

2013 Call for Quality Charter Schools Cover Sheet Part 1 of 3

Part 1: Basic Information

Name of the Proposed Charter School

Name of application Liaison (Must be a member of the Committee to Form the School)

Mailing Address of Liaison

Telephone for Liaison

Email Address for Liaison

Educational Management Organization, Charter Management Organization, or other Educational Service Provider (if applicable)

Name of school or school model to be replicated (if applicable)

Physical Address of School (If Known)

Geographic Region or Neighborhood Where Proposed School Would be Located (See Required Element A.7.1)

School District in Which the School Would Be Located

Intended Opening Date (School year: e.g. fall of 20 - -)

Proposed Sponsor

State Public Charter School Authority

School District

Public College or University

Indicate which District or College/University below:

Enrollment Projections

School Year 1

Grade Levels Served

Projected Enrollment per grade

Projected Net Change in Cash Balance (from Cash Flow Statement)

School Year 2

Grade Levels Served

Projected Enrollment per grade

Projected Net Change in Cash Balance (from Cash Flow Statement)

Ultimately, the school expects to serve a total of _____ pupils in grades _____ to _____.

Note: Per NAC 386.130 an application may be submitted only for the kind of school (elementary, middle, and high school) that will be operated during the first year of instruction. If, for example, a school wishes to offer in the first year grades K-8 (an elementary school) only, and expand in subsequent years to include 9-12 (a high school), mention in the appropriate Required Element the plan to expand to high school, but submit the curriculum, etc. for the elementary school (the kind of school that will operate in the first year), only. To add grades that change the kind of school, detailed curriculum and other information will need to be submitted as part of a request to amend the charter to add the desired grades.

Part 2: Program Overview Part 2 of 3

Program for at- risk pupils (NAC 386.150(9))

Is this school intended to serve primarily at-risk pupils? (See NRS 386.500)

Yes

No

If yes, address Required Element A.7.5.

Will the charter school enroll pupils who are in a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580 (NRS 386.520(4)(p))?

Yes

No

If yes, address Required Element A.7.6

Vocational education status (NAC 386.415)(NRS 386.590(1))

Is this an application for a NRS 386.590(1) vocational education charter school?

Yes

No

If yes, respond to A.10, Career Education

Distance education status

Does the proposed school intend to provide Distance Education (also known as Online, Virtual or Cyber Education)?

Yes

No

If yes, address B.3.2, Distance Education, and submit (an) appropriate distance education application(s) to the Nevada Department of Education. Submit a copy of the application that was submitted to the NDE to the Charter School Authority also.

Private school closure/reopening as a charter school

Will the charter school result from a private school ceasing to operate as a private school and reopening as a charter school?

Yes

No

*If yes attach the Private School Conversion Assurances found at:
http://charterschools.nv.gov/OpenASchool/Application_Resources/*

Limiting Enrollment

Will the school limit enrollment to a certain number of pupils or ratio of teachers to pupils (NAC 386.353; NAC 386.180(7))?

Yes

No

If yes, what is that number or ratio?

If yes, state your plan in Required Element B3.9

Part 3: School Description (150-word maximum) Part 3 of 3

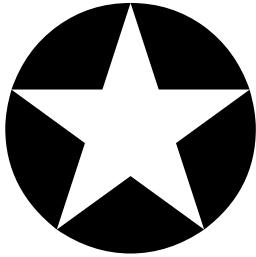
Provide a brief description of your school that includes the name, the mission, grades served and other information you would like to include in a brief communication of this type. Your description will be used by the sponsor to provide information to the public about applicants and, for approved schools, new charter schools.

Application Certification

Signature of Liaison 

Date

Printed Name



Nevada State High School II

A Nevada State High School replication school.

Committee to Form Members and Authors of the Application:

Isaac Moubarek (Founding Member | Role: Retired Teacher)

~~Christina West (Founding Member | Role: Accounting Business)~~

~~Donald Hayes (Founding Member | Role: Business Experience)~~

Al Lasso (Founding Member | Role: Law)

Stephanie Haldaway (Founding Member | Role: Parent)

~~Russell Keglovits (Founding Member | Role: Teacher)~~

~~Hiana Arroyo (Designing Member | Role: General Business)~~

~~Erika Capulo (Designing Member | Role: Accounting Business)~~

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A. Education Plan

A.1 Mission, Vision and Educational Philosophy

A.1.1 ☛ Purpose (Narrative)

To develop future professionals with the habits for college success and beyond by improving the academic achievement of students in a college environment.

A.1.2 ☛ Mission (Narrative)

To support our students in a college environment with personal, academic, and social skills.

A.1.3 ☛ Vision (Narrative)

Every student will be college ready.

A.1.4 ☛ Philosophy (Narrative)

Nevada State High School II (NSHS II) recognizes an educational program that provides opportunities to students, families, and professionals by giving them freedom and flexibility in exchange for high accountability. The school values responsibility, integrity and motivation by using a shared leadership approach with staff and a concurrent enrollment model that allows 11th and 12th grade students to finish their high school requirements by earning college credits using a dual-credit system.

The school's role is to support students in a successful transition from high school to college personally, academically, and socially. The board, staff, and administration will work to create an atmosphere that resembles college and is conducive to maximizing the development of future professionals with the habits for college success and beyond.

Research Overview

NSHS II is replicating a quality early college model school in Henderson, Nevada that primarily serves the needs of the Henderson community due to its unique location. Enrollment data at the Henderson flagship school (Nevada State High School) shows 65% of students who attend the flagship school are residents of Henderson and its contiguous neighboring zip codes. This leaves much of the Nation's fifth largest school district underserved and distanced from such an early college opportunity. The specific target new school area was selected based on three decision points including:

1. Targeting an area of the city that reports high poverty and has limited access to quality educational programs due to geographical restrictions in the West side of Las Vegas;
2. Identifying three high schools in the targeted geographic area with higher than average Free and Reduced Lunch (FRL) populations;
3. Triangulating using a mathematical technique of finding the orthocenter of the three targeted schools (Clark High School, Western High School, and Cheyenne High School) within the geographical area to determine the best area location to serve these students.

The proposed school location on the West side of Las Vegas was also considered due to the schools in that area experiencing difficulty meeting the academic needs of Southern Nevada's students as evidenced by data from accountability reports for school year 2011-2012. Data show the following averages for targeted schools in this area including: reading proficiency 37% failing; math proficiency 42% failing; writing proficiency 37% failing; science 44% failing and the graduation rate is 55%. Data also indicate an average FRL population of 66%. (Nevada Department of Education, 2013).

Additionally, the flagship school in that NSHS II seeks to replicate is a proven model of success.

Whereas, its targeted schools have graduation rates of less than 60%, the flagship school in Henderson consistently demonstrates a high school graduation rate of nearly 100% for the past nine years.

Additionally, the flagship school shows a history of improving academic achievement and boosts college

and career readiness by allowing staff the flexibility to be involved in school decisions regarding the school's use of time, money and resources and providing a curriculum model that has a proven track record of success with improving achievement and high school graduation rates. A national study from the American Institutes for Research in 2013 indicates that students in early colleges were significantly more likely to graduate from high school, more likely to enroll in college, and more likely to earn a college degree than comparison students in the study. The comparison students were selected through a randomized controlled trial design of students applying to attend an early college program, but were not selected through a lottery and enrolled back at their traditional public school or with another public or private school. The Early College impact on high school graduation and college enrollment was similar for students with different background characteristics meaning that the impact of attending an early college program on high school graduation and college enrollment did not differ significantly based on gender, race/ethnicity, family income, first-generation college-going status, or pre-high school achievement. Essentially, an early college program benefited all students with different backgrounds. However, the impact on earning a college degree was stronger for female, minority and lower income students than for their counterparts (American Institutes for Research, 2013).

The flagship school is a secondary public school serving grades 11 and 12 in a dual enrollment environment where state money flows directly to a separate governing body that subsequently decides to participate in the state's dual-credit law per Nevada Revised Statute (NRS) 389.160 and make timely decisions. This type of structure maximizes the development of students in an early college program (Education Commission of the States', 2013). The dual-credit curriculum improves the academic achievement of underserved pupils by giving students the opportunity to develop and experience a college environment with real college professors, in real college courses giving them a first-hand experience with rigorous and relevant coursework at the college level. "Dual high school and college enrollment programs are being adopted as a way to redefine and increase rigorous coursework in high schools, as

well as to keep students engaged, on track to graduate, and better positioned to succeed in college” (National High School Center, 2007).

The proposed school will provide students with guidance, help, and support in their college courses and work to have each student meet their high school graduation requirements, college remedial requirement, and as many core college courses as possible prior to graduating from high school. The grades earned in the students’ college courses under dual-credit will be recorded on the students’ high school transcript for courses under 300 college level that are 3 or more credits. This curriculum model and the mission, vision, school purpose, goals, and objectives are all seamlessly tied to one another in that the first-hand college experience and staff guidance is the school’s direct method to support students and parents in a real college environment rather than experiencing challenges of college independently after a traditional high school experience. This directly aligns to the school mission of supporting students in a college environment through personal, academic, and social skill development. Support is provided primarily through three high school courses with different focuses on the students’ preparedness for college including skills that students need to obtain prior to starting coursework in college, study skills development, and college and career planning.

In a state (Nevada) where the high school graduation rate is 56-58% (Kids Count, 2013) and the rate of high school graduates enrolled in remediation immediately following graduation is 31.6% (Nevada System Of Higher Education, 2013), the flagship school, Nevada State High School, has a graduation rate that ranges from 99-100%. The flagship school is a dual-credit, early high school program where more than 80% of its students in the past nine years have come into the school needing college remediation. Over the past four years, 80% has been reduced to zero percent by the time the students graduate, which means that 100% of the graduates fulfill college remedial requirements through passing the necessary remedial college courses while in high school with a grade ‘C’ or better or obtaining a high enough

college placement score on the Accuplacer or SAT/ACT. Furthermore, the flagship school can document that at least 90% of its graduates have gone to college after graduation.

The proposed school, NSHS II, feels it has the capacity and the tools necessary to replicate the flagship school's (Nevada State High School) early college education program and provide unique opportunities to families and professionals by following the literature of best practices regarding early colleges, honoring the core values of responsibility, integrity, and motivation, and giving students, families, and staff freedom and flexibility in exchange for high accountability.

References

1. American Institutes for Research. (2013). Early college, early success: Early college high school initiative impact study. Washington, DC: American Institutes for Research <http://www.air.org>.
2. Education Commission of the States. (2013). High school online database: Dual enrollment. Denver, CO: Education Commission of the States <http://www.ecs.org>.
3. National High School Center. (2007). Findings from the early college high school initiative: A look at best practices and lessons learned regarding a dual enrollment program. Washington, DC: National High School Center <http://www.betterhighschools.org>.
4. Nevada Department of Education. (2013). Nevada annual reports of accountability. Carson City, NV: Nevada Department of Education <http://nevadareportcard.com/>.
5. Nevada System of Higher Education. (2013). Summer and fall 2012: Remedial & developmental report. Reno, NV: Nevada System Of Higher Education <http://system.nevada.edu>.
6. The Annie E. Casey Foundation. (2013). Kids count: 2013 | data book: state trends in child well-being. Baltimore, MD: The Annie E. Casey Foundation <http://www.aecf.org/>.

A.2 School-Specific Goals and Objectives

A.2.1 🔄 Educational goals/objectives (Narrative)

At this time, the school is not proposing any mission specific goals. The school goal is to improve the academic achievement of students in a college environment. NSHS II shows capacity and understanding of this request through experience of its membership including, but not limited to Drs. Wendi **(not a member but, assistance in writing the application)** and John Hawk. These individuals have experience working with the National Alliance for Public Charter Schools on performance frameworks and with the State Public Charter School Authority on the transition and development of a new charter school performance framework in Nevada that was enacted into law with Assembly Bill 205 in the 2013 Nevada Legislative session. In the spirit of the Law and the request under the *2013 Call for Quality Charter Schools* application, NSHS II agrees to follow the Performance Framework of the State Public Charter School Authority under the category of academics that shall address:

1. Academic achievement and proficiency of pupils
2. Disparities in the academic achievement and proficiency of pupils
3. Rate of graduation of pupils and preparation of those pupils for success in postsecondary educational institutions and career and workforce readiness

By adopting the Performance Framework, NSHS II is developing consistency and relevance that aligns with the school's assessment plan, mission, and overall educational program. Additionally, this will allow for the school to seamlessly grow with the development of the Authority's academic framework and operational and financial frameworks defined in A.2.2 below; while, at the same time, controlling for validity and reliability of performance indicators, measures and metrics to meet specific targets for the school. Whereas, the school sets out to reach an overall school rating at or above the 85th percentile as measured by the academic performance framework of the State Public Charter School Authority.

