment as described below. No oral statements or representations can in any way alter the provisions of this Handbook. Nothing in this employee handbook or in any other document, including benefit plan descriptions, creates or is intended to create a promise or representation of continued employment for any employee. Any changes to your at-will employment status, described below, must be in writing and must be signed by the Company.

If you are uncertain about any policy or procedure, please check with your manager or Human Resources.

1.4 Employment-At-Will

Employment with the Company is on an at-will basis, unless otherwise specified in a written employment agreement. You are free to resign at any time, for any reason, with or without notice. Similarly, the Company is free to conclude the employment relationship at any time for any lawful reason, with or without cause, and with or without notice.

Nothing in this Handbook will limit the right of either party to terminate an at-will employment. No section of this Handbook is meant to be construed, nor should be construed, as establishing anything other than an employment-at-will relationship. This Handbook does not limit management's discretion to make personnel decisions such as reassignment, change of wages and benefits, demotion, etc. No person other than the CEO, President, or CFO has the authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment other than at-will terms. Only the CEO, President, or CFO of the Company has the authority to make any such agreement, which is only binding if it is in writing and signed by the President of the Company.

Section 2 Employment Policies

2.1 Employee Classifications

The following terms are used to describe employees and their employment status:

Exempt Employees - Employees whose positions meet specific tests established by the Federal Labor Standards Act ("FLSA") and Nevada state law. In general, exempt employees are those engaged in executive, managerial, high-level administrative and professional jobs who are paid a fixed salary and perform certain duties. In addition, certain commissioned sales employees and highly paid computer professionals are exempt. Exempt employees are not subject to the minimum wage and overtime laws.

Nonexempt Employees - Employees whose positions do not meet specific tests established by the FLSA and Nevada state law. All employees who are covered by the federal or state minimum wage and overtime laws are considered nonexempt. Employees working in nonexempt jobs are entitled to be paid at least the minimum wage per hour and a premium for overtime.

Full-Time Employees - Employees who are not temporary employees, independent contractors, or independent consultants and who are regularly scheduled to work a schedule of 40 hours per work week.

Part-Time Employees - Employees who are not temporary employees, independent contractors, or independent consultants and who are regularly scheduled to work less than 40 hours per work week.

Temporary Employees - Employees who are hired as interim replacements to temporarily supplement the workforce or to assist in the completion of a specific project. Employment assignments in this category are of limited duration and the temporary employee can be let go before the end of the defined period. Short term assignments generally are periods of three (3) months or less, however, such assignments may be extended. All Temporary employees are at-will regardless of the anticipated duration of the assignment (see Employment-at-Will Policy). Temporary employees retain that status unless and until notified in writing of a change.

Independent Contractor or Consultant - These individuals are not employees of the Company and are self-employed. An independent contractor or consultant is engaged to perform a task according to his/her own methods and is subject to control and direction only as to the results to be accomplished. Independent contractors or consultants are not entitled to benefits.

Each employee will be advised of his or her status at the time of hire and any change in status. Regardless of the employee's status, the employee is employed at-will and the employment relationship can be terminated by the Company or the employee at any time, with or without cause and with or without notice.

2.2 Equal Employment Opportunity & Americans with Disabilities Act

It is the policy of the Company to provide equal employment opportunities to all employees and employment applicants without regard to unlawful considerations of race, religion, creed, color, national origin, sex, pregnancy, sexual orientation, gender identity, age, ancestry, physical or mental disability, genetic information, marital status or any other classification protected by applicable local, state or federal laws. This policy prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics. This policy applies to all aspects of employment, including, but not

limited to, hiring, job assignment, working conditions, compensation, promotion, benefits, scheduling, training, discipline and termination.

The Company expects all employees to support our equal employment opportunity policy, and to take all steps necessary to maintain a workplace free from unlawful discrimination and harassment and to accommodate others in line with this policy to the fullest extent required by law. For example, the Company will make reasonable accommodations for employees' observance of religious holidays and practices unless the accommodation would cause an undue hardship on the Company's operations. If you desire a religious accommodation, you are required to make the request in writing to your manager as far in advance as possible. You are expected to strive to find co-workers who can assist in the accommodation (e.g. trade shifts) and cooperate with the Company in seeking and evaluating alternatives.

Moreover, in compliance with the Americans with Disabilities Act (ADA), the Company provides reasonable accommodations to qualified individuals with disabilities to the fullest extent required by law. The Company may require medical certification of both the disability and the need for accommodation. Keep in mind that the Company can only seek to accommodate the known physical or mental limitations of an otherwise qualified individual. Therefore, it is your responsibility to come forward if you are in need of an accommodation. The Company will engage in an interactive process with the employee to identify possible accommodations, if any will help the applicant or employee perform the job.

2.3 Confidentiality

In the course of employment with the Company, employees may have access to "Confidential Information" regarding the Company, which may include its business strategy, future plans, financial information, contracts, suppliers, customers, personnel information or other information that the Company considers proprietary and confidential. Maintaining the confidentiality of this information is vital to the Company's competitive position in the industry and, ultimately, to its ability to achieve financial success and stability. Employees must protect this information by safeguarding it when in use, using it only for the business of the Company and disclosing it only when authorized to do so and to those who have a legitimate business need to know about it. This duty of confidentiality applies whether the employee is on or off the Company's premises, and during and even after the end of the employee's employment with the Company. This duty of confidentiality also applies to communications transmitted by the Company's electronic communications. See also Internet, Email and Computer Use policy, herein.

As a condition of employment with the Company, all employees must sign a Non-Disclosure Agreement.

2.4 Employment of Minors

The FLSA's child labor provisions, which the Company strictly adheres to, are designed to protect the educational opportunities of youth and prohibit their employment in jobs that are detrimental to their health and safety. Generally speaking, the FLSA sets the minimum age for employment (14 years for non-agricultural jobs), restricts the hours youth under the age of 16 may work, and prohibits youth under the age of 18 from being employed in hazardous occupations. In addition, the FLSA establishes subminimum wage standards for certain employees who are less than 20 years of age, full-time students, student learners, apprentices, and workers with disabilities. Employers generally must have authorization from the U.S. Department of Labor's Wage and Hour Division (WHD) in order to pay sub-minimum wage rates.

2.5 Employment of Relatives

The Company recognizes that the employment of relatives in certain circumstances, such as when they will work in the same department, supervise or manage the other, or have access to confidential or sensitive information regarding the other, can cause problems related to supervision, safety, security or morale, or create conflicts of interest that materially and substantially disrupt the Company's operations. When the Company determines any of these problems will be present, it will decline to hire an individual to work in the same department as a relative. Relatives subject to this policy include: father, mother, sister, brother, current spouse or domestic partner, child (natural, foster, or adopted), current mother-in- law, current father-in-law, grandparent, or grandchild.

If present employees become relatives during employment, the Company should be notified so that we may determine whether a problem involving supervision, safety, security or morale, or a conflict of interest that would materially and substantially disrupt the Company's operations exists. If the Company determines that such a problem exists, the Company will take appropriate steps to resolve the problem, which may include reassignment of one relative (if feasible) or asking for the resignation of one of the relatives.

2.6 Personnel Records and Employee References

The Company maintains a personnel file and payroll records for each employee as required by law. Personnel files and payroll records are the property of the Company and

may not be removed from Company premises without written authorization. Because personnel files and payroll records are confidential, access to the records is restricted. Generally, only those who have a legitimate reason to review information in an employee's file are allowed to do so. Disclosure of personnel information to outside sources will be limited. However, the Company will cooperate with requests from authorized law enforcement or local, state, or federal agencies conducting official investigations and as otherwise legally required.

Employees may contact a Human Resources representative to request a time to review their payroll records and/or personnel file. With reasonable advance notice, an employee may review his or her own records in the Company's offices during regular business hours and in the presence of an individual appointed by the Company to maintain the records. You also have the right to obtain a copy of your personnel files, but you may be required to pay for any such copies. You may add your comments to any disputed item in the file.

By policy, the Company will provide only the former or present employee's dates of employment and position(s) held with the Company. Compensation information may also be verified if written authorization is provided by the employee.

2.7 Privacy

The Company is respectful of employee privacy. All employee demographic and personal information will be shared only as required in the normal course of business. Healthcare enrollment
information is kept in a separate folder from other human resources forms. Workers' Compensation information is not considered private healthcare information; however, this information will be released only on a need-to-know basis.

The Company does not make or receive any private healthcare information through the course of normal work. If any employee voluntarily shares private healthcare information with a member of management, this information will be kept confidential. If applicable, the Company will set up guidelines for employees and management to follow to ensure that company employees conform to the requirements of the Health Insurance Portability and Accountability Act (HIPAA).

2.8 Immigration Law Compliance

In compliance with the Immigration Reform and Control Act of 1986, each new employee, as a condition of employment, must complete the Employment Eligibility

Verification Form I-9 on the date of hire and present documentation establishing identity and employment eligibility within three business days of date of hire. Former employees who are rehired must also complete an I-9 form if they have not completed an I-9 form with the Company within the past three years, or if their previous I-9 form is no longer retained or valid. You may raise questions or complaints about immigration law compliance without fear of reprisal.

2.9 Political Neutrality

Maintenance of individual freedom and our political institutions necessitates broad scale participation by citizens concerning the selection, nomination and election of our public office holders. The Company will not discriminate against any employee because of identification with and support of any lawful political activity. Company employees are entitled to their own personal political position. The Company will not discriminate against employees based on their lawful political activity engaged in outside of work. If you are engaging in political activity, however, you should always make it clear that your actions and opinions are your own and not necessarily those of the Company, and that you are not representing the Company.

Section 3 Hours of Work and Payroll Practices

3.1 Pay Periods and Paydays

Employees are paid on a bi-monthly basis. All employees will be paid on the 15th and the last day of the month. All employees are paid by check or direct deposit on the above-mentioned payday. If the regular payday falls on a weekend or Company holiday, employees will be paid on the last business day before the holiday and/or weekend.

3.2 Overtime

Nonexempt employees will be paid in accordance with federal and Nevada state law.

In Nevada, the standard work week for employees should not exceed 8 hours in a day, if the employee's regular rate of pay is less than one and one-half times the minimum wage; or 40 hours in a week, for all employees. Should the Company find it necessary to employ an employee in excess of this standard, overtime hours shall be compensated at the rate of one and one-half times the regular rate of pay.

All overtime work by non-exempt employees must be authorized in advance by their manager. Only hours actually worked will be used to calculate overtime pay.

3.3 Rest and Meal Periods

All rest and meal periods will be in accordance with Nevada state law.

Nonexempt employees will be provided a 10-minute rest break for every four hour period, or major fraction of, worked. This time is counted and paid as time worked. Nonexempt employees scheduled to work a continuous eight hour period will be provided a 30-minute unpaid meal period.

3.4 Time Cards

Nonexempt employees are required to keep an accurate and complete record of their attendance and hours worked. Time cards are official business records and may not be altered without the employee's supervisor's approval and may not be falsified in any way.

3.5 Payroll Deductions

Various payroll deductions are made each payday to comply with federal and state laws pertaining to taxes and insurance. Deductions will be made for the following: Federal and State Income Tax Withholding, Social Security, Medicare, State Disability Insurance & Family Temporary Disability Insurance, and other items designated by you or required by law (including a valid court order). You can adjust your federal and state income tax withholding by completing the proper federal or state form and submitting it to Accounting or Human Resources. At the start of each calendar year, you will be supplied with your Wage and Tax Statement (W-2) form for the prior year. This statement summarizes your income and deductions for the year.

3.6 Wage Garnishment

A garnishment is a court order requiring an employer to remit part of an employee's wages to a third party to satisfy a just debt. Once the Company receives the legal papers ordering a garnishment, we are required by law to continue making deductions from your check until we have withheld the full amount or until we receive legal papers from the court to stop the garnishment. Even if you have already paid the debt, we still need the legal papers to stop the garnishment.

3.7 Direct Deposit

All employees are encouraged, but not required, to use direct deposit and have their paychecks deposited into a bank account of an accredited participating bank or credit union.

Section 4 Standards of Conduct and Employee Performance

4.1 Anti- Harassment and Discrimination

Diversity & Inclusion Policy

The Company is dedicated to creating and maintaining an atmosphere of diversity and inclusion for all.
Company values are important, and are only made better by gathering the experiences, knowledge, and perspectives of people from all walks of life. We celebrate differences in age, race, ethnicity, national origin, religion, physical and mental ability, sexual orientation, gender identity or expression, family and marital status, and all the various backgrounds that help shape us all.

The Company's commitment to diversity applies to hiring practices, promotions, pay and benefits, terminations, training, teambuilding, and more. Prospective employees and current employees alike are expected to treat each other, and be treated, with respect and dignity. We seek to foster an environment that promotes:

- A healthy, collaborative, and courteous atmosphere.
- Engagement from all employees that allows for more varied insights.
- Adjustability, where appropriate, to allow for an individual's personal needs.
- Initiatives from the Company and the employees that encourage growth in the community.

The Company is committed to providing a work environment free of sexual or any form of unlawful harassment or discrimination. Harassment or unlawful discrimination against individuals on the basis of race, religion, creed, color, national origin, sex, pregnancy, sexual orientation, gender identity or expression, age, ancestry, physical or mental disability, genetic information, marital status or any other classification protected by local, state or federal laws is illegal and prohibited by Company policy. Such conduct by or towards any employee, contract worker, customer, vendor or anyone else who does business with the Company will not be tolerated. Any employee or contract worker who violates this policy will be subject to disciplinary action, up to and including termination of his or her employment or engagement. To the extent a customer, vendor or other

person with whom the Company does business engages in unlawful harassment or discrimination, the Company will take appropriate corrective action.

Names/ Pronouns:

Employees have the right to be addressed by the name and pronoun that correspond to the employee's gender identity, upon request. A court-ordered name or gender change is not required. The intentional or persistent refusal to respect an employee's gender identity (for example, intentionally referring to the employee by a name or pronoun that does not correspond to the employee's gender identity) can constitute harassment and is a violation of this policy. If you are unsure what pronoun a transitioning coworker might prefer, you can politely ask your coworker how they would like to be addressed.

Prohibited Conduct:

Prohibited harassment or discrimination includes any verbal, physical or visual conduct based on sex, race, age, national origin, disability or any other legally protected basis if:

a. submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or engagement;
b. submission to or rejection of such conduct by an individual is used as a basis for decisions concerning that individual's employment or engagement; or
c. it creates a hostile or offensive work environment.

Prohibited harassment includes (but is not limited to) unwelcome sexual advances, requests for sexual favors and lewd, vulgar or obscene remarks, jokes, posters or cartoons, and any unwelcome touching, pinching or other physical contact. Other forms of unlawful harassment or discrimination may include racial epithets, slurs and derogatory remarks, stereotypes, jokes, posters or cartoons based on race, national origin, age, disability, marital status or other legally protected categories. Prohibited harassment might also be transmitted using the Company's electronic communications system, or through other on-line conduct.

Complaint Procedure:

Employees or contract workers who feel that they have been harassed or discriminated against, or who witness any harassment or discrimination by an employee, contract worker, customer, vendor or anyone else who does business with the Company, should immediately report such conduct to their supervisor or any other member of management.

Do not allow an inappropriate situation to continue by not reporting it, regardless of who is creating the situation. No employee, contract worker, customer, vendor or other person who does business with this organization is exempt from the prohibitions in this policy. In response to every complaint, the Company will conduct an investigation which may involve interviewing witnesses if warranted and, if improper conduct is found, take appropriate corrective action.

To the extent that an employee or contract worker is not satisfied with the Company's handling of a harassment or discrimination complaint, he or she may also contact the appropriate state or federal enforcement agency for legal relief.

4.2 Attendance

Punctuality and regular attendance are essential to the successful operation of the Company's business. If an employee is unable to report to work (or to report to work on time) for any reason, the employee must notify his or her supervisor before his or her starting time. If an employee desires to leave work for any reason during the workday, the employee must obtain the approval of his or her supervisor prior to leaving. In the event that the employee fails to call his or her supervisor or report for work for 10 consecutive workdays, the employee will be deemed to have voluntarily resigned from his or her employment with the Company and will be removed from the payroll. Excessive absenteeism or tardiness may subject the employee to disciplinary action, up to and including termination.

4.3 Discipline and Standards of Conduct

As an at-will employer, the Company may impose discipline whenever it determines it is necessary or appropriate. Discipline may take various forms, including verbal counseling, written warnings, suspension, demotion, transfer, reassignment or termination. The discipline imposed will depend on the circumstances of each case; therefore, discipline will not necessarily be imposed in any particular sequence. Moreover, at any time the Company determines it is appropriate, an employee may be terminated immediately.

Every organization must have certain standards of conduct to guide the behavior of employees. Although there is no possible way to identify every rule of conduct, the following is an illustrative list (not intended to be comprehensive or to limit the Company's right to impose discipline for any other conduct it deems inappropriate). Keep in mind that these standards of conduct apply to all employees whenever they are on Company property and/or conducting Company business (on or off Company property).

Engaging in any conduct the Company deems inappropriate may result in disciplinary action, up to and including termination.

a. Dishonesty;
b. Falsification of Company records;
c. Unauthorized use or possession of property that belongs to the Company, a coworker, or of the public;
d. Possession or control of illegal drugs, weapons, explosives, or other dangerous or unauthorized materials;
e. Fighting, engaging in threats of violence or violence, use of vulgar or abusive language, horseplay, practical jokes or other disorderly conduct that may endanger others or damage property;
f. Insubordination, failure to perform assigned duties or failure to comply with the Company's health, safety or other rules;
g. Unauthorized or careless use of the Company's materials, equipment or property;
h. Unauthorized and/or excessive absenteeism or tardiness;
i. Lack of teamwork, poor communication, unsatisfactory performance, unprofessional conduct, or conduct improper for the workplace;
j. Sexual or other illegal harassment or discrimination;
k. Unauthorized use or disclosure of the Company's confidential information;
l. Violation of any Company policy.

4.4 Dress Code

What we wear to work is a reflection of the pride we have in our Company, in what we do, and in ourselves. Although dress code requirements will vary according to job responsibilities, we ask that your appearance at all times show discretion, good taste, and appropriateness for the safe performance of your job.

4.5 Safety

The Company is committed to providing a safe workplace. Accordingly, the Company emphasizes "safety first." It is the employee's responsibility to take steps to promote safety in the workplace and work in a safe manner. By remaining safety conscious, employees can protect themselves and their coworkers. Employees are expected to promptly report all unsafe working conditions, accidents and injuries, regardless of how minor so that any potential hazards can be corrected.

4.6 Substance and Abuse

The Company is committed to providing its employees with a safe and productive work environment. In keeping with this commitment, it maintains a strict policy against the use of alcohol and the unlawful use of drugs in the workplace. Consequently, no employee may consume or possess alcohol, or use, possess, sell, purchase or transfer illegal drugs at any time while on the Company's premises or while using the Company vehicles or equipment, or at any location during work time.

No employee may report to work with illegal drugs (or their metabolites) or alcohol in his or her bodily system. The only exception to this rule is that employees may engage in moderate consumption of alcohol that may be served and/or consumed as part of an authorized Company social or business event. "Illegal drug" means any drug that is not legally obtainable or that is legally obtainable but has not been legally obtained. It includes prescription drugs not being used for prescribed purposes or by the person to whom it is prescribed or in prescribed amounts. It also includes any substance a person holds out to another as an illegal drug.

Any violation of this policy will result in disciplinary action, up to and including termination.

Any employee who feels he or she has developed an addiction to, dependence upon, or problem with alcohol or drugs, legal or illegal, is strongly encouraged to seek assistance before a violation of this policy occurs. Any employee who requests time off to participate in a rehabilitation program will be reasonably accommodated. However, employees may not avoid disciplinary action, up to and including termination, by entering a rehabilitation program after a violation of this policy is suspected or discovered.

4.7 Workplace Searches

All offices, desks, file drawers, cabinets, lockers, Company vehicles, and other Company equipment (including but not limited to computers, e-mail and voice mail) and facilities or any area on Company premises are the property of the Company ("Company Property"), and are intended for business use. Employees should have no expectation of privacy with respect to Company property and/or items stored within Company Property or on Company premises. Inspection may be conducted at any time, without notice, at the discretion of the Company.

In addition, when the Company deems appropriate, employees may be required to submit to searches of their personal vehicles, parcels, purses, handbags, backpacks, brief cases, lunch boxes or any other possessions or articles brought on to the Company's premises.

Persons entering the premises who refuse to cooperate in an inspection conducted pursuant to this policy may not be permitted to enter the premises. All employees must cooperate in an inspection; failure to do so is insubordination and will result in disciplinary action, up to and including termination.

4.8 Internet, Email and Computer Use Policy

The Company uses various forms of electronic communication including, but not limited to:
computers, email, telephones, voicemail, instant message, text message, Internet, cell phones and smart phones (hereafter referred to as "electronic communications"). The electronic communications, including all software, databases, hardware, and digital files, remain the sole property of the Company and are to be used only for Company business and not for personal use.

The following rules apply to all forms of electronic communications and media that are: (1) accessed on or from Company premises; (2) accessed using the Company computer or telecommunications equipment, or via Company-paid access methods; and/or (3) used in a manner which identifies the Company. The following list is not exhaustive and the Company may implement additional rules from time to time.

a. Electronic communication and media may not be used in any manner that would be discriminatory, harassing, or obscene, or for any other purpose that is illegal, against Company policy, or not in the best interest of the Company. Employees who misuse electronic communications and engage in defamation, copyright or trademark infringement, misappropriation of trade secrets, discrimination, harassment, or related actions will be subject to discipline, up to and including termination. Employees may not install personal software on Company computer systems.
b. Employee's own electronic media may only be used during breaks. All other company policies, including the Company's no tolerance for discrimination, harassment, or retaliation in the workplace apply.
c. All electronic information created by any employee on Company premises or transmitted to Company property using any means of electronic communication is the property of the Company and remains the property of the Company. You should not assume that any electronic communications are private or confidential and should transmit personal sensitive information in other ways. Personal passwords may be used for purposes of security, but

the use of a personal password does not affect the Company's ownership of the electronic information. The Company will override all personal passwords if necessary for any reason.

d. The Company reserves the right to access and review electronic files, messages, internet use, blogs, "tweets", instant messages, text messages, email, voice mail, and other digital archives, and to monitor the use of electronic communications as necessary to ensure that no misuse or violation of Company policy or any law occurs. All such information may be used and/or disclosed to others, in accordance with business needs and the law. The Company reserves the right to keep a record of all passwords and codes used and/or may be able to override any such password system
e. Employees are not permitted to access the electronic communications of other employees or third parties unless directed to do so by Company management. No employee may install or use anonymous e-mail transmission programs or encryption of e-mail communications.
f. Employees who use devices on which information may be received and/or stored, including but not limited to cell phones, cordless phones, portable computers, fax machines, and voice mail communications are required to use these methods in strict compliance with the Confidentiality section of this Handbook. These communications tools should not be used for communicating confidential or sensitive information or any trade secrets.
g. Access to the Internet, websites, and other types of Company-paid computer access are to be used for Company-related business only. Any information about The Village High School, its products or services, or other types of information that will appear in the electronic media about the Company must be approved before the information is placed on any electronic information resource that is accessible to others.

4.9 Social Media Policy

The Village High School is committed to utilizing social media to enhance its profile and reputation, to listen and respond to customer opinions and feedback, and to drive revenue, loyalty and advocacy. We encourage employees to support our activities through their personal social networking channels while adhering to the guidelines outlined in this section.

For the purpose of this section, social media and networking refers to the use of web-based and mobile applications for social interaction and the exchange of user-generated content. Social media channels can include, but are not limited to: Facebook, Twitter, LinkedIn, YouTube, blogs, review sites, forums, online communities and any similar online platforms.

Employees are expected to conduct themselves in a professional manner and to respect the views and opinions of others. The Company and its employees are committed to conducting ourselves in accordance with best industry practices in social networking, to being responsible citizens and community members, to listening and responding to feedback, and to communicating in a courteous and professional manner. Behavior and content that may be deemed disrespectful, dishonest, offensive, harassing or damaging to the company's interests or reputation are not permitted. The use of social media channels on company time for personal purposes is not allowed.

Any social media contacts, including "followers" or "friends," that are acquired through accounts (including but not limited to email addresses, blogs, Twitter, Facebook, YouTube, LinkedIn, or other social media networks) created on behalf of the Company will be the property of the Company.

Employees must not disclose private or confidential information about the Company, its employees, clients, suppliers or customers on social networks. Employees must respect trademarks, copyrights, intellectual property and proprietary information. No third-party content should be published without prior permission from the owner.

The Company maintains the right to monitor company-related employee activity in social networks. Violation of policy guidelines is grounds for discipline, up to and including termination.

4.10 Cell Phone Policy

The use of personal cell phones at work is discouraged because it can interfere with work and be disruptive to others. Therefore, employees who bring personal cell phones to work are required to keep the ringer shut off or placed on vibrate mode when they are in the office, and to keep cell phone use confined to breaks and meal periods. Conversations should be had away from areas where other employees are working. When cell phone use interferes with the satisfactory performance of an employee's duties or disturbs others, the privilege of using a personal cell phone at work may be taken away and other disciplinary action, up to and including termination, may be imposed.

The Company may provide cell phone allowances to employees in certain positions in an effort to improve efficiency and effectiveness. When cell phones are used for Company business, employees must comply with all Company policies governing conduct, including our policies prohibiting discrimination, harassment, and violence in the workplace. When using the cell phone in a public place, please remember to maintain the

confidentiality of any private or confidential business information. As a courtesy to others, please shut cell phones off or place on vibrate mode during meetings.

Section 5 Employee Benefits and Services

5.1 General

Aside from those benefits required by state and federal regulations, The Village High School also offers additional benefits for its full-time employees. From time to time, benefits may be added or deleted from the benefits package. The Company reserves the right to make such changes.

This Handbook does not contain the complete terms and/or conditions of any of the Company's current benefit plans. It is intended only to provide general explanations. For information regarding employee benefits and services, employees should contact Human Resources.

5.2 Group Health Insurance

The Village High School offers a group health plan for eligible employees. The Company's group health insurance plan is offered through TBD. For more information, refer to the Company's benefits booklet for complete details and benefits.

5.3 Group Life Insurance

The Village High School offers a group life insurance plan for eligible employees, including accidental death and dismemberment coverage. The Company's group life insurance plan is offered through TBD. For more information, refer to the Company's benefits booklet for complete details and benefits.

5.4 Flexible Spending Account (FSA)

Under Section 125 of the IRS Code, the Company has set-up a flexible spending account for employees who wish to take advantage of this provision. This plan allows employees to withhold a portion of their salary on a pre-tax basis to cover the cost of qualifying insurance premiums, out of pocket medical expenses and dependent care expenses (child and/or elder care) such as day care expenses and in-home dependent care. An amount selected by the employee is deducted on a pre-tax basis to cover these expenses. Any unused amounts in the medical and dependent care account will be forfeited after the end of the plan year.

5.5 COBRA

Under the provisions of the Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1986, if you are covered under the Company's group health insurance plan(s) you are entitled to continue your coverage in the event that your employment with the Company ends. Under COBRA, the Company must offer each qualified beneficiary (the employee and any covered dependents) who would otherwise lose coverage under the plan as a result of a qualifying event an opportunity to continue their insurance coverage. A qualifying event is defined as termination of employment, a reduction in the number of hours of employment, death of covered employee, divorce or legal separation, a dependent child ceases to be dependent, eligibility of the covered employee for Medicare, or an employer's bankruptcy.

5.6 Workers' Compensation

All states have Workers' Compensation laws whose purpose is to promote the general welfare of people by providing compensation for accidental injuries or death suffered in the course of employment. These laws are designed to provide protection to workers suffering occupational disabilities through accidents arising out of, and in the course of employment. The Village High School carries Workers' Compensation Insurance for all employees and pays the entire cost of the insurance program. An employee who suffers an injury or illness in connection with the job is usually eligible to receive payment through the insurance company for lost wages. In addition to disability payments, necessary hospital, medical and surgical expenses are covered under Workers' Compensation, with payments being made directly to the hospital or physician. Workers' Compensation benefits to injured workers also include assistance to help qualified injured employees return to suitable employment.

5.7 Social Security Benefits (FICA)

During your employment, you and the Company both contribute funds to the Federal government to support the Social Security Program. This program is intended to provide you with retirement benefit payments and medical coverage once you reach retirement age.

5.8 Unemployment Insurance

The company pays a state and federal tax to provide employees with unemployment insurance coverage in the event they become unemployed through no fault of their own

or due to circumstances described by law. This insurance is administered by applicable state agencies, who determine eligibility for benefits, the amount of benefits (if any), and duration of benefits.

5.9 Additional Benefits

Nevada Public Employee Retirement System (NV PERS)
Employer Paid - 29.25% Shared equally between employer and employee
Employee/Employer Paid - 15.25%

Section 6 Employee Leaves of Absence and Time Off

6.1 General

While regular attendance is crucial to maintain business operations, the Company recognizes that, for a variety of reasons, employees may need time off from work. The Company has available a number of types of leaves of absence. Some are governed by law and others are discretionary. For all planned leaves, however, employees must submit a request at least 14 days in advance; in case of emergencies, employees should submit the request as soon as they become aware of the need for leave. All leaves must have the approval of Company management. If, during a leave, an employee accepts another job, engages in other employment or consulting outside of the Company, or applies for unemployment insurance benefits, the employee may be considered to have voluntarily resigned from employment with the Company.

All requests for a leave of absence will be considered in light of their effect on the Company and its work requirements, as determined by Company management, which reserves the right to approve or deny such requests in its sole discretion, unless otherwise required by law. For disability-related leave requests, the Company will engage in an interactive process with the employee to determine if a leave is the most appropriate accommodation. The employee must provide a certification from his or her health care provider to the Company to support a leave for medical reasons. Failure to provide the required certification to the Company in a timely manner will result in delay or denial of leave. If an employee requires an extension of leave, the employee must request such extension and have it approved before the expiration of the currently approved leave.

While the Company will make a reasonable effort to return the employee to his or her former position or a comparable position following an approved leave of absence, there is no guarantee that the employee will be reinstated to his or her position, or any position, except as required by law.

6.2 Paid Time Off Days

Eligible employees are entitled to ten paid time off ("PTO") days per year. A PTO days pay for regular full-time employees will be calculated based on the employee's base pay rate times the number of hours the employee would otherwise have worked on that day. Regular part-time employees will be paid on a pro-rata basis. Employees may not accrue more than 20 days of time off. Once an employee's time off balance reaches this limit, an employee may accrue more time off only by taking some time off to bring the balance back below the limit. When employees eligible for paid time off days do not take the full amount of vacation time they could have taken in a year, that amount automatically carries over to the next year.

6.3 Family and Medical Leave

Because of the Company's small size, we are not required to comply with the federal Family and Medical Leave Act ("FMLA"). However, we recognize that our employees may occasionally need to take unpaid leave to care for a new child, to care for a seriously ill family member, to handle an employee's own medical issues, or to handle issues relating to a family member's military service, possibly including caring for a family member who is injured while serving in the military.

If you anticipate that you might need time off to deal with family and medical issues, please speak with your supervisor. We will seriously consider every request on a case-by-case basis.

6.4 Workers' Compensation Leave

Any employee who is unable to work due to a work related injury or illness and who is eligible for Workers' Compensation benefits will be provided an unpaid leave for the period required. The first 12 weeks will be treated concurrently as a family and medical leave under the federal Family Medical Leave Act ("FMLA") for employees eligible for FMLA leave.

6.5 Jury Duty

U.S. citizens have a civic obligation to provide jury duty service when called. Employees are entitled up to three working days, with pay, at their regular straight time or base salary for jury duty.

By state law, an employee cannot be required to use paid leave for a jury duty absence.

The employee must bring in the jury duty notice as soon as it is received so that appropriate arrangements can be made to cover his or her duties. Employees are required to call in or report for work on those days or parts of days when their presence in court is not required.

6.6 Voting Time

Employees who are registered voters and who lack sufficient nonwork hours when polls are open to vote in any local, state, and national election may take one hour if work is two miles or less from the polling place, two hours if work is two to ten miles from the polling place, or three hours if work is more than ten miles from the polling place. This time may be taken with pay. Employees should provide notice prior to election day when time off is required.

At-Will Employment Agreement and Acknowledgement of Receipt of Employee Handbook

Employee: _____

I acknowledge that I have been provided with a copy of the The Village High School (the "Company") Employee Handbook, which contains important information on the Company's policies, procedures and benefits, including the policies on Anti-Harassment/Discrimination, Substance Use and Abuse and Confidentiality. I understand that I am responsible for familiarizing myself with the policies in this handbook and agree to comply with all rules applicable to me.

I understand and agree that the policies described in the handbook are intended as a guide only and do not constitute a contract of employment. I specifically understand and agree that the employment relationship between the Company and me is at-will and can be terminated by the Company or me at any time, with or without cause or notice. Furthermore, the Company has the right to modify or alter my position, or impose any form of discipline it deems appropriate at any time. Nothing in this handbook is intended to modify the Company's policy of at-will employment. The at-will employment relationship may not be modified except by a specific written agreement signed by me and an authorized representative of the Company. This is the entire agreement between

the Company and me regarding this subject. All prior or contemporaneous inconsistent agreements are superseded.

I understand that the Company reserves the right to make changes to its policies, procedures or benefits at any time at its discretion. However, the at-will employment agreement can be modified only in the manner specified above. I further understand that the Company reserves the right to interpret its policies or to vary its procedures as it deems necessary or appropriate.

I have received the Company Employee Handbook. I have read (or will read) and agree to abide by the policies and procedures contained in the Handbook.

By: _____ Date: _____
Rachel Kaplan

By: _____ Date: _____

_____

Nevada Department of Education
Nevada Ready!

700 East Fifth Street, Carson City, NV 89701
NDEInfo@doe.nv.gov

Steve Sisolak, GOVERNOR
Jhone M. Ebert, SUPERINTENDENT OF PUBLIC INSTRUCTION

2020-2023
NEVADA GRADUATION STANDARD AND ADVANCED DIPLOMA CREDIT & ASSESSMENT REQUIREMENTS

In order to receive a high school diploma in Nevada, students must complete their required course work, earn the credits required by state law and by their district, and participate in required state assessments.

This document explains high school graduation requirements under Nevada law. Districts may have additional requirements that supplement or exceed state mandates.

Course of Study & Required Credits

Units of credit generally comprise one year of coursework and require at least 120 hours of instruction. Credit-earning courses are required by state law to be taught by all public high schools as a course of study, including but not limited to, for a standard diploma:

- Four units of English Language Arts
- Three units of Mathematics including at least Algebra I & Geometry
- Two units of Science including at least two laboratory courses
- Until June 30, 2022: Three units of Social Studies including
  - American Government, American History, and World History/Geography
- Beginning July 1, 2022: Three units of Social Studies including
  - One-half unit of American Government
  - One unit of American History and one unit of World History, or Geography
  - One-half unit of Economics

Additional courses must be made available to fulfill graduation credit requirements for all diploma types including but not limited to:

- The Arts
- Computer Science Education & Technology
- Health
- Physical Education

Permissible elective courses of study may include additional courses in the subjects listed above, and may additionally include (but are not limited to):

- World Languages
- Great Basin Native Languages
- Employability Skills
- Career & Technical Education

Required Assessments

The State of Nevada Legislature and State Board of Education have determined participation in the following assessments to be required for graduation:

- ACT Plus Writing for college and career readiness
  - ELA sections cover reading, writing, and English usage
  - Math section covers middle and high school math standards.
  - Science section covers content expected for college/career readiness.
- Civics Assessment

Types of Diplomas & Seals

There are two general-education and two inclusive-adaptive diplomas available by law to Nevada students graduating from public high schools. For specific credit requirements by diploma type and year, see the reverse side of this document.

- The Advanced Diploma requires credit units, GPA, and participation on the ACT.
- The Standard Diploma requires credit units and participation on the ACT.
- The Alternative Diploma requires credit units and participation on the NAA.
- The Adjusted Diploma is adapted to student needs according to an IEP.
- The College and Career Ready Diploma requires credit units and GPA requirements of the Advanced Diploma plus additional advanced coursework and associated endorsement completion requirements.
- State Seals of Biliteracy, Financial Literacy, STEM, and STEAM require demonstrations of proficiency by GPA and/or assessment.

Standard Diploma 2020 2021	
Courses	**Units**
American Government	1
American History	1
Arts and Humanities*, JROTC, or CTE	1
English	4
Health	0.5
Mathematics**	3
Physical Education	2
Computer Science Education & Technology	0.5
Science	2
Electives*	7.5
Total	**22.5**

Standard Diploma 2022+		
Courses		**Units**
American Government		0.5
American History		1
Arts and Humanities*, JROTC, or CTE		1
Economics***	2023+	0.5
English		4
Health		0.5
Mathematics**		3
Physical Education		2
Computer Science Education & Technology		0.5
Science		2
College & Career Ready Flex Credit		2
Electives*		6
Total		**23**

Standard Diploma

Students are required to complete courses in Geography or World History in order to earn the Standard Diploma. Courses in Geography or World History can be taken to fulfill the requirement for Humanities or as an elective* course.

**The sequence of courses to fulfill the Mathematics requirements for the three diploma types, may include Pre-Algebra, Algebra I, Geometry, Algebra II or higher.

***The changes to the Standards Diploma for social studies, regarding the economics requirement, begins July 1, 2022 and will impact the graduation class of 2023 and beyond.

Advanced Diploma 2020+	
Minimum GPA: 3.25 (weighted or unweighted)	
Courses	**Units**
American Government	1
American History	1
Arts & Humanities*, JROTC, or CTE	1
Social Studies*	1
English	4
Health	0.5
Mathematics**	4
Physical Education	2
Computer Science Education & Technology**	0.5
Science**	3
Electives*	6
Total	**24**

Advanced Diploma 2022+		
Minimum GPA: 3.25 (weighted or unweighted)		
Courses		**Units**
American Government		0.5
American History		1
Arts & Humanities*, JROTC, or CTE		1
Social Studies*		1
Economics***	2023+	0.5
English		4
Health		0.5
Mathematics**		4
Physical Education		2
Computer Science Education & Technology**		0.5
Science**		3
Electives*		6
Total		**24**

Advanced Diploma

*For students seeking to earn the Advanced Diploma or the CCR Diploma, courses in World History and Geography can be taken to fulfill requirements for Humanities, an elective course, or Social Studies.

Regarding the sequence of courses to fulfill the Math or Science requirement for the Advanced Diploma and the CCR Diploma, Computer Science can be used to fulfill the third credit. ***It is important to note that Computer Science can either fulfill a fourth credit in Mathematics as stated previously or it can fulfill a third credit of Science. It may not count in both areas.*

***The changes to the Advanced Diploma for social studies, regarding the economics requirement, begins July 1, 2022 and will impact the graduation class of 2023 and beyond.

Crisis and Emergency Response MODEL PLAN Guidance Checklist

Nevada Model Plan Requirements

All Nevada school districts, charter and private schools are required to have an Emergency Operations Plan (EOP). The EOP must meet all the requirements listed in this Model Plan Guidance Checklist.

You can use their current EOP as long as all of the requirements listed in this checklist are included in your schools plan.

School may also utilize the Readiness and Emergency Management for Schools Technical Assistance Center (REMS TA) Interactive Workbook when developing their school EOP.

All school EOP's must meet all the requirements in the Federal Guide for Developing High-Quality School Emergency Operations Plans and any additional Nevada requirements contained in NRS 388.229 - 388.266.

In compliance with NRS 388.253, the Nevada Department of Education has reviewed and updated the Model Plan for the management of a crisis or an emergency in 2018.

This Guidance Checklist is a quick reference guide and resource for schools to assist in meeting all federal and state requirements for a high-quality EOP.

The 6-Step planning process

Step 1:	Form a Collaborative Planning or Development Team/Committee.
Step 2:	Understand the Situation and Identify Threats and Hazards
Step 3:	Determine Goals and Objectives
Step 4:	Plan Development (Identifying Courses of Action)
Step 5:	Plan Preparation, Review, and Approval
Step 6:	Implementation and Maintenance

Step 1: Form a Collaborative Planning or Development Team/Committee

Writing a high-quality EOP is a team effort best performed by a collaborative team. The common theme in successful operations is that all included in the team understands and accepts their roles. Nevada Revised Statue (NRS) 388.241 requires school districts and schools establish a Development Committee that at minimum includes:

1. At least one member of the board of trustees or of the governing body that established the committee;
2. At least one administrator;
3. At least one licensed teacher;
4. At least one employee of the school who is not a licensed teacher and who is not responsible for the administration of the school;
5. At least one parent or legal guardian of a pupil enrolled in the school district or school;
6. At least one representative of a local law enforcement agency in the county;
7. At least one school police officer, including a chief of school police if the school has school police officers; and
8. At least one representative of a state or local organization for emergency management.
9. Any other person whom the Board of Trustees or governing body deems appropriate, including:
    a. A school counselor;
    b. A school psychologist;
    c. A licensed school social worker; or
    d. A pupil in grade 10 or higher.

Step 2: Understand the Situation and Identify Threats and Hazards

The Planning Committee/Development Team must conduct a threat and hazard identification and risk assessment process that collects information about threats and hazards and assigns values to risks for the purposes of deciding which threats or hazards the plan should prioritize and address.

To identify specific threats and hazards, you must conduct the following assessments:

1. Site assessments;
2. Cultural and climate assessments;
3. School threat assessments; and
4. Capacity assessments

Prioritize threats and hazards according to the **Sample Risk Assessment Worksheet** Chart in the Federal Guide for Developing High-Quality School Emergency Operations Plans. After conducting the above assessments to identify specific threats and hazards, you must determine:

1. The probability or frequency the occurrence;
2. The magnitude (extent of expected damage);
3. Time available to warn staff, students and visitors;
4. Duration (how long the hazard or threat will be occurring); and
5. The cascading effects of the threat or hazard;

Each threat or hazard must be addressed and rated in your EOP (see Table 2, pg. 12 in the Federal Guide for Developing High-Quality School Emergency Operations Plans.

Step 3: Determine Goals and Objectives

Once you have determined your threats and hazards, goals and objectives must be determined.

1. **Goals** are general statements that indicate the desired outcome in response to the threat or hazard and should contain at least three goals for addressing each threat or hazard. These goals should

indicate the desired outcome before, during and after the threat or hazard.

2. **Objectives** are specific, measurable actions that are necessary to achieve the goals. Often you will need to identify multiple objectives in support of a single goal.

3. **Functions** are the activities that support goals and objectives. A function can apply to more than one threat or hazard. After identifying a function, there should be three goals for the desired outcome.

Step 4: Plan Development (Identifying Courses of Action)

Courses of action address the what, who, when, where, why and how for each threat and hazard. Then the course of action determines whether it is feasible and whether stakeholders can implement the course of action.