A.2.2 🌐 Organizational/Management goals/ objectives (Narrative)

The school goal is to show positive financial and organizational trends. Similar to the academic category defined above and located in AB 205 of the 2013 Nevada Legislature which defines the categories of financial and organizational that shall address:

1. Financial condition and sustainability
2. Percentage of pupils who reenroll in the charter from year-to-year
3. Rate of attendance of pupils enrolled in charter school
4. Compliance with the terms and conditions of charter contract, statutes, and regulations

The school sets out to reach targets that maintain positive near term and sustainable financial trends while recording reenrollment percentages of 80% or better and at or above 90% attendance rate of pupils while complying with the terms of the charter contract, statutes, and regulations.

A.2.3 🌐 Assessment tools/data/artifacts (Narrative)

In addition to the assessment tools, data (academic, financial, and operational), and collected performance framework artifacts offered by the school's sponsor, the school will make additional progress in areas that include, but are not limited to the following:

1. Validating high school transcript for graduation requirements and credits earned
2. Reviewing college transcript for college credit count, college progress, and remedial completion
3. Interpreting state testing data (proficiencies)
4. Tracking graduation rates through graduation cohort data and withdraw tracking
5. Analyzing PLAN, ACT and/or SAT scores data for college academic and remedial fulfillment
6. Generating final transcripts for college admissions to post-secondary enrollment
7. Capturing college enrollment data through National Student Clearinghouse and in-house methods
8. Logging student support for college success interventions and progress
9. Studying student and parent surveys for feedback (ACT Engage, course and school evaluations)

10. Reconciling financials, trial & account balance, revenues and expenditures
11. Examining average daily attendance/membership from Student Information System (SIS)
12. Complying with sponsor and state deadlines using a tracking system (AOIS)

A.2.4 🗳 Reasonableness of goals (Narrative)

These goals and targets (objectives) defined by the school’s sponsor are required by statute and align to the mission and vision of this school and provide documentation that the school is achieving its purpose of improving academic achievement for all students. Furthermore, these goals and targets align to the flagship school, and have served as realistic and challenging, yet attainable goals and targets that set high standards for the school.

A.3 Curriculum and Instruction

A.3.1 🗳 Curriculum model (Narrative)

NSHS II is a secondary public school serving grades 11 and 12 in a dual-credit environment per NRS 389.160. The dual-credit curriculum will give students the opportunity to develop and experience a college environment with real college professors, in real college courses giving them a first-hand experience with college level classes and curriculum. NSHS II provides students with guidance, help, and support in their college courses and school staff support each student to meet their high school graduation requirements, college remedial requirement, and as many core college courses as possible prior to graduating from high school. The grades earned in the students’ college courses under dual-credit provision pursuant to NRS 389.160 will be recorded on the students’ high school transcript. This curriculum model and the mission, vision, school purpose, goals, and objectives are all seamlessly tied to one another through a first-hand college experience and direct support from NSHS II. The school offers courses that directly align to the school’s mission of supporting students in a college environment through personal, academic, and social skills. This is done primarily through three high school courses that

provide different focuses on the students' preparedness for college including skills that students needs to obtain prior to starting coursework in college, study skills development, and college and career planning.

These courses include the following:

1. Introduction to College (also known as the 2-week course, CEP 121)
2. Study Skills (CEP 050 Semester 1 and CEP 051 Semester 2)
3. Transitions (CEP 060 Semester 1 and CEP 061 Semester 2)

Course descriptions for the above courses can be found in the attachments under A.3.3

The instructional delivery at NSHS II will occur using a supported dual-enrollment model following a college school calendar year and supported using the three high school elective courses above which are meant to monitor progress while personally, academically, and socially transitioning students to college.

A.3.2 ☒ Schedule of courses (Attachment)

A.3.3 ☒ Course descriptions and alignment with standards (Attachment)

A.3.4 ☒ Typical daily schedule (Attachment)

A.3.5 ☒ Courses to complete for promotion (Attachment)

A.3.6 ☒ Courses/credits for graduation (if applicable) (Attachment)

A.3.7 ☒ Policy for pupil promotion (Narrative)

For promotion and admission to the school as a 12th grader from the 11th grade, students need to be going into their fourth year of high school with at least 17 credits. The number of credits is necessary for promotion, not the actual courses. For graduation, students must meet the requirements outlined in Section A.3.6 above for graduation including courses, credits, proficiencies, and fulfillment of college remedial requirements. There is no 10th grade so promotion from grade 10 to 11 does not exist.

A.3.8 ✪ Diploma (if applicable) (Attachment)

A.3.9 ✪ Transcript (Attachment)

The Committee interpreted the request as an attachment even though the information in *2013 Call for Quality Charter Schools* application indicates the following: Address Required Element 9 as Narrative A.3.9, Transcript (see page 22 of the application from the State Public Charter School Authority)

A.3.10 ✪ Transfer of credit (Attachment)

A.3.11 ✪ Textbooks (Narrative)

Under NRS 389.160 dual-credit provisions, the textbooks utilized in college courses are not state approved. These books are assigned by college professors in accredited colleges and universities. NSHS II will not use textbooks in the three high school courses as these are not content area courses.

A.3.12 ✪ Instructional strategies (Narrative)

NSHS II students will take the majority of their courses in college classes with college professors through dual-credit. The courses are taught by college professors at accredited colleges and universities that enjoy academic freedom that enables them to deliver instruction in the best way they choose. Through the courses taught by the high school, students receive support and instructional strategies that help the students succeed in a college environment. These strategies include, but are not limited to the following:

1. Direct Instruction – instruction taught directly by the teacher
2. Indirect Instruction – instruction is driven by students and facilitated by the teacher
3. Independent Study - development of student initiative, independence, and self-improvement
4. Group Activities – students work and participate in groups
5. Writing Development – the school utilizes the Zaner-Blozer writing strategies
6. Online Tutorials – programs are provided to students to work on correcting deficient skills
7. Life Skill Development – scenarios and case studies are used to improve decision-making

8. Collaboration – students learn to work collaboratively and develop leadership skills
9. Peer Mentoring – peer advocates provide student support
10. Small Group and Individual Tutoring – the school provides tutoring support
11. Feedback – students are provided continual feedback on college readiness progress
12. Scaffolding – instruction is led by teacher and responsibility shifts to students

NSHS II students will receive support in their college experience through interventions from peers, staff, and school administration. This directly aligns to the mission of the school in supporting students in a college environment with personal, academic and social skill development.

A.3.13 🌟 Professional Development (Narrative)

NSHS II will utilize professional development to help staff increase capacity and knowledge and capacity in those areas that include, but are not limited to the following: operations, finance, and academics.

Pending future staffing based on growth over the years, each staff member will develop with the support of their supervisor, an annual professional development plan that may include several methods of delivery such as conferences, workshops, webinars, college courses, contractor support, online tutorials, staff meetings to target school and student needs, seminars, and educational, leadership and business development literature, etc. Below are relevant examples from the flagship school including:

1. Operations Assistant’s development plan may include hiring a professional consultant to administer training on new and upgraded versions of the accounting software program
2. Academic Assistant's plan could include attending a conference or webinar on new strategies to improve and build capacity with the student information system
3. Educational Academic Coordinator’s and Administrator’s plan to attend conferences that include transitioning students to college, college readiness, and strategies for increasing achievement

4. Administration may seek ways to increase their professional capacity in areas of weakness by participating on State and National committees, look for ways to present best practices at conferences, become more actively involved in other local or state educational initiatives
5. Governing Body plan will include an annual retreat and may involve using a consultant or internal staff to train members on topics that include: meeting rules of order, State ethics and open meeting, and overall boardsmanship

Administration will conduct meetings at a minimum of every two months to review student progress and collaborate on ways to target student needs, provide staff with techniques to build capacity with the technology required in their daily tasks, and to provide necessary training in topics such as testing, safety, student records, etc.

Annually, the school will review student survey information to obtain feedback on the lessons and integrate the strategies used through the individualized professional development plans to collaborate after each semester on improving the lessons and curriculum each year. All of the training will focus on building staff capacity and skills in their fields through individual plans and whole staff development.

A.4 Assessment and Accountability

A.4.1 🗳️ Assessment plan and instruments (Attachment)

A.4.2 🗳️ Use of student data (Narrative)

NSHS II begins using assessments collecting artifacts of college readiness from the time a student begins the registration process (taking placement exams for English and math) through their graduation at NSHS II and beyond (counting earned college credits and tracking the continuation of their college careers after high school). Data is collected throughout every year that identify students' strengths and weaknesses.

The data is compiled onto individual forms that color code (red, yellow or green) students on their

academic, social and personal responsibility levels. The coding system is utilized to integrate the school's student intervention process and target students who are at-risk of failing to transition to college successfully and who need extra support with their college readiness skills. The results are used as a communication and feedback piece with students and parents so that a common language can be shared for increasing student achievement. Student intervention plans are set up to target the areas of deficiency and reward those that show greater success and independence.

A.4.3 🌐 Use of longitudinal data (Narrative)

NSHS II will evaluate and validate their performance by using the frameworks from their sponsor and the Nevada Department of Education. The school will utilize internal methods to evaluate student performance as outlined in the assessment plan (see A.4.1) and compare these data from year to year at the school. Student data is collected from the time they enroll to the school through graduation and beyond. Year-to-year, the school will evaluate overall performance and the graduates' enrollment and retention into post-secondary institutions through a variety of methods in an effort to continually improve instruction, adapt intervention methods, and assess the students' post-high school outcomes over time.

A.4.4 🌐 Data management plan (Narrative)

The School will store student data in the school's Student Information System (SAIN) and/or other database (currently TrackVia) to manage multiple data sets for each student and to compile data analysis reports. Staff will place student test results into the students' cumulative files. The management of data and assessment protocol and security will be completely managed and overseen by the academic administrator. Per NAC 386.150 (7), the school will follow the state testing calendar for state testing and follow the provision NAC 389.048.048-.083 in regards to test security, training, administration, etc. The school will report required assessments and student data directly to the state through the SAIN system and directly to Bighorn or similar systems required by the State of Nevada.

A.5 Tentative School Calendar and Daily Schedule

A.5.1 ☛ Calendar (Attachment)

A.5.2 ☛ Enrollment dates (Narrative)

The proposed date of enrollment will begin on or after Monday, April 15, 2014 which is 118 days before the proposed first day of classes starting Monday, August ~~15~~, 2014. Enrollment concludes the school's registration process.

A.5.3 ☛ Alternative schedule application (if applicable) (Attachment)

A.6 School Climate and Discipline

A.6.1 ☛ How climate/discipline policies support educational goals (Narrative)

School policies support the academic goals of the school by providing safety practices, organizational and academic structures that cause NSHS II to function and react in ways that resemble an effective college learning environment for students by establishing the following: communication and enforcement with the school's core values of responsibility, integrity and motivation. These values are at the center of the school's culture and discipline. NSHS II is dedicated to providing all students with a non-traditional opportunity to earn a high school diploma while earning college credits through instructional delivery using a supported dual-enrollment model that follows a college school calendar year. By attending NSHS II, students embark on a challenging and unique school experience that will require a high level of commitment and work ethic to succeed. NSHS II provides students with the support and guidance to develop the school's norms and values to have positive effects on student achievement in college.

A.6.2 ☒ Student behavior philosophy (Narrative)

The NSHS II is a mission focused school that students and parents/guardians should embrace when they choose to enroll. Students must be committed to attending and graduating from college. The schools mission is to support students in a college environment with personal, academic and social skills is about the successful transition of students into college. These students are in college and students need to increase their personal responsibility to meet the expectations in a college setting. The school guides and supports students in developing responsibility, and will hold students accountable for their progress, decisions, and behavior so they are prepared for the expectations in college, the workforce, and adult life after high school. **By enrolling at NSHS II, ~~Students~~ students and parents/guardians must agree to make a good faith effort to** follow the school's charter ~~or be removed from the school~~ (see attachment

A.6.3). In short, student behavior is guided by the following:

1. Attending all classes and arriving on-time (social)
2. Turning in all required material and completed documents on-time (personal)
3. Displaying achievement by doing your best (academic)

A.6.3 ☒ Discipline policy/code of conduct (Attachment)

A.6.4 ☒ Truancy policy (Attachment)

A.6.5 ☒ Absence policy (Attachment)

A.6.6 ☒ Involving families (Narrative)

NSHS II communicates with parents to ensure all parents understand the school mission upon registration where the family signs an assurance stating that they support the school mission. Meetings are held to support parents and inform their families of communication, expectations, rules, processes, and gain feedback from them on the progress of the school. Consideration for parent understanding of material and language barriers are taken into account and accommodations are attempted to be made accordingly. The

school offers various methods of communication to keep parents informed including, but not limited to the following:

1. MOODLE the school's online collaboration tool, Parents in Partnership (PIP) meetings, Ticket System, text, email, direct phone calls, newsletters, school website, and semiannual date cards
2. August meeting: all new parents are introduced to various forms of parental support and methods of communication and their role in supporting their students in the college setting
3. Mandatory Parent Meeting in September: goes over the mission, student expectations, supports offered to parents, rules and processes
4. Parents are given and explained necessary documents and announcements at the mandatory parent meeting which may include: Educational Involvement Accord, State's proficiency level targets in the Nevada High School Proficiency Examination Program Handout and handbook, student academic standards and graduation requirements in the school's handbook
5. Make-up process and accountability of missing the mandatory meeting
6. Students and parents are required to read and sign an acknowledgment that they read the school handbook and may seek clarification from staff or administration
7. Parents are provided with an experienced parent mentor through the PIP meetings
8. PIP meetings held throughout the year to cover specific parental support topics and trainings, and meeting documents are posted on MOODLE's PIP online section for parental access
9. Streamlined process for questions through the school's help ticket system
10. Access to support and resources on the school's website and MOODLE
11. Parent Performance Reviews (PPRs) are completed by the student and parent each semester, and parents are taught how to monitor students in college
12. Parents have the ability to serve on committees: School Improvement, Crisis, and Parental Involvement and the school's Governing Body or Governing Body Committee's
13. Staff and parent representatives are also available for appointments to support families

The school will collect documentation on the attendance and participation of parents at the school through physical sign in sheets, meeting documentation, or online submission. Furthermore, a PIP representative or administrative designee will collect annual parent surveys and compile results for administration and Governing Body review and improvement process.

A.7 Target Population

A.7.1 📍 School location (Narrative)

The proposed location of NSHS II was chosen due to the Committee's desire to serve a high need location in Las Vegas, Nevada where the following circumstances could be addressed including: from year to year, students are having transportation issues getting to and from the flagship school, in 2012, a bond initiative to build more schools in the area failed, and the high percentage of Free and Reduced Lunch populations in neighboring traditional public schools near the area of the proposed location (see A.1.4).

Nevada is persistently ranked as a state with one of the highest dropout rates in the Nation. According to Nora Luna, Assistant Professor at University of Nevada Reno; in 2007 alone, dropouts cost the state of Nevada \$4.2 billion in lost wages, taxes and productivity over their lifetimes. In addition, according to the same report, increasing the graduation rate and college enrollment by only 5 percent could lead to a combined savings and revenue of almost \$78.4 million each year by reducing crime-related costs associated with high school dropouts (Luna, 2009). The proposed school location on the West side of Las Vegas is an ideal area for creating a better educational solution for families.

The families and students of Nevada who live in the area of the proposed school location are underserved and deserve more support when transitioning to college. NSHS II is proven to be necessary based on evidence of the large volume of student applications at the flagship school (approx. 350 received in 2013) received every year by the flagship school located in Henderson, Nevada. Proposing a replication school

on the West side of Las Vegas will provide convenience for those families desiring a quality educational choice, but are often bound by financial means or geographical location to enroll at the flagship school. Students seeking a dual-credit high school education on the West side of Las Vegas would benefit from proximity of the school. Of the number of families who registered with Nevada State High School for the fall 2013 semester and withdrew from the school or from the application process for various reasons, about 41 percent of them reside in or near the proposed school location. The Committee believes that such evidence best demonstrates a real need for NSHS II to be located in the West Las Vegas community to serve those students who live in the area.

The Committee has targeted the following zip codes based on an ideal location including: 89147, 89117, 89148, 89135, 89138, 89144, 89134, 89128, 89145. Additionally, the Committee may seek other areas on the West side of Las Vegas that include contiguous zip codes to the ideal location including: 89129, 89108, 89107, 89146, 89103, 89118, 89139, 89178.

References

Luna, Nora M.Ed. (2009). Understanding graduation and dropout rate calculations. Reno, NV: University of Nevada Cooperative Extension. <http://www.unce.unr.edu/publications/files/cy/2009/sp0903.pdf>

A.7.2 📍 Target population (Attachment)

A.7.3 📍 Enrollment projections (Narrative)

NSHS II anticipates enrolling 125 students in its first year of operation (2014 – 2015), and 200 in its second year of operation (2015 – 2016). The Committee plans for a maximum enrollment of 300 students, but is conservatively making these sound first and second year projections based on a two-prong approach that includes evidence from the flagship school with 10 years of enrollment data and the population of traditional public schools in the area.

The flagship school has ten years of enrollment data showing that over 50% of students that enroll in the flagship school are from Henderson zip codes or no more than one zip code away from the contiguous zip codes that currently identify the City of Henderson. Given that information the Committee made a similar mapping of zip codes (see A.7.1) to identify the target location. None of these zip codes overlap the flagship school and it is anticipated that over 50% of the students enrolling will come from these zip codes and traditional public schools in the identified area.

Data of student enrollment from traditional public schools in the zip codes of the target location reflect the following: Cheyenne (2,188 students), Cimarron-Memorial (2,525), Bonanza (1,987), Palo Verde (2,718), Spring Valley (2,127), Durango (2,208), Clark (2,886), Sierra Vista (2,115), Desert Oasis (2,056), Western (2,144); whereas the total of students in the target location include (22,954) (2011-2012) information from www.nevadareportcard.com. It is noted that NSHS II is a school serving only 11th and 12th grade students and the numbers above include traditional high schools 9 – 12th grade. The Committee conservatively takes less than half of that number as potential students for the school and figures there are nearly a total of 10,000 students if not more when considering magnet schools, charter schools, home schooled students, and private school students in the target location to meet the projected enrollments of 125 and 200 students respectively for years one and two.

As of July 29, 2013, the flagship school reports 41 of 339 student registrations are from the targeted zip codes of NSHS II; however, only 15 of the 41 registrations have continued with the process. Those withdrawing their name from the registration process indicate their number one issue for not continuing is transportation length, cost, and time. By placing Nevada State High School in the target location it will have immediate interest from those families seeking a more neighborhood school to their residence.

A.7.4 ☒ Alignment of school plan with target population (Attachment)

The target population of students that are in a high need area academically or financially will benefit from the school's plan to successfully transition students to college personally, academically, and socially. The plan to support students' successful transition to college does not discriminate or generate bias against one population or another. Frankly, the courses offered at the School, the peer and staff advocacy for parents and students, parent meetings and a variety of related services and diagnostic assessments present a clear and overarching alignment between the school and educational support provided to all students that allow for a more targeted intervention and individualized attention of students seeking to successfully transition to college. In particular, the individualized targeted interventions will benefit the targeted population of students looking to attend college while in high school. Essentially, it allows the student to gain college experience of independence while at the same time having the school hold them accountable for successfully transitioning to college personally, academically, and socially. This is a better solution than the traditional alternative of leaving home at age 18 years old for college and dealing with a proverbial sink or swim approach to successful college transitioning.

A.7.5 ☒ Student recruitment plan (Attachment)

A.7.6 ☒ Serving at-risk pupils (if applicable) (Narrative) *Does NOT apply*

A.7.7 ☒ Favoring at-risk pupils in the enrollment (if applicable) (Narrative) *Does NOT apply*

A.8 Special Student Populations

A.8.1 ☒ Identification, etc. for Special Ed., etc. (Narrative)

NSHS II's application for admission will include the required language survey to trigger steps to determine if the student is an English Language Learner (ELL). Based on the answers provided to these questions, a pupil may be assessed for English proficiency and may qualify for ELL services. The school will follow NDE's WIDA assessment standards and guidelines for ELL students. The application will

also request information to determine if the student has previously or is receiving special education or 504 services (see limited English proficient plan details in attachment A.8.6).

Upon registration at the school, students take college placement tests (Accuplacer or submit their ACT/SAT scores for placement) that determine the appropriate academic college placement level for each individual student in math and English. This enables students with differing academic levels to be automatically placed into the level appropriate for their learning. Thus, gifted or advanced students get placed into the appropriate academic level courses as do students with deficiencies in areas. The student's 504 or IEP will be reviewed for accommodations and the student will be guided on how to obtain services at the colleges through the Disability Resource Center (DRC or similar at each college) for their classes and testing. Services and programs to pupils with disabilities will be implemented in accordance with IDEA and state law. It is the student's responsibility to register with the colleges to make sure they receive appropriate accommodations in his or her college classes. NSHS II guides students through the process, but since colleges are not connected to the high school, NSHS II has no authority over the colleges. NSHS II will communicate directly through the student to ensure that the accommodations and supports are in place at the colleges and work with the student on self-advocacy skills to ensure their rights and needs are being met at the college. The college DRC communicates with the college professors to ensure accommodations are met. Should accommodations not be provided by the professor, the students are instructed to contact the DRC and NSHS II's principal to immediately report any concerns.

Programs for special populations will be regularly and routinely monitored by the school principal to ensure that the students' needs are being met for ELL, IEP or 504. The school will have a licensed special education teacher on staff or contract with a generally licensed special education teacher to meet the IEP needs of the students at the school including the specialty areas needs and appropriate case load number dependent on school need based off actual enrollment. The school will contract with the necessary

licensed/certified contractors to provide related services (example: psychologist, social worker, nursing, therapists, ELL testing, etc.) The School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the State of Nevada Department of Education. If the governing body determines that a student's needs for services cannot be met, the school shall follow that the governing body would request that the pupil be transferred pursuant to NRS 386.580 (4), that states, "If the governing body of a charter school determines that the charter school is unable to provide an appropriate special education program and related services for a particular disability of a pupil who is enrolled in the charter school, the governing body may request that the board of trustees of the school district of the county in which the pupil resides transfer that pupil to an appropriate school."

All students at the school will be monitored and assessed with the school's Response to Intervention (RTI) process, yet if the school staff or parents have concerns regarding the students' needs for special education services, the school will follow the processes for either an initial evaluation or re-evaluation. Parental requests for identification screening will follow those procedures of special education.

A.8.2 Multi-tiered Response to Intervention (Narrative)

NSHS II will utilize an alternative way to monitor and support its students in a college environment that ties more directly to the school's mission and strategic plan. The school will use the traditional 3-tiered system with a 4th level that looks at making a special education/504 referral. The three tiers are coded as Green (Tier 1), Yellow (Tier 2), and Red (Tier 3). Data is collected on all students throughout their time at the school and compiled into a spreadsheet format each month. Students' academic levels, social activity, and personal responsibility are collected to measure their progress toward becoming college ready. Data is recorded on a monthly basis and essentially being a "green" is college ready or Tier 1 level. Upon entrance into the school, the majority of students are not Green (or college ready), and in fact, they initially need extra support and interventions to enforce the school mission. Each month

students will have the opportunity to evaluate their progress and determine a plan of action to remediate any low score areas and improve their Tier level (see plan details in attachment A.8.6).