1. Depict the scenario by creating a potential scenario based on the threats and hazards.

2. Determine the amount of time available to respond. This will vary based on the type of threat or hazard.

3. Identify decisions points including state specific requirements for:

    a. Suicide;

    b. Coordinating the resources of local, state and federal agencies, officers and employees;

    c. Accounting for all persons within a school;

    d. Assisting all persons to communication with each other, including persons located outside the school such as relatives of students and employees, news media and local agencies that would respond to a crisis;

    e. Assisting pupils and employees to move safely within and away from the school, including evacuation and securing of a school;

    f. Reunification of students and employees;

g. Providing necessary medical assistance;

h. Recovering from a crisis or emergency;

i. Carrying out a lockdown at a school;

j. Providing shelter in specific areas of a school;

k. Any threat or hazard identified in the hazard mitigation plan of the county in which the school is located;

l. A plan for providing counseling and mental health services to students and staff after a crisis, emergency or suicide;
NRS 388.253

m. Plan complies with the American with Disabilities Act Technical Assistance for Emergency Preparedness & Response and includes students, staff and parents with appropriate auxiliary aids and services to ensure effective communication with individuals with disabilities; and

n. Plan complies with the US Department of Justice title VI of the Civil Rights Act of 1964 that requires effective communication with individuals with limited English proficiency (LEP), including students and parents.

Develop courses of action to achieve the goals and objectives

1. What is the action?
2. Who is responsible for the action?
3. When does the action take place?
4. How long does the action take and how much time is actually available?
5. What has to happen before?
6. What happens after?
7. What resources are needed to perform the action?

How will this action affect specific populations, such as individuals with disabilities and others with access and functional needs who may require medication, wayfinding, evacuation assistance, personal assistance services, or may be experiencing severe anxiety during traumatic events?

Select Courses of Action

After identifying courses of action, compare course of action against the goals and objectives. Select the preferred course of action to move forward in the planning process.

Outcome

Goals, objectives, and courses of action for threats and hazards will go into the "**Threat-and Hazard-Specific Annexes**" and those for courses of action functions will be contained in the **"Functional Annexes"** section of the EOP.

Step 5: Plan Preparation, Review, and Approval.

Develop a draft EOP and have the team review the plan, obtain official approval (usually the school board), share the plan with community partners and others as required in NRS 388.245.

1. **Format the Plan:** Your EOP should be easy for users to find the information they need and is compatible with local and state plans.

2. The **Basic Plan** that provides an overview of the school's approach to emergency operations.

3. The **Functional Annexes** details on the goals, objectives, and courses of action of functions (e.g., evacuation, communications, and recovery) that apply across multiple threats or hazards.

4. The **Threat-and-Hazard-Specific Annexes** specifies the goals, objectives, and courses of action that a school will follow to address a particular type of threat or hazard (e.g., active shooter, earthquake, or flood).

5. **Write the Plan.** As the planning team works through the draft, necessary tables, charts, and other supporting information are added. The plan is then circulated to obtain comments of stakeholders that would have responsibility for implementing the plan.

6. **Review the Plan.** Plan should be reviewed to assure compliance with applicable laws and for its usefulness in practice.

    a. Is the plan is **adequate** as it identifies and addresses critical courses of action effectively; the plan accomplishes the assigned functions; and the plan's assumptions are valid and reasonable?

    b. Is the plan **feasible** and accomplishes the assigned function and critical task by using available resources within the time contemplated by the plan?

    c. Is the plan **acceptable** and meets the requirements driven by a threat or hazard, meets cost and time limitations, and is consistent with the law?

    d. Is the plan **complete** and **complies** with federal and state requirements?

7. **Approve and Share the Plan:** Once the plan has been finalized, it must be presented to the appropriate school leadership for approval. Once approved, the plan should be shared with community partners who have a role in the plan. You must also submit your plan to:

    a. The Board of Trustees or Governing Body of a private or charter school;

    b. Local public safety agency in the county to which the school is located;

    c. The Nevada Division of Emergency Management at ndemplanning@dps.state.nv.us;

    d. The local organization for emergency management;

    e. Any local agency included in the plan; and

    f. Any employee included in the plan.
    NRS 388.245

Step 6: Implementation and Maintenance

Everyone involved in the plan knows their roles and responsibilities before, during and after an emergency.

1. **Train Stakeholders** on the Plan and their roles. Key training components include:

    a. **Hold a meeting** at least once each year to educate all parties on the plan.

    b. **Visit evacuation sites** so you know where they are located. Know where the reunification areas, media areas, and triage areas will be located.

    c. Give involved parties any relevant literature on the plan, policies, and procedures. Quick reference guides can also be helpful in an emergency.

    d. **Post key information throughout the building** so that students and staff are familiar with and have easy access to information such as evacuation routes and shelter-in-place procedures.

    e. **Familiarize students, staff and community partners** by bringing in law enforcement, fire officials, and EMS personnel that have a role in your plan and have them talk to students and staff.

    f. **Train staff on the skills necessary to fulfill their roles** so they know their assigned roles, the plan and positions of supporting the Incident Command System (ICS) that will require special skills.

    g. **Exercise the plan** that will identify gaps and weakness in the plan. You must provide training each year on responding to a crisis or emergency for each employee of a school, including drills for evacuating and securing schools NRS 388.245. Exercises include:

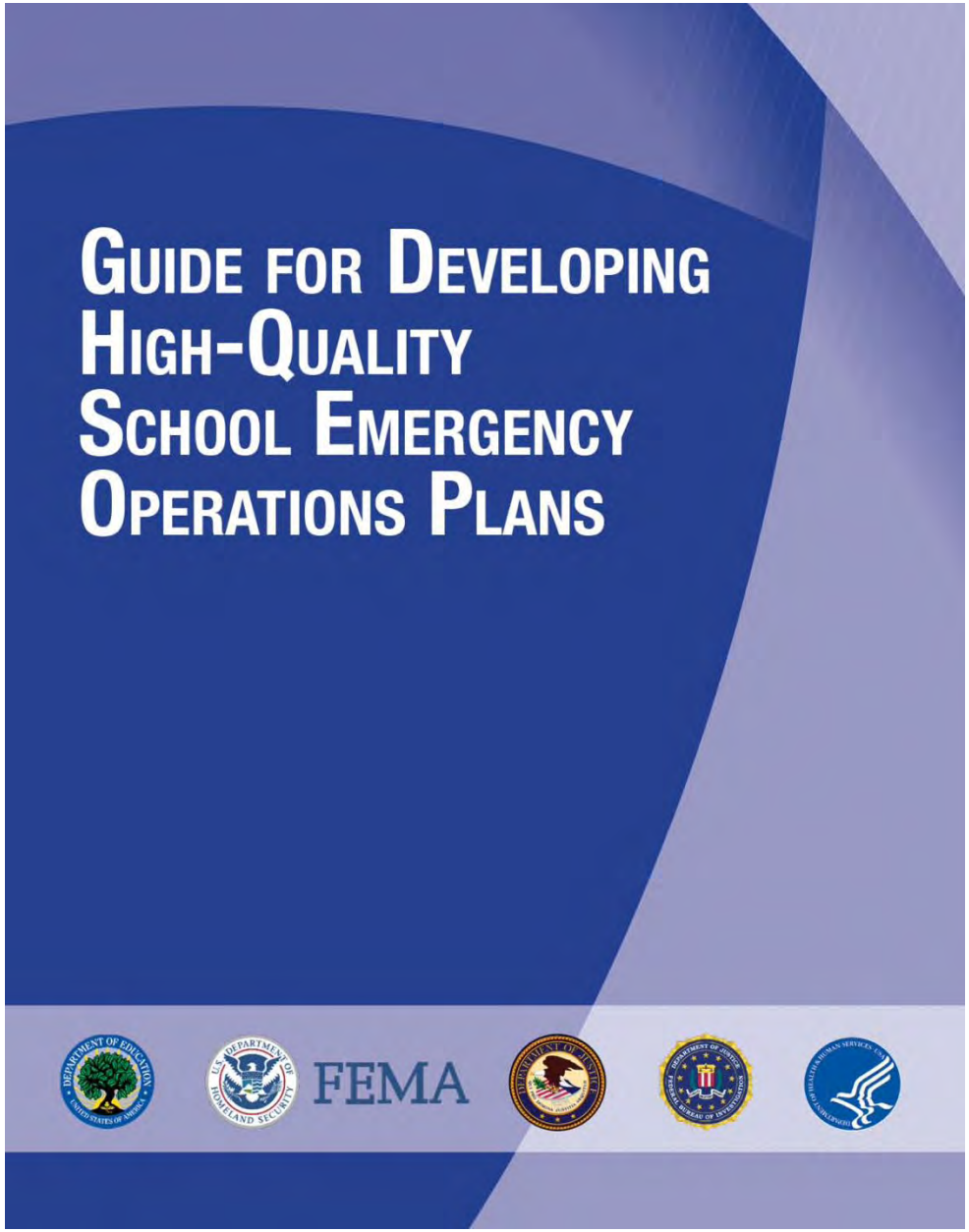
        - Tabletop exercises;
        - Drills;
        - Functional exercises; and
        - Full-scale exercisers.

h. Conducted drills at least once each month during the school year to instruct pupils on procedures on lockdown, fire or other emergencies. No more than three drills include instruction in chemical explosion, related emergencies and natural disasters. One half of the drills must include instruction for lockdowns and requires the chief of the Fire Department or State Fire Marshall to approve escape routes and other information related to drills. NRS 388.245

i. **Review, revise, and maintain the plan:** You must review the plan annually in accordance with NRS 388.245.

j. Additional Requirements

- Posted a Notice of Completion at each school and provided a copy to the Nevada Department of Education, dhollander@doe.nv.gov. NRS 388.245.
- School EOPs are confidential by NRS 388.259.
- Nevada Open Meeting Law is not applicable to the developmental committee by NRS 388.261.


GUIDE FOR DEVELOPING
HIGH-QUALITY
SCHOOL EMERGENCY
OPERATIONS PLANS
FEMA

GUIDE FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS

U.S. Department of Education
U.S. Department of Health and Human Services
U.S. Department of Homeland Security
U.S. Department of Justice
Federal Bureau of Investigation
Federal Emergency Management Agency

2013

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U.S. Department of Education
Arne Duncan
Secretary

Office of Elementary and Secondary Education
Deborah S. Delisle
Assistant Secretary

Office of Safe and Healthy Students
David Esquith
Director

June 2013

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Download **online** at Office of Safe and Healthy Students, 2013. *Emergency Planning Webpage.* Available at http://www2.ed.gov/admins/lead/safety/emergencyplan/index.html, or
Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center, 2013. Available at http://rems.ed.gov/EOPGuides.

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INTRODUCTION AND PURPOSE

Each school day, our nation's schools are entrusted to provide a safe and healthy learning environment for approximately 55 million elementary and secondary school students[1] in public and nonpublic schools. Families and communities expect schools to keep their children and youths safe from threats (human-caused emergencies such as crime and violence) and hazards (natural disasters, disease outbreaks, and accidents). In collaboration with their local government and community partners, schools can take steps to plan for these potential emergencies through the creation of a school Emergency Operations Plan (school EOP).

Lessons learned from school emergencies highlight the importance of preparing school officials and first responders to implement emergency operations plans. By having plans in place to keep students and staff safe, schools play a key role in taking preventative and protective measures to stop an emergency from occurring or reduce the impact of an incident. Although schools are not traditional response organizations, when a school-based emergency occurs, school personnel respond immediately. They provide first aid, notify response partners, and provide instructions before first responders arrive. They also work with their community partners, i.e., governmental organizations that have a responsibility in the school emergency operations plan to provide a cohesive, coordinated response. Community partners include first responders (law enforcement officers, fire officials, and emergency medical services personnel) as well as public and mental health entities.

We recommend that planning teams responsible for developing and revising school EOPs use this document to guide their efforts. It is recommended that districts and individual schools compare existing plans and processes against the content and processes outlined in this guide. To gain the most from it, users should read through the entire document prior to initiating their planning efforts and then refer back to it throughout the planning process.

The guide is organized in four sections:

1. The principles of school emergency management planning.
2. A process for developing, implementing, and continually refining a school EOP with community partners (e.g., first responders and emergency management personnel) at the school building level.
3. A discussion of the form, function, and content of school EOPs.
4. "A Closer Look," which considers key topics that support school emergency planning, including addressing an *active shooter*, school climate, psychological first aid, and information-sharing.

As the team that developed this guide began its work to respond to the president's call for model emergency management plans for schools, it became clear that there is a need to help ensure that

[1] U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 2011*. Washington, DC: Author, 2012. Available at http://nces.ed.gov/programs/digest/d11/index.asp.



our schools' emergency planning efforts are aligned with the emergency planning practices at the national, state, and local levels. Recent developments have put a new emphasis on the process for developing EOPs.

National preparedness efforts, including planning, are now informed by *Presidential Policy Directive (PPD) 8*, which was signed by the president in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

- **Prevention,**[2] for the purposes of this guide, means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.
- **Protection** means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard.
- **Mitigation** means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. In this document, "mitigation" also means reducing the likelihood that threats and hazards will happen.
- **Response** means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.
- **Recovery** means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

Emergency management officials and emergency responders engaging with schools are familiar with this terminology. These mission areas generally align with the three timeframes associated with an incident: before, during, and after.

The majority of Prevention, Protection, and Mitigation activities generally occur before an incident, although these three mission areas do have ongoing activities that can occur throughout an incident. Response activities occur during an incident, and Recovery activities can begin during an incident and occur after an incident. To help avoid confusion over terms and allow for ease of reference, this guide uses "before," "during," and "after."

[2] In the broader *PPD-8* construct, the term "prevention" refers to those capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. The term "prevention" also refers to preventing imminent threats.

As schools plan for and execute response and recovery activities through the emergency operations plan, they should use the concepts and principles of the National Incident Management System (NIMS). One component of NIMS is the Incident Command System (ICS), which provides a standardized approach for *incident management*, regardless of cause, size, location, or complexity. By using ICS during an incident, schools will be able to more effectively work with the responders in their communities. For more information on ICS and NIMS, please see the Resources section.

While some of the vocabulary, processes, and approaches discussed in this guide may be new to the education community, they are critical. The vocabulary, processes, and approaches are critical to the creation of emergency management practices and plans that are integrated with the efforts of first responders and other key stakeholders, and that incorporate everything possible to keep children safe. If a school system has an existing plan, revising and adapting that plan using the principles and process described in this guide will help ensure alignment with the terminology and approaches used across the nation.

The Departments issuing this guidance are providing examples of good practices and matters to consider for planning and implementation purposes. The guidance does not create any requirements beyond those included in applicable law and regulations, or create any additional rights for any person, entity, or organization. The information presented in this document generally constitutes informal guidance and provides examples that may be helpful. The inclusion of certain references does not imply any endorsement of any documents, products, or approaches. There may be other resources that may be equally helpful.

This guide replaces *"Practical Information on Crisis Planning: A Guide for Schools and Communities"* (January 2007), which is rescinded.

All websites listed in this guide were last accessed on May 30, 2013.



Planning Principles

The following principles are key to developing a comprehensive school emergency operations plan (school EOP) that addresses a range of threats and hazards:

Planning must be supported by leadership. At the district and school levels, senior-level officials can help the planning process by demonstrating strong support for the planning team.

Planning uses assessment to customize plans to the building level. Effective planning is built around comprehensive, ongoing assessment of the school community. Information gathered through assessment is used to customize plans to the building level, taking into consideration the school's unique circumstances and resources.

Planning considers all threats and hazards. The planning process must take into account a wide range of possible threats and hazards that may impact the school. Comprehensive school emergency management planning considers all threats and hazards throughout the planning process, addressing safety needs before, during, and after an incident.

Planning provides for the access and functional needs of the whole school community. The "whole school community" includes children, individuals with disabilities and others with access and functional needs, those from religiously, racially, and ethnically diverse backgrounds, and people with limited English proficiency.

Planning considers all settings and all times. School EOPs must account for incidents that may occur during and outside the school day as well as on and off campus (e.g., sporting events, field trips).

Creating and revising a model emergency operations plan is done by following a collaborative process. This guide provides a process, plan format, and content guidance that are flexible enough for use by all school emergency planning teams. If a planning team also uses templates, it must first evaluate their usefulness to ensure the tools do not undermine the collaborative initiative and collectively shared plan. There are some jurisdictions that provide templates to schools, and these will reflect state and local mandates, as applicable.

The Planning Process

There are many ways to develop a school EOP. The planning process discussed in this section is flexible and can be adapted to accommodate a school's unique characteristics and situation.

Effective school emergency management planning and development of a school EOP are not done in isolation. It is critical that schools work with their district staff and community partners—local emergency management staff, first responders, and public and mental health officials—during the planning process, as an effective school EOP is supported at the district level and integrated with district, community, regional, and state plans. This collaboration makes more resources available and helps to ensure the seamless integration of all responders.

Schools can use the process outlined below to develop a plan, do a comprehensive review of their entire plan, or conduct periodic and incremental reviews of the plan's components. While this guide is designed for schools, districts may use this planning process as well.

Figure 1 depicts the six steps in the planning process.[3] At each step, schools should consider the impact of their decisions on ongoing activities such as training and exercises as well as on equipment and resources.

Figure 1: Steps in the Planning Process



Step 1: Form a Collaborative Planning Team

Lessons learned from experience indicate that operational planning is best performed by a team. Case studies reinforce this concept by pointing out that the common thread found in successful operations is that participating organizations have understood and accepted their roles. Close

[3] U.S. Department of Homeland Security, Federal Emergency Management Agency. *Developing and Maintaining Emergency Operations Plans: Comprehensive Preparedness Guide 101, Version 2.0.* Washington, DC: Author, November 2010. Available at http://www.fema.gov/pdf/about/divisions/npd/CPG_101_V2.pdf.

collaboration between schools and community partners ensures the coordination of efforts and the integration of emergency management plans.

Identify Core Planning Team: The core planning team should include representatives from a wide range of school personnel, including, but not limited to, administrators, educators, school psychologists, nurses, facilities managers, transportation managers, food personnel, and family services representatives. It should also include student and parent representatives, and individuals and organizations that serve and represent the interests of students, staff, and parents with disabilities, and others with access and functional needs, as well as racial minorities and religious organizations, so that specific concerns are included in the early stages of planning. In addition, the core planning team should include community partners such as first responders, local emergency management staff, and others who have roles and responsibilities in school emergency management before, during, and after an incident. This includes local law enforcement officers, emergency medical services (EMS) personnel, school resource officers, fire officials, public and mental health practitioners, and local emergency managers. Their expertise will inform the development, implementation, and refinement of the school EOP.

The planning team should be small enough to permit close collaboration with first responders and other community partners, yet large enough to be representative of the school, its families, and its community. It should also be large enough as to not place an undue burden on any single person.

Connecting the Planning Team to District, Local or Regional, State, Tribal, and Federal Emergency Planning

Schools undertake emergency operations planning within the context of district, local or regional, state, tribal, and federal agency emergency planning. School districts serve as the liaison between the school and these broader agencies. In order to promote coordination between these entities, the planning team is strongly encouraged to include a district representative. The local school district's emergency planning policies, procedures, and training activities will inform and enhance the school's planning to a significant degree.

In addition, from the onset, the planning team should be aware of any local or state requirements that may apply to the school EOP.

Form a Common Framework: A shared approach facilitates mutual understanding, coordination, and execution of the emergency management strategies as well as works from a common command structure. All team members need to take time to learn each other's vocabulary, command structure, and culture in order to facilitate effective planning.

Define and Assign Roles and Responsibilities: Each person involved in the development and refinement of the plan should know her or his roles and responsibilities in the planning process.

Determine a Regular Schedule of Meetings: School emergency management planning is an ongoing effort that is reinforced through regularly scheduled planning meetings. Establishing a

flexible but regular schedule of meeting times will facilitate greater collaboration, coordination, and communication among team members and will help solidify crucial relationships.

Step 1 Outcome

After completing Step 1, the school has formed a planning team with representatives from all necessary stakeholders. The planning team has taken initial steps to form a common framework, define and assign roles and responsibilities in the planning process, and set a schedule of planning meetings.



Step 2: Understand the Situation

In Step 2, the planning team identifies possible threats and hazards, and assesses the risk and vulnerabilities posed by those threats and hazards.

Effective school planning depends on a consistent analysis and comparison of the threats and hazards a particular school faces. This is typically performed through a threat and hazard identification and risk assessment process that collects information about threats and hazards, and assigns values to risk for the purposes of deciding which threats or hazards the plan should prioritize and subsequently address.

Identify Threats and Hazards

The planning team first needs to understand the threats and hazards faced by the school and the surrounding community.

The planning team can draw upon a wealth of existing information to identify the range of threats and hazards that may be faced by the school. First, the planning team members should share their own knowledge of threats and hazards the school and surrounding community have faced in the past or may face in the future. The planning team should then reach out to local, state, and federal agencies for data about historical threats and hazards faced by the surrounding community. Local and county agencies that have a knowledge of threats and hazards include, but are not limited to, emergency management offices, fire and police departments, as well as local organizations and community groups (e.g., local chapter of the American Red Cross, Community Emergency Response Team), utilities, and other businesses that can provide helpful information.

Assess the Risk Posed by the Identified Threats and Hazards

Once an initial set of threats and hazards have been identified through the process described in the previous section, the planning team should select suitable assessment tools to evaluate the risk posed by the identified threats and hazards.[4] Evaluating risk entails understanding the probability that the specific threat or hazard will occur; the effects it will likely have, including

[4] For more information on the threat and hazard identification and risk assessment process, please see FEMA's *Threat and Hazard Identification and Risk Assessment Guide (CPG 201)* at http://www.fema.gov/plan.

the severity of the impact; the time the school will have to warn students and staff about the threat or hazard; and how long it may last. The local and county emergency management staff should be able to provide information on some of the risks posed by threats and hazards common to the school and surrounding community. This enables the planning team to focus its assessment efforts on threats and hazards unique to the school community, as well as on the particular vulnerabilities of the building and its occupants.

"Vulnerabilities" refers to the characteristics of the school (e.g., structure, equipment, information technology (IT) or electrical systems, grounds, surrounding area) that could make it more susceptible to the identified threats and hazards. Assessing risk and vulnerability enables the planning team to focus its efforts on prioritized threats and hazards.

There are numerous assessments that the planning team may use, including site assessments, culture and climate assessments, school behavioral threat assessments, and capacity assessments. These assessments will help the planning team not only assess risk but also identify resources and issues that the plan may need to address. Through the assessment process, the planning team may also identify additional threats and hazards.

The most successful assessments are conducted by a broad array of individuals, including support staff and first responders. Students and parents, including students and parents with disabilities, and others with access and functional needs, should be included to the maximum extent appropriate. The assessment also has to be strategic: If the school is in an isolated region of a county and the response times for law enforcement officers or fire officials and EMS practitioners are lengthy, that may alter the calculus of the assessment. If response time is lengthy, other security measures may need to be enacted to compensate for lengthy response times.

Assessments will be used not only to develop the initial plan but also to inform updates and revisions to the plan on an ongoing basis. The following table provides more information about some of the most essential assessments the planning team should undertake.[5]

[5] For more information on assessments and schools, see the Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center's *A Guide to School Vulnerability Assessments* at http://rems.ed.gov/display.aspx?page=publications_General.

Table 1: Assessment

Type of Assessment	Description	Purpose and Results
Site Assessment	A site assessment examines the safety, accessibility, and emergency preparedness of the school's buildings and grounds. This assessment includes, but is not limited to, a review of building access and egress control measures, visibility around the exterior of the building, structural integrity of the building, compliance with applicable architectural standards for individuals with disabilities and others with functional and access needs, and emergency vehicle access.	• Increased understanding of the potential impact of threats and hazards on the school buildings and grounds. • Increased understanding of risk and vulnerabilities of the school buildings and grounds when developing the plan. • Knowledge of which facilities are physically accessible to students, staff, parents, volunteer workers, and emergency response personnel with disabilities and can be used in compliance with the law.
Culture and Climate Assessment	In schools with positive climates, students are more likely to feel connected to adults and their peers. This fosters a nurturing environment where students are more likely to succeed, feel safe, and report threats. A school culture and climate assessment evaluates student and staff connectedness to the school and problem behaviors. For example, this assessment may reveal a high number of bullying incidents, indicating a need to implement an anti-bullying program. If a student survey is used to assess culture and climate, student privacy must be protected. A range of school personnel can assist in the assessment of culture and school climate, including school counselors and mental health staff.	• Knowledge of students' and staff's perceptions of their safety. • Knowledge of problem behaviors that need to be addressed to improve school climate.



Type of Assessment	Description	Purpose and Results
School Threat Assessment	A school threat assessment analyzes communication and behaviors to determine whether or not a student, staff, or other person may pose a threat. These assessments must be based on fact, must comply with applicable privacy, civil rights, and other applicable laws, and are often conducted by multidisciplinary threat assessment teams. While a planning team may include the creation of a threat assessment team in its plan, the assessment team is a separate entity from the planning team and meets on its own regular schedule.	• Students, staff, or other persons that may pose a threat are identified before a threat develops into an incident and are referred for services, if appropriate.
Capacity Assessment	The planning team needs to know what resources will be at their disposal. A capacity assessment examines the capabilities of students and staff as well as the services and material resources of community partners. This assessment is used to identify people in the building with applicable skills (e.g., first aid certification, search and rescue training, counseling and mental health expertise, ability to assist individuals with disabilities and others with access and functional needs). Equipment and supplies should also be inventoried. The inventory should include an evaluation of equipment and supplies uniquely for individuals with disabilities, such as evacuation chairs, the availability of sign language interpreters and technology used for effective communication, accessible transportation, and consumable medical supplies and durable medical equipment that may be necessary during a shelter-in-place or evacuation.	• An increased understanding of the resources available. • Information about staff capabilities will help planners assign roles and responsibilities in the plan.

After conducting these assessments, the planning team should consolidate all of the information it has obtained into a format that is usable for comparing the risks posed by the identified threats and hazards. This information will then be used to assess and compare the threats and hazards and their likely consequences. This is referred to as a "risk and vulnerability assessment." One effective method for organizing information is to create a table with a range of information about each possible threat and hazard, including any new threats or hazards identified through the assessment process. The table should include:

- Probability or frequency of occurrence (i.e., how often a threat or hazard may occur);
- Magnitude (i.e., the extent of expected damage);
- Time available to warn staff, students, and visitors;
- Duration (i.e., for how long the hazard or threat will be occurring); and
- Follow-on and cascading effects of threat or hazard.

While some of the information collected will directly feed into this table, other information, for example details on school climate challenges, will have to be organized differently. The most important outcome is that information is clearly presented so that it can be easily used to inform the plan's development.

Prioritize Threats and Hazards

Next, the planning team should use the information it has organized to compare and prioritize risks posed by threats and hazards. This will allow the team to decide which threats or hazards it will directly address in the plan. The team must consider multiple factors when developing an indicator of risk to the institution. One option is a mathematical approach, which assigns index numbers (e.g., a 1-to-4, 1-to-5, or 1-to-10 scale) for different categories of information used in the ranking scheme. Using this approach, the planning team will categorize threats and hazards as posing a relatively high, medium, or low risk. The following table, "Table 2: Sample Risk Assessment Worksheet" (separate from Table 1, above) provides a sample risk assessment worksheet for comparing and prioritizing threats and hazards.

Table 2: Sample Risk Assessment Worksheet

Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Fire	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6–12 hrs. 2. 12–24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6–12 hrs. 2. 3–6 hrs. 1. < 3 Hours	❑ High ❑ Medium ❑ Low
Hazmat spill outside the school	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6–12 hrs. 2. 12–4 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6–12 hrs. 2. 3–6 hrs. 1. < 3 hrs.	❑ High ❑ Medium ❑ Low

Step 2 Outcome
After completing Step 2, the planning team has a prioritized (high, medium, or low risk) list of threats and hazards based on the results of the risk assessment.



Step 3: Determine Goals and Objectives

In Step 3, the planning team decides which of the threats and hazards identified in Step 2 will be addressed in the school EOP. The planning team may decide to address only those threats and hazards that rank "high" in risk priority, or they may decide to also address some of the threats and hazards that rank "medium." This is a critical decision point in the planning process that is left up to the planning team. It is recommended that the team address more than just the "high" risk priority threats and hazards.

Once the planning team has decided which threats and hazards will be addressed in the school EOP, it develops *goals* and *objectives* for each.

Develop Goals and Objectives
Goals are broad, general statements that indicate the desired outcome in response to the threat or hazard identified by planners in the previous step. They are what personnel and other resources are supposed to achieve. They also help identify when major activities are complete and what defines a successful outcome.

The planning team should develop at least *three goals* for addressing each threat or hazard (though the planning team may want to identify more). Those three goals should indicate the desired outcome for (1) before, (2) during, and (3) after the threat or hazard. For a fire, for instance, three possible goals include

- Hazard Goal Example 1 (before): Prevent a fire from occurring on school grounds.
- Hazard Goal Example 2 (during): Protect all persons from injury and property from damage by the fire.
- Hazard Goal Example 3 (after): Provide necessary medical attention to those in need.

Objectives are specific, measurable actions that are necessary to achieve the goals. Often, planners will need to identify multiple objectives in support of a single goal.

Using the goal in Example 1 of preventing a fire on or near school grounds, possible objectives include

- Objective 1.1: Provide fire prevention training to all students and staff who use combustible materials or equipment.
- Objective 1.2: Store combustible materials in fireproof containers or rooms.

Using the goal in Example 2 of protecting all persons from injury by the fire, possible objectives include

- Objective 2.1: Evacuate all persons from the building immediately.
- Objective 2.2: Account for all persons.

Using the goal in Example 3 of providing necessary medical attention to those in need, possible objectives include

- Objective 3.1: Immediately notify fire department officials and EMS personnel of any fire on schools grounds via 911.
- Objective 3.2: Immediately begin to provide first aid.

After the team has finished compiling the objectives for the prioritized threats and hazards, it will find that certain critical "*functions*" or activities apply to more than one threat or hazard. Examples of these cross-cutting functions include evacuating, providing medical care, and accounting for all students, staff, and guests.

After identifying these functions, the planning team should develop three goals for each function. As with the goals already identified for threats and hazards, the three goals should indicate the desired outcome for (1) before, (2) during, and (3) after the function has been executed. These commonly occurring functions will be contained in a "*Functional Annex*" within the school EOP. More details on these functions are included in the Plan Content section of this guide, including issues to consider as you develop goals and objectives for these functions.

For an evacuation function, three possible goals are

- Function Goal Example 1 (before): Ensure all students and staff know their evacuation route.
- Function Goal Example 2 (during): Evacuate the school immediately.
- Function Goal Example 3 (after): Confirm that all individuals have left the building.

Once the goals for a function are identified, possible supporting objectives are identified. For the evacuation goals above, objectives could include

- Objective 1.1 (before): Assess, identify, and communicate the location of rally points to be used during an evacuation.
- Objective 2.1 (during): Evacuate all students, staff, and guests from the school using assigned routes.
- Objective 3.1 (after): Safely sweep the building.

Step 3 Outcome

After completing Step 3, the planning team has at least three goals (i.e., before, during, and after) for each threat or hazard and function, as well as objectives for each goal.



Step 4: Plan Development (Identifying Courses of Action)

In Step 4, the planning team develops courses of action for accomplishing each of the objectives identified in Step 3 (for threats, hazards, and functions). Courses of action address the what, who, when, where, why, and how for each threat, hazard, and function. The planning team should examine each course of action to determine whether it is feasible and whether the stakeholders necessary to implement it find it acceptable. For additional issues to consider as you develop courses of action for functions, please see the Plan Content section.

Identify Courses of Action

Courses of action include criteria for determining how and when each response will be implemented under a variety of circumstances. Subsequently, the planning team develops response protocols and procedures to support these efforts.

Possible courses of action are typically developed using the following steps:

1. **Depict the scenario.** Create a potential scenario based on the threats and hazards identified and prioritized in Step 2.

2. **Determine the amount of time available to respond.** This will vary based on the type of threat or hazard and the particular scenario. For example, in the case of a hurricane, the school might have days or hours to respond before the storm makes landfall, while the school may have to respond in minutes to an *active shooter*.
3. **Identify decision points.** Decision points indicate the place in time, as threats or hazards unfold, when leaders anticipate making decisions about a course of action. Walking through each scenario in detail will help identify the relevant decision points for each one, such as whether or not to evacuate, shelter in place, or lockdown.
4. **Develop courses of action.** Planners develop courses of action to achieve their goals and objectives by answering the following questions:
   - What is the action?
   - Who is responsible for the action?
   - When does the action take place?
   - How long does the action take and how much time is actually available?
   - What has to happen before?
   - What happens after?
   - What resources are needed to perform the action?
   - How will this action affect specific populations, such as individuals with disabilities and others with access and functional needs who may require medication, wayfinding, evacuation assistance, or personal assistance services, or who may experience severe anxiety during traumatic events?

PLANS MUST COMPLY WITH THE AMERICANS WITH DISABILITIES ACT

Plans must comply with the *Americans with Disabilities Act*, among other prohibitions on disability discrimination, across the spectrum of emergency management services, programs, and activities, including preparation, testing, notification and alerts, evacuation, transportation, sheltering, emergency medical care and services, transitioning back, recovery, and repairing and rebuilding. Plans should include students, staff, and parents with disabilities. Among other things, school emergency plans must address the provision of appropriate auxiliary aids and services to ensure effective communication with individuals with disabilities (e.g., interpreters, captioning, and accessible information technology); ensure individuals with disabilities are not separated from service animals and assistive devices, and can receive disability-related assistance throughout emergencies (e.g., assistance with activities of daily living, administration of medications); and comply with the law's architectural and other requirements. (Information and technical assistance about the *Americans with Disabilities Act (ADA)* is available at http://www.ada.gov.)



PLANS MUST ADDRESS LANGUAGE ACCESS

Effective communication with individuals with limited English proficiency (LEP), including students and parents, is an essential component of emergency planning and response. Plans must comply with applicable legal requirements on language access, including *Title VI* of the *Civil Rights Act of 1964* (available at http://www.justice.gov/crt/about/cor/coord/titlevi.php) and the *Title VI* regulation of the *Civil Rights Act of 1964* (available at http://www.justice.gov/crt/about/cor/fedagencies.php).

Select Courses of Action

After developing courses of action, planners compare the costs and benefits of each proposed course of action against the goals and objectives. Based on this comparison, planners select the preferred course or courses of action to move forward in the planning process. Plans often include multiple courses of action for a given scenario to reflect the different ways it could unfold.

After selecting courses of action, the planning team identifies resources necessary to accomplish each course of action without regard to resource availability. Once the planning team identifies all of the requirements, it begins matching available resources to requirements. This step provides planners an opportunity to identify resource gaps or shortfalls that must be taken into account.

Step 4 Outcome

After completing Step 4, the planning team will have identified goals, objectives, and courses of action for before, during, and after threats and hazards, as well as functions.

Goals, objectives, and courses of action for threats and hazards will go into the "Threat- and Hazard-Specific Annexes" section of the school EOP.

Goals, objectives, and courses of action for functions will be contained in the "Functional Annexes" section of the school EOP.



Step 5: Plan Preparation, Review, and Approval

In Step 5, the planning team develops a draft of the school EOP using the courses of action developed in Step 4. In addition, the team reviews the plan, obtains official approval, and shares the plan with community partners such as first responders, local emergency management officials, staff, and stakeholders.

Format the Plan

An effective school EOP is presented in a way that makes it easy for users to find the information they need and that is compatible with local and state plans. This may include using

plain language and providing pictures and/or visual cues for key action steps. This guide presents a traditional format that can be tailored to meet individual school needs. This format has three major sections: the Basic Plan, Functional Annexes, and Threat- and Hazard-Specific Annexes.

The *Basic Plan* section of the school EOP provides an overview of the school's approach to emergency operations. Although the Basic Plan section guides the development of the more operationally oriented annexes, its primary audiences consist of the school, local emergency officials, and the community (as appropriate). The elements listed in this section should meet the needs of these audiences while providing a solid foundation for the development of supporting annexes.

The *Functional Annexes* section details the goals, objectives, and courses of action of functions (e.g., evacuation, communications, recovery) that apply across multiple threats or hazards. Functional annexes set forth how the school manages a function before, during, and after an emergency.

The *Threat- and Hazard-Specific Annexes* section specifies the goals, objectives, and courses of action that a school will follow to address a particular type of threat or hazard (e.g., hurricane, *active shooter*). Threat- and hazard-specific annexes, like functional annexes, set forth how the school manages a function before, during, and after an emergency.

The following functional format can be used for the Functional Annexes as well as for the Threat- and Hazard-Specific Annexes sections. Using the format below and the work the planning team did in Step 4, each function, threat, and hazard will have at least three goals, with one or more objectives for each goal and a course of action for each of the objectives.

- Title (the function, threat, or hazard)
- Goal(s)
- Objective(s)
- Courses of Action (Describe the courses of action you developed in Step 4 in the sequence in which they will occur.)

Figure 2 below outlines the different components of each of these three sections. This guide details the contents of these three sections under Plan Content.[6]

[6] The term *annex* is used throughout this guide to refer to functional, hazard- or threat-specific, or other supplements to the basic plan. Some plans may use the term *appendix* in the same fashion (e.g., hazard-specific appendix).



Figure 2: Traditional EOP Format

School EOP Format

Basic Plan

1. Introductory Material
1.1. Promulgation Document and Signatures
1.2. Approval and Implementation
1.3. Record and Changes
1.4. Record of Distribution
1.5. Table of Contents
2. Purpose, Scope, Situation Overview, and Assumptions
2.1. Purpose
2.2. Scope
2.3. Situation Overview
2.4. Planning Assumptions
3. Concept of Operations
4. Organization and Assignment of Responsibilities
5. Direction, Control, and Coordination
6. Information Collection, Analysis, and Dissemination
7. Training and Exercises
8. Administration, Finance, and Logistics
9. Plan Development and Maintenance
10. Authorities and References

Functional Annexes

NOTE: This is not a complete list, but it is recommended that all EOPs include at least the following functional annexes:

1. Communications
2. Evacuation
3. Shelter-in-Place
4. Lockdown
5. Accounting for All Persons
6. Reunification
7. Continuity of Operations (COOP)
8. Security
9. Recovery
10. Health and Medical

Threat- or Hazard-Specific Annexes

NOTE: This is not a complete list. Each school's annexes will vary based on its hazard analysis.

1. Hurricane or Severe Storm
2. Earthquake
3. Tornado
4. Hazardous Materials Incident
5. Mass Casualty Incident
6. *Active Shooter*
7. Pandemic or Disease Outbreak

Write the Plan

As the planning team works through the draft, the members add necessary tables, charts, and other supporting graphics. The planning team circulates a draft to obtain the comments of stakeholders that have responsibilities for implementing the plan. Successful plans are written according to the following simple rules.

1. Summarize important information with checklists and visual aids, such as maps and flowcharts.
2. Write clearly, using plain language, avoiding jargon, minimizing the use of abbreviations, and using short sentences and the active voice. Qualifiers and vague wording only add to confusion.
3. Use a logical, consistent structure that makes it easy for readers to grasp the rationale for the sequence of the information and to scan for the information they need.
4. Provide enough detail to convey an easily understood plan that is actionable. For example, classroom teachers may have a one-page document that covers what they will need to know and do during an emergency, or create flip-charts, posters, or signs giving simple directions. Organize the contents in a way that helps users quickly identify solutions and options. Plans should provide guidance for carrying out common courses of action, through the functional and threat- and hazard-specific annexes, while also staying out of the weeds.
5. Develop accessible tools and documents. Use appropriate auxiliary aids and services necessary for effective communication, such as accessible websites, digital text that can be converted to audio or Braille, text equivalents for images, and captioning of any audio and audio description of any video content.

Review the Plan

Planners should check the written plan for compliance with applicable laws and for its usefulness in practice. Commonly used criteria can help determine the effectiveness and efficiency of the plan. The following measures can help determine if a plan is of high quality:

- A plan is *adequate* if the plan identifies and addresses critical courses of action effectively; the plan can accomplish the assigned function; and the plan's assumptions are valid and reasonable.
- A plan is *feasible* if the school can accomplish the assigned function and critical tasks by using available resources within the time contemplated by the plan.
- A plan is *acceptable* if it meets the requirements driven by a threat or hazard, meets cost and time limitations, and is consistent with the law.
- A plan is *complete* if it
  - Incorporates all courses of action to be accomplished for all selected threats and hazards and identified functions;
  - Integrates the needs of the whole school community;
  - Provides a complete picture of what should happen, when, and at whose direction;
  - Estimates time for achieving objectives, with safety remaining as the utmost priority;
  - Identifies success criteria and a desired end state; and
  - Conforms with the planning principles outlined in this guide.
- The plan must *comply* with applicable state and local requirements because these provide a baseline that facilitates both planning and execution.

Additionally, when reviewing the plan, the planning team does not have to provide all of the resources needed to execute a course of action or meet a requirement established during the

planning effort. However, the plan should explain where or how the district and school will obtain the resources to support those requirements.

Approve and Share the Plan

After finalizing the plan, the planning team should present it to the appropriate leadership and obtain official approval of the plan. The team should then share the plan with its community partners who have a responsibility in the plan (e.g., first responders, local emergency management staff) and additional stakeholders that have a role in the plan, including relevant district, local, regional, and/or state agencies with which the plan will be coordinated. The plan should also be shared with other organizations that may use the school building(s).

Schools should be careful to protect the plan from those who are not authorized to have it and should consider how they will secure documents shared electronically. Law enforcement agencies and first responders have a secured, Web-accessible site available to house copies of plans, building schematics, phone contact sheets, and other important details that round out planning. Schools must comply with state and local open records laws in storing and protecting the plan.

The team should maintain a record of the people and organizations that receive a copy of the plan.

Step 5 Outcome

After completing Step 5, the planning team will have a final school EOP.



Step 6: Plan Implementation and Maintenance

Train Stakeholders on the Plan and Their Roles

Everyone involved in the plan needs to know her or his roles and responsibilities before, during, and after an emergency. Key training components include:

Hold a meeting. At least once a year, hold a meeting to educate all parties on the plan. Go through the plan to familiarize these stakeholders with it.

Visit evacuation sites. Show involved parties not only where evacuation sites are located but also where specific areas, such as reunification areas, media areas, and triage areas will be located.

Give involved parties appropriate and relevant literature on the plan, policies, and procedures. It may also be helpful to provide all parties with quick reference guides that remind them of key courses of action.

Post key information throughout the building. It is important that students and staff are familiar with and have easy access to information such as evacuation routes and shelter-in-place procedures and locations. Ensure that information concerning evacuation routes and shelter-in-

place procedures and locations is effectively communicated to students, staff, and parents with disabilities as well as others with access and functional needs, such as by distributing the materials by e-mail in an accessible format.

Familiarize students and staff with the plan and community partners. Bringing community partners (e.g., law enforcement officers, fire officials, and EMS personnel) that have a role into the school to talk about the plan will make students and staff feel more comfortable working with these partners.

Train staff on the skills necessary to fulfill their roles. Staff will be assigned specific roles in the plan and positions supporting the Incident Command System (ICS) that will require special skills, such as first aid, threat assessment, and provision of personal assistance services for students with disabilities, and others with access and functional needs. Also, substitute teachers must be trained on the plan and their roles in the plan.

Exercise the Plan

The more a plan is practiced and stakeholders are trained on the plan, the more effectively they will be able to act before, during, and after an emergency to lessen the impact on life and property. Exercises provide opportunities to practice with community partners (e.g., first responders, local emergency management personnel), as well as to identify gaps and weaknesses in the plan. The exercises below require increasing amounts of planning, time, and resources. Ideally, schools will create an exercise program, building from a tabletop exercise up to a more advanced exercise, like a functional exercise:

- **Tabletop exercises**: Tabletop exercises are small-group discussions that walk through a scenario and the courses of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources, and facilitates an understanding of emergency management and planning concepts.
- **Drills:** During drills, school personnel and community partners (e.g., first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.
- **Functional exercises:** Functional exercises are similar to drills but involve multiple partners; some may be conducted district-wide. Participants react to realistic simulated events (e.g., a bomb threat, or an intruder with a gun in a classroom), and implement the plan and procedures using the ICS.
- **Full-scale exercises**: These exercises are the most time-consuming activity in the exercise continuum and are multiagency, multijurisdictional efforts in which all resources are deployed. This type of exercise tests collaboration among the agencies and participants, public information systems, communications systems, and equipment. An Emergency Operations Center (EOC) is established by either law enforcement or fire services, and the ICS is activated.

Before making a decision about how many and which types of exercises to implement, a school should consider the costs and benefits of each, as well as any state or local requirements. F



example, while a tabletop exercise may be less costly and less time-consuming to run, a full-scale exercise provides a more realistic context for the simulated response to an emergency situation, thus providing more constructive feedback to improve the plans. If students are involved, the school should also consider the age of the student population when selecting the appropriate exercise. Schools should also consider whether to include parents and should take into account the cultural diversity of their populations when designing exercises and training.

It is up to the planning team to decide how often exercises should be conducted. While frequent exercise is important, it is imperative that exercises are of high quality.

To effectively execute an exercise

- Include community partners such as first responders (law enforcement officers, EMS practitioners, and fire department personnel) and local emergency management staff;
- Communicate information in advance to avoid confusion and concern;
- Exercise under different and non-ideal conditions (e.g., times of day, weather conditions, points in the academic calendar, absence of key personnel, and various school events);
- Be consistent with common emergency management terminology;
- Debrief and develop an after-action report that evaluates results, identifies gaps or shortfalls, and documents lessons learned; and
- Discuss how the school EOP and procedures will be modified, if needed, and specify who has the responsibility for modifying the plan.

For additional information on conducting exercises, please see the *Homeland Security Exercise and Evaluation Program Guide* at https://hseep.dhs.gov/pages/1001_HSEEP10.aspx.

Review, Revise, and Maintain the Plan

This step closes the loop in the planning process. It focuses on adding the information gained from exercising the plan to the research collected in Step 2, starting the planning cycle over again. Remember, planning is a continuous process even after the plan is published. Plans should evolve as the school and planning team learn lessons, obtain new information and insights, and update priorities.

Reviews should be a recurring activity. Planning teams should establish a process for reviewing and revising the plan. Many schools review their plans on an annual basis. In no case should any part of a plan go for more than two years without being reviewed and revised.

Some schools have found it useful to review and revise portions instead of reviewing the entire plan at once. Schools may consider reviewing a portion each month or at natural breaks in the academic calendar. Certain events will also provide new information that will be used to inform the plan. Schools should consider reviewing and updating their plans or sections of their plans after

- Actual emergencies;
- Changes have been made in policy, personnel, organizational structures, processes, facilities, or equipment;
- Formal updates of planning guidance or standards have been finalized;
- Formal exercises have taken place;
- Changes in the school and surrounding community have occurred;
- Threats or hazards change or new ones emerge; or
- Ongoing assessments generate new information.

The planning team should ensure that all community partners (e.g., first responders, local emergency management staff) have the most current version of the school EOP.

Plan Content

Step 5 of the planning process in this guide introduced a format with three sections for schools to follow in developing a school EOP. This section provides greater detail about what each of the three sections should include and some key considerations in developing the content.

The Basic Plan

The Basic Plan section of the school EOP provides an overview of the school's approach to operations before, during, and after an emergency. This section addresses the overarching activities the school undertakes regardless of the function, threat, or hazard. The content in this section provides a solid foundation for the school's operations. The information in this section should not duplicate information contained in other parts of the plan. Almost all of the information contained in the basic plan should be able to come from the planning team. If the planning team finds that it has to go outside its members for a significant amount of information, it may be an indication that the planning team membership needs to be expanded.

Introductory Material

Introductory material can enhance accountability with community partners, including first responders, local emergency managers, and public and mental health officials, and make a school EOP easier to use. Typical introductory material includes:

- **Cover Page.** The cover page includes the title of the plan, a date, and the school(s) covered by the plan.
- **Promulgation Documentor Signature Page.** This document or page contains a signed statement formally recognizing and adopting the school EOP. It gives both the authority and the responsibility to school officials to perform their tasks before, during, or after an incident, and therefore should be signed by the school administrator or another authorizing official.

- **Approval and Implementation Page.** The approval and implementation page introduces the plan, outlines its applicability, and indicates that it supersedes all previous plans. It includes a delegation of authority for specific modifications that can be made to the plan and by whom they can be made without the school administrator's signature. It also includes a date and should be signed by the authorized school administrator.
- **Record of Changes.** Each update or change to the plan should be tracked. The record of changes, usually in table format, contains, at a minimum, a change number, the date of the change, the name of the person who made the change, and a summary of the change.
- **Record of Distribution.** The record of distribution, usually in table format, indicates the title and the name of the person receiving the plan, the agency to which the recipient belongs (either the school office or, if from outside the school, the name of the appropriate government agency or private-sector entity), the date of delivery, and the number of copies delivered. Other relevant information could be considered. The record of distribution can be used to prove that individuals and organizations with specified roles have acknowledged their receipt, review, and/or acceptance of the plan. Copies of the plan can be made available to the public and media without sensitive information, in accordance with public records laws.
- **Table of Contents.** The table of contents is a logically ordered, clearly identified layout of the major sections and subsections of the plan that will make finding information within the plan easier.

Purpose and Situation Overview

The Purpose and Situation Overview section includes the following components:

- **Purpose.** The purpose sets the foundation for the rest of the school EOP. The basic plan's purpose is a general statement of what the school EOP is meant to do. The statement should be supported by a brief synopsis of the basic plan and annexes.
- **Situation Overview.** The situation section explains why a school EOP is necessary. The situation section covers a general discussion of
  - The threats and hazards that pose a risk to the school and would result in a need to use this plan; and
  - Dependencies on parties outside the school for critical resources.

Concept of Operations

The Concept of Operations section explains in broad terms the school administrator's intent with regard to an operation.

This section is designed to give an overall picture of how the school will protect the students, staff, and visitors, and should

- Identify those with authority to activate the plan (e.g., school administrators, department heads);
- Describe the process by which the school coordinates with all appropriate agencies, boards, or divisions within the jurisdiction;
- Describe how plans take into account the architectural, programmatic, and communication rights of individuals with disabilities and others with access and functional needs;
- Identify other response and support agency plans that directly support the implementation of this plan (e.g., city or county EOP, school EOPs from schools co-located on the campus);
- Explain that the primary purpose of actions taken before an emergency is to prevent, protect from, and mitigate the impact on life or property;
- Explain that the primary purpose of actions taken during an emergency is to respond to the emergency and minimize its impact on life or property; and
- Explain that the primary purpose of actions taken after an emergency is to recover from its impact on life or property.

Organization and Assignment of Responsibilities

This section provides an overview of the broad roles and responsibilities of school staff, families, guardians, and community partners (e.g., first responders, local emergency managers, public and mental health personnel), and of organizational functions *during* all emergencies. It

- Describes the broad roles and responsibilities of individuals that apply *during*[7] all emergencies.
  - Individuals that the planning team may wish to include in this section of the plan are principals and other school administrative leaders, teachers, support personnel (e.g., instructional aides, counselors, social workers, psychologists, nurses, maintenance staff, school resource officers [SROs], cafeteria workers, bus drivers), and parents and guardians.
  - The planning team may also wish to include community-based organizations represented in the EOP.

[7] If the planning team considers the information critical to the successful implementation of the plan, it may identify roles and responsibilities of one or more of these individuals before and after an emergency in addition to during an emergency.

- The following is an example of the type of information that would be included in the plan to describe the broad roles and responsibilities of teachers during all emergencies.
  - Teachers will be responsible for the supervision of students and shall remain with students until directed otherwise. Teachers' responsibilities include:
    - ✓ directing students to inside or outside assembly areas according to instructions provided by the Incident Commander or designee;
    - ✓ accounting for students when class relocates to an outside or inside assembly area or evacuates to another location;
    - ✓ reporting missing students to the Incident Commander or designee;
    - ✓ obtaining first-aid services for injured students; and if trained and certified in first aid, rendering first aid, if necessary.

- Describes informal and formal agreements in place for the quick activation and sharing of resources during an emergency (e.g., evacuation locations to a nearby business' parking lot). Agreements may be between the school and response groups (e.g., fire department, police department), neighboring schools, organizations, and businesses.

Direction, Control, and Coordination
This section describes the framework for all direction, control, and coordination activities. It should explain

- The ICS structure as used by the school;
- The relationship between the school EOP and the district, or the broader community's emergency management system; and
- Who has control of the equipment, resources, and supplies needed to support the school EOP.

Information Collection, Analysis, and Dissemination
This section addresses the role of information in the successful implementation of the activities that occur before, during, and after an emergency.

- Identify the type of information that will be helpful in the successful implementation of the activities that occur before, during, and after an emergency, such as
  - Before and during: weather reports, law enforcement alerts, National Oceanic and Atmospheric Administration radio alerts, crime reports.
  - After: mental health agencies' websites and hotlines, and emergency management and relief agencies websites and hotlines assisting in all aspects of recovery.

- For each of the identified types of information, provide answers to the following questions:
  - What is the source of the information?
  - Who analyzes and uses the information?
  - How is the information collected and shared?
  - What is the format for providing the information to those who will use it?
  - When should the information be collected and shared?

Training and Exercises
This section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that staff, students, faculty, parents, and community representatives understand roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Content may be influenced based on similar requirements at the district and/or local jurisdiction level(s). Exercises may range from basic fire and shelter-in-place drills to full-scale communitywide drills that realistically portray a crisis and show the role the school plays in school district and municipal planning.

Administration, Finance, and Logistics
This section covers general support requirements and the availability of services and support for all types of emergencies, as well as general policies for managing resources. It should identify and reference policies and procedures that exist outside the plan. This section should

- Identify administrative controls (e.g., budget and acquisition policies and procedures) and requirements that will be used to provide resource and expenditure accountability;
- Briefly describe how the school will maintain accurate logs of key activities;
- Briefly describe how vital records (e.g., student records) will be preserved (details may be contained in a Continuity of Operations [COOP] functional annex); and
- Identify general policies for keeping financial records, tracking resource needs, tracking the source and use of resources, acquiring ownership of resources, and compensating the owners of private property used by the school.

Plan Development and Maintenance
This section discusses the overall approach to planning and the assignment of plan development and maintenance responsibilities. This section

- Describes the planning process, participants in that process, and how development and revision of different sections of the school EOP (basic plan and annexes) are coordinated before an emergency;



- Assigns responsibility for the overall planning and coordination to a specific position or person; and
- Provides for a regular cycle of training, evaluating, reviewing, and updating of the school EOP.

Authorities and References

This section provides the legal basis for emergency operations and activities, and includes

- Lists of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies; and
- Provisions for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator.

Functional Annexes Content

Functional annexes focus on critical operational functions and the courses of action developed to carry them out. This section of the guide describes functional annexes that schools should address in developing a comprehensive, high-quality school EOP. As the planning team assesses the school's needs, it may need to prepare additional or different annexes. Also included in this section are issues the planning team should consider as it develops goals, objectives, and courses of action for these functions. While these are some of the most important issues, they are not meant to constitute an exhaustive list.

While these functions should be described separately, it is important to remember that many functions will occur consecutively. For example, a shelter-in-place during an emergency may be implemented but, if the building is damaged, the school may then initiate an evacuation.

Often, multiple functions will also be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and guests function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

While functions build upon one another and overlap, it is not necessary to repeat a course of action in one functional annex if it appears in a second functional annex. For example, though an evacuation may lead to reunification, it is not necessary to list a course of action for reunification within the Evacuation Annex.

Evacuation Annex

This annex focuses on the courses of action that schools will execute to evacuate school buildings and grounds.

The planning team should consider the following when developing their goals, objectives, and courses of action:

- How to safely move students and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations.

- How to evacuate when the primary evacuation route is unusable.
- How to evacuate students who are not with a teacher or staff member.
- How to evacuate individuals with disabilities (along with service animals and assistive devices, e.g., wheelchairs) and others with access and functional needs, including language, transportation, and medical needs.

Lockdown Annex

This annex focuses on the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- How to lock all exterior doors, and when it may or may not be safe to do so.
- How particular classroom and building characteristics (i.e., windows, doors) impact possible lockdown courses of action.
- What to do when a threat materializes inside the school.
- When to use the different variations of a lockdown (e.g., when outside activities are curtailed, doors are locked, and visitors are closely monitored, but all other school activities continue as normal).

Shelter-in-Place Annex

A Shelter-in-Place annex focuses on courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

The planning team should consider the following when developing its goals, objectives, and courses of action:

- What supplies will be needed to seal the room and to provide for the needs of students and staff (e.g., water).
- How a shelter-in-place can affect individuals with disabilities and others with access and functional needs, such as students who require the regular administration of medication, durable medical equipment, and personal assistant services.
- How to move students when the primary route is unusable.
- How to locate and move students who are not with a teacher or staff member.



- Consider the need for and integration of "safe rooms" for protection against extreme wind hazards (such as a tornado or hurricane) in order to provide immediate life-safety protection when evacuation is not an option.

Accounting for All Persons Annex
This annex focuses on developing courses of action for accounting for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- How staff will determine who is in attendance at the assembly area.
- What to do when a student, staff member, or guest cannot be located.
- How staff will report to the assembly supervisor.
- How and when students will be dismissed or released.

Communications and Warning Annex
The Communications and Warning annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders), as well as the communication of emergency protocols before an emergency and communication after an emergency.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- How the school's communications system integrates into the local disaster and response law enforcement communication networks (e.g., fire department and law enforcement staff).
- How to ensure relevant staff members can operate communications equipment.
- How the school will communicate with students, families, and the broader community before, during, and after an emergency.
- How to account for technology barriers faced by students, staff, parents, and guardians.
- How to effectively address language access barriers faced by students, staff, parents, and guardians.
- How the school will handle the media (e.g., district or school Public Information Officer [PIO]).
- How impacts on students will be communicated to the community, including the impact on activities related to the school but not necessarily at the school or during regular school hours (i.e., church use of school property and athletic events).

- How the school will ensure effective communication with individuals with disabilities and others with access and functional needs (e.g., coordinating with first responders and local emergency managers to provide sign language interpreters for use during press conferences, publishing only accessible documents, ensuring information on websites is accessible).

Family Reunification Annex
The Family Reunification annex details how students will be reunited with their families or guardians.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- How to inform families and guardians about the reunification process in advance, and how to clearly describe their roles and responsibilities in reunification.
- How to verify that an adult is authorized to take custody of a student.
- How to facilitate communication between the parent check-in and the student assembly and reunion areas.
- How to ensure students do not leave on their own.
- How to protect the privacy of students and parents from the media.
- How to reduce confusion during the reunification process.
- How frequently families will be updated.
- How to account for technology barriers faced by students, staff, parents, and guardians.
- How to effectively address language access barriers faced by students, staff, parents, and guardians.



Telling Family Members That Their Loved One Is Missing, Injured, or Killed

When reunification is not possible because a child is missing, injured, or killed, how and when this information is provided to families is critical. Before an emergency, the planning team must determine how, when, and by whom loved ones will be informed if their loved one is missing or has been injured or killed. Law enforcement typically takes the lead on death notifications, but all parties must understand their roles and responsibilities. This will ensure that parents and loved ones receive accurate and timely information in a compassionate manner.

While law enforcement and medical examiner procedures must be followed, families should receive accurate information as soon as possible. Having trained personnel on hand or immediately available to talk to loved ones about death and injury can ensure the notification is provided to family members with clarity and compassion. Counselors should be on hand to immediately assist family members.

The school EOP should include pre-identified points of contact (e.g., counselors, police officers) to work with and support family members. These points of contact should be connected to families as early in the process as possible, including while children are still missing but also before any victims have been positively identified. After an incident, it is critical to confirm that each family is getting the support it needs, including over the long-term.

The school EOP should consider printed and age-appropriate resources to help families recognize and seek help in regard to a variety of reactions that they or their loved ones can experience during and after an emergency. Often, a family that has lost a child may have other children or another child in the school. It is critical that these families and loved ones are supported as they both grieve their loss and support their surviving child(ren).

The school EOP also should explicitly address how impacted families and children will be supported if they prefer not to engage with the media. This includes strategies for keeping the media separate from families and students while the emergency is ongoing, and support for families that may experience unwanted media attention at their homes.

Continuity of Operations (COOP) Annex

This annex describes how a school and district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- How the COOP annex will be designed so that it can be activated at any time and sustained for up to 30 days.
- How the COOP annex will set priorities for re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- How the COOP annex will ensure students receive applicable related services in the event of a prolonged closure.

Recovery Annex

This annex describes how schools will recover from an emergency. The four most fundamental kinds of recovery are academic recovery, physical recovery, fiscal recovery, and psychological and emotional recovery.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- Academic recovery
  - When the school should be closed and reopened, and who has the authority to do so.
  - What temporary space(s) the school may use if school buildings cannot be immediately reopened.
  - How to provide alternate educational programming in the event that students cannot physically reconvene.
- Physical recovery
  - How to document school assets, including physically accessible facilities, in case of damage.
  - Which personnel have expert knowledge of the schools' assets, and how and where they will access records to verify current assets after disaster strikes.
  - How the school will work with utility and insurance companies before an emergency to support a quicker recovery.
- Fiscal recovery
  - How district leadership will be included (e.g., superintendent, chief business officer, personnel director, and risk manager).
  - How staff will receive timely and factual information regarding returning to work.
  - What sources the school may access for emergency relief funding.
- Psychological and emotional recovery
  - Who will serve as the team leader.



- Where counseling and psychological first aid will be provided.
- How teachers will create a calm and supportive environment for the students, share basic information about the incident, provide psychological first aid (if trained), and identify students and staff who may need immediate crisis counseling.
- Who will provide trained counselors.
- How to address the immediate, short-, and long-term counseling needs of students, staff, and families.
- How to handle commemorations, memorial activities, or permanent markers and/or memorial structures (if any will be allowed). This includes concerns such as when a commemoration site will be closed, what will be done with notes and tributes, and how students will be informed in advance.
- How memorial activities will strike a balance among honoring the loss, resuming school and class routines and schedules, and maintaining hope for the future.
- How the Public Health, Medical and Mental Health annex will inform the actions and plans of the Recovery annex.

Public Health, Medical, and Mental Health Annex
This annex describes the courses of action that the school will implement to address emergency medical (e.g., first aid), public health, and mental health counseling issues. Schools should coordinate these efforts with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives. Mental health needs after an emergency will be addressed in the Recovery annex.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- What the role of staff members is in providing first aid during an emergency.
- Where emergency medical supplies (e.g., first aid kits, AEDs) will be located and who is responsible for purchasing and maintaining those materials.
- Which staff have relevant training or experience, such as in first aid or CPR.
- How the school will secure a sufficient number of counselors in the event of an emergency.
- How the school will promptly share and report information about outbreaks or epidemics or other unusual medical situations to the local health department.
- How the school will support the needs of students identified by the threat assessment team.

Security Annex
This annex focuses on the courses of action that schools will implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school. This includes efforts done in conjunction with law enforcement personnel.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- How agreements with law enforcement agencies address the daily role of law enforcement officers in and around school.
- How to make sure the building is physically secure (including implementation of Crime Prevention Through Environmental Design [CPTED]).

CPTED Principles

Natural surveillance – arranging physical features to maximize visibility

Natural access control – guiding people with signage, well-marked entrances and exits, and landscaping while limiting access to certain areas by using real or symbolic barriers

Territoriality reinforcement – clearly delineating space, expressing pride and ownership, and creating a welcoming environment

Management and maintenance – ensuring building services function properly and safely, and the exterior is properly maintained and organized with landscaping and plantings maintained and trimmed

The American Clearinghouse on Educational Facilities, available at http://www.acefacilities.org, provides additional information describing how CPTED can be applied in the school environment.

- How to get students to and from school safely (including traffic control and pedestrian safety).
- How to keep prohibited items out of school.
- How to respond to threats identified by the behavioral threat assessment team.
- How information will be shared with law enforcement officers or other responders (keeping in mind any requirements or limitations of applicable privacy laws, including the *Family Educational Rights and Privacy Act of 1974 [FERPA]*, the *Health Insurance Portability and Accountability Act of 1996 [HIPAA]*, and civil rights and other laws. More information on *FERPA* and *HIPAA* can be found in "A Closer Look, Information Sharing".)

Threat- and Hazard-Specific Annexes

The Threat- and Hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in a Functional annex need not be



repeated in a Hazard-Specific annex. Schools will develop these based on the prioritized list of hazards determined in the assessment process. As planning teams develop courses of action for threats and hazards, they should consider the federal, state, and local regulations or mandates that often apply to specific hazards.

If there is a Functional annex that applies to one of the threat or hazard annexes, the latter will include it by reference. For example, if a "during" course of action for a fire hazard involves evacuation, and there is an evacuation annex, the Fire annex would indicate "see Evacuation annex" in the "during" course of action section rather than repeat the evacuation courses of action in the Fire annex.

Table 3: Threat and Hazard Types and Examples

Threat and Hazard Type	Examples
Natural Hazards	• Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Tsunamis • Volcanic eruptions • Winter precipitation
Technological Hazards	• Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards	• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, *Staphylococcus aureus*, and meningitis • Contaminated food outbreaks, including *Salmonella*, botulism, and *E. coli* • Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats	• Fire • *Active shooters* • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Suicide

A Closer Look

This section of the guide provides users with information on four key topics to enhance the implementation of their Emergency Operations Plans (EOP). These topics are described in the following chapters:

- "Information Sharing" provides an overview of the *Family Educational Rights and Privacy Act*, the *Health Insurance Portability and Accountability Act*, and the implications that these federal statutes may have for information-sharing in the emergency planning process.
- "Psychological First Aid for Schools" (PFA-S) describes this type of aid and how schools can use it to help students, staff, and families during and immediately after a traumatic incident.
- "School Climate and Emergencies" describes how a positive school climate provides students with ready access to emotional and behavioral supports that can affect the capacity of students and staff to prevent, respond to, and recover from emergencies.
- "*Active Shooter Situations*" describes unique challenges involved in preparing for, responding to, and recovering from a school-based shooting.

1. Information Sharing

This section of "A Closer Look" provides an overview of the *Family Educational Rights and Privacy Act* (*FERPA*) and the implications that this and other federal statutes have for information-sharing in the emergency planning process. This section also provides a brief overview of the more limited circumstances when the *Health Insurance Portability and Accountability Act (HIPAA*) may apply to impact information-sharing in the school setting.

While it is critical that schools comply with these laws, there is often confusion about their applicability, which results in schools sharing less than allowed with law enforcement officers or the appropriate authorities even when there is appropriate cause for sharing information. If schools understand when and how these laws apply, they can both ensure public safety and protect student privacy.

While this section of the guide focuses on *FERPA,* and to a lesser extent *HIPAA,* there may be federal and state civil rights and other laws that place restrictions on when and with whom schools may share information. At the federal level, for instance, public elementary and secondary schools are subject to federal civil rights laws, including laws that prohibit discrimination based on disability (the *Americans with Disabilities Act [ADA]*), and *Section 504 of the Rehabilitation Act of 1973*); race, color, and national origin (*Titles IV and VI of the Civil Rights Act of 1964*); sex (*Title IX of the Education Amendments of 1972 and Title IV of the Civil Rights Act of 1964*); and religion (*Title IV of the Civil Rights Act of 1964*). For example, *Section 504* and *Title II of the ADA*[8] prohibit discrimination on the basis of disability, and generally would prohibit unnecessary disclosures of disability status or information related to that disability, to third parties.[9] Disclosures may be necessary when the student presents a significant, articulable threat to others.[10]

Schools are strongly urged to take the time to review these laws, as well as others that apply in their jurisdictions, when working with their community partners to ensure that all parties have a strong understanding of applicable laws when deciding whether to disclose information. In particular, it is critical to train school employees, including contractors, on applicable laws to ensure that schools, school officials, or employees do not release information inappropriately or make decisions about students or release of records based upon myths, fears, or stereotypes related to race, color, national origin, sex, religion, disability, sexual orientation, or gender identity.[11]

[8] *Title II of the ADA* prohibits discrimination based on disability by public entities, including public schools.
[9] See 34 CFR § 104.4; 28 CFR § 35.130; "Dear Colleague Letter" and "Frequently Asked Questions on Report Cards and Transcripts for Students with Disabilities Attending Public Elementary and Secondary Schools," October 2008. Available at http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20081017.pdf.
[10] See 28 CFR 35.139.
[11] For more information about applicable civil rights statutes, please visit www.justice.gov/crt, www.ed.gov/ocr or www.ada.gov. Information about appropriate training and management for school resource officers and law enforcement officials in schools may be found at www.cops.usdoj.gov.

Family Educational Rights and Privacy Act (FERPA)

In this section:

- What Is *FERPA*?
- What Are "Education Records?"
- Who May Access *FERPA*-Protected Education Records?
- Balancing Safety and Privacy
  - The Health and Safety Emergency Exception to the Consent Requirement
  - The Law Enforcement Unit Record Exception to the Definition of Education Records
  - Common *FERPA* Misunderstandings
  - Additional Situations With *FERPA* Considerations
- Incorporating *FERPA* Into Your Emergency Planning Process
  - What Information Is FERPA-Protected, and When May the School Share It?
  - What Information Is Not FERPA-Protected, and When May the School Share It?
- Frequently Asked Questions Pertaining to *FERPA*
- *FERPA* Guidance and Resources

What Is *FERPA*?

FERPA is a federal law that protects the privacy of student *education records.* The law applies to all educational agencies and institutions that receive funds under any U.S. Department of Education program (termed "schools" below). *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." The Family Policy Compliance Office at the U.S. Department of Education administers *FERPA*.

FERPA protects the rights of parents or eligible students to

- Inspect and review education records;
- Seek to amend education records; and
- Consent to the disclosure of personally identifiable information (PII) from education records, except as specified by law.



For a thorough review of *FERPA*, in addition to what is provided in this document, please see the implementing regulations for *FERPA*, found in Title 34 of the Code of Federal Regulations (CFR), part 99, and the resources and guidance documents listed at the end of this section.

What Are "Education Records?"

Different types of records and information may be protected by *FERPA* if determined to be "education records." Education records are protected by *FERPA* and are broadly defined as records that are directly related to a student and maintained by an educational agency or institution, or by a party acting for the agency or institution.

The non-exhaustive chart below shows several examples of what types of records generally *are* and *are not* considered to be education records.

Education Records	Not Education Records
Transcripts	Records that are kept in the sole possession of the maker and used only as personal memory aids
Disciplinary records	Law enforcement unit records
Standardized test results	Grades on peer-graded papers before they are collected and recorded by a teacher
Health (including mental health) and family history records	Records created or received by a school after an individual is no longer in attendance and that are not directly related to the individual's attendance at the school
Records on services provided to students under the *Individuals with Disabilities Education Act (IDEA)*	Employee records that relate exclusively to an individual in that individual's capacity as an employee
Records on services and accommodations provided to students under *Section 504 of the Rehabilitation Act of 1973* and *Title II* of the *ADA*[12]	Information obtained through a school official's personal knowledge or observation and not from the student's education records

See the discussion under "Balancing Safety and Privacy" below for more detail on law enforcement units under *FERPA*, what constitutes a law enforcement unit record, and how these records may be used.

Who May Access *FERPA*-Protected Education Records?

"School officials with a legitimate educational interest" may access *FERPA*-protected education records. Schools determine the criteria for who is considered a school official with a legitimate educational interest under *FERPA* regulations, and it generally includes teachers, counselors, school administrators, and other school staff.

The term "school official with a legitimate educational interest" may also include contractors, consultants, volunteers, and other parties if those individuals

- Perform an institutional service or function for which the agency or institution would otherwise use employees;
- Are under the direct control of the agency or institution with respect to the use and maintenance of education records; and
- Are subject to the requirements of 34 CFR § 99.33(a), which specifies that individuals who receive information from education records may use the information only for the purposes for which the disclosure was made and which generally prohibits the redisclosure of PII from education records to any other party without the prior consent of the parent or eligible student. There are, however, exceptions to this prohibition.

In addition, schools must annually notify parents and eligible students of their rights under *FERPA*, and must include in this notification the criteria for who constitutes a school official and what constitutes a legitimate educational interest. The U.S. Department of Education provides model notification statements on its website at http://www2.ed.gov/policy/gen/guid/fpco/FERPA/lea-officials.html.[13]

This means that if a school wishes to consider non-employee members of its threat assessment team (TAT), its contracted counseling, nursing, service, or security staff, its school resource officers (SROs), and other non-employees as "school officials" who may have access to education records, the school must ensure that these individuals meet the criteria in the bullets above and the criteria in the school's annual notification of *FERPA* rights. Schools are encouraged to train all school officials who may have access to education records, including contractors, on *FERPA* as well as other applicable laws.

Balancing Safety and Privacy

School officials must balance safety interests and student privacy interests. *FERPA* contains exceptions to the general consent requirement, including the "health or safety emergency exception," and exceptions to the definition of education records, including "law enforcement unit records," which provide school officials with tools to support this goal.

The Health or Safety Emergency Exception to the Consent Requirement

FERPA generally requires written consent before disclosing PII from a student's education records to individuals other than his or her parents. However, the *FERPA* regulations permit school officials to disclose PII from education records without consent to appropriate parties only when there is an actual, impending, or imminent emergency, such as an articulable and

[12] Schools should also consider carefully whether information they are requiring for student enrollment in services, including special education services, will tend to identify a student as a person with a disability and determine to what extent laws other than *FERPA* should be considered before release of that information without consent. In addition, release of details about some disabilities or accommodations that permit the student to be identified could constitute discrimination on the basis of disability pursuant to the *ADA* or the *Rehabilitation Act* or other civil rights statutes.

[13] See 34 CFR § 99.7(a)(3)(iii) for further information. Available at http://www2.ed.gov/policy/gen/reg/ferpa/index.html.

significant threat. Information may be disclosed only to protect the health or safety of students or other individuals. In applying the health and safety exception, note that:

- Schools have discretion to determine what constitutes a health or safety emergency.
- "Appropriate parties" typically include law enforcement officials, first responders, public health officials, trained medical personnel, and parents. This *FERPA* exception is temporally limited to the period of the emergency and does not allow for a blanket release of PII. It does not allow disclosures to address emergencies that *might* occur, such as would be the case in emergency preparedness activities.
- The information that may be disclosed is limited to only PII from an education record that is needed based on the type of emergency.
- Disclosures based on this exception must be documented in the student's education records to memorialize the
  - Emergency that formed the basis for the disclosure; and
  - Parties with whom the school shared the PII.

The U.S. Department of Education would not find a school in violation of *FERPA* for disclosing *FERPA*-protected information under the health or safety exception as long as the school had a rational basis, based on the information available at the time, for making its determination that there was an articulable and significant threat to the health or safety of the student or other individuals.

For more information on the health or safety exception, see: "Addressing Emergencies on Campus," June 2011, available at http://www2.ed.gov/policy/gen/guid/fpco/pdf/emergency-guidance.pdf and 34 CFR §§ 99.31(a)(10) and 99.36.

The Law Enforcement Unit Record Exemption to the Definition of Education Records

FERPA defines a "law enforcement unit" as any individual, office, department, division, or other component of an educational agency or institution, such as a unit of commissioned police officers or non-commissioned security guards, that is officially authorized or designated by that agency or institution to

(i) Enforce any local, state, or federal law, or refer to appropriate authorities a matter for enforcement of any local, state, or federal law against any individual or organization other than the agency or institution itself; or

(ii) Maintain the physical security and safety of the agency or institution.

Significantly, to be considered a "law enforcement unit" under this definition, an individual or component must be officially authorized or designated to carry out the functions listed above by the school. Schools may designate a traditional law enforcement entity (such as school security staff, school resource officers [SROs], school safety officers, school police, or other school

security personnel) as a law enforcement unit, or opt to designate another non-law enforcement school official to serve as their law enforcement unit, such as a vice principal or another school official.

FERPA does not prevent schools from disclosing information from records maintained by law enforcement that were created for law enforcement purposes by the law enforcement unit to anyone, subject to state law, including outside law enforcement authorities, without the consent of the parent or eligible student during an emergency or otherwise.

Law enforcement unit records, which are not subject to the *FERPA* consent requirements, are defined as records that are

- Created by a law enforcement unit;
- Created for a law enforcement purpose; and
- Maintained by the law enforcement unit.

Law enforcement unit records *do not* include

- Records created by a law enforcement unit for a law enforcement purpose that are maintained by a component of the school other than the law enforcement unit, such as a principal or guidance counselor;
- Health records or PII collected about or related to the disability of a student, including information about providing an accommodation; and
- Records created and maintained by a law enforcement unit exclusively for a non-law enforcement purpose, such as a school disciplinary action or proceeding.

In designating a law enforcement unit and using law enforcement unit records, note that

- To be given access to PII from a student's education records, law enforcement unit officials who are employed by the school must meet the criteria set forth in the school's *FERPA* notification for school officials with a legitimate educational interest. While law enforcement unit officials are not required to be school officials under *FERPA*, many schools have found that it is useful for them to be school officials so that they may access education records that may be necessary to ensure school safety. For instance, if a student has been suspended for a period of time (a fact that would be recorded in the student's education records), the law enforcement unit could need to know this in case the student attempts to enter the building when not permitted to do so.
- A school's law enforcement unit officials must protect the privacy of education records they receive and may disclose them only in compliance with *FERPA*. For that reason, we recommend that law enforcement unit records be maintained separately from education records.



For more information on law enforcement unit records and *FERPA*, refer to the following sources:

- "Addressing Emergencies on Campus," June 2011
  http://www2.ed.gov/policy/gen/guid/fpco/pdf/emergency-guidance.pdf
- The discussion in the preamble to the final rule in the Federal Register published Dec. 9, 2008, starting on page 74836
  http://www2.ed.gov/legislation/FedRegister/finrule/2008-4/120908a.pdf
- Family Policy Compliance Office website
  http://www.ed.gov/policy/gen/guid/fpco/index.html
- The regulatory definition of "Law Enforcement Unit" under *FERPA* in 34 CFR § 99.8(a) available at http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=ae535d41f8bb03bedfef79634883360f&n=34y1.1.1.1.33&r=PART&ty=HTML#34:1.1.1.1.33.1.132.8

Common *FERPA* Misunderstandings

School administrators and their partner organizations must understand *FERPA* and its implications because misinterpretations of the law and subsequent delays in information-sharing can hinder first responders' efforts to provide necessary assistance in a health or safety emergency.

Sharing Personal Observation or Knowledge

Misinterpreting *FERPA* can lead school administrators to miss opportunities to share crucial information that could prevent an emergency situation. For instance, some schools incorrectly believe that information obtained from a school official's personal observations or knowledge is protected by *FERPA*. In fact, personal observation or knowledge is generally not considered to be part of the student's education records (see "What Are 'Education Records'" above) and therefore may be disclosed. For example, if a teacher overhears a student making threatening remarks to other students, the teacher is not prohibited from sharing that information with appropriate authorities, including the parents of the students who were threatened.

However, if a school official learns of information about a student through his or her official role in creating or maintaining an education record, then that information would be covered by *FERPA*. For instance, if a principal suspends a student, the principal would not be permitted to non-consensually disclose that information (unless the disclosure met one of the exceptions in *FERPA* to consent) because he or she gained personal knowledge of that information in making that disciplinary determination.

Releasing Directory Information

In some circumstances, schools may be able to disclose "directory information" to prevent an emergency situation. Directory information means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Some examples of directory information include a student's name, address, telephone number, or e-mail address. Schools must follow certain requirements in publicly designating "directory information," and they may not disclose directory information from a student's

education record if the parent or eligible student has opted out of allowing that disclosure. For example, assuming that the parents' cell phone numbers have been properly designated as "directory information," what if the parents have not opted out of the disclosure of such "directory information," and a flood displaced families from their homes and these children are brought to a shelter? The school may disclose those parents' cell phone numbers to an emergency management agency that is trying to locate the parents.

Additional Situations With *FERPA* Considerations

FERPA has implications in a variety of different situations, and new questions arise as schools become more creative and innovative in developing their campus safety plans. In many cases, however, it is helpful to review the *FERPA* basics to help you clearly think through each scenario. The following are some scenarios that may arise.

- **Infectious Disease**

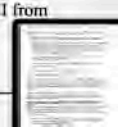
  Under the health or safety emergency exception, school officials may, without consent, disclose PII from education records to appropriate parties in connection with an emergency. In the case of an influenza outbreak, for instance, if school officials determine that an emergency exists, they may share immunization records with parties such as state and local public health officials whose knowledge of the information is necessary to protect the health or safety of students or others in the school community. Under this exception, schools may share information only during the limited period of time connected with the emergency. A blanket release of information is not allowed. You must instead determine what information to disclose on a case-by-case basis depending on the particular threat.

- **Threat Assessment Teams**

  Some educational agencies and institutions may need assistance in determining whether a health or safety emergency exists for purposes of complying with *FERPA*. Federal agencies encourage schools to implement a threat assessment program, including the establishment of a multidisciplinary threat assessment team that utilizes the expertise of representatives from mental health service providers, persons familiar with emergency procedures, and law enforcement agencies in the community.

  The threat assessment team must comply with applicable civil rights and other federal and state laws. Under a properly implemented threat assessment program, schools can respond to student behavior that raises safety concerns that are not based on assumptions, stereotypes, or myths about people with disabilities (including mental health-related disabilities) or people of a particular race, color, ethnicity, national origin, religion, or sex.

  If a threat assessment team member meets the definition of a school official (as a party to whom the school has outsourced administrative functions or services) with a legitimate educational interest under *FERPA*, (see "Who May Access *FERPA*-Protected Education Records" above), then he or she would be able to access students' education records in which he or she has legitimate educational interests. A threat assessment team member who is appropriately designated as a school official, however, may not disclose PII from



education records to anyone without consent or unless one of the exceptions to consent under *FERPA*, such as the health or safety emergency exception, applies.

- **Security Videos**

  Schools are increasingly using security cameras as a tool to monitor and improve student safety. Images of students captured on security videotapes that are created and maintained by the school's law enforcement unit for a law enforcement purpose are not considered education records under *FERPA*. Accordingly, these videotapes may be shared with parents of students whose images are on the video and with outside law enforcement authorities, as appropriate.

Incorporating *FERPA* Into Your Emergency Planning Process

Below are critical questions and concepts that schools should discuss with their community partners while in the process of developing or revising an emergency management plan. While building partnerships is critical, in gathering information to support these partnerships, schools must also take steps to consider student privacy and civil rights and other laws as well as their mission of safety. Be sure to refer to the sections elsewhere in this guidance to review any concepts with which you are unfamiliar.

What Information Is *FERPA*-Protected, and When May the School Share It?

Education records are protected by *FERPA*, and schools may generally only PII from those records only with written consent from a parent or eligible student, unless a *FERPA* exception to consent applies. (See "What Are 'Education Records'" above.) The following are examples of such exceptions.

Example: At the start of flu season, your local public health agency requests the names of those students showing influenza-like symptoms, as well as their parents' contact information. You know that you may not disclose PII from a student's education records without consent if there is not a health or safety emergency or another exception to consent under *FERPA* that applies. So, to facilitate this sharing of information, you opt to develop a consent form that identifies students' names and parent contact information as specific PII from student education records. And you would like to share the form with the local public health agency, as well as the purpose of the disclosure. The form gives parents and eligible students the option to allow or to not allow this sharing of information. After collecting the signed and dated consent forms, for the students for whom you received consent you begin to share with the local health agency the names of students who are showing influenza-like symptoms and their parents' contact information. Your purpose of this sharing of PII is to help so the health agency is able to conduct real-time surveillance to prevent the spread of the illness. (See "What Is *FERPA*" above.)

Example: Your school's threat assessment team includes representatives from your community partners, and you have properly designated them as "school officials with a legitimate educational interest." (See "Who May Access *FERPA*-Protected Records" above.) The local law enforcement representative on your team does not share with his police chief or other law enforcement official the PII that he obtains from a student's education records in his capacity as a threat assessment team member while working to identify possible threats because he knows that this is not permitted. Several months after the threat assessment team initially convened to review a collection of behaviors and communications concerning a particular student and determined that there was not sufficient information demonstrating that the student posed a threat, the team learns that the student has now communicated his intent to harm the school principal. At this juncture, the law enforcement representative (and other members of the threat assessment team) shares pertinent PII from education records with appropriate parties so they can take steps, such as consulting with a police agency, to protect the health or safety of the principal (in this case). (See also the discussion of threat assessment teams under "Additional Situations With *FERPA* Considerations" above.)

Example: At the beginning of the school year, your school notified parents and eligible students that you had designated students' names, phone numbers, and e-mail addresses as "directory information," explaining to them that you would disclose this information upon request to anyone contacting the school. In your notice, you explained how and by when they could opt out. When a reporter contacts your institution requesting the directory information about a student who is under 18, you check to see whether the student's parents opted out of the disclosure of directory information. Because the student's parents did not opt out of the school's directory information policy, you provide that directory information to the reporter. (See "Common *FERPA* Misunderstandings" above.)

Example: A student has a severe allergic reaction to peanuts during lunch. The school nurse administers epinephrine and then calls an ambulance in accordance with applicable federal and state laws. When the emergency medical technicians (EMTs) arrive, the nurse discloses PII from the student's education record to the EMTs without obtaining parental consent under the health or safety emergency exception. (See "Balancing Safety and Privacy" above.)

What Information Is Not *FERPA*-Protected and When May the School Share It?

Records that are created and maintained by a school's law enforcement unit for a law enforcement purpose are not protected by *FERPA*, and there are no *FERPA* restrictions on the sharing of information in law enforcement unit records. (See "What Are 'Education Records'" and "Balancing Safety and Privacy" above.)

Example: Your school contracts with the law enforcement agency in your county to bring in an SRO and you properly designate the officer as a "school official with a legitimate educational interest." (See "Who May Access *FERPA*-Protected Records?" above.) You also properly designate the SRO as your school's law enforcement unit. (See "Balancing Safety and Privacy" above.) The SRO knows that she may not redisclose to her home agency PII that she obtains from a student's education records while serving in her SRO capacity, unless there is a health or safety emergency or another *FERPA* exception to consent that would apply. However, she shares her law enforcement unit records about a student who was arrested for smoking marijuana on campus with other law enforcement officials because she knows that law enforcement unit records are not protected by *FERPA*.