A.8.3 🚫 Special Ed. Revenues/expenditures (Narrative)

NSHS II has included budget items for contracting services on the required budget items in attachment C.1.1. The school will either employ staff with appropriate licensure and endorsement for special education (years one and two) or contract for necessary services as needed per the students' IEPs. Given evidence from the flagship school and that the school is only for two grade levels (11th and 12th grade), the number of students requiring evaluation or re-evaluation services each year is limited (less than the reportable amount of 5%), and professional services and supplies to meet the evaluation needs is included in the budget including: counselor, psychologist, specific materials for needs students, etc. **The school will set aside transportation reimbursement for students and parents if required in their IEP. The school determines a fair amount to be \$600 and \$800 for school years (2014-2015) and (2015-2016) respectively and these items are referenced in the budget narrative attachment C.1.2.**

A.8.4 🚫 Special Ed. Continuum of service (Narrative)

NSHS II will provide a continuum of services for special education students starting with the student's least restrictive environment. This includes the students being fully integrated into the general education setting with non-disabled peers, utilizing accommodations, monitoring, and assistance to support their education. Per the IEP teams' decisions, moving the students into a more restrictive setting will be done looking at incremental restrictions on an as needed basis. A flowchart (see A.8.7) outlines least (top) to more restrictive (bottom) placements. If a more restrictive setting is required, the flowchart is seen as a combined approach based on students' needs rather than an all-or-nothing movement to another setting.

- A.8.5 🗳️ Special Ed. Policy assurance (Attachment)
- A.8.6 🗳️ RTI referral packet and flowchart (Attachment)
- A.8.7 🗳️ Special Ed. Continuum of service flowchart (Attachment)

A.9 Records

A.9.1 🗳️ Pupil Records (Narrative)

NSHS II provides information concerning the records of pupils that the School will maintain in accordance with NAC 386.360 including:

1. Dr. Wendi Hawk | Chief Academic Officer will be responsible for maintaining and providing records of pupils to the school district in which the charter school is located NRS 386.650;
2. Student files and records will be kept secure in a fireproof filing cabinet at the School;
3. Dr. Wendi Hawk | Chief Academic Officer will be responsible for the records of pupils if the charter is dissolved or the written charter is not renewed;
4. Pupil records will be in the School's administrative work area. The address is to be determined.
5. This is an assurance that the School will forward all permanent student records to the office of student records of the school district of residence of each pupil upon closure of the charter school or upon a pupil's graduation or withdrawal from the charter school.

A.9.2 🗳️ Pupil record retention policy (Attachment)

A.10 Career Education (if applicable)

Sections A.10.1 to A.10.11 is for 'Career Education' schools and thus do NOT apply to this application.

B. Organization Plan

B.1 Governing Body

- B.1.1 ✪ Bylaws letter from counsel (Attachment)
- B.1.2 ✪ Bylaws (Attachment)
- B.1.3 ✪ Bylaws stipulations identification (Attachment)
- B.1.4 ✪ Governance philosophy (Narrative)

The NSHS II Governing Body is vested with the authority and responsibility to effectively govern the school. Board Members carryout this responsibility through their commitment to fundamental philosophical beliefs including:

1. The Governing Body is a bridge between the staff, students, parents and broader community to successfully meet the needs and demands of successfully getting students ready for college
2. The Governing Body translates college ready expectations into a mission, vision, and strategic framework for the school, and these are shared and jointly committed to by the members, administration, and charter community of staff, students, and parents
3. The Governing Body believes in their governance role and there is a separation of powers and adherence to its responsibilities as a governing entity, and adherence to the management responsibilities that are delegated to school administration to make progress through people
4. The Governing Body is driven to provide freedom to administration and staff to be more innovative in their approach in exchange for higher accountability to public funds and ultimate accountability to families for increasing student achievement
5. The Governing Body is resolute in achieving high performance from their administration, staff, and students by exceeding expectations through documented progress and quality of work
6. The Governing Body is committed to taking input from key stakeholder groups including, but not limited to students, parents, and staff of the school

B.1.5 ☒ Governance structure and composition (Narrative)

In general, the role of the governing body should be to carry out its functions with the aim of taking a broadly strategic role in the running of the school by adopting a strategic framework. The governing body and its respective members have a duty to regularly attend board meetings, participate on board committees, prepare for board meetings by reading and studying back-up materials on key action items, evaluate the school's progress and school administration, protect the public interest in the school, act as a reasonable person would in a similar situation on the board and uphold the law and regulations set forth by the State of Nevada. The Governing Body has powers that include, but are not limited to the following: adopting school policies and regulations that support State law and code, hiring, evaluating, and/or firing the school administration, appealing administrative decisions to protect the due process of parents or students, and proposing amendments to the school's charter through their sponsor.

Governance is one part of a two-tier structure at the school with the other part being management. The Board of Directors to the Governing Body has a duty of accountability to a wider membership that includes, but is not limited to the schools: sponsor, students, parents, and the State of Nevada for the safety and education of students and the effective use of public funds. The current and desired composition for the Governing Body shall have five (5) Directors and follow NRS 386.549 by having two (2) Teacher Directors, one (1) Parent Director, and two (2) Community Directors as outlined in the school Bylaws (see attachment B.1.2).

The Bylaws also provide that three unique directors serve the academic, finance, and governance board committees respectively with a shared governance structure comprised of appointed parents, school staff, and/or community members to give them ownership in the school. These committees will have an opportunity to give feedback and seek more detailed updates on the progress and quality on each of the respective committee areas. The committees will use the feedback and progress and quality updates along with any state performance measures to report on the success of the school. Each year, the governance

committee shall develop administrative identified objectives for the school leadership and evaluate those objectives in a written evaluation report provided to the Governing Body in public meeting. Each board committee will seek active and effective representation of key stakeholders (students, parents, and staff).

B.1.6 🌀 Increasing board capacity (Narrative)

The board's governance committee will be responsible for increasing the capacity of its members through a process of ongoing efforts of feedback, dissemination of material, board training, and attendance at workshops, conferences, and other relevant activities and information it deems necessary.

A capacity timetable and description of activities includes, but is not limited to the following:

1. New member training – all new members will receive a training before their first meeting to orientate them with material that includes, but is not limited to the following: school bylaws, strategic framework of the school, duties and powers of the governing body, parliamentary procedure, Nevada's governance structure, roles and responsibilities of members, matters of concern for being a member, open meeting law, etc..
2. Member feedback – evaluation instruments will gather information from members on the board to determine areas of board strengths and weaknesses for future development.
3. Dissemination of material – the governance committee will review member feedback and evaluate areas of weaknesses on the board and search out improvements, material, and information to strengthen the board's capacity.
4. Ongoing training – the governance committee will annually attend a minimum of two workshops, conferences, or trainings developed around or have strands related to board governance, financial oversight, budget, academic accountability, etc.. Relevant information gathered at these trainings will be brought back and shared with members of the governing body at a minimum during their annual meeting. To the extent possible the committee will seek out members of the board outside the committee to attend as long as finances and schedules permit and not to create a quorum.

B.1.7 🌐 Recruitment of board members (Narrative)

The board's governance committee will be responsible for recruiting board members through an ongoing process of recruiting actively, profiling the board, building diversity, prospecting directors, consolidating candidates, orientating candidates, and recommending appointment.

A recruitment timetable and description of activities includes, but is not limited to the following:

1. Recruiting actively – the committee will follow the requirements of the Bylaws, charter school contract, and strategic plan to develop a position description with general and specific responsibilities of board members. The goal is to find a list of 5 – 8 viable candidates that can serve on the board or be appointed to one of the board committees.
2. Profiling the board – a profile matrix will analyze the current board according to criteria that includes, but is not limited to the following: age, race, ethnicity, specific skills, community contacts, status as parent at the school, etc.
3. Building diversity – the committee will use the profile matrix of the current board and the demographics of the school as a plan for achieving and maintaining board diversity.
4. Prospecting directors – as a plan that addresses the involvement of parents, professional educators, and the community in governance of the school the committee will begin prospecting potential directors at the school's mandatory parent meeting in September each year. As a way to extend the reach of prospects, the committee will ask for recommendations from current board members and outside organizations like Chambers of Commerce and other non-profit groups.
5. Consolidating candidates – in this step the committee will send a letter to the candidate along with a description of a board member's roles and responsibilities inviting them to attend an in-person orientation session to learn more about the position.
6. Orientating candidates – this will be an in-person orientation to more fully explain the roles and responsibilities of a board director. Other items discussed at the orientation include, but are not limited to the school's strategic framework, governance structure, willingness to serve, a self-

nomination form/ questionnaire (used to build board diversity). After completing the orientation, a candidate's name will stay active for possible appointment for two years.

7. Recommending appointment – if there is a vacancy on the board, then the committee will evaluate candidates to determine a nominee for recommendation that is a best fit candidate to serve on the board based on commitment, willingness, skills, knowledge, assets matching board priorities of the board's profile and can place the charter school's purposes and interests above their own professional and personal interests when making decisions. It is anticipated that candidates completing the orientation and ready to serve on the board may receive a nomination or appointment to be on one of the board committees and while serving on a committee may receive an appointment to the full board.

B.2 Composition of the Committee to Form the School

- B.2.1 ☒ Committee member names, resumes (Attachment)
- B.2.2 ☒ Committee members' response to questionnaire (Attachment)


- B.2.3 ☒ Members' association with other charter schools (Narrative)

No one on the Committee has had any association or affiliation with any out-of-state charter school. The Committee has ~~several~~ two members that have or had affiliation with an in-state charter school including:


Russell Keglovits and John Hawk. Russell was affiliated as a liaison with the Northern Nevada State High School application which was withdrawn from the process to become sponsored last year (2012-2013). Russell was affiliated with this school between spring 2013 to winter 2013 and currently has no other affiliation. The affiliation with Northern Nevada State High School is no longer active. Member John Hawk has his affiliation defined below including:

- a. Members – ~~Erika Capulo, Hiana Arroyo, John Hawk, Wendi Hawk, and Ken Turner~~

- b. School affiliation – All members listed above have or have had affiliation with only Nevada State High School (233 North Stephanie Street | Henderson, NV 89074)
- c. Dates of affiliation – ~~Erika Capulo [Student (2010 – 2012), Paid Student Intern/ Worker (2010 – 2012), Paid Business Operations Assistant (2012 – Present)], Iliana Arroyo [Parent Board Member (2007 – 2009), Paid/ PIP Liaison (2010 – Present)], John Hawk [Committee to Form Member (2003 – 2004), Volunteer (2004 – 2005), Paid Chief Operations Officer (2005 – Present)], Wendi Hawk [Committee to Form Member (2003 – 2004), Volunteer (2004), Paid Chief Academic Officer (2005 – Present)], and Ken Turner [Volunteer Presenter (2012 – 2013), Paid Educational Advising Coordinator (2013 – Present)]~~
- d. Present affiliation – All dates, present affiliation, and nature of affiliation are provided above
- e. Cessation of affiliation – All affiliations are currently active
- f. Nature of affiliation – All dates, present affiliation, and nature of affiliation are provided above

B.2.4  Assurances (Attachment)

B.3 Management and Operation

B.3.1  Organizational structure (Narrative)

Management is second part of a two-tier structure with the first part being governance as referenced in section B.1.5 of this application. Management is referred to as the school’s leadership who is directly responsible to the governing body. Management has a responsibility to effectively and efficiently carryout academic, financial, and operational priorities of the governing body. The role of management will be to make progress through hired staff, consultants, volunteers, and technical support people to build the academic, financial, operational, and governance capacity at the school through best practices that ensure positive direction of the school’s strategic framework and academic success of students.

Management will be practicing a shared leadership model maximizing feedback, input, talents, and finances of the school through individual service to many roles. Although titles are given to each person those same individuals can serve multiple roles at the school and capitalize on their many talents.