How Does *HIPAA* Apply in Schools?

Generally, *HIPAA* does not apply to student health information maintained by a school. While schools and school districts may maintain student health records, these records are in most cases not protected by *HIPAA*. Rather, student health information maintained at a school would be considered education records protected by the *Family Educational Rights and Privacy Act* (*FERPA*).

HIPAA may apply however to patient records at a university hospital, which may include records on students and non-students, or to the health records of non-students at a university health clinic.

During the emergency planning process, if you believe health information to which access may be needed is covered by *HIPAA*, you should consult the guidance and resources below for further information about how *HIPAA* applies.

HIPAA Guidance and Resources

The U.S. Department of Health and Human Services Office for Civil Rights (OCR) has developed, and continues to develop, extensive guidance pertaining to the implementation of *HIPAA* Privacy Rule and emergency situations. The OCR website has guidance about the intersection between *HIPAA* and *FERPA* and the release of PHI for common emergency preparedness issues and public health purposes, such as terrorism preparedness and outbreak investigations. For more detailed information or additional guidance, please see the HHS OCR website at http://www.hhs.gov/ocr/privacy/index.html and the U.S. Department of Health and Human Services/U.S. Department of Education *HIPAA/FERPA* guide at http://www.hhs.gov/ocr/privacy/hipaa/understanding/coveredentities/hipaaferpajointguide.pdf

2. Psychological First Aid for Schools (PFA-S)

Psychological First Aid for Schools (PFA-S) is an evidence-informed intervention model to assist students, staff, and families in the immediate aftermath of an emergency and can be used by any trained staff member or community partner. Trauma-related distress can have a long-term impact. PFA-S uses brief interventions to produce positive results that last. PFA-S is designed to reduce the initial distress caused by emergencies, allows for the expression of difficult feelings and assists students in developing coping strategies and constructive actions to deal with fear and anxiety. A growing body of research shows that there are brief, effective interventions that have a long-lasting positive influence on trauma-related distress.

PFA-S is intended for students, school personnel, and families who have been exposed to a disaster or other emergency. Whether an emergency occurs on school grounds or in the community at large, schools serve as a central location for professionals to assist children, families, school personnel, and school partners.

PFA-S is most effective immediately following or even during an incident. In some circumstances, assuming the safety of students and staff has been ensured, PFA-S can be initiated while an incident is still occurring, such as in shelter-in-place or lockdown situations.

Students and staff may experience a broad range of reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) to an emergency. Some of these reactions can cause distress

that interferes with adaptive coping. Support from informed, compassionate, and caring professionals can help students and staff members recover from these reactions. PFA-S has the potential to decrease the likelihood of mental health problems or long-term difficulties by identifying individuals who may need additional services and linking them to such services as needed.[16]

PFA-S assists students, staff, and families by

- Establishing a positive connection in a non-intrusive, compassionate manner;
- Enhancing immediate and ongoing safety and providing physical and emotional comfort;
- Calming and orienting those who are emotionally overwhelmed or distraught;
- Helping to identify their immediate needs and concerns and offering practical assistance and information to help address these needs and concerns;
- Empowering individuals to take an active role in their recovery by acknowledging their coping efforts and strengths, and supporting adaptive coping; and,
- When appropriate, linking those in need to other relevant school or community resources such as school counseling services, peer support programs, afterschool activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations.

Training School Staff

Because PFA-S is not psychotherapy, an extended "treatment," or a stand-alone mental health intervention, any trained staff member, regardless of whether he or she has had formal mental health training, can deliver aspects of PFA-S and can contribute to the school recovery by functioning within the PFA framework. Schools can find training resources, including the PFA-S Field Operations Guide, at http://www.nctsn.org/content/psychological-first-aid-schoolspfa. Similarly, trained members of community emergency response agencies and mental health professionals may provide PFA-S. During and after an emergency, teachers and other staff are a critical link in promoting resilience, in recognizing the signs of traumatic stress, and in helping students and their families regain a sense of normalcy.

3. School Climate and Emergencies

"School climate" describes a range of campus conditions, including safety, relationships and engagement, and the environment, that may influence student learning and well-being. Positive school climates that promote student learning and well-being often feature

- Safe environments free of violence, bullying, harassment, and substance use;

[16] Melissa Brymer, Matt Taylor, Pia Escudero, Anne Jacobs, Mindy Kronenberg, Robert Macy, Lou Ann Mock, Linda Payne, Robert Pynoos, and Juliet Vogel, *Psychological First Aid For Schools: Field Operations Guide, 2nd Edition*. Los Angeles: National Child Traumatic Stress Network, 2012.

- Appropriate facilities and physical surroundings;
- Supportive academic settings;
- Clear and fair disciplinary policies;
- Respectful, trusting, and caring relationships throughout the school community; and
- Available social, emotional, and behavioral supports.

Positive school climates are inclusive of and responsive to students of all backgrounds, regardless of race, color, national origin, language, disability, religion, sex, sexual orientation, or gender identity.

Research shows that creating positive school climates can help districts, schools, and teachers meet key goals, including: boosting student achievement and closing achievement gaps; increasing high school graduation rates; decreasing teacher turnover and increasing teacher satisfaction; and turning around low-performing schools. Positive school climates also enhance safety in the school and community by increasing communication between students, families, and faculty. At the same time, schools reduce various forms of harm to students that can stem from negative school climates, including violence, bullying, and even suicide.

A positive school climate that provides students with ready access to emotional and behavioral supports can affect the capacity of students and staff to prevent, respond to, and recover from emergencies.

Prevention

A positive school climate can help to prevent emergencies because it can reduce the incidence of behaviors that can contribute to crisis (e.g., violence, bullying, harassment, substance abuse). Further, schools with positive school climates engage students in developing strong relationships with staff and peers, increasing the likelihood that students will quickly report potential threats to trusted adults within the school.

Response

Schools with positive school climates teach students the social and emotional competencies that enable them to develop persistence, tolerance of frustration, and ability to manage their emotions during an emergency. The teachers, counselors, school resources officers, and other staff who create positive school climates train regularly on child and adolescent development, and on how to respond appropriately to a variety of student behaviors so they are able to de-escalate aggressive behavior before it becomes a threat to school safety.

Recovery

A positive school climate can help in the recovery from an emergency because it represents a commitment, even prior to an emergency, to providing emotional and mental health services and supports to all members of the community. Schools with such a climate create an environment that recognizes the importance of social and emotional health, and so support the recovery of all members of the school community and promote an understanding that individual needs will vary in a post-emergency situation.

The following steps when implemented as part of a single, comprehensive, and integrated strategy for improving student health and safety will help schools promote a positive school climate.

Conduct a Comprehensive Needs Assessment

School communities are complex systems that include multiple stakeholders and interconnecting environmental factors that influence student health and safety. As such, comprehensive needs assessments of school climate including school engagement, school safety, and the school environment as elements to be evaluated can provide schools with the data support needed to pursue comprehensive approaches to improving school climate. A comprehensive picture of school health and safety can be created by utilizing needs assessments that include student perceptions and, where appropriate, parent and staff perceptions, to help schools identify key issues in need of attention. By monitoring indicators such as the frequency and severity of student risk behaviors, and perceptions of their safety, schools may identify threats to school safety and then use this information to implement the appropriate intervention or program to improve school safety. These data can be most effective when they are used regularly for decision-making and are disaggregated by different groups to determine how they experience the school environment. If a student survey is used to assess culture and climate, student privacy must be protected, including in accordance with the *Protection of Pupil Rights Amendment*, 20 U.S.C. 1232, if applicable.

A number of these surveys are in the compendium of school climate measures on the National Center on Safe Supportive Learning Environments' website at http://safesupportiveschools.ed.gov/index.php?id=133.

The center also houses archived webinars that provide information on how to use these surveys and the data that they collect. Visit at http://safesupportiveschools.ed.gov/index.php?id=65.

Use Multi-Tiered Interventions and Supports

School climate can be enhanced by a data-driven, multi-tiered framework that provides a continuum of behavioral supports and interventions to improve student behavior and achievement. A three-tiered framework would comprise the following:

1. Schoolwide or universal interventions and supports focus both on developing expected behaviors and social-emotional competence, and on preventing problem behavior.
2. A second tier of interventions targets groups of students who are at elevated levels of risk or exhibiting problem behavior (such as bullying). These groups of students can be identified more easily, and their needs or behavior can be addressed more effectively when a schoolwide foundation is in place.
3. A third tier of interventions targets individual students, including traumatized youths, who are at even more elevated levels of academic and social-emotional behavioral need and risk.

While interventions for students who are at elevated levels of risk address their needs and problem behaviors, they should also build the skills that support thriving in life and resiliency in crisis. Using an evidence-based, multi-tiered behavioral framework has been found to impr

school climate by reducing problem behaviors like bullying, drug abuse, and poor attendance, while making students feel safer and improving academic performance. Implementation of a schoolwide framework provides a structure for schools in which to customize and organize the varied practices and programs they need to provide to their students based on data on student needs and local resources. Further, such a framework may help schools to better identify students struggling with trauma post-event, and select appropriate interventions to help them to recover. For more information about a multi-tiered behavioral framework, visit the Technical Assistance Center on Positive Behavioral Interventions and Supports available at http://www.pbis.org.

Promote Social and Emotional Competencies

Social and emotional learning is important to enable individuals to learn to understand and manage their emotions and relationships, and to make good decisions. Social-emotional learning can help individuals stop and think before they react, control their response to stress, develop supportive and caring relationships, persist through challenge, seek help, and pay attention to theirs and others' needs and feelings. These and other social and emotional competencies can help individuals prepare for and respond to emergencies. Students are more likely to develop such competencies when they have good relationships with adults, and when the adults model these competencies.

For more information about teaching social and emotional competencies, visit http://safesupportivelearning.ed.gov. For additional information on how social and emotional learning may be integrated into a multi-tiered framework, visit http://www.pbis.org.

4. *Active Shooter Situations*

Police officers, firefighters, and emergency medical services technicians (first responders) who come to a school because of a 911 call involving gunfire face a daunting task. Though the objective remains the same – protect students and staff – the threat of an "*active shooter*" incident is different than responding to a natural disaster or many other emergencies.

Emergency calls can involve actual or future threats of physical violence. This violence might be directed not only in or at the school building, students, staff, and campus but also at nearby buildings on or off school grounds.

"*Active shooter situations*" are defined[17] as those where an individual is "actively engaged in killing or attempting to kill people in a confined and populated area."[18] Unfortunately, schools face *active shooter situations* as well.

The better first responders and school personnel are able to discern these threats and react swiftly, the more lives can be saved. This is particularly true in an *active shooter situation* at a school where law enforcement responds to a 911 call of shots fired. Many young and innocent lives are at risk in such a concentrated space. This is why it is critical that schools work with first

[17] Other gun-related incidents that may occur in a school environment are not defined as *active shooter* incidents because they do not meet this definition. Instead, they may involve a single shot fired, accidental discharge of a weapon, or incidents that are not ongoing.
[18] U.S. Department of Homeland Security, *Active Shooter, How to Respond*. Washington, DC: Author, October 2008. Available at http://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf.

responders, emergency management staff, and all community partners to identify, prepare, prevent, and effectively respond to an *active shooter situation* in a coordinated fashion.

Active shooter situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter situation* before law enforcement officers arrive on the scene.

Preparing for an *Active Shooter Situation*

Planning

As with any threat or hazard that is included in a school's EOP, the planning team will establish goals, objectives, and courses of action for an annex. These plans will be impacted by the assessments conducted at the outset of the planning process and updated as ongoing assessments occur. As courses of action are developed, the planning team should consider a number of issues, including, but not limited to

- How to evacuate or lock down students, staff, and visitors, including those who are not with staff or in a classroom (e.g., in the hall, bathroom, break room). Personnel involved in such planning should pay attention to disability-related accessibility concerns when advising on shelter sites and evacuation routes.
- How to evacuate when the primary evacuation route is unusable.
- How to select effective shelter-in-place locations (optimal locations have thick walls, solid doors with locks, minimal interior windows, first-aid emergency kits, communication devices and duress alarms).
- How the school community will be notified that there is an *active shooter* on school grounds. This could be done through the use of familiar terms, sounds, lights, and electronic communications such as text messages. Include in the courses of action how to communicate with those who have language barriers or need other accommodations, such as visual signals or alarms to advise deaf students, staff, and parents about what is occurring. School wide "reverse 911-style" text messages sent to predetermined group distribution lists can be very helpful in this regard. Posting this protocol near locations where an all-school announcement can be broadcast (e.g., by the microphone used for the public announcement system) may save lives by preventing students and staff from stepping into harm's way.
- How students and staff will know when the building is safe.

The planning team may want to include functions in the *Active Shooter* annex that are also addressed in other functional annexes. For example, evacuation will be different during an *active shooter situation* than it would be for a fire.

Additional considerations are included in the "Responding to an *Active Shooter*" and "After an *Active Shooter Incident*" sections below.

- Most attackers engaged in some behavior prior to the incident that caused others concern or indicated a need for help.
- Most attackers had difficulty coping with significant loss or personal failures. Moreover, many had considered or attempted suicide.
- Many attackers felt bullied, persecuted, or injured by others prior to the attack.
- Most attackers had access to and had used weapons prior to the attack.
- In many cases, other students were involved in some capacity.
- Despite prompt law enforcement officer responses, most shooting incidents were stopped by means other than law enforcement intervention. [22]

By highlighting common pre-attack behaviors displayed by past offenders, federal researchers have sought to enhance the detection and prevention of tragic attacks of violence, including active shooting incidents. Several agencies within the federal government continue to explore incidents of targeted violence in the effort to identify these potential "warning signs." In 2002, the FBI published a monograph on workplace violence, including problematic behaviors of concern that may telegraph violent ideations and plans.[23] In 2007, the U.S. Secret Service, U.S. Department of Education, and the FBI collaborated to produce the report *Campus Attacks, Targeted Violence Affecting Institutions of Higher Learning*, which examined lethal or attempted lethal attacks at U.S. universities and colleges from 1900 to 2008. The report was published in 2010, and featured several key observations related to pre-attack behaviors, including the following:

- In only 13 percent of the cases did subjects make verbal and/or written threats to cause harm to the target. These threats were both veiled and direct, and were conveyed to the target or to a third party about the target.
- In 19 percent of the cases, stalking or harassing behavior was reported prior to the attack. These behaviors occurred within the context of a current or former romantic relationship, or in academic and other non-romantic settings. They took on various forms, including written communications (conventional and electronic), telephonic contact, and harassment of the target and/or the target's friends and/or family. Subjects also followed, visited, or damaged property belonging to target(s) or their families prior to the attack.
- In only 10 percent of the cases did the subject engage in physically aggressive acts toward the targets. These behaviors took the form of physical assaults, menacing actions with weapons, or repeated physical violence to intimate partners.

[22] Bryan Vossekuil, Robert Fein, Marisa Reddy, Randy Borum, and William Modzeleski, *The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States*. Washington, DC: U.S. Department of Education and U.S. Secret Service, 2004. Available at http://www2.ed.gov/admins/lead/safety/preventingattacksreport.pdf.

[23] U.S. Department of Justice FBI Academy, *Workplace Violence: Issues in Response*. Quantico, Va.: Author, 2002. Available at http://www.fbi.gov/stats-services/publications/workplace-violence.

- Concerning behaviors were observed by friends, family, associates, professors, or law enforcement officers in 31 percent of the cases. These behaviors included, but were not limited to paranoid ideas, delusional statements, changes in personality or performance, disciplinary problems on campus, depressed mood, suicidal ideation, non-specific threats of violence, increased isolation, "odd" or "bizarre" behavior, and interest in or acquisition of weapons.

Specialized units in the federal government (such as the FBI's Behavioral Analysis Unit) continue to support behaviorally based operational assessments of persons of concern in a variety of settings (e.g., schools, workplaces, places of worship) who appear be on a trajectory toward a violent act. A review of current research, threat assessment literature, and active shooting incidents, combined with the extensive case experience of the Behavioral Analysis Unit, suggest that there are observable pre-attack behaviors which, if recognized, could lead to the disruption of a planned attack.[24] While checklists of various warning signs are often of limited use in isolation, there are some behavioral indicators that should prompt further exploration and attention from law enforcement officers and/or school safety stakeholders. These behaviors often include

- Development of a personal grievance;
- Contextually inappropriate and recent acquisitions of multiple weapons;
- Contextually inappropriate and recent escalation in target practice and weapons training;
- Contextually inappropriate and recent interest in explosives;
- Contextually inappropriate and intense interest or fascination with previous shootings or mass attacks; and
- Experience of a significant real or perceived personal loss in the weeks and/or months leading up to the attack, such as a death, breakup, divorce or loss of a job.
- Few offenders had previous arrests for violent crimes.

[24] See Frederick Calhoun and Stephen Weston, *Contemporary Threat Management: A Practical Guide for Identifying, Assessing, and Managing Individuals of Violent Intent* (San Diego, CA: Specialized Training Services, 2003); Gene Deisinger, Marisa Randazzo, Daniel O'Neill, and Jenna Savage, *The Handbook for Campus Threat Assessment and Management Teams* (Stoneham, MA: Applied Risk Management, 2008); Robert Fein, Bryan Vossekuil, and Gwen Holden, *Threat Assessment: An Approach to Prevent Targeted Violence* (Washington, DC: U.S. Department of Justice, Office of Justice Programs, National Institute of Justice, 1995); John Monahan, Henry Steadman, Eric Silver, Paul Appelbaum, Pamela Robbins, Edward Mulvey, Loren Roth, Thomas Grisso, and Steven Banks, *Rethinking Risk Assessment: The MacArthur Study of Mental Disorder and Violence* (New York, NY: Oxford University Press, 2001); Bryan Vossekuil, Robert Fein, Marisa Reddy, Randy Borum, and William Modzeleski, *The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States*. (Washington D.C.: U.S. Department of Education and U.S. Secret Service, 2004).



Threat Assessment Teams

As described in the previous section, research shows that perpetrators of targeted acts of violence engage in both covert and overt behaviors preceding their attacks. They consider, plan, prepare, share, and, in some cases, move on to action.[25] One of the most useful tools a school can develop to identify, evaluate, and address these troubling signs is of a multidisciplinary school threat assessment team (TAT). A TAT with diverse representation often will operate more efficiently and effectively. TAT members should include school principals, counselors, employees, medical and mental health professionals, law enforcement personnel and school resource officers, where applicable.

The TAT serves as a central convening body, so that warning signs observed by multiple people are not considered isolated incidents that slip through the cracks, when they actually may represent escalating behavior that is a serious concern. School districts should keep in mind, however, the importance of relying on factual information (including observed behavior) and avoid unfair labeling or stereotyping of students, to remain in compliance with civil rights and other applicable federal and state laws.

For the purposes of consistency and efficiency, a school TAT should be developed and implemented in coordination with school district policy and practice. In addition, staff already working to identify student needs can be a critical source of information about troubling student behavior for a TAT.

The TAT reviews troubling or threatening behavior of current or former students, parents, school employees or other persons brought to its attention. The TAT contemplates a holistic assessment and management strategy that considers the many aspects of the person's life—academic, residential, work, and social. More than focusing on warning signs or threats alone, the TAT assessment involves a unique overall analysis of changing and relevant behaviors. The TAT takes into consideration, as appropriate, information about classroom behaviors, various kinds of communications, not-yet substantiated information, any threats made, security concerns, parenting issues, or relationship problems that might involve a troubled individual. The TAT may also identify any potential victims with whom the individual may interact. Once the TAT identifies an individual that may pose a threat, the team will identify a course of action for addressing the situation. The appropriate course of action—whether law enforcement intervention, counseling, or other actions —will depend on the specifics of the situation.

Although not as common as in the K–12 environment, TATs are increasingly common in university settings, pushed to the forefront of concern following the 2007 shooting at Virginia Polytechnic Institute and State University in Blacksburg, Va., where 32 individuals were killed. In some cases, state funding mandates that colleges and universities create threat assessment teams.[26]

[25] See http://www.fbi.gov/stats-services/publications/law-enforcement-bulletin/february-2010/threat-assessment-teams.

[26] See *Recommended Practices for Virginia Colleges Threat Assessments at* http://www.threatassessment.vt.edu/resources/tat_info/VArecommended_practices.pdf.

Even in a K–12 setting, where a designated TAT may not have been established, area law enforcement officials can help assess reported threats or troubling behavior, and reach out to available federal resources. The FBI's behavioral experts in its National Center for the Analysis of Violent Crimes (NCAVC) at Quantico, Va., are available on a 24/7 basis to join in any threat assessment analysis and develop threat mitigation strategies for persons of concern. The law enforcement member of the school TAT should contact the local FBI office for this behavioral analysis assistance.

Each FBI field office has a NCAVC representative available to work with school TATs and coordinate access to the FBI's Behavioral Analysis Unit (BAU), home to the NCAVC. They focus not on how to respond tactically to an *active shooter situation* but rather on how to prevent one. Early intervention can prevent a situation from escalating by identifying, assessing, and managing the threat. The TAT should consult with its district and develop a process to seek these additional resources.

Generally, *active shooter situations* are not motivated by other criminal-related concerns, such as monetary gain or gang affiliation. Often, situations may be prevented by identifying, assessing, and managing potential threats. Recognizing these pre-attack warning signs and indicators might help disrupt a potentially tragic event.

Responding to an *Active Shooter Situation*

School EOPs should include courses of action that will describe how students and staff can most effectively respond to an *active shooter situation* to minimize the loss of life, and teach and train on these practices, as deemed appropriate by the school.

Law enforcement officers may not be present when a shooting begins. The first law enforcement officers on the scene may arrive after the shooting has ended. Making sure staff know how to respond and instruct their students can help prevent and reduce the loss of life.

No single response fits all *active shooter situations*; however, making sure each individual knows his or her options for response and can react decisively will save valuable time. Depicting scenarios and considering response options in advance will assist individuals and groups in quickly selecting their best course of action.

Understandably, this is a sensitive topic. There is no single answer for what to do, but a survival mindset can increase the odds of surviving. As appropriate for your community, it may be valuable to schedule a time for an open conversation regarding this topic. Though some parents or personnel may find the conversation uncomfortable, they may also find it reassuring to know that, as a whole, their school is thinking about how best to deal with this situation.

During an *active shooter situation*, the natural human reaction, even if you are highly trained, is to be startled, feel fear and anxiety, and even experience initial disbelief and denial. You can expect to hear noise from alarms, gunfire and explosions, and people shouting and screaming. Training provides the means to regain your composure, recall at least some of what you have learned, and commit to action. There are three basic options: run, hide, or fight. You can run away from the shooter, seek a secure place where you can hide and/or deny the shooter access, or incapacitate the shooter to survive and protect others from harm.



victims stopped the attacker themselves in 16 instances. In 13 of those cases they physically subdued the attacker.[30]

While talking to staff about confronting a shooter may be daunting and upsetting for some, they should know that they may be able to successfully take action to save lives. To be clear, confronting an *active shooter* should never be a requirement in any school employee's job description; how each staff member chooses to respond if directly confronted by an *active shooter* is up to him or her. Further, the possibility of an *active shooter* situation is not justification for the presence of firearms on campus in the hands of any personnel other than law enforcement officers.

Interacting With First Responders

Staff should be trained to understand and expect that a law enforcement officer's first priority must be to locate and stop the person(s) believed to be the shooter(s); all other actions are secondary. One comprehensive study determined that more than half of mass-shooting incidents—57 percent—still were under way when the first officer arrived; in 75 percent of those instances that solo officer had to confront the perpetrator to end the threat. In those cases, the officer was shot one-third of the time.[31]

Students and staff should be trained to cooperate and not to interfere with first responders. When law enforcement officer(s) arrives, students and staff must display empty hands with open palms. Law enforcement may instruct everyone to place their hands on their heads, or they may search individuals.

After an *Active Shooter* Incident[32]

Once the scene is secured, first responders will work with school officials and victims on a variety of matters. This will include transporting the injured, interviewing witnesses, and initiating the investigation.

The school EOP should identify trained personnel who will provide assistance to victims and their families. This should include establishing an incident response team (including local first responders and other community partners) that is trained to appropriately assess and triage an *active shooter situation* (as well as other emergencies), and provide emergency intervention services and victim assistance beginning immediately after the incident and throughout the recovery efforts. This team will integrate with state and federal resources when an emergency occurs.

Within an ongoing and/or evolving emergency, where the ***immediate reunification*** of loved ones *is not possible*, providing family members with timely, accurate, and relevant information is paramount. Having family members wait for long periods of time for information about their

[30] J. Pete Blair with M. Hunter Martaindale, *United States Active Shooter Events from 2000 to 2010: Training and Equipment Implications*. San Marcos, Texas: Texas State University, 2013. Available at http://policeforum.org/library/critical-issues-in-policing-series/Blair-UnitedStatesActiveShooterEventsfrom2000to2010Report-Final.pdf.
[31] Ibid.
[32] Also see the "Functional Annexes Content" and "Recovery Annex" sections of this guide.

loved ones not only adds to their stress and frustration but can also escalate the emotions of the entire group. When families are reunited, it is critical that there be child release processes in place to ensure that no child is released to an unauthorized person, even if that person is well-meaning.

Essential steps to help establish trust and provide family members with a sense of control are

- Identifying a safe location separate from distractions and/or media and the general public, but close enough to allow family members to feel connected in proximity to their children and their loved ones;
- Scheduling periodic updates even if no additional information is available;
- Being prepared to speak with family members about what to expect when reunified with their child and their loved ones; and
- Ensuring effective communication with those who have language barriers or need other accommodations, such as sign language interpreters for deaf family members.

When reunification is not possible because a child is missing, injured, or killed, how and when this information is provided to families is critical. Before an emergency, the planning team must determine how, when, and by whom loved ones will be informed if their child or loved one is missing or has been injured or killed. Law enforcement typically takes the lead on death notifications, but all parties must understand their roles and responsibilities. This will ensure that parents and loved ones receive accurate and timely information in a compassionate way.

While law enforcement and medical examiner procedures must be followed, families should receive accurate information as soon as possible. Having trained personnel on hand or immediately available to talk to loved ones about death and injury can ensure the notification is provided to family members with clarity and compassion. Counselors should be on hand to immediately assist family members.

The school EOP should include pre-identified points of contact (e.g., counselors, police officers) to work with and support family members. These points of contact should be connected to families as early in the process as possible, including while children are still missing but before any victims have been positively identified. After an incident, it is critical to confirm that each family is getting the support it needs, including over the long-term.

The school EOP should consider printed and age-appropriate resources to help families recognize and seek help with regard to a variety of reactions that they or their loved ones can experience during and after an emergency. Often, a family that has lost a child may have another child or other children in the school. It is critical that these families and loved ones be supported as they both grieve their loss and support their surviving child(ren).

The school EOP also should explicitly address how impacted families and children will be supported if they prefer not to engage with the media. This includes strategies for keeping the media separate from families and students while the emergency is ongoing and support for families that may experience unwanted media attention at their homes.

English Courses grades 9-12

Course Title: English 9
Credit: 1.0
Grade Level: 9-12
This course provides instruction in the all of the Common Core English language arts strands and domains. The course is designed to build on knowledge and skills acquired in earlier grades by completing multi-week, hands-on projects. This course is project-based and will offer instruction in reading and vocabulary strategies necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in timed and untimed assessments (prewriting, drafting, revising, editing, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics. This course satisfies one credit of the English graduation requirement.
PREREQUISITE: None

Course Title: English 10
Credit: 1.0
Grade Level: 9-12
This course provides instruction in all of the Common Core English language arts strands and domains. The Focus is on traditional, technical, and creative methods of composition. The course is designed to build on knowledge and skills acquired in earlier grades by completing multi-week, hands-on projects. This course is project-based. Instruction emphasizes the study of themes found universally in global text, both literary and informational, critical analysis of text, as well as author's historical, philosophical, cultural, and ethical perspectives. Content includes instruction in reading literature and in vocabulary strategies necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and nonliterary subjects; untimed and timed writings, utilizing all elements of the writing process where appropriate (prewriting, drafting, revising, editing and publishing); emphasis of applicable research; analysis of selections found in world literature; study of grammar, mechanics, usage and other conventions of standard written English in conjunction with writing; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations. This course satisfies one credit of the English graduation requirement.
PREREQUISITE: English 9

Course Title: English 11
Credit: 1.0
Grade Level: 9-12
This course provides instruction in all of the Common Core English language arts strands and domains. The course is designed to build on knowledge and skills acquired in earlier grades by completing multi-week, hands-on projects. This course is project-based. This course provides instruction in the English Language Arts strands reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around themes and perspectives found in literary, non-fiction, and expository texts by American authors. Composition instruction includes frequent practice in writing various types of multi-paragraph papers, including documented papers/projects. Referencing and summarizing skills will be stressed as well as all phases of the writing process (prewriting, drafting, revising,

editing, and publishing). This study will include the analysis of representative examples of literary works in various genres, as they illustrate distinctive national qualities and ethnic and cultural diversity. Vocabulary, grammar, and usage are studied in conjunction with literature and writing. This course satisfies one credit of the English graduation requirement.
PREREQUISITE: English 10

Course Title: English 12
Credit: 1.0
Grade Level: 9-12
This course promotes excellence in English language arts through experiences in all of the Common Core English language arts strands and domains. The course is designed to build on knowledge and skills acquired in earlier grades by completing multi-week, hands-on projects. This course is project-based. Instruction will cover the written and oral analysis of major literary works of various genres in relationship to cultural influences and to the development of the literary traditions of the English language. Writing assignments will develop Pupils' abilities to interpret literature and analyze it critically. All phases of the writing process will be utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Pupils will also extend their speaking, researching, viewing, and listening, skills. Language study should include vocabulary and grammar in the context of literature and writing and an overview of the history of the language as reflected in literature. This course satisfies one credit of the English graduation requirement.
PREREQUISITE: English 11

Mathematics Courses grades 9-12

Course Title: Algebra I
Credit: 1.0
Grade Level: 9-12
This course is designed to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. Through this course, pupils will increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.
PREREQUISITE: MS Pre-Algebra

Course Title: Geometry
Credit: 1.0
Grade Level: 9-12
Geometry is a course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. The content will include, but not be limited to, geometric constructions, terminology and fundamental properties of geometry, deductive and inductive reasoning and their application to formal and informal proof, formulas pertaining to the measurement of plane and solid figures, coordinate geometry and transformations on the coordinate plane, exploration of geometric relationships such as parallelism, perpendicularly, congruence, and similarity, properties of circles, and right triangle trigonometry. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course satisfies the Geometry

graduation requirement.
PREREQUISITE: Algebra I

Course Title: Algebra II
Credit: 1.0
Grade Level: 9-12
Algebra II is a course designed to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. Topics shall include, but not be limited to, structure and properties of the complex number system, arithmetic and geometric sequences and series, relations, functions, and graphs extended to polynomial, exponential, and logarithmic functions, varied solution strategies for linear equations, inequalities, and systems of equations and inequalities, varied solution strategies including the quadratic formula for quadratic equations, conic sections and their applications, data analysis including measures of central tendency and dispersion, and probability, permutations, and combinations. This course satisfies one credit of the Mathematics graduation requirement.
PREREQUISITE: Geometry

Course Title: Algebra II/Pre-Calculus
Credit: 1.00
Grade Level: 9-12
The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational, exponential, inverse, logarithmic, and circular functions; sequences; series; theory of limits; vectors; conic sections; polar coordinates; symbolic logic; mathematical induction; and matrix algebra. This rigorous course is designed for pupils with a strong background in Algebra II and will prepare the pupil for Calculus. In addition to reviewing topics from trigonometry, this course includes problem- solving techniques using analytical geometry, vectors, matrices, relations and functions and introductory concepts of calculus. This course satisfies one credit of the Mathematics graduation requirement.
PREREQUISITE: Geometry and teacher recommendation

Course Title: Modeling and Statistical Reasoning
Credit: 1.0
Grade Level: 9-12
This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Statistics Examination. The course provides pupils with college-level curriculum and addresses the major concepts and tools for collecting, analyzing and drawing conclusions from data. Pupils are exposed to four broad conceptual themes: exploring data; sampling and experimentation; anticipating patterns; and statistical inference. This course satisfies one credit of the Mathematics graduation requirement.
PREREQUISITE: Algebra II

Science Courses grades 9-12

Course Title: Biology
Credit: 1.0
Grade Level: 9-12
This course is designed as a survey of the biological sciences. The emphasis is on developing inquiry skills and problem- solving techniques while developing an understanding of major biological concepts. The course also familiarizes pupils with the nature of science and technology. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance.

Course Title: Chemistry in the Earth System
Credit: 1.0
Grade Level: 9-12
Chemistry I will provide opportunities for pupils to study the composition, properties, and changes associated with matter. Topics will include but not be limited to: classification and structure of matter, atomic theory, the periodic table, bonding, chemical formulas, chemical reactions, balanced equations, behavior of gases, physical changes, acids, bases, and salts. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course. This course satisfies one credit of the Science graduation requirement.
PREREQUISITE: Biology I and Algebra I.

Course Title: Physics in the Universe
Credit: 1.0
Grade Level: 9-12
Physics I will provide opportunities to pupil for an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work and power, heat, thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics. This course satisfies one credit of the Science graduation requirement.
PREREQUISITE: Algebra II (can be concurrently enrolled)

Course Title: Environmental Science
Credit: 1.0
Grade Level: 9-12
Physics I will provide opportunities to pupil for an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work and power, heat, thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics. This course satisfies one credit of the Science graduation requirement.
PREREQUISITE: Algebra II (pupil may be concurrently enrolled).

Social Studies grades 9-12

Course Title: World History
Credit: 1.0
Grade Level: 9-12
World History will provide pupils the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity. This course satisfies the World History/Geography or Social Studies graduation requirement.
PREREQUISITE: None.

Course Title: United States History
Credit: 1.0
Grade Level: 9-12
United States History will provide pupils with the opportunity to acquire an understanding of the chronological development of the American people by examining the political economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation. This course satisfies the United States History graduation requirement.
PREREQUISITE: Modern World I and II
.

Course Title: United States Government
Credit: 1.0
Grade Level: 9-12
This course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. Pupils will acquire a comprehensive understanding of American government and political behavior. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes. Economics will provide pupils the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. The pupil will be introduced to the major characteristics of the mixed market economic system in the United States and how the basic economic questions are answered. This course satisfies the United States Government graduation requirement.
PREREQUISITE: Modern World I and II, US History.

Electives

Course: Health
Credit: 0.5
Grade Level: 9-12
In this class students acquire skills, fitness, attitude, and knowledge to lead a healthy life. Health A focuses on the impact of personal decisions and healthy well-being. Topics include: peer pressure, self-esteem, nutrition, drugs, and alcohol.
PREREQUISITES: None

Course Title: Computer Applications I
Credit: 0.5
Grade Level: 9-12
The purpose of Computer Applications I and II is to provide pupils with intensive hands-on experience with some commonly used software packages. Advanced applications of commercially available software will be emphasized.
PREREQUISITE: None

Course: Physical Education I (PE)
Credit: 1.0
Grade Level: 9-12
This Physical Education course is designed to provide students with the essential knowledge and skills needed to participate in physical activities that promote individual well-being. Physical education is necessary for healthy living but this course teaches more than just running and jumping. Many aspects of healthy living are covered. Topics discussed include physical fitness, nutrition, healthy peer relationships, stress management, weight and strength training, and a host of others.
PREREQUISITES: None

Course: Physical Education II (PE)
Credit: 1.0
Grade Level: 9-12
This Physical Education course is designed to provide students with the essential knowledge and skills needed to participate in physical activities that promote individual well-being. Physical education is necessary for healthy living but this course teaches more than just running and jumping. Many aspects of healthy living are covered. Topics discussed include physical fitness, nutrition, healthy peer relationships, stress management, weight and strength training, and a host of others.
PREREQUISITES: PE I

Course: Ramsey Financial Literacy
Credit: 0.5
Grade Level: 9-12
It is never too early to learn about monetary concepts related to financial literacy. This course will help you understand budgeting, work income, money management, and key concepts of banking and credit. Another important component of sound financial planning is to learn the basics of saving and investing. The Financial Literacy and Personal Finance course will educate you on how to spend, save, and invest money in order to achieve your financial goals. This course will count as an elective math credit.
PREREQUISITES: None

Course: Spanish I
Credits: 1.0
Grade Level: 9-12
Spanish is spoken in 21 countries, making it one of the most commonly spoken languages in the world. Knowing Spanish will enable the student to connect with a wider range of people in their daily life, perhaps even leading to a job where speaking another language is an advantage, as in medicine or business. This course teaches the student how to greet others, describe their friends and family, exchange telephone numbers, and talk about their daily life, including school and home.
PREREQUISITES: None

Course: Spanish II
Credits: 1.0
Grade Level: 9-12
Students will continue to explore the Spanish language and the study of its structure to learn to speak at greater length with Spanish-speaking people of other cultures. The primary focus of Spanish II will be the expansion of verb tenses to include the simple past (preterite) and the imperfect, as well as vocabulary useful for all modes of transportation and travel.
PREREQUISITES: Spanish 1

SEL Pathways Electives

Social-Emotional Electives

Course title: Social Emotional Success
Credit: 1.0
Grade level: 9-12
In this course, students will learn the importance of Social Emotional Learning (SEL) in education. Students will examine the five SEL competencies: self-awareness, self-management, growth mindset, and self-efficacy and social awareness. Throughout the course, students will develop their own understanding of each of these competencies, and then apply this knowledge in an educational context by developing lesson and classroom plans that reflect an understanding of these competencies.

Course title: Mental Health and Wellness
Credit: 1.0
Grade level: 9-12
Mental Health & Wellness is a course designed to reinforce and empower a student's overall mental health, especially in times of crisis or trauma. This course is designed to help students cope with difficult situations, self-soothe, and manage conflicting emotions. It seeks to give students the tools they need to keep their mind and well-being safe and sound. By participating in this course, students build a framework for citizenship, embrace the value of diversity, and learn how to appropriately use their voice to fight against injustices. Upon completing this course, students will understand the value of resiliency and how to utilize a framework for working through life challenges, enabling them to lead a meaningful and fulfilling life.

Course title: Social Awareness
Credit: 1.0
Grade level: 9-12

Social Awareness is a key social emotional competency that requires the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, and to recognize family, school, and community resources and supports. Students will initially develop an understanding of empathy and appreciation of diversity within themselves and their peers through a self-reflection process that results in a student's individual presentation of their public and private personas. Students will then transfer this knowledge to the role of a classroom teacher by interviewing teachers regarding their use of the social awareness competency in their classroom, and then designing a classroom management plan that promotes social-awareness for both the teacher and the students.

Course title: Relationship Skills
Credit: 1.0
Grade level: 9-12
In this course, students will investigate their why and identify the person they want to become. Yet, no matter how strong their self-awareness is, events will occur that will challenge them. This course allows students to examine what motivates them to keep pressing on and pushing through the pain of growth that is necessary to leading a fulfilling life. By participating in activities and discussions in this course, students build the interpersonal and intrapersonal skills that lead to a life of purpose. Upon completing this course, students will understand how to balance the principles of happiness and success, the importance of helping others, the connection between internal thoughts and external communication, and how to build and maintain healthy relationships.

Course title: Trauma-Informed Living
Credit: 1.0
Grade level: 9-12
Trauma-Informed Living is designed to address common mental health issues, provide resources and techniques to healthily process, cope, and heal our emotions, and reduce the stigma of mental health issues in society. There are many common, and normal, mental experiences that individuals face that are misunderstood, undiscussed, and/or untreated, which may lead to long-term and development problems or suicidal thoughts and behaviors. By participating in this course, students learn how to prevent, recognize, and identify different mental health issues, how to navigate the emotions involved, how to seek resources for help with mental health, and how to help others in need do the same. The topics discussed in this course include: personal safety and wellness, self-esteem, potential mental barriers, social-emotional trauma, childhood trauma, mental health disorders, and suicide prevention and awareness.

Course title: Self-Awareness, Self-Management
Credit: 1.0
Grade level: 9-12
Self-Awareness is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. It is the ability to accurately assess one's strengths and limitations. To begin this unit, students will complete a personality test to discover more about themselves in terms of how they view themselves as well as how others view them. Students will explore articles and videos that pertain to self-awareness and apply that learning by creating a two-perspective poem. Students then explore the developmental stages of self-awareness and use that knowledge to examine and teach a lesson to their peers. Self-management is the ability to manage one's emotions, thoughts and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself and setting and working toward personal and academic goals. All these skills are crucial for longevity in the teaching profession and overall wellness. In this unit, students will create a plan to reflect on their own self-management, as well as create infographics

and design schematics and self-management plans that demonstrate their understanding of this competency as it relates to the various stages of development and its impact on learning.

Course title: Character and Leadership Development
Credit: 1.0
Grade level: 9-12
In this course, students will learn what leadership looks like in a 21st-century world, how new generations are adapting to lasting principles and how to influence others and take on a leadership role in their own community. The course begins with providing students the opportunity to identify and write out their life vision, mission, and purpose and begin to understand the value of making memories, having adventures, and creating meaningful experiences. Upon completion of this course, students will have a clear understanding of what it takes to have an impact on their family, friends, and peers, as well as a personal action plan of practical steps they can take to reach their goals.

Course title: Growth Mindset
Credit: 1.0
Grade level: 9-12
This unit is designed to increase students' Growth Mindset, a competency required for personal and professional success in the field of education. Growth Mindset is the belief that individuals can grow their talents with effort, learn from criticism, and persist in the face of setbacks. Students will analyze a fiction or nonfiction narrative, cite evidence of a character's Growth Mindset, and record their observations within their Interactive Notebook. In addition, pairs of students will create a presentation in which they link Growth Mindset elements to a non-chapter children's book of their choice.

Course title: Peer Mediation, Peer Counseling
Credit: 1.0
Grade level: 12
Development and application of beginning skills and knowledge required to establish and maintain effective peer helping relationships in a high school setting. Focus on the role, function, and responsibilities of the peer mentor; verbal and nonverbal communication skills; problem solving; and strategies and resources for first-year student success. Includes on-campus service-learning component. A Peer Mentor is a trained peer leader who provides guidance, support, and role modeling to first-year high school students in a structured setting. Peer Mentors work with students within the classroom of an assigned first-year high school class. Peer Mentors also provide out-of-class peer guidance and referral to appropriate campus resources. In addition, they facilitate student engagement in classroom activities under the guidance of the instructor.

NWEA RESEARCH 2020 COMPARATIVE DATA

Comparative data to inform instructional decisions

To help provide context to MAP® Growth™ normative percentiles, this document includes multiple **College and Career Readiness (CCR)** benchmarks, including those from **ACT®**, **SAT®**, and **Smarter Balanced Assessment Consortium (Smarter Balanced)**.

When you're armed with MAP Growth interim assessment data, you're better prepared to meet your students when and where they need you most.

Use the comparative data in the tables below as one of your data points for instructional decision-making. While not intended for use as a single placement guide, these data can help inform a variety of programmatic and instructional decisions, including:

- identifying and qualifying students for various instructional strategies
- guiding teachers who do not regularly make decisions on instructional program choices for students
- scheduling and grouping to meet students' learning needs
- screening for special or alternative instruction
- staffing and resourcing

About each chart†

- The grade designations represent beginning-of-year grade levels
- The RIT scores defining each level are separated by ½ standard deviation, except for the lowest and highest levels, which are set at the 5th and 95th percentiles respectively
- At all levels, consider differentiated instruction, flexible grouping, or tiered instruction
- As scores ascend, give more consideration to curriculum compacting, accelerated instructional pacing, and special programs
- As scores descend, give more consideration to additional instructional time, one-on-one tutoring, use of short-cycle assessments, and special programs

The instructional suggestions in this document are intended to provide initial ideas, not to be an exhaustive list of options.

READING															
		K	1	2	3	4	5	6	7	8	9	10	11	12	2020 Norms percentile
CCR (Smarter Balanced Level 3)	Spring				202	209	214	218	222	225					56-61
CCR (ACT >= 22)	Spring						215	220	224	227	230	232*			60-67
CCR (ACT >= 24)	Spring						218	223	227	230	233	234*			68-73
CCR (SAT >= 480)	Spring						209	214	218	220	222	225*			45-53
NWEA	Fall	157	177	197	214	224	231	237	241	246	250	251	253	256	95
NWEA	Fall	149	169	187	203	213	221	227	231	235	238	239	241	243	84
NWEA	Fall	143	162	180	195	205	213	218	222	226	228	230	232	233	69
NWEA median	**Fall**	**137**	**156**	**172**	**187**	**197**	**204**	**210**	**214**	**218**	**219**	**221**	**224**	**224**	**50**
NWEA	Fall	131	150	165	178	188	196	202	206	210	209	213	215	214	31
NWEA	Fall	124	143	157	170	180	188	194	198	201	200	204	206	205	16
NWEA	Fall	117	135	147	159	169	178	183	187	190	188	192	194	191	5

Higher ↕ Lower

*CCR benchmarks are projections in growth from grade 9.

Continued on next page

MATHEMATICS															
		K	1	2	3	4	5	6	7	8	9	10	11	12	2020 Norms percentile
CCR (Smarter Balanced Level 3)	Spring				204	217	229	230	235	242					58-73
CCR (ACT >= 22)	Spring						226	232	238	243	246	248*			66-78
CCR (ACT >= 24)	Spring						230	237	243	248	252	254*			75-86
CCR (SAT >= 530)	Spring						225	232	237	241	243	245*			64-73
NWEA	Fall	160	181	196	211	223	234	241	249	256	259	262	266	269	95
NWEA	Fall	152	172	188	202	214	224	231	238	244	246	249	252	254	84
NWEA	Fall	146	166	181	195	207	217	223	229	234	236	239	242	244	69
NWEA median	**Fall**	**140**	**160**	**175**	**188**	**200**	**209**	**215**	**220**	**225**	**226**	**229**	**232**	**233**	**50**
NWEA	Fall	133	154	169	182	192	202	207	212	216	217	219	222	222	31
NWEA	Fall	127	148	162	175	185	194	199	203	206	207	209	211	212	16
NWEA	Fall	119	140	154	166	176	184	188	192	194	194	196	198	197	5

Higher achievement ↕ Lower achievement

*CCR benchmarks are projections in growth from grade 9.

LANGUAGE USAGE												
		2	3	4	5	6	7	8	9	10	11	2020 Norms percentile
NWEA	Fall	200	213	222	228	233	237	240	242	244	245	95
NWEA	Fall	190	203	212	219	224	227	230	232	234	236	84
NWEA	Fall	182	195	205	211	217	220	223	224	226	228	69
NWEA median	**Fall**	**174**	**188**	**197**	**204**	**209**	**213**	**216**	**217**	**219**	**221**	**50**
NWEA	Fall	166	180	190	197	202	205	208	209	211	213	31
NWEA	Fall	158	172	182	190	195	198	201	201	204	206	16
NWEA	Fall	148	163	172	180	186	188	191	191	194	196	5

Higher achievement ↕ Lower achievement

SCIENCE											
		2	3	4	5	6	7	8	9*	10*	2020 Norms percentile
NWEA	Fall	200	208	214	220	224	227	231	235	237	95
NWEA	Fall	191	200	206	212	216	219	223	225	227	84
NWEA	Fall	184	194	200	206	210	213	216	218	220	69
NWEA median	**Fall**	**178**	**188**	**195**	**200**	**204**	**207**	**210**	**211**	**213**	**50**
NWEA	Fall	171	182	189	194	198	200	203	204	206	31
NWEA	Fall	164	176	183	189	192	194	196	197	199	16
NWEA	Fall	156	168	175	181	184	186	188	188	190	5

Higher achievement ↕ Lower achievement

*General science status norms for grades 9 and 10 should not be used to evaluate performance in topically differentiated high school science courses where science content is more specialized.

The comparative data included in the tables provides information from both the fall and spring. Norming data is provided for the fall term to aid in placement, screening, and scheduling/grouping decisions at the beginning of the year. Conversely, college readiness information (Smarter Balanced, ACT, SAT) is displayed for the spring term. This provides educators with end-of-year scores, for the purposes of student goal setting, to help get students to the point where they are on track to being college ready.

†The 2020 norms data represented in this document is based on norms updates as of July 2020.

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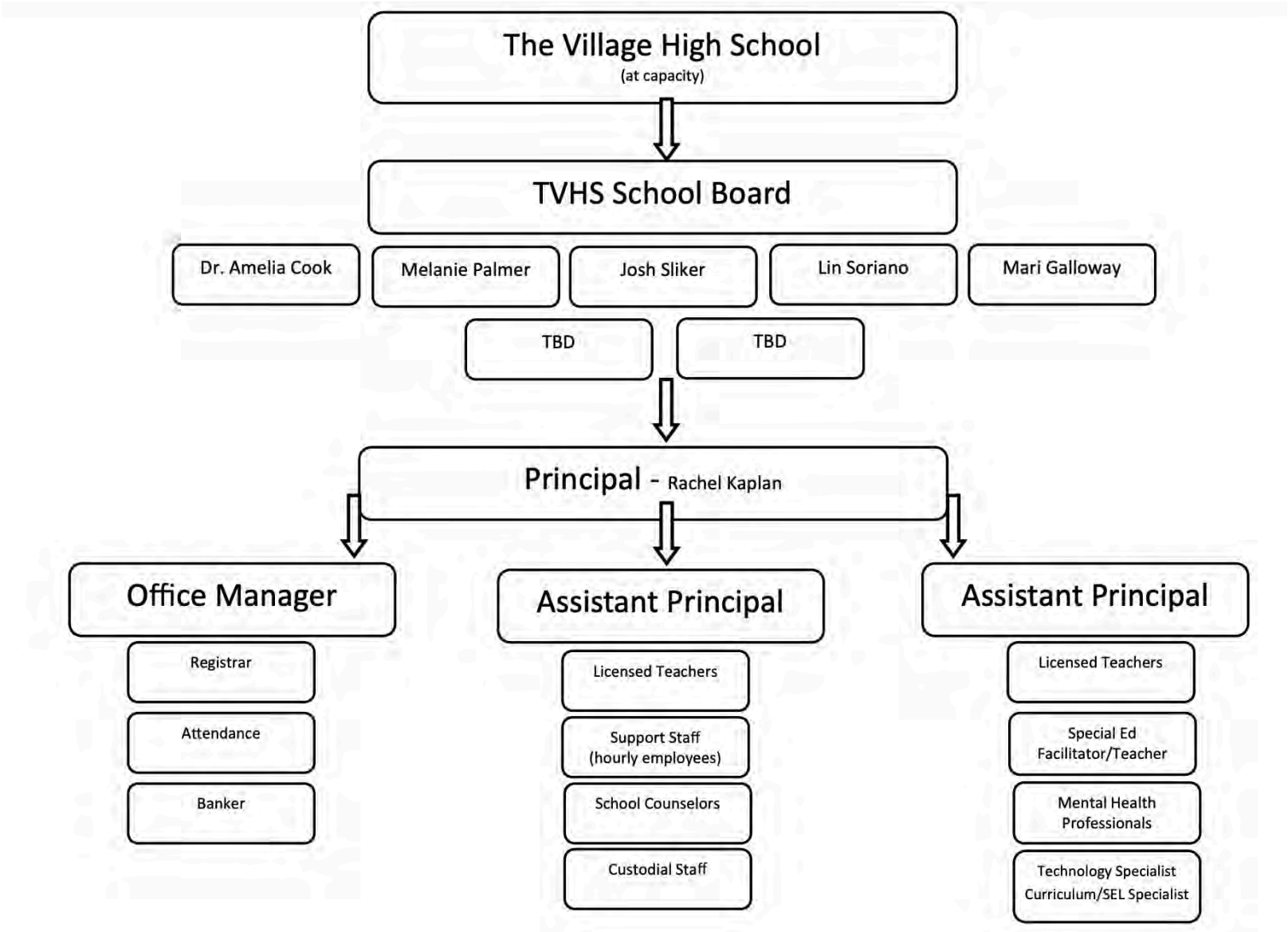
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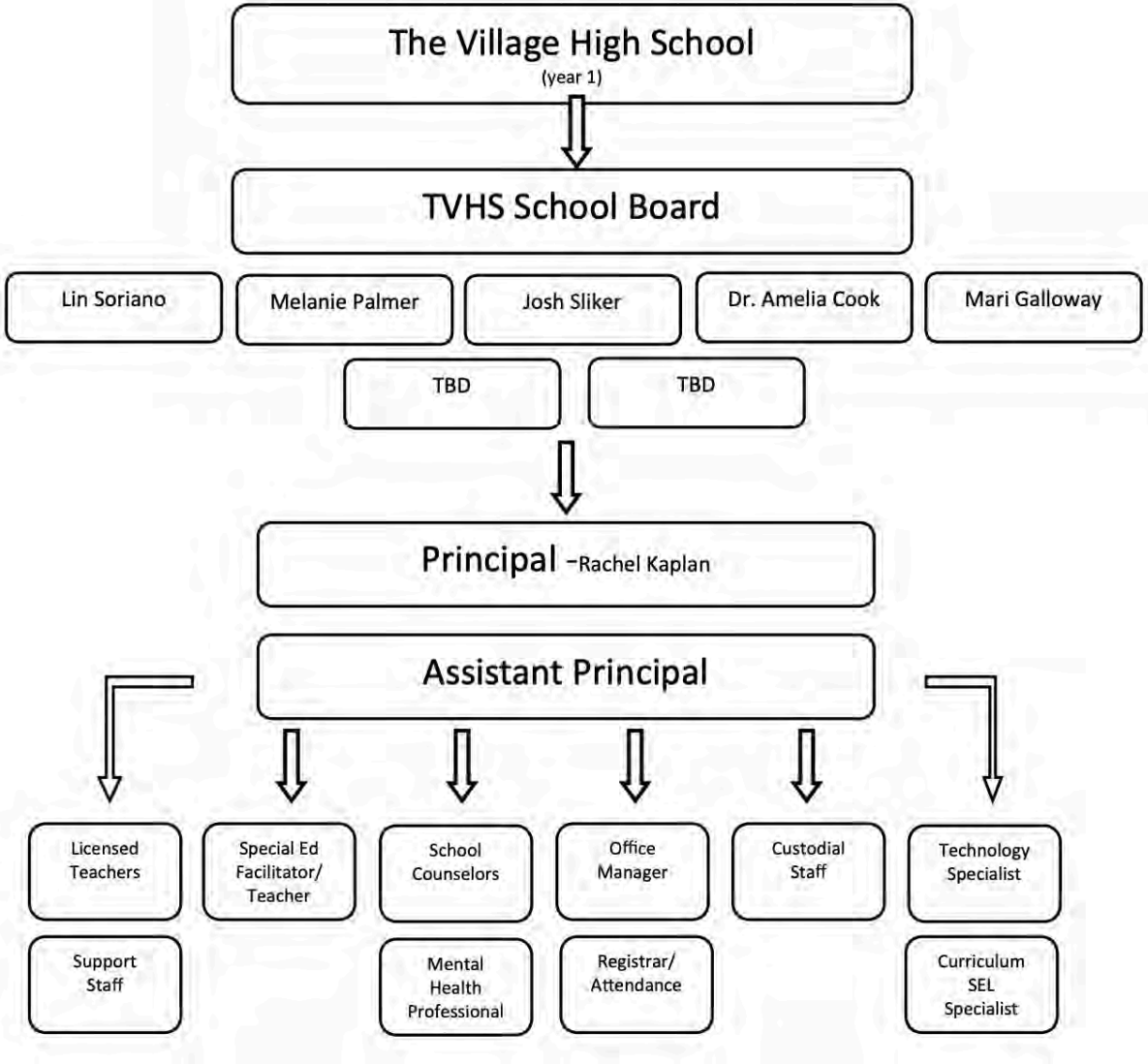
Core Class Requirements 0-6 credits (9th grade)	**Social-Emotional Learning Pathway**
ELA- English 9	Core (4)
Math- Algebra I or Geometry	Health/Computer
SS- World History	Physical Education
SCI- Biology	Social Emotional Success
	Spanish I

Core Class Requirements 7-12 credits (10th grade)	**Social-emotional Learning Pathway**
ELA- English 10	Core (4)
Math- Geometry or Alg II	Physical Education
SS- US History	Spanish II
SCI- Chemistry	Mental Health and Wellness

Core Class Requirements 13-18 credits (11th grade)	**Social-emotional Learning Pathway**
ELA- English 11	Core (4)
Math- Algebra II,	Peer Counseling
SS- US History	Social Awareness
SCI- Physics	Relationship Skills
	Character and Leadership Development

Core Class Requirements 19-24 credits (12th grade)	**Social-emotional Learning Pathway**
ELA- AP English Literature	Core (4)
Math- Ramsey Financial Literacy Course	Self-Awareness, Self-Management
SS- Government or Civics/Economics	Responsible Decision Making
SCI- Environmental Science	


The Village High School
(at capacity)
TVHS School Board
Dr. Amelia Cook
Melanie Palmer
Josh Sliker
Lin Soriano
Mari Galloway
TBD
TBD
Principal - Rachel Kaplan
Office Manager
Registrar
Attendance
Banker
Assistant Principal
Licensed Teachers
Support Staff
(hourly employees)
School Counselors
Custodial Staff
Assistant Principal
Licensed Teachers
Special Ed
Facilitator/Teacher
Mental Health
Professionals
Technology Specialist
Curriculum/SEL Specialist


The Village High School
(year 1)
TVHS School Board
Lin Soriano
Melanie Palmer
Josh Sliker
Dr. Amelia Cook
Mari Galloway
TBD
TBD
Principal –Rachel Kaplan
Assistant Principal
Licensed Teachers
Special Ed Facilitator/ Teacher
School Counselors
Office Manager
Custodial Staff
Technology Specialist
Support Staff
Mental Health Professional
Registrar/ Attendance
Curriculum SEL Specialist



Parent / Student Handbook 2023 - 2024

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2023-2024 STUDENT CALENDAR

July 2023
Tuesday, July 4- Independence Day

JULY 2023

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023
Monday, August 7- Classes begin

AUGUST 2023

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023
Monday, September 4- Labor Day (no school)
Monday, September 11- Training and Professional Development (no students)

SEPTEMBER 2023

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023
Monday, October 9-Training and Professional Development (no students)
Friday, October 13- End of Quarter 1 (47 days)
Friday, October 27- Nevada Day (no school)

OCTOBER 2023

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023
Friday, November 10- Veterans Day (no school)
Wed-Fri, November 22-24- Thanksgiving Holiday (no school)

NOVEMBER 2023

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023
Friday, December 15- End of Quarter 2 (43 days), and First Semester (90 days)
Thursday December 21- Thursday January 2, 2024- Winter Break

DECEMBER 2023

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2024
Wednesday, January 3- Classes resume
Monday, January 15- Martin Luther King Day (no school)
Monday, January 29- Training and Professional Development (no students)

FEBRUARY 2024

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

February 2024
Monday, February 19- President's Day (no school)

MARCH 2024

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

March 2024
Friday, March 8- End of Quarter 3 (45 days)
Monday, March 11 - Friday, March 15- Spring Break
Friday, March 15- Administration Spring Break
Monday, March 18- Classes Resume
Friday, March 29- No School

APRIL 2024

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April 2024
Monday, April 1- Training and Professional Development (no students)
Monday, April 29- Training and Professional Development (no students)

MAY 2024

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May 2024
Monday, May 20- End of Quarter 4 (45 days), End of Semester (90 days), End of School Year (180 days)

JUNE 2024

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June 2024
Wednesday, June 19- Juneteenth Holiday

The Village High School Philosophy

The key components for The Village High School secondary program model are to provide a rigorous, innovative, and hands-on core curriculum. In addition, a social-emotional learning program, and high-level technology certification programs in piloting drones and cybersecurity.

Our mission and vision consist of 5 core beliefs:

1 – Students cannot learn if they do not feel safe.

2 – Several students are in desperate need of counseling and mental health services at school.

3 – Data-driven instruction.

4 – High-quality teachers, curriculum, and materials increase student growth.

5 – High quality professional development is vital to the success of the school.

The Village High School proposes to give families the ability to attend a quality high school in which students feel in charge of their learning, safe, and mentally healthy.

We believe that our unique model will transform education, especially for the diverse and traditionally underserved student populations.

Academic Pathways

The Village High School will incorporate the Savvas Learning Curriculum for core curriculum classes. These classes include English, Math, Science, Social Studies. Savvas Learning is a research-based approach to education designed to drive student engagement, meaningful learning, and strong student-teacher relationships that prepare students for life beyond the classroom. The Savvas Learning program offers schools customizable curriculum, a range of educational resources and technology tools, professional development for educators, ongoing coaching, and support for schools. Students learn from teachers through whole group, small group, and one-on-one time. Project-based and group learning allow teachers the opportunity to demonstrate for students the application of life-long learning skills via team collaboration, data interpretation, and persuasive arguments. The curriculum largely centers on real world related projects. Students connect what they are learning to life beyond the classroom.

Classroom teachers will also mentor students weekly during dedicated one-on-one sessions. During these mentoring sessions students will set long and short-term goals with their mentor. These sessions will foster strong relationships between students and mentors as they celebrate successes and discuss learning opportunities from roadblocks they need to overcome. Paired with the Summit Learning, TVHS will also be utilizing, during Wellness Wednesdays, the Ramsey financial curriculum, Foundations in

Personal Finance. This course starts out with fundamentals of financial literacy, allowing high school students to learn about money, budgeting, and their future finances.

The TVHS elective choice for our secondary programming is Goodlife social-emotional curriculum paired with the SEED Impact SEL Growth Assessment. Students are highly educated academically in the classroom but are often not prepared for the other challenges of life outside the classroom. Teachers are expected to fulfill the impossible role of preparing students not only academically, but also for life. We believe teachers shouldn't have to do this alone. Goodlife Curriculum delivers the mindsets and skills students need to navigate their emotions and manage stress, connect, empathize, and handle conflict with others, make constructive decisions, to set and achieve goals that impact the world in a meaningful way.

SEED is a program that focuses on assessing internal growth utilizing Social Emotional Learning (SEL). SEL intentionally develops attitudes, behaviors, and skills that are fundamental for academic and life success. SEL programming incorporates two essential benefits:

1 – Encouragement of positive, strength-based behaviors, integrated as norms for lifetime practice.
2 – Discourages behaviors associated with negative school and life outcomes.

Educators, policymakers, and employers, alike, believe that SEL is key to optimizing education and training. Working in partnership with the stage-model framework, SEED Impact, will be customized and integrated with our programming to measure, credibly report, and accelerate the learning experience of program participants. With a focus on life-transformations, SEED Impact's approach tracks major shifts in competency measured across three domains of growth:

- Being (comfort with self)
- Doing (aptitude with new skills)
- Relating (interpersonal relationships)

Core Class Requirements 7-12 credits (10th grade)	**Social-emotional Learning Pathway**
ELA- English 10	Core (4)
Math- Geometry or Alg II	Physical Education
SS- US History	Art
SCI- Chemistry	Mental Health and Wellness
	Spanish II
Core Class Requirements	**Social-Emotional Learning Pathway**

0-6 credits (9th grade)	
ELA- English 9	Core (4)
Math- Algebra I or Geometry	Health/Computer
SS- World History	Physical Education
SCI- Biology	Social Emotional Success
	Spanish I

Core Class Requirements 13-18 credits (11th grade)	**Social-emotional Learning Pathway**
ELA- English 11	Core (4)
Math- Algebra II,	Peer Counseling
SS- US History	Social Awareness
SCI- Physics	Relationship Skills
	Character and Leadership Development

Core Class Requirements 19-24 credits (12th grade)	**Social-emotional Learning Pathway**
ELA- AP English Literature	Core (4)
Math- Ramsey Financial Literacy Course	Self-Awareness, Self-Management
SS- Government or Civics/Economics	Responsible Decision Making
SCI- Environmental Science	

Grading Scale

Grade	Numerical Value (%)	Grade Point Value
A	90-100	4
B	80-89	3
C	70-79	2
D	60-69	1
F	0-59	0
I (incomplete)	0	0

Late work policy

If an assignment is late, past the due date, the student must complete a written explanation of why the assignment was not completed on time, and a parent or guardian must sign the form. Teachers may require the student to serve a detention for not completing an assignment, the student will complete the assignment during detention. Late work will not be accepted after a grading period has closed and within one week of the end of that grading period.

Make-Up Work

Immediately following any absence, students are required to initiate contact and follow up with their teachers. Once contact has been made with the teacher, specific make up work must be completed and returned to the teacher within a reasonable length of time, to be determined by the teacher. The teacher must communicate the deadline to the student and the parent/guardian. The make-up work must be completed correctly and returned to the teacher by the specified due date. If an assignment was due on the date of the student's absence, that assignment will be due on the students return to school.

Homework Requests

Homework may be requested for extended absences (3 or more days) and for prearranged absences. Ultimately, it is the student's responsibility to obtain their missing assignments and homework.

Student Schedule / Bell Schedule

the Village High School	**Weekly Schedule for Monday, Tuesday, and Thursday, Friday**	**200 minutes per class weekly**
Period #	Time	Minutes
Morning Huddle	8:00am - 8:30am	30
1	8:35am - 9:25am	50

2	9:30am - 10:20am	50
3	10:25am - 11:15am	50
LUNCH	11:20am - 12:05pm	45
4	12:10pm - 1:00pm	50
5	1:05pm - 1:55pm	50
6	2:00pm - 2:50pm	50
Extra-Curricular	3:00pm - 4:00pm	
		375
		Total daily minutes with passing periods (35 minutes) = 410 minutes

the Village High School	**Wellness Wednesday Weekly Schedule**	**Activities**
8:30am - 9:00am	Morning Huddle	Check schedule for the day and be present
9:05am - 10:15am	Meeting with your mentor and mentoring group	Team building, Self-Care, Mentoring, Counseling, Peer Mediation
10:20am - 11:30am	Wellness Wednesday Activity (Teachers will be encourage to participate in the WW activity, have Parent/Teacher Conference(s) , establish Professional Learning Community(s), and/or set mentoring appointments during this time)	*Special Guests (NAMI, Behavioral Health, Social Emotional Learning, Dealing and living with Trauma, Local Businesses, Community Members, Celebrities, Local Non-Profits), Goodlife SEL curriculum, SEED Impact SEL growth assessment, Ramsey Financial Program
11:30am - 12:15am	Lunch	
12:20pm - 1:30pm	Wellness Wednesday Activity (Teachers will be encouraged to participate in the WW activity, have Parent/Teacher Conference(s) and/or establish Professional Learning Community(s) during this time)	*Special Guests (NAMI, Behavioral Health, Social Emotional Learning, Dealing and living with Trauma, Local Businesses, Community Members, Celebrities, Local Non-Profits), Goodlife SEL curriculum, SEED Impact SEL growth assessment, Ramsey Financial Program,
1:35pm - 2:45pm	Meeting with your mentor and mentoring group	Team building, Self-Care, Mentoring, Counseling, Peer Mediation
3:00pm - 4:00pm	Teacher training, Planning, and scheduling upcoming events	Teachers will also use this time to analyze their testing data, including MAP, SEED, and classroom common assessments.

Attendance Policies

ATTENDANCE ENFORCEMENT FOR SECONDARY SCHOOL STUDENTS' GRADES 9-12 (REGULATION 5113.2)

a. All students and their parents/guardians will be required to sign an attendance notification.
b. CCSD regulation R-5113 requires students under 18 to show proof of school attendance per NRS 483.2521. Students will be required to submit a DMV-301 to the DMV office for either an instruction permit or driver's license.
c. Students who exceed 6 unverified absences in any class, per semester, will not earn credit and may be referred to an alternative placement. Students referred to an alternative educational program will not gain credit from The Village High School.
d. If a student is absent due to physical or mental reasons, the parent/guardian must provide written notification to the school attendance office within three days of the absence. Failure to do this will result in an unexcused absence.
e. A student who is determined to be habitually truant will be referred to the appropriate law enforcement officials and truancy court.
f. Students more than 30 minutes late to class will be marked absent.
g. Notices will be sent to the student's recorded residence after the third, fifth, and eighth absences. School attendance letters are mailed after four absences.
h. Absences for the following reasons will not be included in the absence total: a. while participating in a school-sanctioned activity, b. while on suspension or required parent conference, or c. while assigned in-house suspension.
i. If the parent/legal guardian has reason to believe that there is an error in the attendance record, or if extenuating circumstances exist, an appeal hearing may be requested with the assistant principal.
j. After any absence, a student shall be required to initiate contact with their teachers to obtain make-up work within three school days. Once contact has been made with teachers, the teachers will determine special make-up work and the time interval allowed for completion (3-day minimum).

TRUANCY LAW

School attendance is vital to academic success in school. Laws regarding school truancy include:
a. The principal of the school is required to report the pupils who are habitually truant to law enforcement.
b. A habitual truant is defined as "a student who has three unapproved or unexcused absences within one year, for any class."
c. A truant is a pupil who is absent from school without the written approval from a parent or guardian.
d. The court the parent to pay a fine of $100 or more for habitual truancy.
e. The court can order the suspension of existing driver's license privileges for students 16 years of age or older if they are habitual truants.

Guidance Services

The Guidance Office is for the benefit of every student in the school. Each school counselor will assist students with educational planning, interpretation of test scores, career information, dual credit

options, home/school/social concerns, or any other concerns or questions that the student would like to discuss. Students will also have accessibility to mental health counselors for their personal self-care. The mental health counselors will also assist families in need of external resources within the community.

To make an appointment with a School Guidance Counselor to see any member of the Guidance Department, you must request an appointment using the online scheduler. A confirmation of your appointment will be sent to you. Show your appointment slip to your teacher and have it signed before coming to the scheduled appointment. If you need to see a guidance counselor but have not made an appointment, go to the Guidance Area and ask the attendance secretary for assistance.

Make an appointment with your school guidance counselor throughout any school day.

Make an appointment with a mental health professional or self-care counselor

Project 150 Community Room -

Student Code of Conduct

The Code of Conduct has been prepared in conjunction with members of the community, students, teachers, and administrators to gather input and assure representation of diverse views. School rules will continue to be developed in a manner that involves all stakeholders in the development and implementation of fair school rules. The Code of Conduct reflects the ethics and values of The Village High School community. To address and respond to the ongoing collection of data on school violence, vandalism, harassment, intimidation, and bullying, and attendance, the code will be reviewed annually by the educational community through a meeting of students, parents, teachers, and administrators and will be disseminated annually to students, parents, and staff via electronic and other media. The Principal and school Board will provide information to the Nevada Charter Authority, the community, and the New Nevada Department of Education through annual reports on student conduct. Beliefs This Code of Conduct is designed to promote a healthy and safe school environment that encourages the academic, social, and emotional development of all students. A disciplined environment is essential to achieving these ends. This Code of Conduct is intended to enable the development of self-discipline in all students. Both positive and negative consequences of behavior are recognized as necessary to encourage appropriate behavior and discourage inappropriate behaviors that would interfere with the goals and missions of the schools. Students are entitled to work in a school setting free of harassment, intimidation, bullying, and violence. As such, TVHS will maintain a safe environment free of harassment, intimidation, bullying, and violence, in accordance with district policies. Additionally, The Village High School will not tolerate the illegal possession of weapons, alcohol, tobacco, e-cigarettes, vaping devices and/or other related paraphernalia, or other controlled dangerous substance on any school property or at any school function on or off school property. Any violation involving these items will bring severe sanctions, and involvement of law enforcement officials should be expected. Also be advised that carrying or using a firearm will carry with it the most swift and severe of sanctions available to the Board.

Student Rights

1. Students shall have the right to participate in a school that is physically safe from internal and external threats.

2. Students shall have the right to learn in an environment free of harassment, intimidation, and bullying from peers or adults.
3. Students shall have the right to be respected by their teachers and their peers.
4. Students shall have the right to expand their experiences and opportunities through a challenging program of academic and extracurricular activities.
5. Students shall have the right to be educated in an environment that recognizes and supports their cognitive learning styles.
6. Students shall have the right to express their opinions in a responsible manner and to take part in their education as appropriate for their age and maturity.
7. Students shall have the right to know the rules and expectations for their behavior.

Student Responsibilities

1. Students shall be responsible for respecting school property, ensuring that safe conditions continue in the schools.
2. Students shall be responsible for their behavior and shall refrain from harassing, intimidating, or bullying others.
3. Students shall be responsible for demonstrating respect for themselves through their personal hygiene, dress, and behavior.
4. Students shall be responsible for demonstrating respect for others through their use of appropriate language, avoiding profanity; racial and ethnic slurs; or any otherwise denigration of others through other verbal and nonverbal language or communication.
5. Students shall be responsible for working to their potential in and outside of the classroom.
6. Students shall be responsible to accept the challenges of their classroom work and give their best efforts to complete assignments in a timely and meaningful manner.
7. Students shall have the responsibility to speak up for themselves and be their own advocate in the classroom.
8. Students shall have the responsibility to offer their opinions and participate in their education.

Technology Acceptable Use Policy

Dress Code Policies

Student dress, personal appearance, and conduct are required to be of such character as not to disrupt or detract from the educational environment of the school. Any style that tends to diminish instructional effectiveness or discipline control by a teacher is not acceptable. The TVHS dress code is in accordance with Clark County School District Regulation 5131. The school administration shall have the right to designate which types of dress, fashion, fads, or appearance disrupt or detract from the educational program and may be a potential safety hazard. The specific requirements and prohibitions are:

- Students must wear shoes with soles. Slippers and sandals are not permitted.
- Shirts and blouses must be appropriately buttoned in accordance with the design of the shirt or blouse. Length must extend beyond the belt level with no skin showing between bottom of shirt/blouse and top of pants or skirts.
- Crop tops, and clothing that is strapless, low-cut or has slits, or tops and outfits that provide minimum coverage or that are transparent, are not permitted.
- All attire may be no more than two inches above the knee. If shorts are worn, they must be hemmed and without fraying. Cutoffs are not permitted. Skin should not be visible more than two inches above the knee.
- No spaghetti straps are permitted. All sleeveless shirts must have straps must cover the shoulder.
- Prohibit slogans or advertising on clothing, which by their controversial (e.g. Iron Cross) or obscene nature disrupt the educational setting. This includes any clothing that advertises racial bigotry and sexual activities, tobacco products, alcoholic beverages, or drugs; jewelry; wallet chains; or any gang-related clothing.
- Coats, mittens, and scarves must be removed upon entering the building.
- Pants may not be worn in a sagging fashion that displays private undergarments, or any attire that is not conducive to the educational setting of The Delta Academy. No undergarments may be displayed. If a student's pants do not fit at the waist, the student will need to wear a belt.
- Sunglasses may not be worn inside the building.

Any student violating the dress code will not be allowed to attend class. The principal may make an exception to this aspect of the policy if the offending shirt or blouse can be worn inside out or covered up by another article of clothing. The goal is to find solutions before immediately interrupting the student's classroom instruction. Continuous violations will result in Required Parent Conferences and/ or suspensions. The principal shall retain the authority to grant exceptions for special occasions and/or conditions.

Testing

State Testing It is expected that students participate in all State-mandated testing, as they are required for graduation in the State of Nevada. The result of students not participating in state testing will include but is not limited to; a letter grade reduced in the tested course by one (1) letter grade. During the actual administration of testing, parent/guardians cannot be in the testing room. At the conclusion of the testing period, parent/guardians will need pick-up students at the scheduled time. Teachers cannot stay with students after the testing is concluded. If parent/guardians are not accompanying their child to the testing location, parent/guardians must send a signed note giving permission for the test coordinator to release the student from testing location upon completion of the test (unless the student is 18 years of age). The appropriate Legal Authorities must be called to pick up any child who is left unattended for more than 30 minutes after the testing period is concluded. The Village High School will follow the 2022-2023 Nevada Testing Calendar of the Nevada Department of Education. All assessments for TVHS students will take place on campus in proctored settings.

Assessment
Measures of Academic Growth and Performance (MAP Test) 9-12 grade Growth Test for Reading and Math Taken Fall Winter and Spring
Nevada Science Criterion Reference Test (CRT) 10th grade
PSAT
ACT
End of Course Assessments (EOC's) 9-12 grade
SEED Impact Assessment 9-12 grade Social-Emotional Growth Monitoring Taken Fall, Winter, and Spring

General Information

Acknowledgement and Signature Page

Our family has read and discussed the school Code of Conduct, Technology Acceptable Use Policy, Parent / Student Handbook and understand the consequences provided. We understand their purpose is to maintain a safe, respectful, and accepting learning environment for our students and the school. By signing below, we agree to abide by these policies and accept the consequences should a rule be broken.

Parent/Guardian Signature:

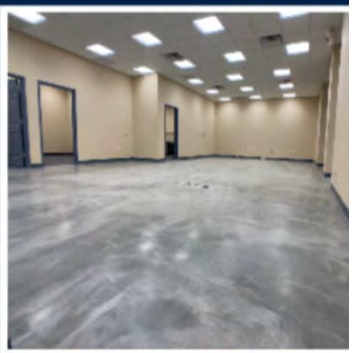
Parent/Guardian Signature:

Child Signature:

Child Signature:

4935 Geist Ave





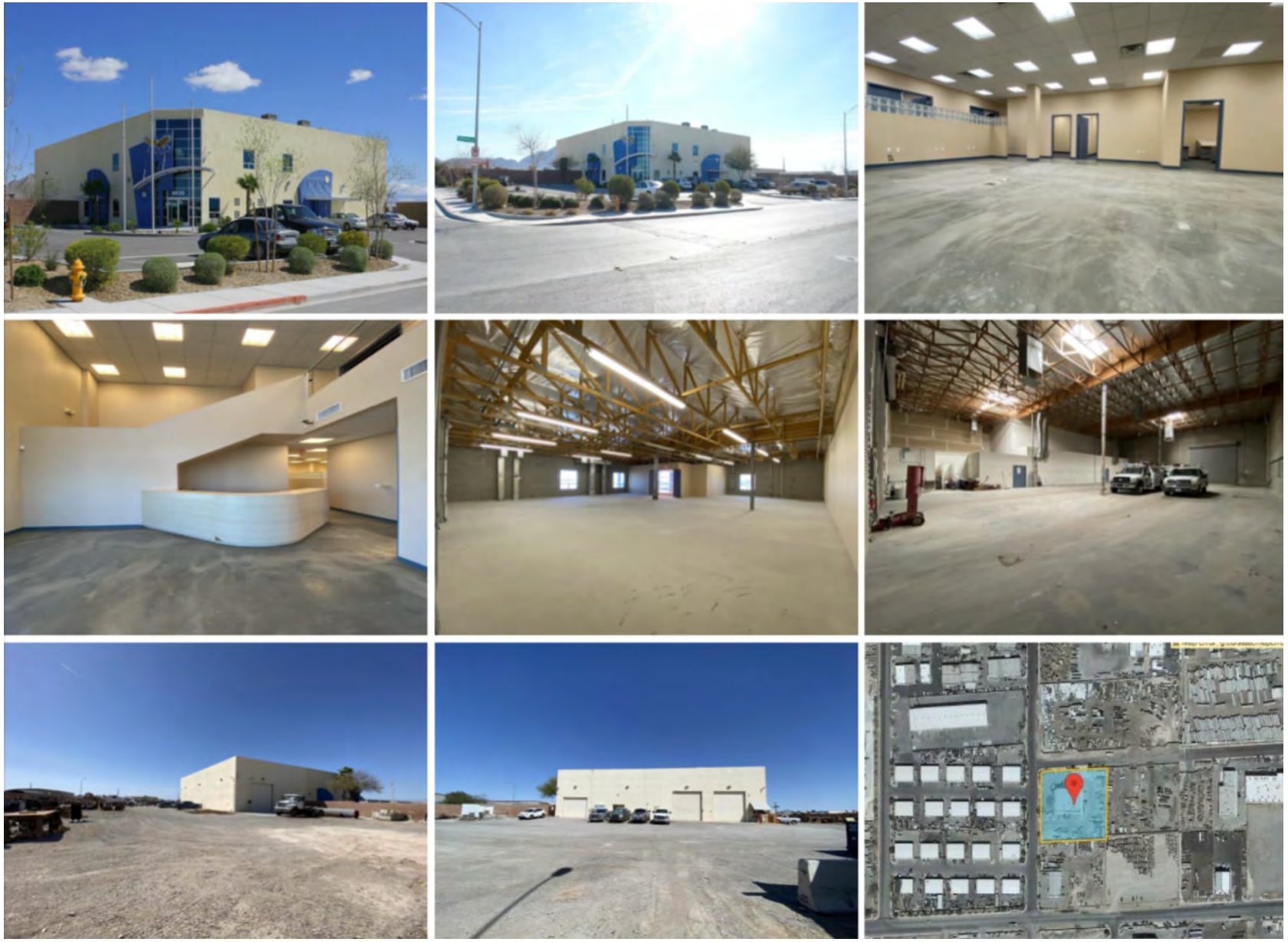




4935 Geist Ave
Las Vegas, NV 89115

PROPERTY FEATURES

NUMBER OF UNITS	**1**
NET RENTABLE AREA (SF)	**15,121**
LAND SF	**90,169**
LAND ACRES	**2.07**
YEAR BUILT	**2002**
ZONING TYPE	**M1**
NUMBER OF BUILDINGS	**1**
OFFICE SF	**4,000 +/-**



POPULATION	1 MILE	3 MILE	5 MILE
2000 Population	6,232	144,714	291,092
2010 Population	6,344	156,539	339,462
2021 Population	7,154	173,427	376,412
2026 Population	7,680	184,957	402,132
2021 African American	1,583	26,053	62,666
2021 American Indian	76	1,547	3,315
2021 Asian	157	5,556	17,699
2021 Hispanic	3,937	110,376	221,058
2021 Other Race	2,453	60,866	119,683
2021 White	2,404	69,160	149,804
2021 Multiracial	436	9,374	20,931
2021-2026: Population: Growth Rate	7.15 %	6.50 %	6.65 %

2021 HOUSEHOLD INCOME	1 MILE	3 MILE	5 MILE
less than $15,000	633	7,933	19,616
$15,000-$24,999	467	5,891	13,260
$25,000-$34,999	251	5,596	12,080
$35,000-$49,999	310	7,988	16,857
$50,000-$74,999	281	9,685	20,727
$75,000-$99,999	92	5,498	12,387
$100,000-$149,999	249	4,586	11,333
$150,000-$199,999	17	1,138	2,914
$200,000 or greater	33	547	1,927
Median HH Income	$27,135	$43,189	$43,250
Average HH Income	$44,036	$54,716	$56,770

HOUSEHOLDS	1 MILE	3 MILE	5 MILE
2000 Total Housing	2,639	47,859	98,794
2010 Total Households	2,125	44,841	101,456
2021 Total Households	2,332	48,862	111,111
2026 Total Households	2,493	52,003	118,520
2021 Average Household Size	3.07	3.50	3.33
2000 Owner Occupied Housing	881	23,524	47,885
2000 Renter Occupied Housing	1,452	20,788	43,377
2021 Owner Occupied Housing	573	23,226	54,727
2021 Renter Occupied Housing	1,759	25,635	56,384
2021 Vacant Housing	247	7,609	16,295
2021 Total Housing	2,579	56,471	127,406
2026 Owner Occupied Housing	640	25,341	60,010
2026 Renter Occupied Housing	1,853	26,662	58,510
2026 Vacant Housing	271	8,264	17,758
2026 Total Housing	2,764	60,267	136,278
2021-2026: Households: Growth Rate	6.70 %	6.25 %	6.50 %

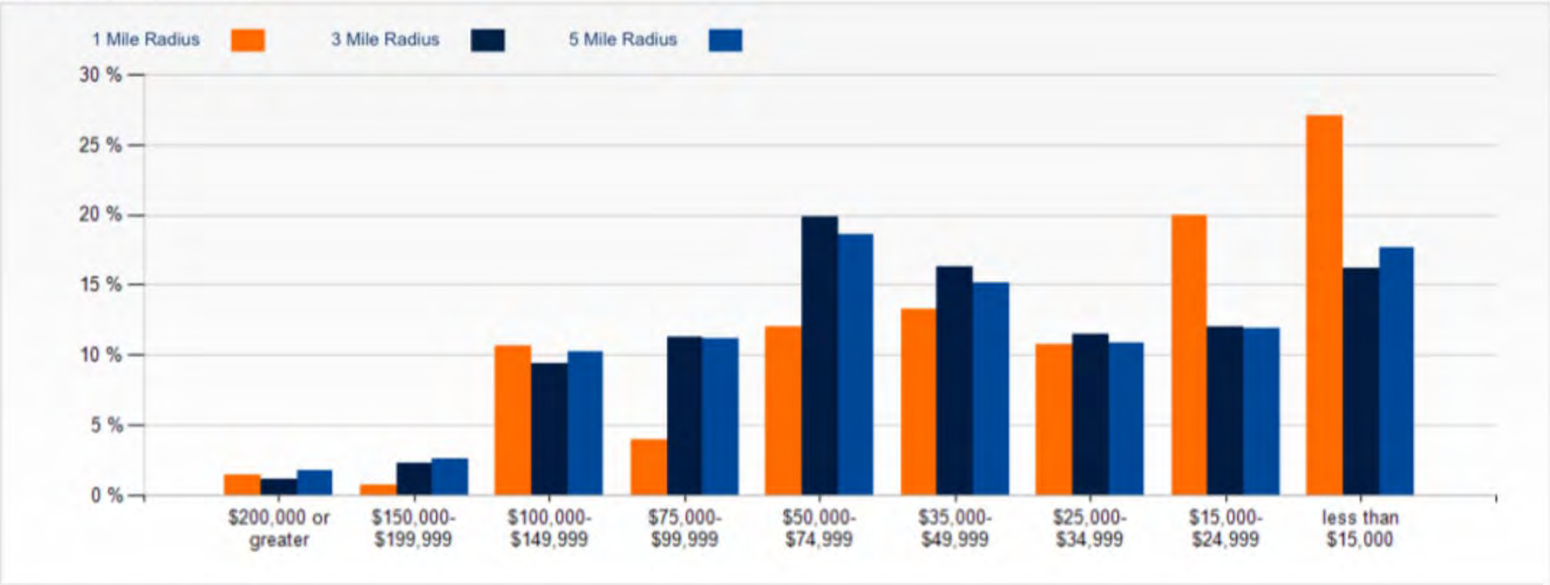
2021 POPULATION BY AGE	1 MILE	3 MILE	5 MILE
2021 Population Age 30-34	643	13,280	29,529
2021 Population Age 35-39	513	11,485	25,857
2021 Population Age 40-44	399	10,381	23,293
2021 Population Age 45-49	381	9,493	21,582
2021 Population Age 50-54	358	8,839	20,354
2021 Population Age 55-59	347	8,466	19,374
2021 Population Age 60-64	297	7,014	16,559
2021 Population Age 65-69	199	5,803	13,779
2021 Population Age 70-74	132	4,444	10,749
2021 Population Age 75-79	79	2,795	6,716
2021 Population Age 80-84	44	1,606	3,814
2021 Population Age 85+	25	1,103	2,593
2021 Population Age 18+	4,931	120,561	268,131
2021 Median Age	29	29	31