“Leadership must be shared and is a community undertaking. Leadership is the professional work of everyone in the school.” (Lambert, 2002)

This model begins with the shared leadership of key administrators directly responsible to the governing body for day to day operations including: Chief Academic Officer and Chief Operations Officer

References

1. Lambert, L. (2002). Beyond instructional leadership: A framework for shared leadership. Alexandria, VA: Association for Supervision and Curriculum Development.

B.3.1.1 Management Organization Sections Do NOT Apply

NSHS II is independent from a management organization so sections *B.3.1.1 to B.3.1.7* do NOT apply.

B.3.2 Key management positions responsibilities (Narrative)

Employees share in a strategic framework that fuels the school’s progress and future development.

The backbone to this framework is a common core purpose to develop future professionals with the habits for college success. This purpose is as concrete as the school goal of improving the opportunity for students to learn in a college environment and preserves the core values of responsibility, integrity, and motivation in and outside the school community. The community is inspired by the school’s vision of ‘every student will be college ready’ and bound together with a laser-focused mission to support students in a college environment with personal, academic, and social skills.

The employees at NSHS II recognize the benefits of stimulating growth through an envisioned future of becoming a nationally acclaimed agent of change by creating and implementing new standards of college readiness. Additionally, employees are determined to discover ways of showing progress and quality towards supporting students to perform successfully at a college level. Employees want to know their respective roles within the organization and each shall endeavor to complete to the best of their abilities projects and respective tasks related to each position. Detailed information regarding the primary responsibilities and skills required to fulfill each of the key management positions at the school can be found in section B.3.3 whereas, below is a brief description of each including:

1. Academic Assistant – under the direction of the Chief Academic Officer this position is responsible for providing support to staff and students for collecting and maintaining data across multiple areas in the academic environment including: demographics, historical information, progress, testing, etc. This position will require a high degree of accuracy, timeliness, production, and coordination across multiple areas including, but not limited to: data management, academic assessments, and supporting the overall flow of information from the academic office
2. Operations Assistant – under the direction of the Chief Operations Officer this position is responsible for providing support to staff/students for setting up and maintaining accounting ledgers, journals, and records and prepares financial statements and reports. This position will require a high degree of accuracy, timeliness and production across multiple areas including, but not limited to: human resources, facilities operations, business management, bookkeeping, and internal control throughout the organization
3. Educational Advising Coordinator – under the direction of the Chief Academic Officer this position is responsible for instructional management, coordination of college preparation seminars, planning and implementation of college readiness and career development skills, and monitoring, guiding and counseling students toward their college goals.
4. Chief Academic Officer & Chief Operations Officer – see section B.3.1 above

Each employee will be responsible for their individual projects. These projects shall reflect a high quality of professionalism, and employees will practice a successful systematic implementation process that includes: planning, doing, and checking the progress of each project/task. Employees commit to keeping open communication on their progress of each project/task and shall identify projects/tasks with multiple metrics showing progress and quality to the school's strategic framework.

Each employee shall support projects with the necessary time, money, and knowledge to reflect quality and progress. Necessary explanation and assistance will be part of an ongoing feedback process that the employee will practice while seeking to improve their production. Each employee will be given the opportunity to develop and provide input into the tasks and projects outlined in this pledge. Finally, each employee agrees to submit to the school's strategic framework while helping members of the school community get where they want to be and offer suggestions for improvement now and into the future.

B.3.2.1 Distance Education Sections Do NOT Apply

NSHS II is a dual-credit model so sections *B.3.2.1 to B.3.2.2* do NOT apply.

B.3.3 🗳️ Organizational chart (Attachment)

B.3.4 🗳️ How carry out laws (Narrative)

NSHS II will carry out provisions of the law NRS 386.500 to 386.610 inclusive regarding charter schools and other law as it relates to those things that include, but are not limited to education and public entities. School leadership and members of the governing body will be responsible for knowing their respective statutory and regulatory responsibilities. The school will use multiple governing body meetings as a way to keep the members informed of their responsibilities. Whereas, school leadership will work directly with the school's sponsor and respective governmental entities on required document submissions. Being

resourceful and knowing where to get answers and staying current with proposed changes to statute and regulations is tantamount to knowing the law and regulations. The school's leadership will carry out provisions of regulations, law, and build capacity around the topic by disseminating information, recommending attendance of staff or governing body members to attend conferences, workshops, or other, and participating actively to find applicable resources and information through a variety of outlets including, but not limited to the following:

1. Reading the sections of Nevada Revised Statutes that are appropriate to the school via current hard copy versions of Nevada School Laws VI & VII and Nevada Administrative Code with proposed changes that can be found on <https://www.leg.state.nv.us/>
2. Attending public meetings related to entities that have statutory, regulatory, or policy impact on the operation of the school (partial list includes – Nevada Legislature and Interim Committees and Councils, State Public Charter School Authority, Nevada State Board of Education)
3. Attending appropriate and feasible conferences, trainings, workshops, technical assistance meetings (partial list includes – national charter school conference, state charter school conference or workshops, sponsor and department technical assistance meetings and trainings)
4. Staying current on the material found in the Charter School Reporting Manual and Charter School Operation Manual offered by the sponsor and the Nevada Department of Education

A representative from the school will be responsible for disseminating presentation and training materials from Nevada Ethics in Government Law to governing body members during a public meeting in the form of a training and discussion around avoiding conflicts of interest. Material used for dissemination includes, but is not limited to the following: Nevada Acknowledgement of Ethical Standards Form for Public Officials, Consanguinity/Affinity Chart, copies of statute and regulation for NRS 281A and NAC 281A, and Nevada Disclosure and Abstention Guide. In addition, all board members and employees will be given a copy of the Nevada Ethics in Government Manual to create awareness and develop a common

definition of a public office as the sole benefit to the people and public officer or employee committing themselves to avoiding conflicts between their private interests and those of the general public they serve.

The school will extend its interpretation of avoiding conflict of interest to the extent possible by establishing practices and procedures of maintaining accountability and transparency while establishing students' interests and academic achievement as the top priority of the school. The school will develop academic, operational, and financial internal controls that mitigate for type I (passing a student that should have failed) and type II (failing a student that should have passed) errors and allow for students, parents, staff, and community members to seek contact information from the school's website and appeal school decisions ~~through administration~~ to the school's governing body through email or regular mail in which members will receive unfiltered information from the public. This kind of due process and control for errors is an example of transparency and putting the interests of students and their academic achievement as a top priority, whereas, other examples include, but are not limited to the following:

1. Establishing a Parents in Partnership (PIP) group that meets a minimum of three times per semester, hold a mandatory parent meeting during the first full month of the school year
2. Providing for college placement testing to appropriately schedule college classes
3. Reimbursing families for students taking an ACT/SAT exam and public transportation
4. Awarding National Career Readiness Certificates, hosting mock interviews with leaders from the Chambers of Commerce, creating academic plans with each student for each semester
5. Requiring a student portfolio, paying for college tuition and textbooks, supporting families through the college registration process, conducting initial consultations prior to enrollment
6. Assigning an advocate to each student for the successful transition to college, meeting with students on college and career planning, having a parent member serve on the school governing body to be a voice for the families at the school.

Along with parent membership on the governing body the school maintains that through its governance committee board member recruitment process (see narrative B.1.7) and to the extent possible will maintain a diverse representation of the entire community and tracked through the governing board's profile matrix. The school understands that maintaining a diverse governing body that is representative of the entire community served is essential to making decisions in the best interest of students at the school.

The school anticipates that there will be times when proposed decisions at the school may be questionable or present unnecessary conflict with statutory or regulatory provisions. In such case, the governing body or the school's leadership will pause and seek outside advice from the school's contractors (legal, accountant, etc.) or technical assistance on best practices from the school's sponsor or respective agency prior to approval or implementation. The school sees this as necessary cooperation and open honest communication with the school's sponsor and other state agencies.

B.3.5 Dispute resolution (Narrative)

The School may at any time initiate a resolution to any dispute concerning statutory, regulatory, policy, or contractual provisions by submitting, in writing, a statement outlining its complaint and proposed resolution to the Director of the State Public Charter School Authority. The Director will respond to the complaint and proposed resolution, in writing, within 30 calendar days outlining whether or not he/she agrees with the complaint and whether he/she accepts the proposed resolution or offers an alternative resolution to the complaint. If the charter school is not satisfied with the response from the Director, it may request, in writing, a review by the President of the Authority. The President of the Authority will respond, in writing, within 15 calendar days stating whether or not he/she agrees with the complaint and if so, whether he/she agrees with the proposed resolution, or will propose an alternative resolution to the charter school. In the event these representatives are unable to resolve the dispute informally, pursuant to this procedure, the complaint and proposed resolution will be submitted to the State Public Charter School Authority at the next available meeting for its consideration. The Authority will decide whether or

not it agrees with the complaint or any proposed resolution. If the charter school is not satisfied with the proposed resolution adopted or amended by the State Public Charter School Authority in public meeting and submitted in writing by the President of the Authority no more than 15 calendar days after the meeting at which the Board approved the resolution, it may notify, in writing to the President of the Authority, within 15 calendar days that it will be filing an appeal with district court within 45 calendar days and after that time if there is no appeal then any decision by the Authority is final.

B.3.6 🌀 Kind of school (Narrative)

NSHS II proposes to operate a public charter high school serving 11th and 12th grade students as defined under NRS 388.020 (3) and (5). The instructional focus of NSHS II will prepare students for college by taking real college courses with real professors in a real college environment. Support to students will come from three high school elective courses meant to monitor progress while personally, academically, and socially transitioning students to college. Instruction delivery will occur using a supported dual-enrollment model following a college school calendar year. For the first year and all subsequent years, the school plans on serving both grade levels and at this time there is no future plans for expanding to serve any grade levels beyond 11th and 12th grade.

B.3.7 🌀 Lottery description (Attachment)

B.3.8 🌀 Outside help with application (Narrative)

~~There was no entity other than the committee to form that assisted in the preparation of the application.~~

The committee received reliable help on the application from members affiliated with the flagship school including:

a. Members – Erika Capulo, Iliana Arroyo, Wendi Hawk, and Ken Turner

b. School affiliation – All members listed above have or have had affiliation with only Nevada

State High School (233 North Stephanie Street | Henderson, NV 89074)

- c. Dates of affiliation – Erika Capulo [Student (2010 – 2012), Paid Student Intern/ Worker (2010 – 2012), Paid Business Operations Assistant (2012 – Present)], Iliana Arroyo [Parent Board Member (2007 – 2009), Paid/ PIP Liaison (2010 – Present)], Wendi Hawk [Committee to Form Member (2003 – 2004), Volunteer (2004), Paid Chief Academic Officer (2005 – Present)], and Ken Turner [Volunteer Presenter (2012 – 2013), Paid Educational Advising Coordinator (2013)]**
- d. Present affiliation – All dates, present affiliation, and nature of affiliation are provided above**
- e. Cessation of affiliation – All affiliations are currently active**
- f. Nature of affiliation – All dates, present affiliation, and nature of affiliation are provided above**

B.3.9 **🔗** Limiting enrollment (Narrative)

The school will limit enrollment for maximum building capacity as determined by local building/health officials and that which is allowed by NAC 386.353 to comply with college enrollment deadlines.

B.4 **Staffing and Human Resources**

B.4.1 **🔗** Staffing plan (Narrative)

This staffing plan shown below provides a presentation and justification for minimal staff required to operate NSHS II in its first and second year of operation when the anticipated enrollment is 125 and 200 students respectively.

Year one minimal staffing includes, but is not limited to the following:

1. Educational Advising Coordinator (TBA) [Salary of \$52,000 | FTE 1.0 | 12 mo. contract] with minimal qualifications of a Nevada high school teaching license (see B.3.3 for more description).