2026 POPULATION BY AGE	1 MILE	3 MILE	5 MILE
2026 Population Age 30-34	597	14,766	33,602
2026 Population Age 35-39	609	13,267	30,312
2026 Population Age 40-44	499	11,282	25,634
2026 Population Age 45-49	395	10,100	22,520
2026 Population Age 50-54	365	9,041	20,348
2026 Population Age 55-59	341	8,371	19,111
2026 Population Age 60-64	312	7,609	17,560
2026 Population Age 65-69	256	6,374	14,923
2026 Population Age 70-74	162	4,998	11,728
2026 Population Age 75-79	105	3,573	8,484
2026 Population Age 80-84	56	2,011	4,803
2026 Population Age 85+	35	1,369	3,162
2026 Population Age 18+	5,301	129,029	286,333
2026 Median Age	29	30	32

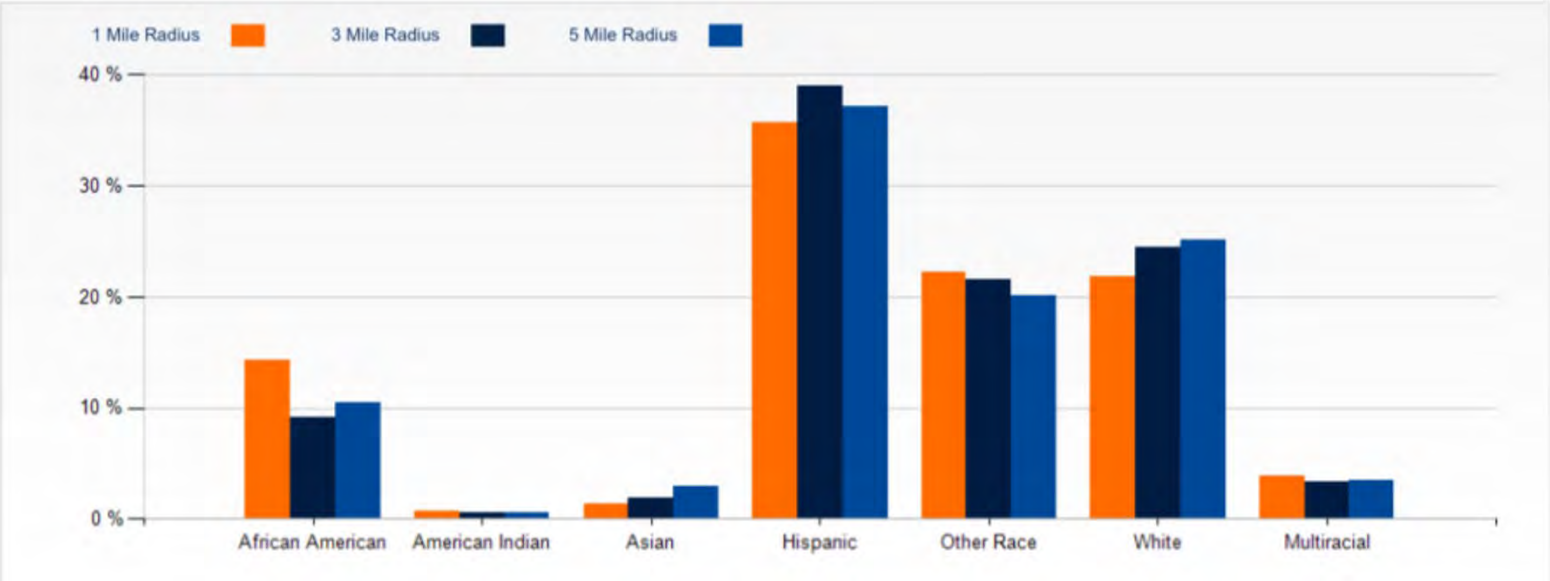
2021 INCOME BY AGE	1 MILE	3 MILE	5 MILE
Median Household Income 25-34	$35,702	$44,937	$47,849
Average Household Income 25-34	$53,468	$54,972	$57,591
Median Household Income 35-44	$28,102	$45,271	$48,185
Average Household Income 35-44	$44,357	$58,548	$63,575
Median Household Income 45-54	$34,391	$52,036	$52,822
Average Household Income 45-54	$47,434	$61,242	$65,177
Median Household Income 55-64	$25,634	$47,738	$44,732
Average Household Income 55-64	$41,925	$57,790	$57,768
Median Household Income 65-74	$20,311	$37,774	$35,617
Average Household Income 65-74	$31,008	$48,957	$48,592
Average Household Income 75+	$26,648	$39,667	$37,350

2026 INCOME BY AGE	1 MILE	3 MILE	5 MILE
Median Household Income 25-34	$43,217	$51,443	$53,320
Average Household Income 25-34	$62,199	$61,732	$65,494
Median Household Income 35-44	$33,490	$51,817	$54,863
Average Household Income 35-44	$51,026	$66,804	$73,268
Median Household Income 45-54	$37,523	$55,581	$56,957
Average Household Income 45-54	$53,671	$68,781	$73,667
Median Household Income 55-64	$28,923	$52,804	$51,065
Average Household Income 55-64	$48,853	$65,626	$65,990
Median Household Income 65-74	$21,591	$41,187	$38,616
Average Household Income 65-74	$34,813	$55,574	$54,901
Average Household Income 75+	$27,953	$44,440	$41,996

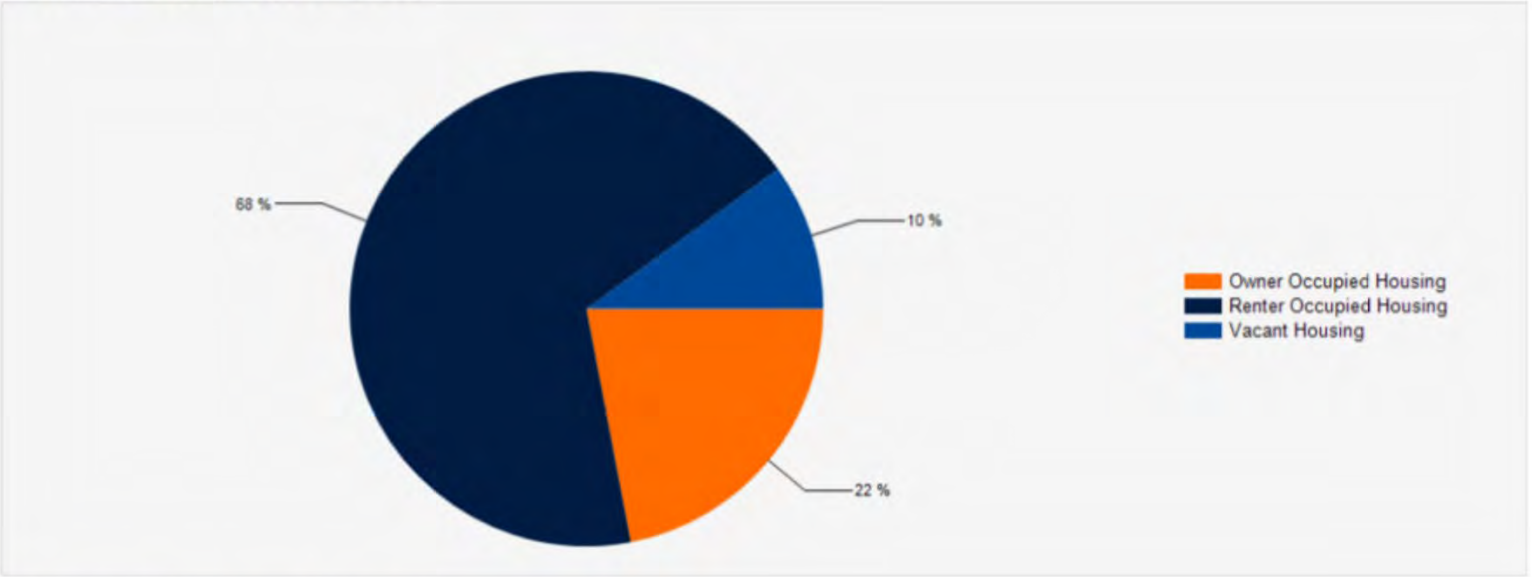
2021 Household Income



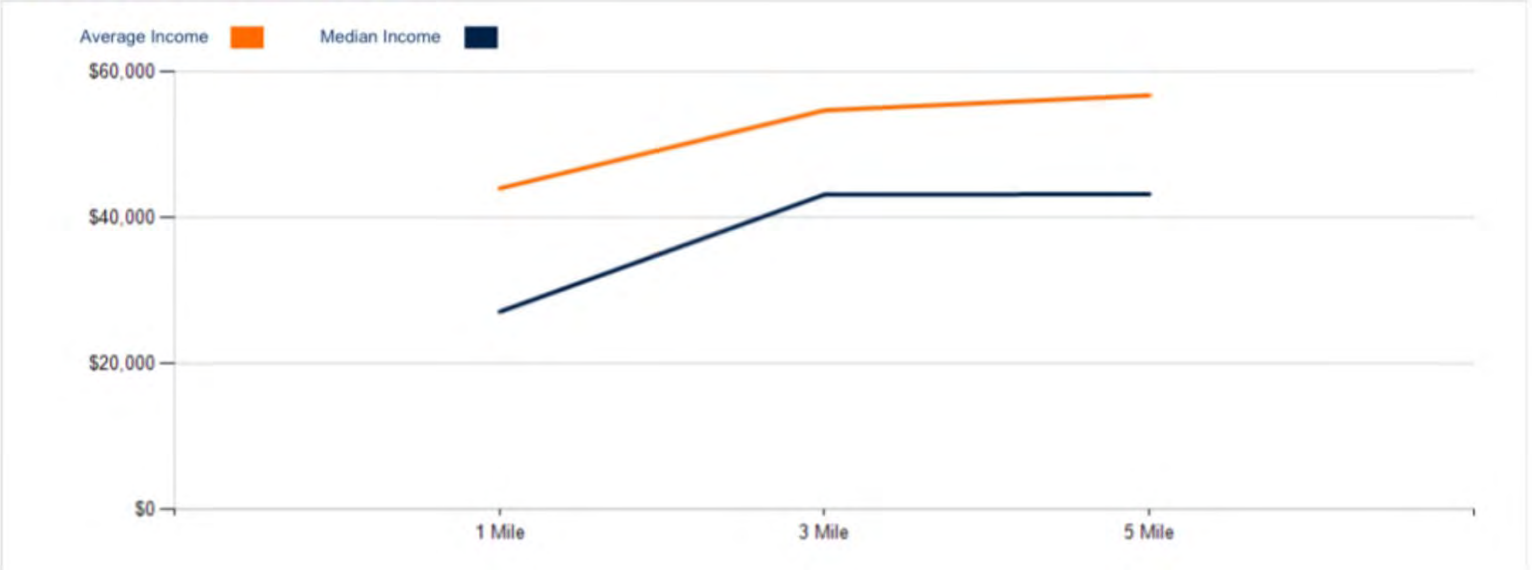
2021 Population by Race



2021 Household Occupancy - 1 Mile Radius



2021 Household Income Average and Median



Project Costs	
Land - Building	$4,000,000
Finder's Fee	$0
Capital Credit	$40,000
Hard Costs	$4,750,000
Soft Costs	$500,000
Contingencies	$787,500
Development Fee	$301,875
Transaction Costs	$130,000
Capitalized Interest	$367,852
Lender Fee	$71,165
Total Project Costs	**$10,948,392**

Lease Start Date	8/1/2023
Year 1 Lease Rate	8.00%
Year 2 Lease Rate	8.50%
Annual Lease Increase	3.00%
Purchase Option IRR	11.50%

Red Hook Proforma Cash Flow Statement - Annual

SUBJECT TO CREDIT APPROVAL

Academic Year	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
Gross Rent [1]	$802,882	$926,051	$956,205	$984,891	$1,014,438	$1,044,871	$1,076,217	$1,108,504	$1,141,759	$1,176,012	$1,211,292
Abatement	($291,957)	($155,102)	($79,878)	$0	$0	$0	$0	$0	$0	$0	$0
Net Rent	$510,925	$770,949	$876,328	$984,891	$1,014,438	$1,044,871	$1,076,217	$1,108,504	$1,141,759	$1,176,012	$1,211,292
Enrollment	300	475	675	725	775	800	800	800	800	800	800
Net Rent Per Student	$1,703	$1,623	$1,298	$1,358	$1,309	$1,306	$1,345	$1,386	$1,427	$1,470	$1,514
Projected Gross Revenue	$2,523,058	$4,472,331	$6,427,282	$7,146,669	$7,644,634	$7,930,519	$8,168,435	$8,413,488	$8,665,892	$8,925,869	$9,193,645
Rent as % of PGR	20.3%	17.2%	13.6%	13.8%	13.3%	13.2%	13.2%	13.2%	13.2%	13.2%	13.2%
Gross Revenue Per Student	$8,410	$9,415	$9,522	$9,857	$9,864	$9,913	$10,211	$10,517	$10,832	$11,157	$11,492
Annual Revenue Increase - 3.0%											
Option Purchase Price [2]			$14,516,628	$15,198,764	$15,932,786	$16,713,975					

1 Rent for 2024 Academic Year represents August 2023 - June 2024

2 Option Purchase Price is for August of each year shown

RED HOOK
RHC
CAPITAL PARTNERS

April 25, 2022

Rebecca Feiden,
SPCSA Executive Director
Melissa Mackedon,
SPCSA Board Chair

Re: Letter of Support for The Village High School

Dear Ms. Feiden & Ms. Mackedon:

We write to affirm our partnership with The Village High School and recognize the importance of the school's securement of a facility in its pre-opening process. We are excited to work with the school's board to sign a lease with Red Hook and look forward to continuing to work in partnership towards the mission of The Village High School and our vision.

The school's Leader, Rachel Kaplan and President of the Board of Directors, Amy Cook have met with our back office and financial committee and surpassed their expectations in what they would like to typically see when selecting to work with a school. The Village HS model focuses on the concept that it really does take a village to raise a child. Their plans to integrate wellness programs, life skills, community partnerships and social emotional learning makes Red Hook as a facility partner feel confident that parents and students will both be driven to this site and thrive once they are part of the community.

With the approval of The Village High School charter petition, we are excited to move to signing a lease in June or July of 2022. We expect to have the facility ready for school to start in August 2023 and look forward to The Village High School being in their school's home for years to come.

We are excited to be facility partners with The Village High School and look forward to continuing to work with them to get doors open for the 2023-24 school year.

Thank you,

Marisa Quintanar, Vice President
Red Hook Capital Partners

Insurance Proposal for

The Village High School

Presented By
Vance Jolley

CHARTER SCHOOL INSURANCE ALLIANCE

A Division Of:

distinctive INSURANCE
AN ALERA GROUP COMPANY

CHARTER SCHOOL INSURANCE ALLIANCE

8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

General Liability

Customer: The Village High School

Policy Period: 2021 to 2022

Carrier: TBD

A.M. Best Rating: A (Excellent) XV ($2 Billion or greater)

Coverages	**Limits**
General Aggregate Limit Per Location *(A general aggregate is the most the company will pay during a policy year)*	$2,000,000
Per Occurrence	$1,000,000
Products/Completed Operations Aggregate *(Maximum for all product/completed operations claims during the policy year)*	$2,000,000
Personal Injury and Advertising	$1,000,000
Fire Damage Legal Liability	$100,000
Medical Payments	$10,000
Deductible	
Bodily Injury, Property Damage, Each Occurrence	none

TOTAL GENERAL LIABILITY PREMIUM **$5,750.00**

The proposal of coverage herein is only illustrative and is not intended as a policy of insurance, binder or statement of coverage or as an amendment, modification, or waiver of the terms and conditions of any policy of insurance. In every instance the policy is the only accepted statement of coverage.

CHARTER SCHOOL INSURANCE ALLIANCE

8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Abuse & Molestation

Customer: The Village High School
Policy Period: 2021 to 2022
Carrier: TBD
A.M. Best Rating: A (Excellent) XV ($2 Billion or greater)

Coverages - Occurrence Form	**Limits**
Each Occurrence Limit	$1,000,000
Aggregate Limit	$2,000,000

TOTAL ABUSE & MOLESTATION PREMIUM **Included**

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CHARTER SCHOOL INSURANCE ALLIANCE

8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Employee Benefits Liability

Customer: The Village High School
Policy Period: 2021 to 2022
Carrier: TBD
A.M. Best Rating: A (Excellent) XV ($2 Billion or greater)

Coverages - Claims Made	**Limits**
Occurrence Limit	$1,000,000
Aggregate Limit	$2,000,000
Deductible Each Employee	$1,000

Retroactive Date
Policy Inception

TOTAL EMPLOYEE BENEFITS LIABILITY PREMIUM $350.00

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www.distinctive.net

Educators Legal Liability, Directors and Officers Liability, Employment Practices Liability

Customer: The Village High School
Policy Period: 2021 to 2022
Carrier: TBD
A.M. Best Rating: A (Excellent) XV ($2 Billion or greater)

Coverages - Occurrence Form	**Limits**
Educators Legal Liability Limit	$1,000,000
Aggregate Limit	$2,000,000
Defense Reimbursement Limit	$100,000
Defense Reimbursement Aggregate	$100,000
Deductible	$5,000
Directors and Officers Liability	Included
Employment Practices Liability	Included

Retroactive Date
Policy Inception

TOTAL PREMIUM 8,000.00

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CHARTER SCHOOL INSURANCE ALLIANCE

8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Commercial Auto

Customer: The Village High School

Policy Period: 2021 to 2022

Carrier: TBD

A.M. Best Rating: A (Excellent) XV ($2 Billion or greater)

Commercial Auto:

Hired Auto Liability	$1,000,000
Non-Owned Auto Liability	$1,000,000
Hired Auto Physical Damage limit	$50,000
Hired Auto Physical - Comprehensive Deductible	$100
Hired Auto Physical - Collision Deductible	$500

TOTAL AUTO PREMIUM $600.00

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CHARTER SCHOOL INSURANCE ALLIANCE

8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Property

Customer: The Village High School

Policy Period: 2021 to 2022

Carrier: TBD

A.M. Best Rating: A (Excellent) XV ($2 Billion or greater)

Address: TBD	**Limits**
Building	Full Coverage
Blanket Building & Business Personal Property	Full Coverage
Blanket Business Income and Extra Expense	Full Coverage
Deductible each occurrence	Full Coverage

Terms

Special Form
Replacement Cost
Agreed Value
Waiting Period for Business Income = 72 Hours

TOTAL PROPERTY PREMIUM **$4,000.00**

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P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Excess Liability

Customer: The Village High School

Policy Period: 2021 to 2022

Carrier: TBD

A.M. Best Rating: A (Excellent) XV ($2 Billion or greater)

Coverages	**Limits**
Each Occurrence	$3,000,000
Aggregate	$3,000,000

Underlying Coverages

General Liability with Abuse & Molestation, and Employee Benefits Liability
Hired & Non-Owned Auto Liability
Educators Legal Liability / Directors & Officers Liability / Employment Practices Liability

TOTAL EXCESS LIABILITY PREMIUM $4,500.00

Exclusions: Fungi or bacteria; watercraft; Broad Form Nuclear; Owned Auto Liability

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CHARTER SCHOOL INSURANCE ALLIANCE

8375 West Flamingo Road Ste 102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.distinctive.net

Student Accident Insurance

Customer: The Village High School

Policy Period: 2021 to 2022

Carrier: TBD

A.M. Best Rating: A (Excellent) XV ($2 Billion or Greater)

Location 1	**Limits**
Accidental Medical Expense (Excess) Limit	$25,000
Accidental Dental Expense included	
No Deductible	
Accidental Death Limit	$25,000
Accidental Dismemberment Limit	$50,000
Accidental Paralysis Limit	$50,000
AD&D and Paralysis Aggregate - Per Accident	$500,000

TOTAL ACCIDENT PREMIUM **$2,000.00**

Exclusions: Interscholastic Football

Minimum Premium: $300.00

CHARTER SCHOOL INSURANCE ALLIANCE

7265 S. Dean Martin Dr. Ste. 130
Las Vegas, NV 89118
P: (702) 507-6999 F: (702) 507-6998
www.charterschoolsinsurance.com

Workers Compensation

Customer: The Village High School

Policy Period: 2021 to 2022

Carrier: TBD

A.M. Best Rating: A (Excellent) XIV ($1.5 Billion to $2 Billion)

Coverages	**Limits**
PART ONE: Workers Compensation Insurance	
Nevada Statutory Requirements	
PART TWO: Employers Liability	
Each Accident Limit	$1,000,000
Injury by Disease- Each Employee	$1,000,000
Injury by Disease- Policy Limit	$1,000,000

WC Class Codes & Payroll Breakdown

State	Class/Description	Payroll	Rate	Premium
NV	8868 - School - Professional Employees & Clerical	TBD	$0.51	$7,500.00
NV	9101 - School - All Other Employees	TBD	$2.56	$0.00
	Manual Premium			**$0.00**
	Increased Limits of Employers Liability			$0.00
	Experience Modification Factor 0.81			$0.00
	Schedule Rating 0.05			$0.00
	Expense Constant			$0.00
	Terrorism			$0.00
	Catastrophe (Other Than Certified Acts of Terrorism)			$0.00
TOTAL WORKERS COMPENSATION PREMIUM				**$7,500.00**

Rating Plan: Guaranteed Cost

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8375 W. Flamingo Rd. #102
Las Vegas, NV 89147
P: (702) 396-4844 F: (702) 396-4832
www.charterschoolsinsurance.com

2021 Premium Summary

Customer: The Village High School

Coverage	Premium
General Liability	$5,750.00
Abuse	Included
Employee Benefits Liability	$350.00
Educators Legal / Directors & Officers / Employment Practices Liability	$8,000.00
Auto	$600.00
Property	$4,000.00
Equipment Breakdown	included
Crime	included
Excess Liability	$4,500.00
Student Accident Insurance	$2,000.00
Workers Compensation	$7,500.00
TOTAL 2021 ANNUAL PREMIUM	**$32,700.00**

The proposal of coverage herein is only illustrative and is not intended as a policy of insurance, binder or statement of coverage or as an amendment, modification, or waiver of the terms and conditions of any policy of insurance. In every instance the policy is the only accepted statement of coverage.

TVHS Nevada Budget Narrative

The following narrative provides an overview of TVHS projected revenue and expenses. *The budget is based off of a planned enrollment of 300 in year 1 and growing to 800 at capacity.*

Revenue

The budget created for TVHS includes the per-pupil base revenue assumption of $7,293 for the first fiscal year of operation (2023-2024), with an estimated 1.00% increase each subsequent year thereafter. The per pupil revenue amount increases to $8,410 when adding in Title funds, Nutrition program, and IDEA special education funding.

Per-Pupil Revenue:

National School Lunch Program (NSLP):

The budget created TVHS includes an assumptive NSLP reimbursement rate of $1.80 and $2.50 per student for breakfast and lunch, respectively. The National School Lunch Program is a federally assisted meal program that provides nutritionally balanced, low-cost or free lunches to children each day. The operating expenses also include the cost of these meals and the TVHS will start with a part-time Cafeteria Manager in year 1 and convert to a full-time position in year 2. The program will also be supported by other clerical staff such as the Receptionist and Registrar during meal service.

Special Education Funding (IDEA):

Anticipated $1,005 per SPED student – Revenue is budgeted based upon prior year SPED counts which take place in October of each year. Student SPED counts are budgeted at 12.5% of the anticipated student enrollment, which is based on the Clark County percentage.

SPED Discretionary Unit:

Anticipated $3,694 per SPED student – Revenue is budgeted based upon prior year SPED counts. Student SPED counts are budgeted at 12.5% of the anticipated student enrollment. TVHS will not be eligible to receive this funding during their first year of operations.

Expense Categories:

1. Personnel
2. Benefits
3. General Operating
4. Contracted Services
5. Furniture, Fixtures, Equipment and Technology
6. Facility and Insurance
7. Marketing

Total Personnel:
Approx. 55% of the budget (Year 1 – Year 6)

TVHS will begin in Year 0 with a full-time Principal starting in October 2022 and Office Manager starting in January 2023. Staffing by year and position is as follows:

TVHS Position	22-23 (Incubation)	23-24	24-25	25-26	26-27	27-28	27-28
Principal	0.75	1.0	1.0	1.0	1.0	1.0	1.0
Assistant Principal	-	0.5	1.0	2.0	2.0	2.0	2.0
Office Manager	0.5	1.0	1.0	1.0	1.0	1.0	1.0
Receptionist	-	1.0	3.0	3.0	4.0	4.0	4.0
Registrar/Attendance	-	0.5	2.0	2.0	3.0	3.0	3.0
Special Education Teacher	-	2.0	3.0	4.0	5.0	5.0	5.0
SPED Specialist Assistant	-	1.0	3.0	4.0	5.0	5.0	5.0
ELL Coordinator	-	1.0	2.0	3.0	4.0	4.0	4.0
FASA Health Aide	-	1.0	1.0	2.0	2.0	2.0	2.0
Counselor	-	1.0	2.0	3.0	4.0	4.0	4.0
Mental Health Counselor	-	1.0	2.0	3.0	4.0	4.0	4.0
Campus Monitor	-	-	3.0	3.0	4.0	4.0	4.0
School Nurse	-	0.5	1.0	1.0	1.0	1.0	1.0
NSLP Cafeteria Manager	-	1.0	3.0	3.0	4.0	4.0	4.0
Custodian	-	0.5	1.0	1.0	1.0	1.0	1.0
School Nurse	-	1.0	1.0	2.0	2.0	2.0	2.0
PE Teacher		1.0	2.0	3.0	4.0	4.0	4.0
Elective Teacher		1.0	4.0	5.0	6.0	6.0	6.0
Spanish Teacher		1.0	2.0	3.0	4.0	4.0	4.0
Core Teacher		8.0	12.0	20.0	24.0	24.0	24.0
TOTAL STAFF	1.25	25.0	50.0	69.0	85.0	85.0	85.0
TOTAL SALARIES BEFORE COLA	$96,075	$1,142,243	$2,161,740	$3,038,595	$3,731,700	$3,731,700	$3,731,700
Projected Student Number	300	475	675	725	775	800	800

All salaries are expected to increase by 5.0% each year.

Benefits:
Approx. 10% of the budget (Year 1 – Year 6)

Employee benefits will cover all employees except for substitute teachers and other contracted services as they are not employed by the school. Employee benefits include, but are not limited to, the following:

PERS (Retirement)
Medicare
Workers Comp
Medical/Dental/Vision/Life/Disability

These expenses and percentages are based on the recommended from the SPCSA included in the budget template.

General Operating (other than contracted services below):
Approx. 11% of the budget (Year 1 – Year 6)

TVHS has included the cost of staff recruitment as well as professional development for staff in every year.

The cost for textbooks, supplies (office and instructional) and assessments are specifically based on the blended instructional model which also utilizes 1:1 student device ratio and related instructional software. The budget provides increases to all these items in future years as the school grows as well as a 3% inflation increase each year.

General operating expenses also include the cost of travel and parent/staff meetings each year.

National School Lunch Program (NSLP)- As outlined in *Section 3: Meeting the Need* of this application, TVHS projects 85% of the student population will qualify for free and reduced lunch. Administrative costs are minimal and may include a date-stamp, envelopes, and mailing stamps. The school will seek to contract with a Vendor to prepare specified meals under the National School Lunch Program (NSLP). The school will administer the application process for all free and reduced- price meals and will submit claims for reimbursement to the state. The budget assumes an expense rate of $1.62 and $2.25 per breakfast and lunch mean, respectively.

Contracted Services (accounting, audit, legal, special education):
Approx. 5% of the budget (Year 1 – Year 6)

Accounting – TVHS has engage Charter Impact to provide back-office, bookkeeping, payroll, accounts payable and student data services. The budget included the costs of the full support package based on 2.25% of total revenue per year. A company bio has been included.

Audit - An accounting firm that is familiar with federal and state accounting practices and is familiar with Nevada charter school audits, will provide TVHS's annual audit. TVHS will not incur an audit fee in the first year of operation as the first audit will take place in September following the first fiscal year. The auditing services provided, which include the auditing of school finances for annual reporting, IRS reporting, and legal compliance; are priced at $15,000 per year.

Legal Fees – TVHS will contract with a legal firm to provide legal expertise for any school specific issues that may arise during the schools' operation. TVHS will research firms to ensure quality legal services, which include business/tax/regulatory issues; priced at $6,000 each year. Pre-operational legal fees of $2,500 have been included in the incubation year costs.

Special Education Contracted Services – Anticipated expense of $1,750 per student the first year, increasing incrementally as student enrollment increases. Special Education Contracted Services include speech therapy, occupational therapy, physical therapy, nursing, and psychological services.

Furniture, Fixtures, Equipment and Technology:
Approx. 3% of the budget (Year 1 – Year 6)

Copier/Printing – Anticipated copier lease quoted at a rate of roughly $12 per student for overages in printing, which will also incrementally increase as student enrollment increases. An estimated $2,500 for pre-operational printing for brochures and information has been included in the incubation year budget.

Computer Lease – TVHS intends to lease both the staff and student computers in order to spread the cost of these devices over a 4-year term, improving the cash position in the early years as the school grows. The budget assumes that the lease amount will increase as devices are added due to school growth with full replacement every 4 years.

IT Infrastructure – Due to the use of technology as a part of the instructional model, the budget also provides necessary resources for internet set up, servers, router, switch, wireless access points (WAPs) and requisite cabling.

Classroom Technology and Support – In addition to the items above, the budget includes $2,000 per classroom for all other technology needs. In order to ensure all equipment keeps running properly, the budget also includes the support from outsourced IT professionals at $1,200 per month.

Phone & Communications – annual anticipated contract expense of $1,350 per month for phone/internet connection, incrementally increasing based on a 3% inflation. TVHS will apply for e-rate to garner reimbursement for most technology expense.

Furniture – TVHS intends to purchase furniture for faculty and students as grade levels and students are added during the growth period. TVHS has budgeted $800 and $110 per new FTE and student, respectively, during each year of the budget.

Facility and Insurance:
Approx. 16% of the budget (Year 1 – Year 6)

Scheduled Lease Payment (rent) – The TVHS Nevada Board will secure a facility lease in time for the commencement of school operations. Assumes TVHS will utilize a facility of approx. 40,000 sq. ft. in year 1. The facility will allow for necessary classrooms, science labs, multi-purpose room, and office space needed. Year 1 rent total of $336,000 (or $8.40 per sq. ft. per year), increasing each year based on a 3% escalator on a per sq. ft. basis. Discussions regarding a facility lease agreement have yet to be finalized; however, this projection provides a more than adequate depiction of the anticipated rental cost.

Public Utilities (electricity, water, sewer, trash) – Utility expenses have a direct correlation to the size and student population of a school; as student enrollment increases, public utilities increase as

TVHS is budgeting $20,000 in Year 1 for public utilities, increasing incrementally as student enrollment increases.

Contracted Janitorial – Approximately $0.15 per sq. ft. per month this amount includes a cushion for any major/miscellaneous janitorial expenses. Amount budgeted is based on what charter and private schools are paying for janitorial services. This cost is in addition to the in-house staff included in salary costs.

Facility Maintenance – basic facility maintenance and internal repairs of $24,000 in Year 1, increasing as student enrollment increases and to account for general facility maintenance.

Facility and School Insurance - $24,000 annually - based upon costs incurred by comparable charter schools. These rates increase by 3% each subsequent year thereafter

Marketing:
Approx. 0.1% of the budget (Year 1 – Year 6)

Marketing/Advertising – All marketing expenses are assumed in the pre-operational budget included in will market via multiple modes to ensure that all families are informed of their educational options. The marketing campaign includes, but may not be limited to, the following: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying English and Spanish media, building relationships with community groups, and a direct marketing approach with also possible door-to-door approach. Budgeted to be $6,000 as a yearly amount and increasing by a 3% inflation factor.



Charter Impact is a mission-driven business partner dedicated to empowering charter schools and non-profits with professional, personalized financial management and operational support.

Our regular service scope includes not only the accounting, accounts payable and payroll departments, but also assistance with reviewing contracts, ad hoc financial analysis, support with vendor negotiations, assistance with facility financing, management of lender relationships, and much more. As a general guideline, we provide all of the services that you would expect from an in-house finance and accounting department, plus student data services.

Started in 2010, Charter Impact specializes in providing insight and guidance for complex organizations in a way that only experienced financial advisors and CPAs can. Our Director-level team has an extensive background in finance, public accounting, auditing, grant management and technical consulting, which has helped us understand and identify the challenges facing mission-driven individuals and organizations, and shape and inform how all Charter Impact staff are trained.

Charter Impact has highly developed procedures, practices, and methodologies that can support the mission and vision of independent charter schools, and we customize internal controls and procedures based specifically on individual client needs. Our focus on sound internal controls, with an eye toward incorporating the highest degree of client efficiency and industry best practices provides the utmost security for client assets and financial stability, without overburdening client staff with unnecessary red tape.

We believe that strong financial management is a tool that can give small organizations the confidence and focus of big ones. It is our duty to address changing financial conditions, requirements and regulations in advance, discuss them with our clients as they happen, and report them in real-time, not a month or two after the fact. By bringing the expertise and expectations gleaned from nonprofit, for-profit and government programs, we help improve and refine the financial process for charters.

We know that what we do here has a positive, measurable impact on the students, families and communities we serve, and we take pride in providing our clients with timely, accurate fiscal information and guidance to enable sound, data-driven decisions for their organizations.

Enrollment & Revenue
The Village High School

Mike Dang
702.486.8879

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TOC

School Year 1 (Fall Start) Teaching Starts
SY Ending

Enrollment & Revenue	**Totals**	**SY 0/Incu**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
		2022	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**
		2023	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**
Be sure to copy year 1 information from the Cashflow Worksheet								
REVENUE								
ENROLLMENT (All Populations)								
Number of grade levels			2	3	4	4	4	4
Number of Students per Classroom (Goal)			28	28	28	28	28	28
Number of classrooms calculated (Estimate)			11	17	24	26	28	29
Number of classrooms (Planned)			11	17	25	26	28	29
Student / Classroom, calculated			**27**	**28**	**27**	**28**	**28**	**28**
K			-	-	-	-	-	-
1st			-	-	-	-	-	-
2nd			-	-	-	-	-	-
3rd			-	-	-	-	-	-
4th			-	-	-	-	-	-
5th			-	-	-	-	-	-
6th			-	-	-	-	-	-
7th			-	-	-	-	-	-
8th			-	-	-	-	-	-
9th			150	175	200	200	200	200
10th			150	150	175	200	200	200
11th			-	150	150	175	200	200
12th			-	-	150	150	175	200
Total Student Enrollment			**300**	**475**	**675**	**725**	**775**	**800**
Number of students tentatively committed to enroll, based on community engagement activities								
Target Reenrollment (NRS 388A.273)			**0%**	**90%**	**90%**	**90%**	**90%**	**90%**
Estimated # students to newly enroll (above reenrollment)			300	47.5	67.5	72.5	77.5	80
ENROLLMENT BY STUDENT GROUP (Federally Fundable)								
	Est' with Dupli'n							
State Special Education (SPED)	12.5%		*38*	*59*	*84*	*91*	*97*	*100*
English Language Learners (EL)	15.1%		*45*	*72*	*102*	*109*	*117*	*121*
Gifted & Talented (GATE)	-%		-	-	-	-	-	-
Free & Reduced Lunch (FRL)	85.6%		*257*	*407*	*578*	*621*	*663*	*685*
Totals on this line may exceed 100% and planned enrollments	113.2%	*FTE Overlap*	*340*	*536*	*760*	*821*	*877*	*906*

ENROLLMENT BY STUDENT GROUP (State unique qualifying enrollment estimates)

State level weighted funding is provided to help schools educate and support students in special population categories. Categories include English Learners (EL), Gifted And Talented Education (GATE), Free and Reduced Lunch (aka At Risk) learners. Additional funding is also provided to help teach students with Special Education needs. While a student may technically be a member of multiple special populations categories, state funding is provided for only one category, deemed to be the category qualified for which provides the highest additional funding. The below Duplication calculations section is designed to estimate how many funding qualified students there are among the otherwise category qualified students. The highest funding is provided for SPED, followed by EL, followed by GATE, followed by At Risk.

	Estimated % w/ Duplication	Unduplˈed Default %	Estˈd % wo Duplication						
State Special Education (SPED)	12.5%	100.00%	12.50%		**38**	**59**	**84**	**91**	**97**	**100**
English Language Learners (ELL)	15.1%	50.00%	7.55%		23	36	51	55	59	60
Gifted & Talented (GATE)	-%	-%	-%		-	-	-	-	-	-
At Risk (AR, fka FRL)	85.6%	85.00%	72.76%		218	346	491	528	564	582

Enrollment & Revenue	Totals			SY 0/Incu 2022 2023	Yr 1 2023 2024	Yr 2 2024 2025	Yr 3 2025 2026	Yr 4 2026 2027	Yr 5 2027 2028	Yr 6 2028 2029
Students not identified in any of the above groups (Adju	-%	-%	-%		22	34	49	52	56	58
Schools are paid for the higher category when duplicatic	113.2%		92.8%		300	475	675	725	775	800
Students for which weighted funding may be received # Be sure next data tabe set =100%					278	441	626	673	719	742
Students for which weighted funding may be received %					93%	93%	93%	93%	93%	93%
Above estimating table allows applicants to overwrite estimating formulas if they have reason to do so.					-	-	-	-	-	-
County (In Person) / Distance Ed	Clark	<--Select base PCFP payment category here								
STATE FUNDING PORTION	Add'l Funding Wts									
Note:State Weighted and SpEd funding are paid based on prior year verified special population enrollments. Schools in year 1 do not receive weighted or SpEd funds until year 2.										
	Add'l Wts%	Add'l Wts$								
State Special Education (SPED)	52.2%	$3,694			$ -	$138,525	$219,331	$311,681	$334,769	$357,856
English Language Learners (EL)	23.0%	$1,627			-	36,852	58,349	82,917	89,059	95,201
Gifted & Talented (GATE)	12.0%	$849			-	-	-	-	-	-
Free & Reduced Lunch (FRL)	3.0%	$212			-	46,323	73,345	104,228	111,948	119,669
General support only (All students)	**$7,293**	$7,293			2,187,900	3,464,175	4,922,775	5,287,425	5,652,075	5,834,400
Statewide Base Per Pupil	**$7,074**									
ENROLLMENT % (FEDERAL FUNDING PORTION)										
At Risk (% of students)					86%	86%	86%	86%	86%	86%
ELL (% of students)					15%	15%	15%	15%	15%	15%
Special Education (% of students) (contact staff if >25% SPED)					13%	13%	13%	13%	13%	13%
Special Education (# of students)					38	59	84	91	97	100
Inflation adjustor (% per year)	1.00%	Applies to PCFP and Sponsorship fee								
Special Education (SPED) Weighted Funding	$0.00	Per student (Placeholder $3,000 6.28.21)								
PCFP Sponsorship Fee	1.25%	% of Base								
Title IA	$400.00	/FRL Student								
Title IIA (For FRL students only)	$65.00	/FRL Student								
Title IIA (Fixed amt for all students)	$4.00	/FRL Student								
Title III	$97.00	Per ELL student								
Title IV (Do not use)	Do not use									
IDEA (total)	$1,005.00	Per SPED student								
Breakfast Program -- Federal Reimbursement	yes	"yes" or "no"								
Breakfast Program	$1.80	Per student per day								
Lunch Program	$2.50	Per student per day								
School level fundraising	$0.00	Per student								
County where school is located	Clark									

Overwrite your inputs to the left. These assumptions are provided as examples only. They are those that other schools have used. They may not be applicable to your situation.

Enrollment & Revenue	Totals	SY 0/Incu 2022 2023	Yr 1 2023 2024	Yr 2 2024 2025	Yr 3 2025 2026	Yr 4 2026 2027	Yr 5 2027 2028	Yr 6 2028 2029
Enrollment Detail			300	475	675	725	775	800
STATE & LOCAL (PCFP) FUNDING								
State PCFP Adj' Base Revenue			$2,187,900	$3,685,875	$5,273,801	$5,786,251	$6,187,851	$6,407,126
State Weighted Funding (EL, GATE, AR)			$ -	$83,175	$131,694	$187,145	$201,007	$214,870
State SPED Funding			-	138,525	219,331	311,681	334,769	357,856
Local SPED Funding			-	-	-	-	-	-
Inflation adjustor	1.00%			$36,859	$52,738	$57,863	$61,879	$64,071
Inflation adjusted Total Revenue			$2,187,900	$3,944,435	$5,677,564	$6,342,939	$6,785,505	$7,043,923
PCFP Sponsorship Fee (on Base)			$(27,349)	$(46,073)	$(65,923)	$(72,328)	$(77,348)	$(80,089)
PCFP Revenue Net of Sponsor Fee			$2,160,551	$3,898,361	$5,611,642	$6,270,611	$6,708,157	$6,963,834
PCFP Revenue Net of Sponsor Fee pp			$7,202	$8,207	$8,314	$8,649	$8,656	$8,705
FEDERAL & OTHER FUNDING PORTION								
Title I	1,284,000		102,720	162,640	231,120	248,240	265,360	273,920
Title IIA (FRL only)	221,775		17,742	28,092	39,920	42,877	45,834	47,312
Title IIA (FRL & Non FRL)	15,000		1,200	1,900	2,700	2,900	3,100	3,200
Title III	54,926		4,394	6,957	9,887	10,619	11,351	11,718
Title IV								
Federal Breakfast Program	1,040,040		83,203	131,738	187,207	201,074	214,942	221,875
Federal Lunch Program	1,444,500		115,560	182,970	260,010	279,270	298,530	308,160
IDEA	471,094		37,688	59,672	84,797	91,078	97,359	100,500
Start-up funds (Federal Replication & Expansion already awarded to operator--not SEA grant)	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Charter School Program (CSP) Grant (w/letter)	-	-	-	-	-	-	-	-
Other start-up grant funds, incl' SEA Grants w/ltr	-	-	-	-	-	-	-	-
School level fundraising w/supporting documentation	-	-	$ -	$ -	$ -	$ -	$ -	$ -
Student fees (Net)	-	-	-	-	-	-	-	-
Food Services Revenue	-	-	-	-	-	-	-	-
Transportation Funding	-	-	-	-	-	-	-	-
Investment Income	-	-	-	-	-	-	-	-
Private fundraising (foundations, corporate) w/ltr	149,082	149,082	-	-	-	-	-	-
Fundraising / Donations w/ltrs	10,000	10,000	-	-	-	-	-	-
		$ 159,082	**$ 362,507**	**$ 573,969**	**$ 815,640**	**$ 876,058**	**$ 936,476**	**$ 966,685**
Per Pupil (Federal Funding Portion)			***$ 1,208***	***$ 1,208***	***$ 1,208***	***$ 1,208***	***$ 1,208***	***$ 1,208***
TOTAL REVENUE	**$36,144,492**	**$ 159,082**	**$ 2,523,058**	**$ 4,472,330**	**$ 6,427,282**	**$ 7,146,669**	**$ 7,644,633**	**$ 7,930,519**
Total PCFP Revenue PP			***$ 8,410***	***$ 9,415***	***$ 9,522***	***$ 9,857***	***$ 9,864***	***$ 9,913***

Market Research

The Village High School

Mike Dang
702.486.8879

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Location(s) under consideration:

Site 1 **Zip codes: 89030, 89031, 89032, 89081, 89115**

Site 2 -

Specific address recommended but not required.

	SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2022	2023	2024	2025	2026	2027	2028
	2023	2024	2025	2026	2027	2028	2029
ENROLLMENT							
Number of grade levels	-	2	3	4	4	4	4
Number of classrooms	-	11	17	24	26	28	29
K	-	-	-	-	-	-	-
1st	-	-	-	-	-	-	-
2nd	-	-	-	-	-	-	-
3rd	-	-	-	-	-	-	-
4th	-	-	-	-	-	-	-
5th	-	-	-	-	-	-	-
6th	-	-	-	-	-	-	-
7th	-	-	-	-	-	-	-
8th	-	-	-	-	-	-	-
9th	-	150	175	200	200	200	200
10th	-	150	150	175	200	200	200
11th	-	-	150	150	175	200	200
12th	-	-	-	150	150	175	200
Total Student Enrollment	-	**300**	**475**	**675**	**725**	**775**	**800**
Student / Classroom (w/o teachers)		28	28	28	28	28	28
Target Enrollment/Available Students Site 1		-%	-%	-%	-%	-%	-%
Target Enrollment/Available Students Site 2		-%	-%	-%	-%	-%	-%

For more accuracy you should enter below the enrollments of the relevant grades you are targeting. Otherwise, this is a general flag.

SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
2022	2023	2024	2025	2026	2027	2028
2023	2024	2025	2026	2027	2028	2029

Potential Site 1

	All potential source/feeder Public, Private, Charter Schools w/in 4 miles	Zip Codes	NSPF Rtg	Grade Level(s)	Enrollment	fr school (mi)
35	Sample nearby school (Overwrite this)				-	-
36	School 2				-	-
37	School 3				-	-
38					-	-
39					-	-
40					-	-
41					-	-
42					-	-
43						
44						
45					-	-
46						
47						
48						
49						
50					-	-
					-	-

The Demographics tab shows district percentages
you may consider when developing your estimates for the Enrol & Rev tab inputs.

List all schools from where it is reasonable that students could come from, whether or not they are 1 or 2 star schools
The Ethnicity and Special Populations sections have been removed as new schools are approved for areas of demonstrated need.

Potential Site 2 (if you are considering more than Site 1 above)

	All potential source Public, Private, Charter Schools w/in 4 miles	Zip Codes	NSPF Rtg	Grade Level(s)	Enrollment	Distance fr school (mi)
60	Test				-	1.0 mi
61					-	-
62					-	-
63					-	-
64					-	-
65					-	-
66					-	-
67					-	-
68					-	-
69					-	-
					-	-

General Operating & Transp' Expenses

TOC

The Village High School

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School Year 1 (Fall Start) Teaching Starts **2023**
SY Ending **2024**

		SY 0/Incubation	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	Fall, Winter	2022	2023	2024	2025	2026	2027	2028
	Totals	2023	2024	2025	2026	2027	2028	2029
Be sure year 1 information below matches with your Year 1 Cashflow Worksheet totals								
REVENUE								
ENROLLMENT								
Number of grade levels		-	2	3	4	4	4	4
Number of classrooms		-	11	17	24	26	28	29
Total Student Enrollment			**300 Ss**	**475 Ss**	**675 Ss**	**725 Ss**	**775 Ss**	**800 Ss**
Student / Classroom			28	28	28	28	28	28
Target Reenrollment (NRS 388A.273)		$ -	0%	90%	90%	90%	90%	90%
Estimated # students to newly enroll			300	47.5	67.5	72.5	77.5	80
FRL (% of students)		$ -	86%	86%	86%	86%	86%	86%
FRL (# of students)			257	407	578	621	663	685
ELL (% of students)		$ -	15%	15%	15%	15%	15%	15%
ELL (# of students)			45	72	102	109	117	121
Special Education (% of students) (contact staff if >25% SPED)		$ -	13%	13%	13%	13%	13%	13%
Special Education (# of students)			38	59	84	91	97	100
TOTAL REVENUE	$36,144,492	$159,082	2,523,058	4,472,330	6,427,282	7,146,669	7,644,633	7,930,519
Total Revenue / Pupil			8,410	9,415	9,522	9,857	9,864	9,913
Total GenOp	$5,642,284	$22,500	424,222	679,184	1,014,893	1,088,844	1,195,855	1,239,287
GenOp per Student	$1,511		1,414	1,430	1,504	1,502	1,543	1,549
Net Surplus after Gen Op	$30,502,207	$136,582	2,098,836	3,793,146	5,412,389	6,057,825	6,448,778	6,691,232
Net Surplus after Gen Op per Student	$8,170		6,996	7,986	8,018	8,356	8,321	8,364
Net Surplus/Deficit	$1,842,357	$10,000	88,528	283,858	438,161	79,723	429,878	512,210
Net Surplus/Deficit per student	$491	$ -	295	598	649	110	555	640
STAFF FTE COUNT								
FTE - Administrators		1	2	2	3	3	3	3
FTE - Office		1	3	6	6	8	8	8
FTE - SPED Teachers		-	3	6	8	10	10	10
FTE - ELL Teachers		-	1	2	3	4	4	4
FTE - Guidance Counselors & Other		-	5	13	16	20	20	20
FTE - Grade Level Teachers		-	11	20	31	38	38	38
FTE - Total		**1**	**24**	**49**	**67**	**83**	**83**	**83**

GENERAL OPERATING EXPENSES

Instruction	**Assumptions**		*(Manual entry)*	**You may overide these formulas with more accurate estimates**					
Professional development	$250.00	Per FTE	$ -	$6,000	$12,250	$16,750	$20,750	$20,750	$20,750
Staff recruitment	$2,000.00	Per Year	-	2,000	2,000	2,000	2,000	2,000	2,000
Special Ed/Psychology Consultant	$ -	Annual Expense	-	-	-	-	-	-	-
EMO / CMO Fee See Tab			-						
Textbooks - initial costs	$125.00	Per student	-	37,500	21,875	25,000	6,250	6,250	3,125
Textbooks - repurchase of new books	$3.00	Number of years use	-			37,500	21,875	25,000	6,250
Library books per new student	$ -	Per New Student	-	-	-	-	-	-	-
Food services	$ -	Per student	-	-	-	-	-	-	-
Music program	$ -	Per Student	-	-	-	-	-	-	-
Management fees (Non EMO; Non CMO)	$ -	% of PCFP & Other G	-	-	-	-	-	-	-
Licensing fees	$ -	% of PCFP & Other G	-	-	-	-	-	-	-
Office Supplies (non direct student; not equip)	$35.00	Per student	-	10,500	16,625	23,625	25,375	27,125	28,000
Supplies for students (not equip)	$75.00	Per student	-	22,500	35,625	50,625	54,375	58,125	60,000
Assessment costs	$35.00	Per student	-	10,500	16,625	23,625	25,375	27,125	28,000
Yearbook	$ -	Per student	-	-	-	-	-	-	-
School store	$ -	Per student	-	-	-	-	-	-	-
Contracted SPED	$1,750.00	Per SPED student	-	65,625	103,906	147,656	158,594	169,531	175,000
Instructional supplies - Teachers (just teaching faculty)	$150.00	Per Instructional FTE	-	-	2,250	4,200	6,300	7,800	7,800
General office supplies (enter here or above/student; not equ	$ -	Per month	-	-	-	-	-	-	-
School uniforms - new students	$ -	Per new student	-	-	-	-	-	-	-
School uniforms - returning students (exclude new students	$ -	Per returning student (	-	-	-	-	-	-	-
General building decorum	$200.00	Annual Exp	-	200	200	200	200	200	200
Health supplies	$5.00	Per student per year	-	1,500	2,375	3,375	3,625	3,875	4,000
Bank fees	$180.00	Annual Exp	-	180	180	180	180	180	180
Athletic expenditures (detail below)	$ -	Per Student	-	-	-	-	-	-	-
Postage and shipping	$5.00	Per student	-	1,500	2,375	3,375	3,625	3,875	4,000
Gifts & awards - students	$ -	Per student	-	-	-	-	-	-	-
Gifts & awards - faculty and staff	$50.00	Per FTE	-	1,200	2,450	3,350	4,150	4,150	4,150
Dues and memberships	$ -	Per FTE	-	-	440	660	880	880	-
Travel and Meetings	$120.00	Per FTE	-	2,880	5,880	8,040	9,960	9,960	9,960
Background checks	$100.00	Per new FTE	-	125	2,275	2,500	1,800	1,600	-
Accounting services	$56,768.81	Annual Exp	-	56,769	100,627	144,614	160,800	172,004	178,437
Field trips	$ -	Per grade level	-	-	-	-	-	-	-
Field trips - out of state	$ -	Per grade level	-	-	-	-	-	-	-
Governance/Board Background Checks	$500.00	Per year	-	500	500	500	500	500	500
Governance/Board Training	$500	Per year	-	500	500	500	500	500	500
Governance/Board Other Expenses	$ -	Per year	-	-	-	-	-	-	-
Parent & staff meetings	$500.00	Annual Exp	-	500	500	500	500	500	500

	Totals	Fall, Winter	SY 0/Incubation	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
			2022	2023	2024	2025	2026	2027	2028
			2023	2024	2025	2026	2027	2028	2029
Saturday School (contractors for instruction)	no	Input "yes" or "no"	-	-	-	-	-	-	-
Total Instructional Supplies			**$ -**	**$ 220,479**	**$ 329,459**	**$ 498,775**	**$ 507,614**	**$ 541,930**	**$ 533,352**
Per student			*$ -*	*$735*	*$694*	*$739*	*$700*	*$699*	*$667*
Contract/Other Services (Not otherwise included in app)(note EMO, CMO, BOSP tab)									
Admissions Lottery									
Annual audit					$15,000	$15,000	$15,000	$15,000	$15,000
Application Costs Consultants:			$1,000						
Board Recruitment and Screening			$1,000	$500	$500	$500	$500	$500	$500
Brochures, Information			$2,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500
Charter application			$5,000						
Community meeting, hosting			$1,000						
Curriculum Development			$3,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500
Deposits (non facility--if not shown elsewhere)									
Education Consultant									
HR: Hiring: Head of School									
HR: Hiring: Other									
Legal fees (Incubation Year)			$2,500						
Legal fees (Post incubation)				$6,000	$6,000	$6,000	$6,000	$6,000	$6,000
Nonprofit Incorporation-Federal (*see note-->*)			$1,000						
Nonprofit Incorporation-State (*see note-->*)			$500						
School leader acquisition/development costs in incubation									
Staff Recruitment/Hiring			$3,500	$1,500	$1,500	$1,500	$1,500	$1,500	$1,500
Website Development			$1,000	$500	$500	$500	$500	$500	$500
Total Contract/Other Services			**$ 22,500**	**$ 12,500**	**$ 27,500**	**$ 27,500**	**$ 27,500**	**$ 27,500**	**$ 27,500**
Food Program	**School Pays?**								
Breakfast	no	$1.62		$74,883	$118,565	$168,486	$180,967	$193,447	$199,688
Lunch program	no	$2.25		$104,004	$164,673	$234,009	$251,343	$268,677	$277,344
Snacks	no	$ -		$ -	$ -	$ -	$ -	$ -	$ -
Saturday food program	no	$ -		$ -	$ -	$ -	$ -	$ -	$ -
Total Food Costs			**$ -**	**$ 178,887**	**$ 283,238**	**$ 402,495**	**$ 432,310**	**$ 462,124**	**$ 477,032**
TRANSPORTATION REVENUES/FUNDING									
Transportation Revenues/Funding (if applicable)			$ -	$ -	$ -	$ -	$ -	$ -	$ -
TRANSPORTATION COSTS									
Percentage of students transported	-%								
Students per bus	-								
Bus purchase price (used bus)	$ -								
Miles driven per bus per day	-								
Miles driven per bus per year	-								
Miles per gallon	-								
Gallons purchased per year	-								
Price per gallon	$ -								
Annual fuel costs per bus	$ -								
Maintenance costs per bus	$ -	per mile							
Annual maintenance costs per bus	$ -								
Bus Contracting Costs	$ -	annual							
Number of students participating				-	-	-	-	-	-
Number of buses required				-	-	-	-	-	-
Bus purchasing costs				$ -	$ -	$ -	$ -	$ -	$ -
Fuel costs				$ -	$ -	$ -	$ -	$ -	$ -
Maintenance costs				$ -	$ -	$ -	$ -	$ -	$ -
Bus Contracting Costs				$ -	$ -	$ -	$ -	$ -	$ -
TOTAL TRANSPORTATION COSTS	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -
NET TRANSPORTATION CASHFLOW	$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -

				SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
				2022	2023	2024	2025	2026	2027	2028
Enrollment & Revenue	**Totals**			2023	2024	2025	2026	2027	2028	2029
Students not identified in any of the above groups (Adju	-%	-%	-%		22	34	49	52	56	58
Schools are paid for the higher category when duplicatic	**113.2%**		**92.8%**		**300**	**475**	**675**	**725**	**775**	**800**
Students for which weighted funding may be received # Be sure next data tabe set =100%					**278**	**441**	**626**	**673**	**719**	**742**
Students for which weighted funding may be received %					**93%**	**93%**	**93%**	**93%**	**93%**	**93%**
Above estimating table allows applicants to overwrite estimating formulas if they have reason to do so.					-	-	-	-	-	-

County (In Person) / Distance Ed **Clark** <--Select base PCFP payment category here

STATE FUNDING PORTION Add'l Funding Wts

Note:State Weighted and SpEd funding are paid based on prior year verified special population enrollments. Schools in year 1 do not receive weighted or SpEd funds until year 2.

	Add'l Wts%	Add'l Wts$						
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English Language Learners (EL)	23.0%	$1,627	-	36,852	58,349	82,917	89,059	95,201
Gifted & Talented (GATE)	12.0%	$849	-	-	-	-	-	-
Free & Reduced Lunch (FRL)	3.0%	$212	-	46,323	73,345	104,228	111,948	119,669
General support only (All students)	**$7,293**	$7,293	2,187,900	3,464,175	4,922,775	5,287,425	5,652,075	5,834,400
Statewide Base Per Pupil	**$7,074**							

ENROLLMENT % (FEDERAL FUNDING PORTION)

At Risk (% of students)		86%	86%	86%	86%	86%	86%
ELL (% of students)		15%	15%	15%	15%	15%	15%
Special Education (% of students) (contact staff if >25% SPED)		13%	13%	13%	13%	13%	13%
Special Education (# of students)		38	59	84	91	97	100

Inflation adjustor (% per year)	1.00%	Applies to PCFP and Sponsorship fee
Special Education (SPED) Weighted Funding	$0.00	Per student (Placeholder $3,000 6.28.21)
PCFP Sponsorship Fee	1.25%	% of Base
Title IA	$400.00	/FRL Student
Title IIA (For FRL students only)	$65.00	/FRL Student
Title IIA (Fixed amt for all students)	$4.00	/FRL Student
Title III	$97.00	Per ELL student
Title IV (Do not use)	Do not use	
IDEA (total)	$1,005.00	Per SPED student
Breakfast Program -- Federal Reimbursement	yes	"yes" or "no"
Breakfast Program	$1.80	Per student per day
Lunch Program	$2.50	Per student per day
School level fundraising	$0.00	Per student
County where school is located	Clark	

Overwrite your inputs to the left. These assumptions are provided as examples only. They are those that other schools have used. They may not be applicable to your situation.

		SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
		2022	2023	2024	2025	2026	2027	2028
Enrollment & Revenue	**Totals**	2023	2024	2025	2026	2027	2028	2029
Enrollment Detail			300	475	675	725	775	800
STATE & LOCAL (PCFP) FUNDING								
State PCFP Adj' Base Revenue			$2,187,900	$3,685,875	$5,273,801	$5,786,251	$6,187,851	$6,407,126
State Weighted Funding (EL, GATE, AR)			$ -	$83,175	$131,694	$187,145	$201,007	$214,870
State SPED Funding			-	138,525	219,331	311,681	334,769	357,856
Local SPED Funding			-	-	-	-	-	-
Inflation adjustor	1.00%			$36,859	$52,738	$57,863	$61,879	$64,071
Inflation adjusted Total Revenue			$2,187,900	$3,944,435	$5,677,564	$6,342,939	$6,785,505	$7,043,923
PCFP Sponsorship Fee (on Base)			$(27,349)	$(46,073)	$(65,923)	$(72,328)	$(77,348)	$(80,089)
PCFP Revenue Net of Sponsor Fee			$2,160,551	$3,898,361	$5,611,642	$6,270,611	$6,708,157	$6,963,834
PCFP Revenue Net of Sponsor Fee pp			$7,202	$8,207	$8,314	$8,649	$8,656	$8,705
FEDERAL & OTHER FUNDING PORTION								
Title I	1,284,000		102,720	162,640	231,120	248,240	265,360	273,920
Title IIA (FRL only)	221,775		17,742	28,092	39,920	42,877	45,834	47,312
Title IIA (FRL & Non FRL)	15,000		1,200	1,900	2,700	2,900	3,100	3,200
Title III	54,926		4,394	6,957	9,887	10,619	11,351	11,718
Title IV								
Federal Breakfast Program	1,040,040		83,203	131,738	187,207	201,074	214,942	221,875
Federal Lunch Program	1,444,500		115,560	182,970	260,010	279,270	298,530	308,160
IDEA	471,094		37,688	59,672	84,797	91,078	97,359	100,500
Start-up funds (Federal Replication & Expansion already awarded to operator--not SEA grant)	-	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Charter School Program (CSP) Grant (w/letter)	-	-	-	-	-	-	-	-
Other start-up grant funds, incl' SEA Grants w/ltr	-	-	-	-	-	-	-	-
School level fundraising w/supporting documentation	-	-	$ -	$ -	$ -	$ -	$ -	$ -
Student fees (Net)	-	-	-	-	-	-	-	-
Food Services Revenue	-	-	-	-	-	-	-	-
Transportation Funding	-	-	-	-	-	-	-	-
Investment Income	-	-	-	-	-	-	-	-
Private fundraising (foundations, corporate) w/ltr	149,082	149,082	-	-	-	-	-	-
Fundraising / Donations w/ltrs	10,000	10,000	-	-	-	-	-	-
		$ 159,082	**$ 362,507**	**$ 573,969**	**$ 815,640**	**$ 876,058**	**$ 936,476**	**$ 966,685**
Per Pupil (Federal Funding Portion)			***$ 1,208***	***$ 1,208***	***$ 1,208***	***$ 1,208***	***$ 1,208***	***$ 1,208***
TOTAL REVENUE	**$36,144,492**	**$ 159,082**	**$ 2,523,058**	**$ 4,472,330**	**$ 6,427,282**	**$ 7,146,669**	**$ 7,644,633**	**$ 7,930,519**
Total PCFP Revenue PP			***$ 8,410***	***$ 9,415***	***$ 9,522***	***$ 9,857***	***$ 9,864***	***$ 9,913***

Furnishings, Fixtures, Equipment & Technology (FFE&T)

The Village High School

Mike Dang
702.486.8879

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TOC

			SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
			2022	2023	2024	2025	2026	2027	2028
			2023	2024	2025	2026	2027	2028	2029
ASSUMPTIONS									
Student enrollment				300	475	675	725	775	800
FTE Total (PT not incl)				24	49	67	83	83	83
			(Enter manually)						
Number of copiers needed			-	-	-	-	-	-	-
Annual copier lease			-	-	-	-	-	-	-
Copier - usage fee	$12.00	Per student	-	3,600	5,700	8,100	8,700	9,300	9,600
Computers - Faculty	$850.00	Per new laptop	-	4,834	10,147	13,972	17,372	17,372	17,372
Computers (Replacement) - Faculty	$ -		-						
Computers - Students	$300.00		-	22,500	35,625	50,625	54,375	58,125	60,000
Computers (Replacement)- Students	$ -		-						
Cart Costs	$ -		-						
FTE Cell phone handsets	$ -	Per handset	-	-	-	-	-	-	-
FTE Cell phones	$ -	Per month	-	-	-	-	-	-	-
Internet setup	$2,500.00		-						
Server	$2,500.00		-						
Classroom technology, other	$2,000.00	Per classroom	-	21,429	12,500	14,286	3,571	3,571	1,786
Educational software/curriculum	$50.00	Per student	-	15,000	23,750	33,750	36,250	38,750	40,000
NWEA-MAP	$ -	Per student	-	-	-	-	-	-	-
iReady	$ -	Per student	-	-	-	-	-	-	-
Class Dojo	$ -	Per student	-	-	-	-	-	-	-
Infinite Campus	$ -	Per student	-	-	-	-	-	-	-
Technology Support Services	$1,200.00	Per month	-	14,400	14,400	14,400	14,400	14,400	14,400
Internet and phone monthly service	$1,350.00	Per month	-	16,200	16,200	16,200	16,200	16,200	16,200
Other Equipment (security system, Hardware costs, setup fees)	$13,000.00		-	13,000	-	-	-	-	-
Other Equipment replacement	$ -	Expected years	-	-	-	-	-	-	-
Monthly equipment cost	$ -	Per month	-	-	-	-	-	-	-
Computer Hardware (Other)	$ -	Per new FTE	-	-	-	-	-	-	-
Computer Software	$25.00	Per FTE	-	600	1,225	1,675	2,075	2,075	2,075
Faculty furniture (desks, tables, chairs…	$800.00	Per new FTE	-	18,200	20,000	14,400	12,800	-	-
Student furniture (desks, tables, chairs..	$110.00	Per new student	-	33,000	19,250	22,000	5,500	5,500	2,750
TOTAL FFE & T COSTS (book expense, e.g., full accrual)	**$1,011,687**		**$-**	**$162,763**	**$158,797**	**$189,408**	**$171,243**	**$165,293**	**$164,183**

Comments (Row #, you can include calculations in this workspace area; you can also insert Comments in cells above)

Facilities TOC

The Village High School

Mike Dang, 702.486.8879

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Potential location(s) under consideration: (Address or cross street, City, County)

Zip codes: 89030, 89031, 89032, 89081, 89115

0

FACILITIES				**SY 0/Incu**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
SELECT "Purchase" or "Lease"	Lease			**2022**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**
				2023	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**
LEASE OPTION				**Enrollment**	300 s	475 s	675 s	725 s	775 s	800 s
SF/pupil					**133 sf/p**	**126 sf/p**	**133 sf/p**	**138 sf/p**	**129 sf/p**	**138 sf/p**
Lease area (conditioned space)(sq ft)				-	**40,000 sf**	**60,000 sf**	**90,000 sf**	**100,000 sf**	**100,000 sf**	**110,000 sf**
Lease rate/sq ft/Month (Contract--Before waivers/deferrals, w/o escalator)				$ -	**$0.70 /mo**	**$0.70 /mo**	**$0.70 /mo**	**$0.70 /mo**	**$0.70 /mo**	**$0.70 /mo**
Lease rate/sq ft/Year (Contract--Before waivers/deferrals, w/o escalator)				$ -	$8.40 /yr	$8.40 /yr	$8.40 /yr	$8.40 /yr	$8.40 /yr	$8.40 /yr
Lease rate/sq ft/month (After waivers, w/o escalator)(If applicable)				$ -	**$0.70 /mo**	**$0.70 /mo**	**$0.70 /mo**	**$0.70 /mo**	**$0.70 /mo**	**$0.70 /mo**
Lease rate/sq ft/year (After waivers, w/o escalator)				$ -	$8.40 /yr	$8.40 /yr	$8.40 /yr	$8.40 /yr	$8.40 /yr	$8.40 /yr
Lease rate escalator						3%	3%	3%	3%	3%
Lease cost/sf/month (after waivers)				$-	$0.70	$0.72	$0.74	$0.76	$0.79	$0.81
Lease rate /yr w/esca' (after waivers)				$ -	$8.40	$8.65	$8.91	$9.18	$9.45	$9.74
Facility lease cost/yr			$4,591,648	$ -	$336,000	519,120	802,040	917,891	945,427	1,071,169
	Per sq ft									
Custodial (Non CAM)/yr	$0.15	/sf/yr	75,000		$6,000	$9,000	$13,500	$15,000	$15,000	$16,500
Utilities/yr	$0.50	/sf/yr	250,000	-	20,000	30,000	45,000	50,000	50,000	55,000
CAM/yr	$0.12	/sf/yr	60,000		4,800	7,200	10,800	12,000	12,000	13,200
Campus security	$ -	/yr	-		-	-	-	-	-	-
Insurance (If'not on Ins' tab)	$ -	/yr	-		-	-	-	-	-	-
Internal/major repairs	$0.20	/sf/yr	100,000		8,000	12,000	18,000	20,000	20,000	22,000
Maintenance	$0.40	/sf/yr	200,000		16,000	24,000	36,000	40,000	40,000	44,000
Property Taxes	$ -	/sf/yr	-		-	-	-	-	-	-
Escalator on Custodial, Utilities, CAM, Security)	2.00%	Above costs	741,529		55,896	85,521	130,847	148,293	151,259	169,713
Security Deposit(s)(post to Cashflow ("CF Y1 M	$ -	Lump sum	-	-	-					
Tenant Improvement Costs (Initial Capital Outlay for Occupancy)			-							
Architecture & Engineering										
Space Planning										
Other facility preparation costs										
Depreciation-Capital Outlay			-	-	-	-	-	-	-	-
Total cash cost to lease (FYI, not shown on Summary tab)			**$5,333,177**	**$ -**	**$391,896**	**$604,641**	**$932,887**	**$1,066,184**	**$1,096,686**	**$1,240,882**
Total lease book expense (shown on Summary tab)				**$ -**	**$391,896**	**$604,641**	**$932,887**	**$1,066,184**	**$1,096,686**	**$1,240,882**
Book Expense - Cash Cost				$ -	$ -	$ -	$ -	$ -	$ -	$ -
Facility lease cost / Month					$28,000	$43,260	$66,837	$76,491	$78,786	$89,264
Custodial (Non CAM)/mo					500	750	1,125	1,250	1,250	1,375
Utilities/mo					1,667	2,500	3,750	4,167	4,167	4,583
CAM /mo					400	600	900	1,000	1,000	1,100
Campus security					-	-	-	-	-	-

If Lease, then facility type: **Retail/shopping, office, industrial, school, church, other**_____

City/County sign off of improvement plans--all required work identified

PURCHASE OPTION										
Square feet purchased	2.5 sf		Equity	-%	% of purchase price					
Purchase price per sq ft	$ -	Per sq ft	Amount Financed	$ -						
Purchase price	$0		Loan Term (years)	-						
Renovation cost per sq ft	$ -	Per sq ft	Bank Fees & Points	-						
Total renovation costs	$ -		Interest Rate	% -						
Purchase price and renovation costs	**$ -**									
Monthly Debt Service		$ -								
Annual Debt Service		**$ -**			-	-	-	-	-	-
Estimated annual interest expense		**$ -**			-	-	-	-	-	-
(based on PV of all interest payments)										
Custodial Services	$ -	Per sq ft			-	-	-	-	-	-
Utilities	$ -	Per sq ft			-	-	-	-	-	-
Maintenance	$ -	Per sq ft			-	-	-	-	-	-
Campus security	$ -	Per year			-	-	-	-	-	-
Equity (down payment)					-					
Financing costs (6 months during planning year)										
Total cash costs to purchase					-	-	-	-	-	-
Total purchase book expense					-	-	-	-	-	-

TOTAL FACILITIES CASH COSTS	$5,333,177	**$-**	**$391,896**	**$604,641**	**$932,887**	**$1,066,184**	**$1,096,686**	**$1,240,882**
TOTAL FACILITIES Book Expense	$5,333,177	**$-**	**$391,896**	**$604,641**	**$932,887**	**$1,066,184**	**$1,096,686**	**$1,240,882**
Total lease book expense (shown on Summary tab)	**$5,333,177**	**$-**	**$391,896**	**$604,641**	**$932,887**	**$1,066,184**	**$1,096,686**	**$1,240,882**
Difference		$-	$-	$-	$-	$-	$-	$-

School Plan Statistics TOC

ABC Academy

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https://nv.sharepoint.com/sites/spcsa/Shared Documents/Authorizing/Application Packet/Template Financial Plan Workbook/[SPCSA-New-School-Application-Financial-Plan-Template-PCFP-2021 09 22.xlsx]Sheet1

	Totals/Max'/Avg	SY 0/Incu 2021 2022	Yr 1 2022 2023	Yr 2 2023 2024	Yr 3 2024 2025	Yr 4 2025 2026	Yr 5 2026 2027	Yr 6 2027 2028
Number of Students	Plan max 400	-	100	200	300	400	400	400
Number of Employees (FTE)	Plan max 6	1.0	4.0	5.0	5.0	5.0	5.0	6.0
Facility Size (square footage)		-	4,000	4,000	4,000	4,000	4,000	4,000
KEY STATISTICS		**SY 0/Incu**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
# students > Bkeven			**11 s**	**30 s**	**46 s**	**8 s**	**44 s**	**52 s**
% students > Bkeven			**4%**	**6%**	**7%**	**1%**	**6%**	**6%**
Ending Fund Balance (cumulative)		$10,000	$98,528	$382,385	$820,546	$900,269	$1,330,147	$1,842,357
Cumulative Reserve/Expense			4%	9%	14%	13%	18%	25%
Number of Students	max 800	-	300	475	675	725	775	800
Number of Employees	max 83	**1**	**24**	**49**	**67**	**83**	**83**	**83**
Number of Occupants	max 883	1	324	524	742	808	858	883
Growth, # students				58%	42%	7%	7%	3%
Number of Teachers (SPED)	max 10	-	3	6	8	10	10	10
Number of Teachers (ELL)	max 4	-	1	2	3	4	4	4
Number of Teachers (Grade)	max 38	-	11	20	31	38	38	38
Number of Teachers (Total)	max 52	-	15	28	42	52	52	52
Student/Teacher	max 20		**20**	**17**	**16**	**14**	**15**	**15**
Student/Classroom w/o Teacher			**27**	**28**	**27**	**28**	**28**	**28**
Number of Admin	max 3	1	2	2	3	3	3	3
Student/Admin ratio	max 267	-	200	238	225	242	258	267
Teacher/Admin ratio	max 17	-	10	14	14	17	17	17
Number of Office (non Admin)	max 11	1	4	8	9	11	11	11
Student/Office ratio	max 75		75	59	75	66	70	73
Teacher/Office ratio	max 5		4	4	5	5	5	5
Salaries: Administrator	av $81,250		$85,000	$82,500	$80,000	$80,000	$80,000	$80,000
Salaries: Office staff	av $23,281		22,500	24,500	21,778	23,636	23,636	23,636
Salaries: Teachers (SPED)	av $35,269		38,867	34,550	34,550	34,550	34,550	34,550
Salaries: Teachers (ELL)	av $47,500		47,500	47,500	47,500	47,500	47,500	47,500
Salaries/Teachers-Grade Level	av $47,500		47,500	47,500	47,500	47,500	47,500	47,500
Title IIA Professional Dev	av $1,024		1,263	1,071	1,015	880	941	971
Revenue/pupil	av $9,497		$8,410	$9,415	$9,522	$9,857	$9,864	$9,913
Expenses/pupil	av $9,023		8,115	8,818	8,873	9,748	9,309	9,273
Net/p	av $474		$295	$598	$649	$110	$555	$640
Square Feet (Facility, Conditioned)	max 110,000		40,000	60,000	90,000	100,000	100,000	110,000
Sq ft / Students	min 126		133	126	133	138	129	138
Sq ft / Occupants	min 115		123	115	121	124	117	125
Student fees PP	$ -		-	-	-	-	-	-

PERCENT TOTAL REVENUE		SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
REVENUE								
State & Local Revenue w/o St SpEd	84%	-%	87%	85%	85%	84%	84%	84%
CS Sponsorship Fee (Infl' Adj'd)	(1.02%)	-%	-%	-%	-%	-%	-%	-%
Title I	4%	-%	4%	4%	4%	3%	3%	3%
Title IIA	1%	-%	1%	1%	1%	1%	1%	1%
Title III	0%	-%	0%	0%	0%	0%	0%	0%
Title IV	-%	-%	-%	-%	-%	-%	-%	-%
Federal Breakfast Program	3%	-%	3%	3%	3%	3%	3%	3%
Federal Lunch Program	4%	-%	5%	4%	4%	4%	4%	4%
IDEA	1%	-%	1%	1%	1%	1%	1%	1%
State Special Education Funding	4%	-%	-%	3%	3%	4%	4%	5%
"Replication & Expansion" start-up funds	-%	-%	-%	-%	-%	-%	-%	-%
Charter School Program (CSP) Grant (w/	-%	-%	-%	-%	-%	-%	-%	-%
Other start-up funds (incl' SEA grants)	-%	-%	-%	-%	-%	-%	-%	-%
Student fees (Net)	-%	-%	-%	-%	-%	-%	-%	-%
Food Services	-%	-%	-%	-%	-%	-%	-%	-%
Transportation	-%	-%	-%	-%	-%	-%	-%	-%
Investment Income	-%	-%	-%	-%	-%	-%	-%	-%
School level fundraising	-%	-%	-%	-%	-%	-%	-%	-%
Private fundraising (foundations, corporat	0%	94%	-%	-%	-%	-%	-%	-%
Private fundraising (individuals)	0%	6%	-%	-%	-%	-%	-%	-%
TOTAL REVENUE	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
EXPENSES								
Personnel	**61%**	**74%**	**56%**	**61%**	**59%**	**66%**	**62%**	**60%**
Facilities	**15%**	**-%**	**16%**	**14%**	**15%**	**15%**	**14%**	**16%**
General Operating Expenses	**16%**	**14%**	**17%**	**15%**	**16%**	**15%**	**16%**	**16%**
EMO/CMO Payments, Net	**-%**	**-%**	**-%**	**-%**	**-%**	**-%**	**-%**	**-%**
Marketing	**0%**	6%	0%	0%	0%	0%	0%	0%
FFE&T	**3%**	-%	6%	4%	3%	2%	2%	2%
Transportation	**-%**	-%	-%	-%	-%	-%	-%	-%
Insurance	**0%**	-%	1%	1%	0%	0%	0%	0%
Other Pre-approval & Pre-Opening	**-%**	-%	-%	-%	-%	-%	-%	-%
TOTAL EXPENSES	**95%**	**94%**	**96%**	**94%**	**93%**	**99%**	**94%**	**94%**
SURPLUS/(DEFICIT)	**5%**	**6%**	**4%**	**6%**	**7%**	**1%**	**6%**	**6%**
Per student		*$ -*	*$295*	*$598*	*$649*	*$110*	*$555*	*$640*
Ending Fund Balance (Estimator)	$ -	$10,000	$98,528	$382,385	$820,546	$900,269	$1,330,147	$1,842,357

PER PUPIL (AVERAGES)		SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
REVENUE PP	**(Avg y1-6)**							
State & Local Revenue w/o St SpEd	$8,065		$7,293	$8,012	$8,086	$8,319	$8,324	$8,358
CS Sponsorship Fee (Infl' Adj'd)	(98)		(91)	(97)	(98)	(100)	(100)	(100)
State Special Education Funding	321		-	292	325	430	432	447
Title I	342		342	342	342	342	342	342
Title IIA	63		63	63	63	63	63	63
Title III	15		15	15	15	15	15	15
Federal Breakfast Program	277		277	277	277	277	277	277
Federal Lunch Program	385		385	385	385	385	385	385
IDEA	126		126	126	126	126	126	126
Transportation	-		-	-	-	-	-	-
R&E start-up funds	-		-	-	-	-	-	-
Other start-up funds	-		-	-	-	-	-	-
Student fees	-		-	-	-	-	-	-
Investment Income	-		-	-	-	-	-	-
School level fundraising	-		-	-	-	-	-	-
Private fundraising (foundations, corporat	-		-	-	-	-	-	-
Private fundraising (individuals)	-		-	-	-	-	-	-
TOTAL REVENUE PP	**$9,497**		**$8,410**	**$9,415**	**$9,522**	**$9,857**	**$9,864**	**$9,913**
EXPENSES PP								
Personnel	$5,768		4,744	5,710	5,655	6,490	6,091	5,920
Facilities	1,400		1,306	1,273	1,382	1,471	1,415	1,551
General Operating Expenses	1,490		1,414	1,430	1,504	1,502	1,543	1,549
EMO/CMO Payments, Net	-		-	-	-	-	-	-
Marketing	14		24	16	11	11	10	10
FFE&T	302		543	334	281	236	213	205
Transportation	-		-	-	-	-	-	-
Insurance	48		84	55	40	38	37	37
Other Pre-approval & Pre-Opening	-		-	-	-	-	-	-
TOTAL EXPENSES PP	**$9,023**		**$8,115**	**$8,818**	**$8,873**	**$9,748**	**$9,309**	**$9,273**
SURPLUS/(DEFICIT) Per Pupil	**$474 /pp**		**$295 pp**	**$598 pp**	**$649 pp**	**$110 pp**	**$555 pp**	**$640 pp**
Surplus/(Deficit) Per Pupil			*$1*	*$1*	*$1*	*$0*	*$1*	*$1*
Margin: Surplus(Deficit)/Revenue (aka Annual ratio)			***4%***	***6%***	***7%***	***1%***	***6%***	***6%***

Staffing Expenses

The Village High School

Mike Dang
702.486.8879

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TOC

School Year 1 (Fall Start) Teaching Starts
SY Ending

SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
2022	2023	2024	2025	2026	2027	2028
2023	2024	2025	2026	2027	2028	2029

Summary will populate automatically, please begin data entry below in areas with yellow cells.

Personnel Summary

STAFF FTE COUNT (FT & PT w/Benefits)

You may paste this summary section into your narrative –>
Staff counts here must match your narrative staff count

Staff Summary	SYE 2023	SYE 2024	SYE 2025	SYE 2026	SYE 2027	SYE 2028	SYE 2029
FTE - Administrators	0.8	1.5	2.0	3.0	3.0	3.0	3.0
FTE - Office	0.5	2.5	6.0	6.0	8.0	8.0	8.0
FTE - SPED Teachers	-	3.0	6.0	8.0	10.0	10.0	10.0
FTE - ELL Teachers	-	1.0	2.0	3.0	4.0	4.0	4.0
FTE - Guidance Counselors & Other	-	5.0	13.0	16.0	20.0	20.0	20.0
FTE - Grade Level Teachers	-	11.0	20.0	31.0	38.0	38.0	38.0
Total FTEs w/benefits @ School	**1.3**	**24.0**	**49.0**	**67.0**	**83.0**	**83.0**	**83.0**
Part-Time Staff w/o benefits (FTE count)	-	-	-	-	-	-	-
Total Staff w & w/o benefits (FTE count)	**1.25**	**24.00**	**49.00**	**67.00**	**83.00**	**83.00**	**83.00**

	Avg (no SY 0)						
Enrollment	avg $625		**300**	**475**	**675**	**725**	**775**	**800**
FTE Teachers (SPED, ELL, Grade Level)		-	**15**	**28**	**42**	**52**	**52**	**52**
Student/Teacher ratio		-	**20**	**17**	**16**	**14**	**15**	**15**
Total Revenue	avg $6,024,082	$159,082	$2,523,058	$4,472,330	$6,427,282	$7,146,669	$7,644,633	$7,930,519
TOTAL SALARIES	avg $2,922,946	$96,075	$1,142,243	$2,161,740	$3,038,595	$3,731,700	$3,731,700	$3,731,700
BENEFITS	avg $762,796	**$21,007**	**$280,859**	**$550,586**	**$778,808**	**$973,409**	**$988,588**	**$1,004,525**
MEDICAL		3,761	75,827	162,554	233,381	303,569	318,747	334,685
Retirement (PERS-Required)		14,892	177,048	335,070	470,982	578,414	578,414	578,414
Other benefits		2,354	27,985	52,963	74,446	91,427	91,427	91,427
Total Personnel Expense	avg $3,685,742	**$117,082**	**$1,423,102**	**$2,712,326**	**$3,817,403**	**$4,705,109**	**$4,720,288**	**$4,736,225**
Total Personnel Expense per Student	avg $5,768		4,744	5,710	5,655	6,490	6,091	5,920
Net Surplus after Personnel	avg $2,338,340	42,000	1,099,956	1,760,004	2,609,879	2,441,560	2,924,345	3,194,294
Net Surplus after Personnel per Student	avg $3,729		3,667	3,705	3,866	3,368	3,773	3,993
Net Surplus/Deficit	avg $305,393	10,000	88,528	283,858	438,161	79,723	429,878	512,210
Net Surplus/Deficit per student	avg $474	-	295	598	649	110	555	640

EXPENSES			SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
STAFFING COSTS			2022	2023	2024	2025	2026	2027	2028
ASSUMPTIONS			2023	2024	2025	2026	2027	2028	2029
Payroll Tax and Benefits									
Medical									
Single Coverage	$2,999	Per year							
Family Coverage	$3,999	Per year							
School's percentage of coverage	10%								
Assumed percentage of employees choosing single coverage	99%								
Weighted avg. cost for medical	**$3,009**	Per employee per year							
FICA	1.45%	Percentage of Salary							
State Retirement (PERS, Required)	15.50%	Percentage of Salary							
Life Insurance	1.00%	Percentage of Salary							
GASB 75 (replaces GASB 45)	$ -	Per employee							
Unemployment Insurance	$ -	Per employee							
Workers' Compensation	$ -	Per employee							
Payroll Services	$ -	Per employee per month							
Performance Bonus	Enter row ~379								
Inflation (Salaries & related, COLA)	5.00%	Medical benefits costs tied to salaries, rise w/Inflati							
Instructional days per year (Minimum)	180								
Saturday schools per year	-								
Contractors required for Saturday School	-								
Price per contractor	$ -								

PERS, 7/10/2020 :
* Charter Schools are Choice agencies so all PERS eligible employees would have the option to select the Employer paid or the Employee/Employer paid contribution plan if the employee has never selected the Employer paid plan in the past at a choice employer.
* For some School Districts their Certified employees are Non Choice and must be reported under the Employer Paid plan, and their non certified staff for some Districts do have a choice of plans. I believe the certified/ non certified would apply more to the School Districts in the State, and not the Charter Schools.
PERS, 4/14/2020 :
* The Employer Paid rate is 29.25% and the Employee/ Employer Paid plan is 15.25% for the EE and 15.25% for the Employer.
PERS rate change, 7/12/2021
THE CONTRIBUTION RATE FOR MEMBERS OF THE RETIREMENT SYSTEM WHO ELECT EMPLOYEE/EMPLOYER PAY CONTRIBUTION PLAN IS 15.50%.

https://www.nvpers.org/public/employers/PERS%20Official%20Policies.pdf

CONTRIBUTION PLAN ELECTION 286.200 3.44 New hires after January 1, 1991, of the employee groups enumerated in Policy 3.24 shall have the option to: a. Contribute under the employee/employer contribution plan, or b. Contribute under the employer-pay contribution plan. 286.200 3.45 New hires under Policy 3.44 who elect to contribute under the employee/employer contribution plan may: a. At any time after their date of hire, elect to contribute under the employer-pay contribution plan but, b. Once they elect to contribute under the employer-pay contribution plan may not thereafter revert to the employee/employer contribution plan. 286.200 3.46 New hires failing to

This area and below are not included in print range above.