2. Academic Assistant (TBA) [Salary of \$36,000 | FTE 1.0 | 12 mo. contract] with minimal qualifications of a high school diploma (see B.3.3 for further description).
3. Student Worker, Intern, or Volunteer (TBA) [Pay rate of \$8.5/hour | 2 workers | 20 hrs/wk] with minimal qualifications of a student currently attending NSHS II or the flagship school, valid work permit, and meets a minimum GPA of 3.0 (see B.3.3 for more).
4. Chief Academic Officer (Dr. Wendi Hawk) [Salary of \$27,500 | FTE 0.25 | 12 mo. contract] with minimal qualifications of a teacher license with a Nevada administrative endorsement and preferred Doctoral or specialist degree (see B.3.3 for further description).
5. Chief Operations Officer (Dr. John Hawk) [Salary of \$27,500 | FTE 0.25 | 12 mo. contract] with minimal qualifications of a teacher license, Nevada administrative endorsement, and preferred Doctoral or specialist degree (see B.3.3 for further description).

Year two minimal staffing includes, but is not limited to the following:

1. Educational Advising Coordinator (TBA) [Salary of \$52,000 | FTE 1.0 | 12 mo. contract]
2. Academic Assistant (TBA) [Salary of \$36,000 | FTE 1.0 | 12 mo. contract]
3. Student Workers (TBA) [Pay rate of \$8.5/hour | 3 workers | 20 hrs/wk]
4. Chief Academic Officer (Dr. Wendi Hawk) [Salary of \$55,000 | FTE 0.50 | 12 mo. contract]
5. Chief Operations Officer (Dr. John Hawk) [Salary of \$55,000 | FTE 0.50 | 12 mo. contract]
6. Operations Assistant (TBA) [Salary of \$40,000 | FTE 1.0 | 12 mo. contract] with minimal qualifications of some college and bookkeeping experience or a degree in business or accounting (see B.3.1 for more description).

This staffing plan has a nine year history of success at the flagship school and will accomplish the needs of the educational program by empowering motivated individuals to be put in shared leadership positions that maximize their talents and offer the most efficient use of public dollars.

In years that follow, the school proposes to expand and eventually bring on the school's administration as full time employees. Also, the school anticipates increasing the number of educational advising coordinators to accommodate for growth and equally propose increasing the number of student workers.

The school plans on spending the necessary time at the beginning of the employee recruitment process to match employee to the educational program and philosophy of the school. The better recruitment of individuals will allow for an increased retention of employees at the school. Additionally, the school plans on retaining employees through an attractive benefits and incentive program allowing for employees to show progress and quality with duties in their position and allowing for value added contributions to the school as well. The incentive program identifies the motivation of each employee and awards them by meeting their develop measures, metrics, and targets for indicators in their respective positions. This type of program holds employees accountable and creates a common language at the school to help increase student achievement.

B.4.2 🌐 Employment contract negotiation (Narrative)

The school will follow NRS 386.595 when negotiating employment contracts.

B.4.3 🌐 Instructor qualifications (Narrative)

The school will offer non-core classes including: Introduction to College (meets for two weeks during first semester and before the start of college), Study Skills (meets twice per week on a block schedule), and Transitions (meets once per month). In addition to the qualifications listed in B.3.3, at minimum, the candidate shall possess or be eligible for a Nevada Secondary High School Substitute Teacher License.

B.4.4 ☉ Teacher evaluations (Narrative)

The school will follow NRS 391.3125 when evaluating teachers. Additionally, the school will offer the same protection of due process to all employees including:

1. Notifying employees of areas to improve their quality and progress of work;
2. Explaining to employees expectations of quality and progress of work;
3. Assisting employees in growth with ways that could improve their progress or quality;
4. Time to successfully implement change or improvement in behavior

The above acronym N E A T is the due process component of the school's clinical supervision practice that uses formative and summative evaluations to promote progress and quality with each employee that adds to the value of the school's educational program. The formative is the informal method of providing feedback, assistance, and support to employees "on the fly;" whereas, the summative evaluation is the formal method of providing feedback and is based on outcomes.

The school uses performance incentives to drive a common language around progress and quality towards the school educational program. Performance incentives are voluntary, however, provide for the foundation to the stages of the school's clinical supervision practice which includes the following:

1. Meeting with an employee to consider their performance incentive indicator;
2. Conducting informal employee meetings around valid measures, metrics, and targets;
3. Observing the plan used by each employee to successfully meet their targets;
4. Analyzing the progress of the indicator through data analysis;
5. Developing areas of improvement to meet the targets of each employee;
6. Summarizing the final progress and quality of the project with the employee

B.4.5 🗳 Administrator information, if applicable (Narrative)

NSHS II is proposing to use a shared leadership structure with two administrative heads of school that report directly to the Governing Body with contact information including:

1. Dr. John Hawk | Chief Operations Officer (jhawk@earlycollegenv.com)
702-332-2593 (C) // 702-507-9919 (F) Address: 233 N. Stephanie Street | Henderson, NV 89074
2. Dr. Wendi Hawk | Chief Academic Officer (whawk@earlycollegenv.com)
702-953-2602 (W) // 702-953-2608 (F) Address: 233 N. Stephanie Street | Henderson, NV 89074

The committee selects Dr. John Hawk to satisfy the conditions set forth in NAC 386.100. The committee and members of the Governing Body recognize that Drs. John ~~and Wendi~~ Hawk will resign from ~~their~~ his positions on the committee to form when the school is ultimately sponsored by their sponsoring authority.

B.4.6 🗳 Administrator position description (Narrative)

In addition to the information given in section B.3.3, the school provides the following:

1. Chief Academic Officer has a job description that includes hiring an individual that fills the following essential duties and responsibilities:
 - a. Executing, directing, planning, developing, and supervising student support services, academic achievement services, special education/504 services, research/evaluation services, and academic governance services for compliance.
2. Chief Operations Officer has a job description that includes hiring an individual that fills the following essential duties and responsibilities:
 - a. Executing, directing, planning, developing, and supervising operational services, financial services, technology services, outreach services, human resource services, professional development services, and operational governance services for compliance.

B.4.7 ☉ Employing administrators (Narrative)

The Governing Body's Finance Committee will have the responsibility for hiring openings for the Chief Operations Officer and the Chief Academic Officer. The Committee plans to recruit administrators using a combination of the following:

1. Distributing an opening through the school's public website
2. Posting information at the school via hard copy
3. Placing information for public notice on college career center sites and job fairs
4. Advertising at DETR <http://www.jobcentral.com/nv>
5. Using national exposure through portals at: <https://www.teachers-teachers.com>, <http://www.nvadministrator.org/>, <http://www.aasa.org/>, <http://www.edweek.org/>

The Finance Committee plans on determining the appropriate experience, training and skills of administrative personnel using the following steps to hiring:

1. Research the skills necessary for the position at <http://online.onetcenter.org>;
2. Develop an announcement and job description around those specific skills;
3. Screen applicants online for their knowledge, skill, work activities, education, experiences
4. Invite qualified candidates to complete an in-basket activity regarding their technical skills
5. Conduct an in-person interview with qualified candidates and ask for professional artifacts
6. Narrow the candidate list to not more than three candidates for the entire board to select
7. Decide on the best fit candidate for the position

B.4.8 ☉ Employing instructors/others (Narrative)


The school plans to recruit instructors/others using a combination of the following:

1. Distributing an opening through the school's public website
2. Posting information at the school via hard copy
3. Placing information for public notice on college career center sites and job fairs

4. Advertising at DETR <http://www.jobcentral.com/nv>
5. Using national exposure through a portal <https://www.teachers-teachers.com>

The school plans on determining the appropriate experience, training and skills of all personnel including, but not limited to non-certificated instruction personnel using the following steps to hiring:

1. Research the skills necessary for the position at <http://online.onetcenter.org>;
2. Develop an announcement and job description around those specific skills;
3. Screen applicants online for their knowledge, skill, work activities, education, experiences
4. Invite qualified candidates to complete an in-basket activity regarding their technical skills
5. Conduct an in person interview with the candidate and ask for professional artifacts
6. Decide on the best fit candidate for the position

B.4.9  Licensed and non-licensed staff, if applicable (Narrative)

Proposed assignment of each licensed staff member include the following:

1. Chief Academic Officer (Dr. Wendi Hawk) [License Number: 0000034527]
2. Chief Operations Officer (Dr. John Hawk) [License Number: 0000002745]

At this time, the school is not proposing any assignments for non-licensed staff members.

C. Business Plan

C.1 Budget

C.1.1 ☒ Budget (Attachment)

C.1.2 ☒ Budget narrative (Attachment)

C.1.3 ☒ Cash flow statement (Attachment)

C.1.4 ☒ Chart of Accounts assurance (Narrative)

This is an assurance that the school will adhere to the Nevada Department of Education's standard chart of accounts titled *Nevada Common Elements for Accounting and Reporting K-12 Educational Finances*.

C.1.5 ☒ Pre-opening budget (Attachment)

C.1.6 ☒ Contingency plan for financial challenges (Narrative)

The amount of students projected during the first year is 125 and the school ran projections to calculate a breakeven number of 65 students to open the school and operate. The school will proportionally reduce items in the budget driven by student numbers that include, but are not limited to the following: SPCSA sponsorship fee, college tuition, college textbooks, college technology fees, and student transportation. In addition, the school will plan to mitigate fixed expenses at much as practical for the school's contingency plan for having lower than projected numbers and cash flow challenges during the first two years of operation as identified in each of the areas that include, but are not limited to the following:

1. Personnel and Benefits – replacing the Educational Advising Coordinator with part-time instructors to save on salary and benefit costs
2. Professional Services – conducting professional development and training of staff internally rather than conferences to reduce registration fees and travel
3. Purchased Services – coordinating more collaboratively with the flagship school on the conference space rental and servicing janitorial and maintenance costs with staff

4. Other Purchased Services – reducing insurance cost for having less students, and lowering up/download speeds for telecommunications
5. Supplies – posting more items electronically than hardcopy and developing a plan to work with software applications as a service in a cloud-based environment rather than with servers

As part of the contingency plan and to help control cash flow, the Governing Body of the school plans to submit a written request to the Superintendent of Public Instruction to receive apportionment 30 days prior to the required apportionment date of August 1st as per NRS 387.124 (5). Finally, the school may look at additional options to reduce costs by leasing equipment, furniture, college textbooks, and other supplies or services that would offset and facilitate the same quality of service at the school while having a lower total cost of ownership with some of these items mentioned.

C.2 Financial Management

C.2.1 🌀 Financial responsibility (Narrative)

The Chief Operations Officer or designee will be responsible for financial oversight and management. Dr. John Hawk, serving on the Committee to Form, will eventually assume that title and responsibility.

C.2.2 🌀 Closing procedures (Narrative)

In addition to B.1.2 (Bylaws Article XI sec. 1) and A.9.1, closing procedures for voluntary closure, revocation, dissolution, or termination of NSHS II for any reason will close using the following:

1. Designee Dr. John Hawk [jhawk@earlycollegenv.com | 702-332-2593] (NAC 386.335 (1)(a)(4))
2. An assurance that the school will follow the outlined closing procedures in NAC 386.335, 386.342, and 386.360 and any future amendments. The state code under the sections mentioned here is written with enough specificity to act as the closing procedure for the school.

C.2.3 ☒ Audit firm (Narrative)

At this time, the School anticipates using De Joya Griffith and Co. to perform the independent annual audit. They are located at: 8985 S. Eastern Avenue, Suite 210, Las Vegas, NV 89123 | (702) 597-0010.

C.2.4 ☒ Nevada bank (Narrative)

The school anticipates using Wells Fargo | 530 Las Vegas Blvd. S. | 2nd floor | Las Vegas, NV 89101.

C.2.5 ☒ Fees, Charges (Narrative)

The school does not charge any tuition or fees to students. In an effort to help build personal responsibility and make for efficient issuance of textbooks, the school requires students to complete a textbook request form for the school to purchase textbooks; otherwise, students purchase the books themselves at the beginning of the semester and are held responsible for returning the books in working condition at the end of the semester for 100% reimbursement. Similarly, students are offered an opportunity to engage in a similar reimbursement for extra classes taken during the summer.

C.2.6 ☒ Person to draw orders for payment of school's money (Narrative)

The Chief Operations Officer Dr. John Hawk will be responsible for drawing orders for payment.

C.2.7 ☒ Minimum number of enrolled pupils required (Narrative)

There is a minimum number of 65 enrolled pupils necessary for operation of the school (see C.1.6).

C.3 Facilities

C.3.1 ☛ Choose one of the following three situations under Nevada Administrative Code

C.3.1.1 *NAC 386.140(2)(a-g) (NOT applicable) (Narrative)*

C.3.1.2 *NAC 386.140(3)(a-b) (NOT applicable) (Narrative)*

C.3.1.3 *NAC 386.140(4)(a-f) (YES applicable) (Narrative)*

The committee to form is searching for a suitable facility in the West part of the Las Vegas Valley and at this time, is seeking a Subsection 7 Charter and provides responses related to NAC 386.140(4) including:

- a. On July 12, 2013, the flagship school Nevada State High School submitted a Charter Schools Program (CSP) replication grant to the federal government. This 24-month grant was written to provide a facility for three months and personnel. Grant winners are announced around September 2013 and funding begins October 2013. The grant also provides for necessary start-up equipment. The committee's real estate experience indicates that having a Subsection 7 approved Charter will improve chances and negotiations for securing a facility with a potential landlord.
- b. At this time, the Committee's plan for obtaining a suitable facility, personnel, or equipment is relying on the CSP grant for the necessary funds to begin operation. In the event that the CSP funds are not awarded, the Committee will proceed by seeking a possible bank loan. The Committee plans on the following:
 1. At this time, NSHS II is not in a position to build a facility. The school plans to remodel an existing facility and will select based on cost, functionality, terms, and size.
 2. The school has currently engaged a real estate agent and is looking for a suitable building to lease or build to suit. There is no affiliation between the agent and any members of the Committee or proposed Board. The board will require a clause in the lease and the management contract that one is not contingent upon the other. The Committee anticipates identifying the school location by February 28, 2014. All permits and inspections would be obtained by May 30, 2014. The start-up equipment and furniture for

the facility would be obtained by June 30, 2014. The necessary staff required to start operating the school would be selected and hired on or before July 1, 2014 with a school start date of August 11, 2014.

- c. The projected school start date is August 11, 2014.
- d. The school will model the flagship school by having those things that include, but are not limited to the following:
 - 1. administrative office area with computers, desks, phones, printer/copy machine, etc;
 - 2. classroom/technology area with tables, chairs, whiteboards, computers, etc.
 - 3. open foyer area with seating, registration tables, announcements, etc.
- e. See attachment referenced in C.3.2 below for cost of insurance estimate.
- f. The Committee understands that acceptance of the application by the sponsor of the charter school is necessary to obtain a facility, personnel, and equipment.

C.3.2 ☒ If NAC 386.140(4) applies, then submit estimate cost of insurance (Attachment)

C.3.3 ☒ If NAC 386.140(2) applies, then submit inspection documents (Attachment)

Not applicable, however at the time of obtaining a facility Nevada State High School will forward the necessary inspection documents to the satisfaction of the sponsor.

C.3.4 ☒ If NAC 386.140(2) applies, then submit OSHA document (Attachment)

Not applicable, however at the time of obtaining a facility Nevada State High School will forward the necessary OSHA documents to the satisfaction of the sponsor.

C.4 Transportation, Health Services and Emergency Services

C.4.1 🚗 Transportation (Narrative)

NSHS II students are responsible for their own transportation to and from school. The school will work with families with transportation issues to develop a transportation plan that may include, but is not limited to the following:

- Developing a plan for student/parent transportation;
- Reimbursing for the city bus service;
- Facilitating the use of car pools

C.4.2 🏥 Health services (Narrative)

All full-time staff at NSHS II will have basic first aid training. For student illnesses that do not warrant first aid, yet the student's illness warrants recovery time, there will be a separate room available with a resting cot. Should the student not recover or if the illness is too severe to return to class and does not warrant an emergency, the administration of NSHS II will notify parents and arrange for transportation home should the student have need to leave school. In an emergency, the school will contact 911.

The school will contract directly with a registered nurse to provide health services when necessary. NSHS II will arrange for consultation with a nurse to dispense medication, audit immunization records, and deliver services of which administration in and of itself cannot execute without proper training.

There is no intention to contract with the local district or other agency to provide nursing services.

C.4.3 🏥 Immunization records (Narrative)

The School will collect immunization records from each student. After enrollment, the school will contract with a registered nurse to review the immunization records of each student and communicate to

the Chief Academic Officer or designee any missing immunizations utilizing the most up to date legal requirements by Nevada Law. The student/parents will have an opportunity to update the records before administrative removal from the school until such documentation is up to date per the number of days in NRS 392.435. The nurse then reviews the newly submitted records and communicates accordingly. Records are kept in the students' cumulative records in a locked fireproof cabinet.

C.4.4 🗑️ Emergency drills (Attachment)

C.4.5 🗑️ Emergency management plan (Attachment)

Attachments

7/12/2013

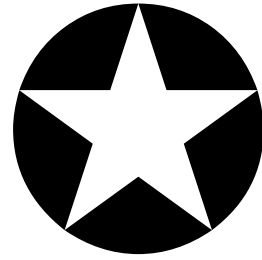
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Members

Committee to Form Nevada State High School II

233 North Stephanie Street

Henderson, NV 89074



Attachment: A.3.2, Schedule of Courses

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.3.2, Schedule of Courses and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- The students' courses are determined by the student's college placement and high school courses still necessary for graduation. Upon registration and after placements test results are available from the colleges, students, parents and staff create high school academic plans that outline the courses the student will take to fulfill high school, remedial, and college core requirements. Each semester these are updated to reflect placement changes through improved scoring, courses that need to be repeated, and developing goals for college majors.

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II



Attachment: A.3.2, Schedule of Courses

NEVADA STATE HIGH SCHOOL
High School Academic Plan

Junior Fall Schedule (<i>FIRST-YEAR Min. 6 courses</i>)*			Junior Spring Schedule (<i>FIRST-YEAR Min. 6 courses</i>)*		
Class Selection			Class Selection		
ENGLISH ¹	Mandatory	ENG Level	ENGLISH	Mandatory	ENG Level
MATH ¹	Mandatory	MATH Level	MATH	Mandatory	MATH Level
HIST/GOV	Mandatory		HIST/GOV	Mandatory	
HS, STUDY SKILLS	Mandatory	Study Skills	HS, STUDY SKILLS ⁴	Mandatory	Study Skills
HS, TRANSITION	Mandatory	Transition Course	HS, TRANSITION	Mandatory	Transition Course
HS, INTRO COLLEGE ³	Mandatory	2 Week Course	ELECTIVE	Select	
Extra course exception ² (Please completely fill out and save your entire plan for four semesters. These plans will be updated each semester.)					
Senior Fall Schedule (<i>SECOND-YEAR Min. 4 courses</i>)**			Senior Spring Schedule (<i>SECOND-YEAR Min. 4 courses</i>)**		
Class Selection			Class Selection		
ENGLISH	Mandatory	ENG Level	ENGLISH	Mandatory	ENG Level
HIST/GOV/Elective	Mandatory		HIST/GOV/Elective	Mandatory	
MATH	Mandatory	MATH Level	MATH	Mandatory	MATH Level
HS, STUDY SKILLS ⁴	Mandatory	Study Skills	HS, STUDY SKILLS ⁴	Mandatory	Study Skills
ELECTIVE	Select		ELECTIVE	Select	
HS, COMPASS	Mandatory	Not for credit	HS, COMPASS	Mandatory	Not for credit
HS, INTRO COLLEGE ³ Summer Course	Mandatory				

*All 1st Year NSHS students must use the following guidelines when registering for a certain number of college classes including:

Fall semester - 1 st Year students can register for:			Spring semester - 1 st Year students can register for:		
<u>5 College Classes</u>	<u>4 College Classes</u>	<u>3 College Classes</u>	<u>5 College Classes</u>	<u>4 College Classes</u>	<u>3 College Classes</u>
No student will have this option	Student may request if out of remediation, & passing all proficiencies	In remediation, or a failed proficiency	Pass all classes previous semester & NO repeat of prerequisites & pass all proficiencies & out of remediation & >=2.0 College GPA	Pass all classes previous semester & pass all proficiencies & repeat only one prerequisite & out of remediation	Failure of any class or a proficiency, or in remediation, or <= 1.6 college GPA, or missing core HS classes

Senior Fall Schedule (<i>FIRST-YEAR Min. 4 courses</i>)*			Senior Spring Schedule (<i>FIRST-YEAR Min. 4 courses</i>)*		
Class Selection			Class Selection		
ENGLISH ¹	Mandatory	ENG Level	ENGLISH	Mandatory	ENG Level
GOV/ELECT	Mandatory		GOVERNMENT	Mandatory	
MATH ¹	Mandatory	MATH Level	MATH	Mandatory	MATH Level
HS, STUDY SKILLS	Mandatory	Study Skills	HS, STUDY SKILLS ⁴	Mandatory	Study Skills
HS, TRANSITION	Mandatory	Transition Course	HS, TRANSITION	Mandatory	Transition Course
HS, INTRO COLLEGE ³	Mandatory	2 Week Course	ELECTIVE	Select	

**All 2nd Year NSHS students must use the following guidelines when registering for their second year of college classes including:

Fall semester - 2 nd Year (returning) students can register for:			Spring semester - 2 nd Year (returning) students can register for:		
<u>5 College Classes</u>	<u>4 College Classes</u>	<u>3 College Classes</u>	<u>5 College Classes</u>	<u>4 College Classes</u>	<u>3 College Classes</u>
Pass all classes previous semester & NO repeat of prerequisites & pass all proficiencies & out of remediation & >=2.0 College GPA	Pass all classes previous semester & repeat one prerequisite & pass all proficiencies & out of remediation	Failure of any class, or <= 2.0 College GPA, in remediation, or a failed proficiency,	Pass all classes previous semester & NO repeat of prerequisites & pass all proficiencies & out of remediation & >=2.0 College GPA	Pass all classes previous semester & repeat one prerequisite & pass all proficiencies & out of remediation	Failure of any class, or <= 2.0 College GPA, in remediation, or a failed proficiency

Student Signature Date

NSHS Representative Signature Date

Parent Signature Date

NOTE: By State law, students must adhere to the required number of courses by grade level (6 classes for 11th & 4 classes for 12th) including mandatory classes as outlined in the Academic Plan each semester or will be considered a non-enrolled student. It is the student's responsibility to maintain the number of classes.

¹College placement tests determine math and English classes. Classes lower than ENG 100 & MATH 120 will not count for core college credit. Math 091 & 093 (122 or 123) do not count for high school math credit.
² 1st Year students having passed all high school proficiency tests and placed out of college remediation may appeal to take a fourth college course.
³ This is a mandatory two-week course scheduled daily in mid-August. 2nd year students can take 1/2 credit of summer school or complete/document 60 hours of volunteer service to be exempt for their 2nd year.
⁴ Students meeting requirements may request an exemption from study skills including: passing all proficiencies, placing out of college remedial, passing ALL classes, >2.0 GPA, meet all NSHS deadlines/responsibility.

7/27/2013

★★★★★

Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: A.3.3, Course Descriptions and Alignment with Standards

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.3.3, Course Descriptions and Alignment with Standards and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- **Curriculum Assurances of Alignment to Standards** - Per NRS 389.160, Nevada State High School II operates under a dual-credit system. The Nevada System of Higher Education is in the processes of aligning course numbers throughout the State's higher education system of education, therefore the course naming system will be changing over the course of the next few years, yet the content of the subject material will have little changes. Essentially, the school allows for a high school .5 elective credit to be earned for any remedial, 100, and 200 level course that is 3-5 credits for a college class. Curriculum gaps for high school course requirements are typically obtained through external State approved methods and through college course dual-credit outside of the academic plan. The curriculum has been aligned with the common core by content area specialists who either served on the States alignment committee or Clark County School District's Alignment group.