	SYEnding	Base Salary (Input year or "NA")	FTE Count & Hiring Timing (Enter automatically or manually, hard code)						
Fall of School Year 1 =	**2023**								
FTE Count & Hiring Timing									
Administrators (Full-time & Part-Time w/benefits)	**SYEnding**								
Principal	2023	$ 90,000	0.8	1.0	1.0	1.0	1.0	1.0	1.0
Assistant Principal	2024	75,000	-	0.5	1.0	2.0	2.0	2.0	2.0
	year	-	-	-	-	-	-	-	-
	year	-	-	-	-	-	-	-	-
	year	-	-	-	-	-	-	-	-
Total Administrators			**1**	**2**	**2**	**3**	**3**	**3**	**3**
Office Staff (Full-time & Part-Time w/benefits)									
Office Manager	2023	$ 48,000	0.5	1.0	1.0	1.0	1.0	1.0	1.0
Receptionist	2024	20,000	-	1.0	3.0	3.0	4.0	4.0	4.0
Registrar/Attendance	2024	44,000	-	0.5	2.0	2.0	3.0	3.0	3.0
	year	-	-	-	-	-	-	-	-
Total Administrators and Office Staff			**1**	**4**	**8**	**9**	**11**	**11**	**11**
Special Education (SPED) Teachers (Full-time & Part-Time w/benefits)									
Special Education Teacher 1	2024	$47,500	-	2.0	3.0	4.0	5.0	5.0	5.0
SPED Specialist Assistant ($15/hr)	2024	21,600	-	1.0	3.0	4.0	5.0	5.0	5.0
	year	-	-	-	-	-	-	-	-
	year	-	-	-	-	-	-	-	-
	year	-	-	-	-	-	-	-	-
	year	-	-	-	-	-	-	-	-
	year	-	-	-	-	-	-	-	-
	year	-	-	-	-	-	-	-	-
	year	-	-	-	-	-	-	-	-
Total Special EducationTeachers			**-**	**3.0**	**6.0**	**8.0**	**10.0**	**10.0**	**10.0**
SPED Students				37.5	59.375	84.375	90.625	96.875	100
SPED Students/Teacher Ratio				12.5	9.895833333	10.546875	9.0625	9.6875	10
English Language Learner (ELL) Teachers (Full-time & Part-Time w/benefits)									
ELL Coordinator	2024	$47,500	-	1.0	2.0	3.0	4.0	4.0	4.0
	year	-	-	-	-	-	-	-	-
	year	-	-	-	-	-	-	-	-
	year	-	-	-	-	-	-	-	-
	year	-	-	-	-	-	-	-	-
	year	-	-	-	-	-	-	-	-
	year	-	-	-	-	-	-	-	-
	year	-	-	-	-	-	-	-	-
	year	-	-	-	-	-	-	-	-

Total ELL Teachers					-	1	2	3	4	4	4	
Guidance Counselor & Other Staff (Full-time & Part-Time w/benefits)												
FASA Health Assistant	2024	$ 26,000			-	1.0	1.0	2.0	2.0	2.0	2.0	
Counselor	2024	47,500			-	1.0	2.0	3.0	4.0	4.0	4.0	
Mental Health Counselor	2024	47,500			-	1.0	2.0	3.0	4.0	4.0	4.0	
Campus Monitor	2025	26,000			-	-	3.0	3.0	4.0	4.0	4.0	
NSLP Cafeteria Manager	2024	26,000			-	0.5	1.0	1.0	1.0	1.0	1.0	
Custodian	2024	26,000			-	1.0	3.0	3.0	4.0	4.0	4.0	
School Nurse	2024	47,500			-	0.5	1.0	1.0	1.0	1.0	1.0	
	year	-			-	-	-	-	-	-	-	
	year				-	-	-	-	-	-	-	
Total Guidance Counselors/Other					-	5	13	16	20	20	20	
Total Special Education/ELL Teachers/Guidance Counselors					-	9	21	27	34	34	34	
Total Faculty before Teachers					1	13	29	36	45	45	45	
Grade Level (Core) Teachers (Full-time & Part-Time w/benefits)												
Teacher	**Grade Level**	**SYE**	**Base Salary**	**Subject**	**FTE Count**	(Input year or "NA")						
Fall of School Year 1 =		**2023**										
						You may enter more than one person in any cell if the salaries are the same--or if you're using an average salary (and they're starting the same year).						
Grade Level Teacher	year	na	$ -	General	-	-	-	-	-	-	-	
Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-	
Grade Level Teacher	year	na	-	General	-	-	-	-	-	-	-	
Kindergarten Teacher	year	na	$ -	General	-	-	-	-	-	-	-	
Kindergarten Teacher	year	na	-	General	-	-	-	-	-	-	-	
Kindergarten Teacher	year	na	-	General	-	-	-	-	-	-	-	
Kindergarten Teacher	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-		-	-	-	-	-	-	-	
1st Grade Teacher	year	na	$ -	General	-	-	-	-	-	-	-	
1st Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
1st Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
1st Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-		-	-	-	-	-	-	-	
2nd Grade Teacher	year	na	$ -	General	-	-	-	-	-	-	-	
2nd Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
2nd Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
2nd Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-		-	-	-	-	-	-	-	
3rd Grade Teacher	year	na	$ -	General	-	-	-	-	-	-	-	
3rd Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
3rd Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
3rd Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-		-	-	-	-	-	-	-	
4th Grade Teacher	year	na	$ -	General	-	-	-	-	-	-	-	
4th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
4th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
4th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-		-	-	-	-	-	-	-	
5th Grade Teacher	year	na	$ -	General	-	-	-	-	-	-	-	
5th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
5th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
5th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-		-	-	-	-	-	-	-	
6th Grade Teacher	year	na	$ -	General	-	-	-	-	-	-	-	
6th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
6th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
6th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
7th Grade Teacher	year	na	$ -	General	-	-	-	-	-	-	-	
7th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
7th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
7th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	

	year	na	-	General	-	-	-	-	-	-	-	
	year	na		General	-	-	-	-	-	-	-	
8th Grade Teacher	year	na	$ -	General	-	-	-	-	-	-	-	
8th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
8th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
8th Grade Teacher	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
PE teacher	9 through 12	2024	$47,500	General	-	1.0	2.0	3.0	4.0	4.0	4.0	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
Elective	9 through 12	2024	$47,500	General	-	1.0	4.0	5.0	6.0	6.0	6.0	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
Spanish Teacher	9 through 12	2024	$47,500	General	-	1.0	2.0	3.0	4.0	4.0	4.0	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
Grade Level Teacher	9 through 12	2024	$47,500	Math	-	2.0	3.0	5.0	6.0	6.0	6.0	
Grade Level Teacher	9 through 12	2024	$47,500	English	-	2.0	3.0	5.0	6.0	6.0	6.0	
Grade Level Teacher	9 through 12	2024	$47,500	Science	-	2.0	3.0	5.0	6.0	6.0	6.0	
Grade Level Teacher	9 through 12	2024	$47,500	Social Studies	-	2.0	3.0	5.0	6.0	6.0	6.0	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	$ -	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	$ -	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
	year	na	-	General	-	-	-	-	-	-	-	
Total Grade Level Teachers (Count)					**-**	**11**	**20**	**31**	**38**	**38**	**38**	
Total Teachers (SPED, ELL, Grade + Counselors)					-	20	41	58	72	72	72	
SALARIES												
Administrators (Full-time & Part-Time w/benefits)												
Principal	$607,500				67,500	90,000	90,000	90,000	90,000	90,000	90,000	
Assistant Principal	712,500				-	37,500	75,000	150,000	150,000	150,000	150,000	
0	-				-	-	-	-	-	-	-	
0	-				-	-	-	-	-	-	-	
0	-				-	-	-	-	-	-	-	
Subtotal	1,320,000				67,500	127,500	165,000	240,000	240,000	240,000	240,000	
Office Staff (Full-time & Part-Time w/benefits)												
Office Manager	312,000				24,000	48,000	48,000	48,000	48,000	48,000	48,000	
Receptionist	380,000				-	20,000	60,000	60,000	80,000	80,000	80,000	
Registrar/Attendance	594,000				-	22,000	88,000	88,000	132,000	132,000	132,000	
0	-				-	-	-	-	-	-	-	
Subtotal Office Staff	1,286,000				24,000	90,000	196,000	196,000	260,000	260,000	260,000	
Total Administrators and Office Staff	2,606,000				**91,500**	**217,500**	**361,000**	**436,000**	**500,000**	**500,000**	**500,000**	
Special Education (SPED) Teachers (Full-time & Part-Time w/benefits)												
Special Education Teacher 1	1,140,000				-	95,000	142,500	190,000	237,500	237,500	237,500	
SPED Specialist Assistant ($15/hr)	496,800				-	21,600	64,800	86,400	108,000	108,000	108,000	
-	-				-	-	-	-	-	-	-	

-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
Total Special EducationTeachers	**$1,636,800**	**-**	**116,600**	**207,300**	**276,400**	**345,500**	**345,500**	**345,500**	
English Language Learner (ELL) Teachers (Full-time & Part-Time w/benefits)									
ELL Coordinator	855,000	-	47,500	95,000	142,500	190,000	190,000	190,000	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
Total ELL Teachers	**$855,000**	**-**	**47,500**	**95,000**	**142,500**	**190,000**	**190,000**	**190,000**	
Guidance Counselor & Other Staff (Full-time & Part-Time w/benefits)									
FASA Health Assistant	260,000	-	26,000	26,000	52,000	52,000	52,000	52,000	
Counselor	855,000	-	47,500	95,000	142,500	190,000	190,000	190,000	
Mental Health Counselor	855,000	-	47,500	95,000	142,500	190,000	190,000	190,000	
Campus Monitor	468,000	-	-	78,000	78,000	104,000	104,000	104,000	
NSLP Cafeteria Manager	143,000	-	13,000	26,000	26,000	26,000	26,000	26,000	
Custodian	494,000	-	26,000	78,000	78,000	104,000	104,000	104,000	
School Nurse	261,250	-	23,750	47,500	47,500	47,500	47,500	47,500	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
Total Guidance Counselors/Other	**$3,336,250**	**-**	**183,750**	**445,500**	**566,500**	**713,500**	**713,500**	**713,500**	
Grade Level Teacher	-	-	-	-	-	-	-	-	
Grade Level Teacher	-	-	-	-	-	-	-	-	
Grade Level Teacher	-	-	-	-	-	-	-	-	
	-								
Kindergarten Teacher	-	-	-	-	-	-	-	-	
Kindergarten Teacher	-	-	-	-	-	-	-	-	
Kindergarten Teacher	-	-	-	-	-	-	-	-	
Kindergarten Teacher	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
	-								
1st Grade Teacher	-	-	-	-	-	-	-	-	
1st Grade Teacher	-	-	-	-	-	-	-	-	
1st Grade Teacher	-	-	-	-	-	-	-	-	
1st Grade Teacher	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
	-								
2nd Grade Teacher	-	-	-	-	-	-	-	-	
2nd Grade Teacher	-	-	-	-	-	-	-	-	
2nd Grade Teacher	-	-	-	-	-	-	-	-	
2nd Grade Teacher	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
	-								
3rd Grade Teacher	-	-	-	-	-	-	-	-	
3rd Grade Teacher	-	-	-	-	-	-	-	-	
3rd Grade Teacher	-	-	-	-	-	-	-	-	
3rd Grade Teacher	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
	-								
4th Grade Teacher	-	-	-	-	-	-	-	-	
4th Grade Teacher	-	-	-	-	-	-	-	-	
4th Grade Teacher	-	-	-	-	-	-	-	-	
4th Grade Teacher	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
	-								
5th Grade Teacher	-	-	-	-	-	-	-	-	
5th Grade Teacher	-	-	-	-	-	-	-	-	
5th Grade Teacher	-	-	-	-	-	-	-	-	
5th Grade Teacher	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
	-								
6th Grade Teacher	-	-	-	-	-	-	-	-	

6th Grade Teacher	-	-	-	-	-	-	-	-	-
6th Grade Teacher	-	-	-	-	-	-	-	-	-
6th Grade Teacher	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
	-								
7th Grade Teacher	-	-	-	-	-	-	-	-	-
7th Grade Teacher	-	-	-	-	-	-	-	-	-
7th Grade Teacher	-	-	-	-	-	-	-	-	-
7th Grade Teacher	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
	-								
8th Grade Teacher	-	-	-	-	-	-	-	-	-
8th Grade Teacher	-	-	-	-	-	-	-	-	-
8th Grade Teacher	-	-	-	-	-	-	-	-	-
8th Grade Teacher	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-
	-								
PE teacher	855,000	-	47,500	95,000	142,500	190,000	190,000	190,000	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
	-								
Elective	1,330,000	-	47,500	190,000	237,500	285,000	285,000	285,000	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
	-								
Spanish Teacher	855,000	-	47,500	95,000	142,500	190,000	190,000	190,000	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
	-								
Grade Level Teacher	1,330,000	-	95,000	142,500	237,500	285,000	285,000	285,000	
Grade Level Teacher	1,330,000	-	95,000	142,500	237,500	285,000	285,000	285,000	
Grade Level Teacher	1,330,000	-	95,000	142,500	237,500	285,000	285,000	285,000	
Grade Level Teacher	1,330,000	-	95,000	142,500	237,500	285,000	285,000	285,000	
-	-	-	-	-	-	-	-	-	
	-								
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
	-								
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
-	-	-	-	-	-	-	-	-	
Total Grade Level Teacher Salaries	**$8,360,000**	**$ -**	**$522,500**	**$950,000**	**$1,472,500**	**$1,805,000**	**$1,805,000**	**$1,805,000**	
Performance Bonuses		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	
Inflation (Salaries & related, COLA)		**$4,575**	**$54,393**	**$102,940**	**$144,695**	**$177,700**	**$177,700**	**$177,700**	
TOTAL SALARIES	**$17,633,753**	**$96,075**	**$1,142,243**	**$2,161,740**	**$3,038,595**	**$3,731,700**	**$3,731,700**	**$3,731,700**	
BENEFITS									
MEDICAL									
Total Medical Benefits		**3,761**	**75,827**	**162,554**	**233,381**	**303,569**	**318,747**	**334,685**	
FICA (Federal Insurance Contributions Act)									
Total FICA		**1,393**	**16,563**	**31,345**	**44,060**	**54,110**	**54,110**	**54,110**	
State Retirement (PERS-Required)									

TOTAL STATE RETIREMENT COSTS	14,892	177,048	335,070	470,982	578,414	578,414	578,414
Life Insurance							
TOTAL LIFE INSURANCE	961	11,422	21,617	30,386	37,317	37,317	37,317
GASB 45							
Total GASB 45	-	-	-	-	-	-	-
Unuemployment Insurance							
TOTAL UNEMPLOYMENT INSURANCE	-	-	-	-	-	-	-
Workers' Compensation Insurance							
Total Workers' Comp	-	-	-	-	-	-	-
TOTAL BENEFITS	$21,007	$280,859	$550,586	$778,808	$973,409	$988,588	$1,004,525
% of Salaries	*22%*	*25%*	*25%*	*26%*	*26%*	*26%*	*27%*
Part-Time Employees (w/o benefits)							
	Annualized Pay						
1. Input Part-Time Employee(s) (PTE)							
Count of PTE (FTE equivalent)(calculator below)	-	-	-	-	-	-	-
Annualized salary	$ -	$ -	$ -	$ -	$ -	$ -	$ -
2. Input part-time employee							
Count of PTE (FTE equivalence)	-	-	-	-	-	-	-
Annualized salary	$ -	$ -	$ -	$ -	$ -	$ -	$ -
3. Input part-time employee							
Count of PTE (FTE equivalence)	-	-	-	-	-	-	-
Annualized salary	$ -	$ -	$ -	$ -	$ -	$ -	$ -
4. Input part-time employee							
Count of PTE (FTE equivalence)	-	-	-	-	-	-	-
Annualized salary	$ -	$ -	$ -	$ -	$ -	$ -	$ -
5. Input part-time employee							
Count of PTE (FTE equivalence)	-	-	-	-	-	-	-
Annualized salary	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Subtotal Part-Time Employee Wages	-	-	-	-	-	-	-
FICA on Part-Time Employees wages	1.5%	-	-	-	-	-	-
PART TIME WAGES	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Part-Time Employees (w/o benefits)(FTE Count)	-	-	-	-	-	-	-
PAYROLL SERVICES	$ -	$ -	$ -	$ -	$ -	$ -	$ -
PERSONNEL (W/PAYROLL)	$22,231,535	$117,082	$1,423,102	$2,712,326	$3,817,403	$4,705,109	$4,720,288	$4,736,225

Part-Time Employee calculator (for input above)

	Staff 1	Staff 2	Staff 3	Staff 4	Staff 5
Estimated hours per week	-	-	-	-	-
Estimated weeks to work	-	-	-	-	-
Estimated total hours worked	-	-	-	-	-
Standard Hours worked per year	2,080	2,080	2,080	2,080	2,080
Portion of Standard Year worked	-	-	-	-	-
Standard school days/year with teaching days	-	-	-	-	-
Hours per day possible w/o Overtime	-	-	-	-	-
Standard Hours per school year, base for payment	-	-	-	-	-
Portion of Standard School Year worked	-	-	-	-	-

Insurance Coverage

The Village High School

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Check with your risk manager, insurance agent, or attorney as to what types of insurance you may need.

					Pre-Opening	*(You may overwrite the formulas below)*					
	Insurance types (Select appropriate coverages)	**Minimum Coverage**	**Annual Cost**	**Totals 6 yr+0**	**SYE 0 SYE 2023**	**SY 1 SYE 2024**	**SY 2 SYE 2025**	**SY 3 SYE 2026**	**SY 4 SYE 2027**	**SY 5 SYE 2028**	**SY 6 SYE 2029**
10	**NAC 388A.190**										
11	(a) Industrial insurance coverage, if applicable	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
12	(b) General liability insurance minimum coverage of $1,000,000. Includes coverage for molestation and sexual abuse, and have a broad form policy, with the named insureds:	$1,000,000	5,750	34,500	-	5,750	5,750	5,750	5,750	5,750	5,750
13	(c) Umbrella	3,000,000	4,500	27,000	-	4,500	4,500	4,500	4,500	4,500	4,500
14	(d) Educators' legal	1,000,000	4,000	24,000	-	4,000	4,000	4,000	4,000	4,000	4,000
15	(e) Employment practices	1,000,000	4,000	24,000	-	4,000	4,000	4,000	4,000	4,000	4,000
16	(f) Employment benefits	1,000,000	350	2,100	-	350	350	350	350	350	350
17	(g) Insurance covering errors and omissions of the sponsor and governing body of the charter school	1,000,000	-	-	-	-	-	-	-	-	-
18	(h) Motor vehicle, if applicable	1,000,000	-	-	-	-	-	-	-	-	-
19	(i) Sports and athletic participation, if applicable	1,000,000	-	-	-	-	-	-	-	-	-
20											
21	**NAC 388A.195**										
22	Legal services & expenses for due process complaints	Ck w/agent	-	$ -	-	-	-	-	-	-	-
23	OR describe NAC 388A.195 Reserve Fund plan in Application narrative										
24											
25	**Other (Check applicable requirements)**										
26	Abuse & Molestation			-	-	-	-	-	-	-	-
27	Accident Insurance - For volunteers or students due to accident at school	-		-	-	-	-	-	-	-	-
28	Commercial Property/Campus Liability	-	4,000	24,000	-	4,000	4,000	4,000	4,000	4,000	4,000
29	Commercial Property/Campus Liability (_____ type)	-		-	-	-	-	-	-	-	-
30	Cyber Liability	-		-	-	-	-	-	-	-	-
31	Directors & Officers	-		-	-	-	-	-	-	-	-
32	Employee Dishonesty/Crime	-	-	-	-	-	-	-	-	-	-
33	Employement Practices Liability	-	-	-	-	-	-	-	-	-	-
34	Errors and Omissions	-	-	-	-	-	-	-	-	-	-
35	Excess/Umbrella Liability	-	-	-	-	-	-	-	-	-	-
36	Personal and Advertising Injury	-	-	-	-	-	-	-	-	-	-
37	Products/Completed Operations Aggregate	-	-	-	-	-	-	-	-	-	-
38	Special Education Liability	-	-	-	-	-	-	-	-	-	-
39	Student Accident Liability per accident		2,000	12,000	-	2,000	2,000	2,000	2,000	2,000	2,000
40				-	-	-	-	-	-	-	-
41				-	-	-	-	-	-	-	-
42				-	-	-	-	-	-	-	-
43				-	-	-	-	-	-	-	-
44				-	-	-	-	-	-	-	-
45				-	-	-	-	-	-	-	-
46				-	-	-	-	-	-	-	-
47		-	-	-	-	-	-	-	-	-	-
48	Total Insurance Expense b4 Inflation				-	24,600	24,600	24,600	24,600	24,600	24,600
49	Inflation		3.0%		-	738	1,498	2,281	3,088	3,918	4,774
			$24,600	**$147,600**	**$ -**	**$25,338**	**$26,098**	**$26,881**	**$27,688**	**$28,518**	**$29,374**

Marketing & Recruiting

The Village High School

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		Charter Contract Operations Term					
	SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	2022	2023	2024	2025	2026	2027	2028
	2023	2024	2025	2026	2027	2028	2029
ENROLLMENT							
Number of grade levels	-	2	3	4	4	4	4
Number of classrooms	-	11	17	24	26	28	29
K		-	-	-	-	-	-
1st		-	-	-	-	-	-
2nd		-	-	-	-	-	-
3rd		-	-	-	-	-	-
4th		-	-	-	-	-	-
5th		-	-	-	-	-	-
6th		-	-	-	-	-	-
7th		-	-	-	-	-	-
8th		-	-	-	-	-	-
9th		150	175	200	200	200	200
10th		150	150	175	200	200	200
11th		-	150	150	175	200	200
12th		-	-	150	150	175	200
Total Student Enrollment		**300**	**475**	**675**	**725**	**775**	**800**
Student / Classroom (w/o teachers)		28	28	28	28	28	28

STUDENT RECRUITMENT AND MARKETING			SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
Marketing/Recruitment Method	**Schedule estimate**	**Totals**	**SYE 2023**	**SYE 2024**	**SYE 2025**	**SYE 2026**	**SYE 2027**	**SYE 2028**	**SYE 2029**
Social media, flyers, mail, website	Two months prior to open enrollment	$45,975	$6,000	$6,180	$6,365	$6,556	$6,753	$6,956	$7,164
Market Research	Incubation Year	2,500	2,500	-	-	-	-	-	-
Open house and site-based events	Annually	7,662	1,000	$1,030	$1,061	$1,093	$1,126	$1,159	$1,194
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
Total Cost		**$56,137**	**$9,500**	**$7,210**	**$7,426**	**$7,649**	**$7,879**	**$8,115**	**$8,358**
		100%	17%	13%	13%	14%	14%	14%	15%

Year 1 Cash Flow Worksheet TOC

The Village High School

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Fall 2023
Winter, Spring 2024
Sponsorship Fee 1.25%

(Carry over totals and input to appropriate worksheets)

School Operations Year 1

(This is a year 1 budget. It is not a pre-opening budget)

*For those on a quarterly payment plan, the E14 formula of '=(B14/4)*0.75 reflects not getting full amount in Q1. Balance received equally thereafter.*

	From Enrol tab	Variance	SY1 Ending 2024	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
			Mo	7	8	9	10	11	12	1	2	3	4	5	6
			BOM	7/1/2023	8/1/2023	9/1/2023	10/1/2023	11/1/2023	12/1/2023	1/1/2024	2/1/2024	3/1/2024	4/1/2024	5/1/2024	6/1/2024
			Days	31	31	30	31	30	31	31	29	31	30	31	30
REVENUES															
PCFP Revenue	$2,187,900	$ -	$2,187,900	$136,744	$136,744	$136,744	$197,519	$197,519	$197,519	$197,519	$197,519	$197,519	$197,519	$197,519	$197,519
CS Sponsorship Fee @ 0.0125	(27,349)	-	(27,349)	(1,709)	(1,709)	(1,709)	(2,469)	(2,469)	(2,469)	(2,469)	(2,469)	(2,469)	(2,469)	(2,469)	(2,469)
Title I	102,720	-	102,720						25,680						77,040
Title IIA	17,742	-	17,742						4,436						13,307
Title IIA	1,200	-	1,200						300						900
Title III	4,394	-	4,394						1,099						3,296
Federal Breakfast Program	83,203	-	83,203			8,320	8,320	8,320	8,320	8,320	8,320	8,320	8,320	8,320	8,320
Federal Lunch Program	115,560	-	115,560			11,556	11,556	11,556	11,556	11,556	11,556	11,556	11,556	11,556	11,556
IDEA	37,688	-	37,688												37,688
State Weighted Funding	-	-	-												
Charter Start up funds	-	-	-												
Other start-up grant funds	-	-	-												
School level fundraising	-	-	-												
Student Fees	-	-	-												
Investment Income	-	-	-												
Private Fundraising (w/Ltr of Support)	-	-	-												
Fundraising Donations (w/Ltr of Suppo	-	-	-	-						-					
Total Revenues	**$2,523,058**	**$ -**	**2,523,058**	**$135,034**	**$135,034**	**$154,911**	**$214,926**	**$214,926**	**$246,440**	**$214,926**	**$214,926**	**$214,926**	**$214,926**	**$214,926**	**$347,156**
Total Revenues Y-T-D		-		135,034	270,069	424,980	639,906	854,832	1,101,272	1,316,198	1,531,124	1,746,050	1,960,976	2,175,902	2,523,058
% Revenue YTD				**5%**	**11%**	**17%**	**25%**	**34%**	**44%**	**52%**	**61%**	**69%**	**78%**	**86%**	**100%**
OPERATING EXPENDITURES & OTHER CASH OUTLAYS															
Personnel	$1,423,102	$ -	$1,423,102	118,592	118,592	118,592	118,592	118,592	118,592	118,592	118,592	118,592	118,592	118,592	118,592
Instructional Supplies	220,479	-	220,479	18,373	18,373	18,373	18,373	18,373	18,373	18,373	18,373	18,373	18,373	18,373	18,373
Contract Services	12,500	-	12,500	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042
Food & Transportation Program	178,887	-	178,887	-	16,262	16,262	16,262	16,262	16,262	16,262	16,262	16,262	16,262	16,262	16,262
Athletics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
General Optg Exp' Inflation	12,356	-	12,356	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030
Marketing	7,210	-	7,210	2,403	2,403	2,403	-	-	-	-	-	-	-	-	-
Campus (Lease/Mortgage)	391,896	-	391,896	32,658	32,658	32,658	32,658	32,658	32,658	32,658	32,658	32,658	32,658	32,658	32,658
Security Deposits (Site Lease)	-		-	-	-	-	-	-	-	-	-	-	-	-	-
FFE&T	162,763	-	162,763	32,553	32,553	32,553	32,553	32,553	-	-	-	-	-	-	-
EMO-CMO	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Insurance	25,338	-	25,338	2,112	2,112	2,112	2,112	2,112	2,112	2,112	2,112	2,112	2,112	2,112	2,112
Total Expenditures	**$2,434,530**	**$ -**	**$2,434,530**	**$208,762**	**$225,024**	**$225,024**	**$222,621**	**$222,621**	**$190,068**	**$190,068**	**$190,068**	**$190,068**	**$190,068**	**$190,068**	**$190,068**
Net Surplus (Deficit)	-		**$88,528**	**$(73,727)**	**$(89,990)**	**$(70,113)**	**$(7,695)**	**$(7,695)**	**$56,372**	**$24,858**	**$24,858**	**$24,858**	**$24,858**	**$24,858**	**$157,087**
Net Surplus (Deficit) Check	**$88,528**	-	*$88,528*	*$(73,727)*	*$(89,990)*	*$(70,113)*	*$(7,695)*	*$(7,695)*	*$56,372*	*$24,858*	*$24,858*	*$24,858*	*$24,858*	*$24,858*	*$157,087*
Cumulative Funding-Capital Surplus (Deficit)				***$(73,727)***	***$(163,717)***	***$(233,831)***	***$(241,525)***	***$(249,220)***	***$(192,849)***	***$(167,991)***	***$(143,133)***	***$(118,275)***	***$(93,417)***	***$(68,560)***	***$88,528***
Total Expenses Y-T-D				208,762	433,786	658,810	881,431	1,104,052	1,294,120	1,484,189	1,674,257	1,864,325	2,054,394	2,244,462	2,434,530
% Budget YTD				**9%**	**18%**	**27%**	**36%**	**45%**	**53%**	**61%**	**69%**	**77%**	**84%**	**92%**	**100%**
YTD ((Rev-Exp)/Rev)(Timing of Revenue Inflows/Expense Outflows)				(60%)	(66%)	(61%)	(43%)	(34%)	(22%)	(17%)	(13%)	(11%)	(9%)	(7%)	(0%)
Days YTD				31	62	92	123	153	184	215	244	275	305	336	366

Fall	2023	**School Operations Year 1**	
Winter, Spring	2024	***(This is a year 1 budget. It is not a pre-opening budget)***	
Sponsorship Fee	1.25%	*For those on a quarterly payment plan, the E14 formula of =(B14/4)*0.75 reflects not getting full amount in Q1. Balance received equally thereafter.*	

(Carry over totals and input to appropriate worksheets)

	From Enrol tab	Variance	SY1 Ending 2024	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
SCHOOL FINANCING/BORROWING/FUNDING															
Beginning Loan Balance				-	166,759	167,732	306,042	295,270	296,993	328,950	330,868	176,759	156,040	156,950	157,866
Additional Borrowings			$780,199	165,792	-	136,535	156,040	-	165,792	-	-	156,040	-	-	-
Period Balance				165,792	166,759	304,267	462,082	295,270	462,785	328,950	330,868	332,799	156,040	156,950	157,866
Interest Expense w/APR @	7.00%		$19,369	967	973	1,775	2,695	1,722	2,700	1,919	1,930	1,941	910	916	921
Loans/Financing Payments			$799,568	-	-	-	169,507	-	136,535	-	156,040	178,700	-	-	158,786
Ending Loan Balance				**$166,759**	**$167,732**	**$306,042**	**$295,270**	**$296,993**	**$328,950**	**$330,868**	**$176,759**	**$156,040**	**$156,950**	**$157,866**	**$ -**
Net change in cash from financing			$(38,738)	$164,825	$(973)	$134,760	$(16,163)	$(1,722)	$26,558	$(1,919)	$(157,970)	$(24,602)	$(910)	$(916)	$(159,707)
Projected Cash Balance Statement															
Cash (operations & financing)			$88,528	$91,098	$(90,963)	$64,646	$(23,858)	$(9,417)	$82,930	$22,939	$(133,112)	$256	$23,948	$23,942	$(2,620)
Begin Cash Balance(F/B)			$10,000	10,000	101,098	10,135	74,782	50,924	41,507	124,437	147,375	14,263	14,520	38,467	62,409
End Cash Balance (F/B)			**$98,528**	**$101,098**	**$10,135**	**$74,782**	**$50,924**	**$41,507**	**$124,437**	**$147,375**	**$14,263**	**$14,520**	**$38,467**	**$62,409**	**$59,789**
Cash/Expense X					**0.4**	**0.0**	**0.3**	**0.2**	**0.2**	**0.7**	**0.8**	**0.1**	**0.1**	**0.2**	**0.3**
Revenue / Revenue %															
REVENUES															
PCFP Revenue			87%	101%	101%	88%	92%	92%	80%	92%	92%	92%	92%	92%	57%
CS Sponsorship Fee @ 0.0125			(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)	(1%)
Title I			4%	-%	-%	-%	-%	-%	10%	-%	-%	-%	-%	-%	22%
Title IIA			1%	-%	-%	-%	-%	-%	2%	-%	-%	-%	-%	-%	4%
Title III			0%	-%	-%	-%	-%	-%	0%	-%	-%	-%	-%	-%	1%
Federal Breakfast Program			3%	-%	-%	5%	4%	4%	3%	4%	4%	4%	4%	4%	2%
Federal Lunch Program			5%	-%	-%	7%	5%	5%	5%	5%	5%	5%	5%	5%	3%
IDEA			1%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	11%
State SPED Funding			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Charter Start up funds			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Other start-up grant funds			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
School level fundraising			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Student Fees			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Investment Income			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Private Fundraising			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Fundraising Donations			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Total Revenue			100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total Revenues Y-T-D				5%	11%	17%	25%	34%	44%	52%	61%	69%	78%	86%	100%

Fall	2023	**School Operations Year 1**	
Winter, Spring	2024	*(This is a year 1 budget. It is not a pre-opening budget)*	
Sponsorship Fee	1.25%	*For those on a quarterly payment plan, the E14 formula of =(B14/4)*0.75 reflects not getting full amount in Q1. Balance received equally thereafter.*	

(Carry over totals and input to appropriate worksheets)

Expense / Revenue %

	From Enrol tab	Variance	SY1 Ending 2024	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
EXPENSES															
Salaries			56%	88%	88%	77%	55%	55%	48%	55%	55%	55%	55%	55%	34%
Benefits			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Part-Time Wages			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Performance Bonuses			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Payroll Services			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Instructional Supplies			9%	14%	14%	12%	9%	9%	7%	9%	9%	9%	9%	9%	5%
Contracts			0%	1%	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Food Service			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Transportation			7%	-%	12%	10%	8%	8%	7%	8%	8%	8%	8%	8%	5%
Athletics			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Marketing			0%	2%	2%	2%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Lease/Mortgage			16%	24%	24%	21%	15%	15%	13%	15%	15%	15%	15%	15%	9%
Custodial			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Utilities			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
CAM/Maintenance			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Campus Security			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Capital Outlay (TI)			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Security Deposits (Site Lease)			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
FFE&T			6%	24%	24%	21%	15%	15%	-%	-%	-%	-%	-%	-%	-%
Insurance			1%	2%	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Total Expenditures			6%	24%	24%	21%	15%	15%	-%	-%	-%	-%	-%	-%	-%
Total Expenses Y-T-D				2%	2%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
% of available cash at start of month				2088%	223%	2220%	298%	437%	458%	153%	129%	1333%	1309%	494%	305%
% of available cash at end of month				206%	2220%	301%	437%	536%	153%	129%	1333%	1309%	494%	305%	318%
Projected Cash Balance Statement															
Net change in Cash from operations			1	67%	(67%)	42%	(11%)	(4%)	34%	11%	(62%)	0%	11%	11%	(1%)
Begin Cash Balance(F/B)				$10,000	10,001	10,000	10,000	10,000	10,000	10,001	10,001	10,000	10,000	10,000	10,000
End Cash Balance (F/B)			**1**	**10,001**	**10,000**	**10,000**	**10,000**	**10,000**	**10,001**	**10,001**	**10,000**	**10,000**	**10,000**	**10,000**	**10,000**
Benefits/Salaries Exp				-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
# Employees				24	24	24	24	24	24	24	24	24	24	24	24
Benefits/Employee				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Salaries/Employee				$2,420	$2,420	$2,420	$2,420	$2,420	$2,420	$2,420	$2,420	$2,420	$2,420	$2,420	$2,420

School Financial Plan Summary
The Village High School

TOC

Mike Dang, 702.486.8879

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	Totals/Max'/Avg			SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
				2022	2023	2024	2025	2026	2027	2028
				2023	2024	2025	2026	2027	2028	2029
Number of Students	Plan max 800			-	300	475	675	725	775	800
Number of Employees (FTE)	Plan max 83			1.3	24.0	49.0	67.0	83.0	83.0	83.0
Facility Size (square footage)				-	40,000	60,000	90,000	100,000	100,000	110,000
REVENUE & RESOURCES	**Total**	**Avg/yr(1-6)**	**%AvTot**	**SY 0/Incu**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
State & Local Revenue w/o St SpEd	$30,620,104	$5,103,351	85%	$ -	$2,187,900	$3,805,910	$5,458,233	$6,031,258	$6,450,737	$6,686,067
CS Sponsorship Fee (Infl' Adj'd)	(369,110)	(61,518)	(1.02%)	-	(27,349)	(46,073)	(65,923)	(72,328)	(77,348)	(80,089)
Title I	1,284,000	214,000	4%	-	102,720	162,640	231,120	248,240	265,360	273,920
Title IIA	236,775	39,463	1%	-	18,942	29,992	42,620	45,777	48,934	50,512
Title III	54,926	9,154	0%	-	4,394	6,957	9,887	10,619	11,351	11,718
Title IV	-	-	-%	-	-	-	-	-	-	-
Federal Breakfast Program	1,040,040	173,340	3%	-	83,203	131,738	187,207	201,074	214,942	221,875
Federal Lunch Program	1,444,500	240,750	4%	-	115,560	182,970	260,010	279,270	298,530	308,160
IDEA	471,094	78,516	1%	-	37,688	59,672	84,797	91,078	97,359	100,500
State Special Education Funding	1,362,163	227,027	4%	-	-	138,525	219,331	311,681	334,769	357,856
"Replication & Expansion" start-up fund	-	-	-%	-	-	-	-	-	-	-
Charter School Program (CSP) Grant (w	-	-	-%	-	-	-	-	-	-	-
Other start-up funds (incl' SEA grants)	-	-	-%	-	-	-	-	-	-	-
Student fees (Net)	-	-	-%	-	-	-	-	-	-	-
Food Services	-	-	-%	-	-	-	-	-	-	-
Transportation	-	-	-%	-	-	-	-	-	-	-
Investment Income	-	-	-%	-	-	-	-	-	-	-
School level fundraising	-	-	-%	-	-	-	-	-	-	-
Private fundraising (foundations, corpor	149,082	-	-%	149,082	-	-	-	-	-	-
Private fundraising (individuals)	10,000	-	-%	10,000	-	-	-	-	-	-
TOTAL REVENUE	**$36,303,573**	**$6,024,082**	**100%**	**$159,082**	**$2,523,058**	**$4,472,330**	**$6,427,282**	**$7,146,669**	**$7,644,633**	**$7,930,519**
Total Revenue PP					*$8,410*	*$9,415*	*$9,522*	*$9,857*	*$9,864*	*$9,913*
EXPENSES	**Total**	**Avg/yr(1-6)**	**%AvTot**	**SY 0/Incu**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
Personnel	$22,231,535	$3,685,742	61%	$117,082	$1,423,102	$2,712,326	$3,817,403	$4,705,109	$4,720,288	$4,736,225
Facilities	5,333,177	888,863	15%	-	391,896	604,641	932,887	1,066,184	1,096,686	1,240,882
General Operating Expenses	5,664,784	940,381	16%	22,500	424,222	679,184	1,014,893	1,088,844	1,195,855	1,239,287
EMO Payments	-	-	-%	-	-	-	-	-	-	-
Marketing	56,137	7,773	0%	9,500	7,210	7,426	7,649	7,879	8,115	8,358
FFE&T	1,011,687	168,614	3%	-	162,763	158,797	189,408	171,243	165,293	164,183
Transportation	-	-	-%	-	-	-	-	-	-	-
Insurance	163,897	27,316	0%	-	25,338	26,098	26,881	27,688	28,518	29,374
TOTAL EXPENSES	**$34,461,216**	**$5,718,689**	**95%**	**$149,082**	**$2,434,530**	**$4,188,472**	**$5,989,121**	**$7,066,946**	**$7,214,755**	**$7,418,309**
Total Expenses PP				*$ -*	*$8,115*	*$8,818*	*$8,873*	*$9,748*	*$9,309*	*$9,273*
SURPLUS/(DEFICIT)/Period	**$1,842,357**	**$305,393**	**5%**	**$10,000**	**$88,528**	**$283,858**	**$438,161**	**$79,723**	**$429,878**	**$512,210**
Per student					*$295*	*$598*	*$649*	*$110*	*$555*	*$640*
SURPLUS/(DEFICIT)(Cumu'; capital rqt)				$10,000	$98,528	$382,385	$820,546	$900,269	$1,330,147	$1,842,357
Reserves	$ -			$ -	$ -	$ -	$ -	$ -	$ -	$ -

Additional Funding/Borrowing required/period
Cumulative Additional Funding potentially required
SPCSA does not encourage debt but understands borrowing may be required. Supporting documentation of any planned borrowing must be provided.

Debt Service Payments-1 (Principal & Interest)				$ -	$19,369	$14,527	$10,895	$8,171	$ -	$ -
Debt Service Payments-2 (Principal & Interest)				-	-	-	-	-	-	-

Totals/Max'/Avg	SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2022	2023	2024	2025	2026	2027	2028
	2023	2024	2025	2026	2027	2028	2029
Total Debt Service	**$ -**	**$19,369**	**$14,527**	**$10,895**	**$8,171**	**$ -**	**$ -**
SURPLUS/(DEFICIT) After Debt Service & Reserves	$10,000	$69,158	$269,331	$427,266	$71,551	$429,878	$512,210

Totals/Max'/Avg	SY 0/Incu	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
	2022	2023	2024	2025	2026	2027	2028
	2023	2024	2025	2026	2027	2028	2029
Surplus/(Deficit)-Schl & Pri' Fundraising-S Fees	***$(149,082)***	***$88,528***	***$283,858***	***$438,161***	***$79,723***	***$429,878***	***$512,210***
Surplus/(Deficit) (Cumu')		***$88,528***	***$372,385***	***$810,546***	***$890,269***	***$1,320,147***	***$1,832,357***