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

COLLEGE TRANSITIONING COURSES

Introduction to College (also known as the 2-week course, CEP 121)

This course is mandatory for all students. Students returning to the school for a second year must attend the course or earn an exemption by attending summer school at one of the colleges for a high school credit, CCSD summer school class, or completing a pre-approved program at the expense of the student. Students may also complete 60 hours of volunteer service/school activity at a nonprofit location. In this course, students learn strategies for college success, including how to work with college professors, write college papers and writing strategies, conduct presentations, work in groups, identify differences between college and high school, learn the school's processes, develop study strategies necessary for college, and understand the performance expectations of the school and behavior in a college setting.

Study Skills (CEP 050 Semester 1 and 051 Semester 2)

This course is mandatory for all first year students the first semester and for students who require this specific level of intervention identified through the RTI process. In this course, students develop and refine skills for college remedial assistance, academic support, and proficiency assistance based on student needs and intervention plan. Instructors monitor, support, assist, tutor, and meet with students to work on filling academic gaps and to provide reinforcement to the college readiness skills developed in the other courses. Students become actively involved in their education by becoming resourceful learners and tracking their own progress. Students may earn an exemption from the course and substitute for an additional college course for the spring semester by showing exceptional progress in their readiness for college.

Transitions (CEP 060 Semester 1 and CEP 061 Semester 2)

This is mandatory for all first year students and focuses on effective planning for college and beyond. This course is conducted in a seminar style that exposes students to a variety of activities and strategies necessary for college and their careers beyond. Topics for this course include, but are not limited to: ACT and Nevada proficiency test preparation, high school and college bachelor degree academic planning, career exploration and goal setting, aligning the college major to career plans, financial planning for college and basic budget planning, financial aid and scholarship completion, resume and interview skill development, volunteerism and/or internship participation to support college and career planning.

English Language Arts

Provide a Course Name and brief description of the course for each grade level being offered at the proposed school: Example: 2nd grade: Language Arts: This course is designed to help students build grammar skills and continue to build reading and decoding skills with a focus on reading comprehension, sequencing, and literary response. Students will begin to learn elements of the writing process and concentrate on listening and speaking skills.

Course Name and Description for each grade level being offered at the proposed school:

11th grade:

ENG 092 College Prep English I

Emphasis on college-level reading and writing. Practice in paragraph construction and the introduction to the complete essay. Review of grammar/punctuation skills and sentence structure. Guidance and instruction in integrating reading and writing skills.
--

ENG 095 Basic Writing

Designed to develop writing skills. Focuses on the review of grammatical relationships, sentence patterns, punctuation, and usage, with concentration on writing expository paragraphs and essays.
--

ENG 098 Preparatory Composition

Intensive reading and writing course focusing on college level critical reading and essay writing strategies. This course was designed for students whose ACT or SAT scores indicate that they would benefit from an additional semester of English before beginning their college-level work.
--

ENG 100 Composition I Enhanced

A writing intensive course designed to strengthen college level composition skills, with particular attention to audience, purpose, and context for writing. Students receive extensive background in strategies of planning, drafting, and revising. Research, primary and/or secondary, is introduced as a means by which students can extend their own understanding through the use of outside resources. Additionally, critical reading and thinking strategies are developed. Extra assistance with English writing skills (grammar, sentence structure, usage, and punctuation) is provided.

ENG 101 Composition I

English 101 is designed to strengthen college-level writing skills, with particular attention to audience, purpose and rhetorical situation. Students receive extensive background in strategies
--

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

of planning, drafting and revising. Research is introduced as a means by which students can extend their own understanding through the use of outside resources. Additionally, critical reading and thinking strategies are developed.

ENG 102 Composition II

English 102 is a continuation and extension of ENG 101 and equivalents with attention to analytical reading and writing, critical thinking, and research methodologies, while emphasizing interpretation, analysis, synthesis, and argument.

12th grade:

ENG 092 College Prep English I

Emphasis on college-level reading and writing. Practice in paragraph construction and the introduction to the complete essay. Review of grammar/punctuation skills and sentence structure. Guidance and instruction in integrating reading and writing skills.

ENG 095 Basic Writing

Designed to develop writing skills. Focuses on the review of grammatical relationships, sentence patterns, punctuation, and usage, with concentration on writing expository paragraphs and essays.

ENG 098 Preparatory Composition

Intensive reading and writing course focusing on college level critical reading and essay writing strategies. This course was designed for students whose ACT or SAT scores indicate that they would benefit from an additional semester of English before beginning their college-level work.

ENG 100 Composition I Enhanced

A writing intensive course designed to strengthen college level composition skills, with particular attention to audience, purpose, and context for writing. Students receive extensive background in strategies of planning, drafting, and revising. Research, primary and/or secondary, is introduced as a means by which students can extend their own understanding through the use of outside resources. Additionally, critical reading and thinking strategies are developed. Extra assistance with English writing skills (grammar, sentence structure, usage, and punctuation) is provided.

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English 101 is designed to strengthen college-level writing skills, with particular attention to audience, purpose and rhetorical situation. Students receive extensive background in strategies

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

of planning, drafting and revising. Research is introduced as a means by which students can extend their own understanding through the use of outside resources. Additionally, critical reading and thinking strategies are developed.

ENG 102 Composition II

English 102 is a continuation and extension of ENG 101 and equivalents with attention to analytical reading and writing, critical thinking, and research methodologies, while emphasizing interpretation, analysis, synthesis, and argument.

ENG 190 Science Fiction/Fantasy Literature

Reading and discussion of selected novels and short stories, with emphasis on the relationship between futuristic and imaginative concepts, the real world and traditional literature.

ENG 205 Introduction to Creative Writing

A course designed to give students writing experience, introduce them to marketable types of writing and sharpen their writing to commercially acceptable quality.

ENG 221 Writing Fiction

An introduction to the study of language from the perspective of Modern Linguistics. The class studies the formation of sounds, words, sentences, and meaning; as well as aspects of language variation and acquisition.

ENG 223 Themes of Literature

Themes and ideas significant in literature. May be repeated for a maximum six credits

ENG 231 World Literature I

World Literature I explores literature from our earliest texts to c1651. Individual sections will include texts selected from around the world, and incorporate prose, poetry, and drama. Discussing the central themes of the global literary discourse will help students discover how authors have contributed to the literary tradition, recognize the influence of literature on contemporary thought, and form connections across historical, geographical, and cultural boundaries.

ENG 232 World Literature II

World Literature II explores literature from c1651 to current times. Individual sections will include texts selected from around the world, and incorporate prose, poetry, and drama. Discussing the central themes of the global literary discourse will help students discover how authors have contributed to the literary tradition, recognize the influence of literature on

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

contemporary thought, and form connections across historical, geographical, and cultural boundaries.

ENG 235 Survey of English Literature I

Reading and discussion of major British works and writers from Early English through the 18th Century.

ENG 236 Survey of English Literature II

Reading and discussion of major British works and writers from late 18th Century through modern literature.

ENG 241 Survey of American Literature I

Includes major American works and writers, Colonial Period to the Civil War, with emphasis on both enjoyment and critical appreciation of literature.

ENG 242 Survey of American Literature II

Includes major American works and writers, Civil War to present, with emphasis on both enjoyment and critical appreciation of literature.

ENG 243 Introduction to Short Story

Short stories read and discussed, with special emphasis on analysis and interpretation of plot, character, point of view, theme, symbol and tone.

ENG 252 Introduction to Drama

Reading and discussion of works selected from among the best in Western Culture, including but not restricted to ancient Greek comedy and tragedy, Shakespeare, 18th Century Comedy and 19th Century Expressionism. Critical reviewing of drama, both live and on film, is promoted and encouraged.

ENG 261 Introduction to Poetry 3

Lectures and discussions about poetry intended to develop the student's ability to read, understand and evaluate a poem.

ENG 267 Introduction to Women and Literature

Study of a variety of important women authors. Some semesters, offered as a study of important female characters taken from famous plays and novels.

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

<p>ENG 271 Introduction to Shakespeare</p> <p>Shakespeare’s principal plays read for their social interest and their literary excellence.</p>
<p>ENG 275 Contemporary Literature</p> <p>Reading and discussion of recent literature of various types to acquaint students with contemporary writers.</p>
<p>ENG 278 Readings in the Contemporary Novel</p> <p>Study of the post-World War II novel, its development, and direction.</p>
<p>ENG 292 Introduction to Chicano Literature</p> <p>Introduction to Chicano literature through classic and contemporary works of prose, poetry, and theater.</p>

Below are lists of the Common Core ELA standards and learning domains, initial the appropriate box that accurately reflects the status of the school’s proposed ELA curriculum. Initials in the “Yes” box indicate that all of the courses listed on page one align with the Common Core standards and learning domains. Initials in the “No” box must be explained on a separate sheet of paper.

READING

Key Ideas and Details	Yes	No
Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	X	
Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.	X	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	X	
Craft and Structure		
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	X	

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	X	
Assess how point of view or purpose shapes the content and style of a text.	X	
Integration of Knowledge and Ideas		
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	X	
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	X	
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	X	
Range of Reading & Level of Complexity		
Read and comprehend complex literary and informational texts independently and proficiently	X	

WRITING

Text Types & Purposes	Yes	No
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	X	
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	X	
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	X	
Production & Distribution of Writing		
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	X	
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	X	
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	X	
Research to Build & Present Knowledge		
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	X	

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	X	
Draw evidence from literary or informational texts to support analysis, reflection, and research	X	
Range of Writing		
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	X	

SPEAKING AND LISTENING

Comprehension & Collaboration	Yes	No
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’ ideas and expressing their own clearly and persuasively.	X	
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	X	
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	X	
Presentation & Knowledge of Ideas		
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	X	
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	X	
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	X	

LANGUAGE

Conventions of Standard English	Yes	No
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

Knowledge of Language		
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	X	
Vocabulary Acquisition and Use		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	X	
Demonstrate understanding of word relationships and nuances in word meanings	X	
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	X	

Math

Provide a Course Name and brief description of the course for each grade level being offered at the proposed school: Example: 7th grade: Pre-Algebra: This course reinforces arithmetic skills, developing the pre-algebra concepts of variable recognition, signed numbers, formulas and single variable equations. Students will be introduced to algebraic symbolism, simplifying expressions, solutions to elementary equations, and the graphic representations associated with variables.

Course Name and Description for each grade level being offered at the proposed school:
<p>11th & 12th grade:</p> <p>MATH 95 Elementary Algebra</p> <p>A course in the fundamental operations of real numbers, solving linear equations in one variable, polynomials, quadratic equations in one variable, and introduction to graphing. Intended to provide a basic foundation for future mathematics needed in fields of business, economics, engineering and related fields. Strong background in fractions and positive and negative numbers is highly recommended. A comprehensive, proctored, departmental final exam will be given.</p>

Attachment: A.3.3, Course Descriptions and Alignment with Standards

MATH 96 Intermediate Algebra

Topics include rational expressions and equations, linear equations and inequalities, radicals, quadratic equations, graphs, and applications. A comprehensive, proctored, departmental final exam will be given.

MATH 097 Elementary and Intermediate Algebra

A one-semester course equivalent to the combination of MATH 095 and MATH 096. Topics include solving linear equations in one variable, polynomials, integer exponents, factoring, rational expressions and equations, graphing linear equations in two variable, inequalities, systems of linear equations, radicals and rational exponents, and quadratic equations. A comprehensive, proctored, departmental final exam will be given.

MATH 120 Fundamentals of College Mathematics

Topics include probability, statistics, geometry, and consumer mathematics. It may include problem solving, sets, logic, mathematical systems, numeration, and measurement. Course is broad in scope, emphasizing applications.

MATH 124 College Algebra

Practical applications are the focal point of this course. Topics include equations and inequalities; linear, quadratic, polynomial, exponential and logarithmic functions and their graphs; solutions of systems of linear equations; matrices; and sequences and series.

MATH 126 Precalculus I

A rigorous discussion of algebra concepts necessary for calculus is the focal point of this course. Topics include an in depth investigation of algebraic functions and their graphs and solutions of systems of equations.

MATH 127 Precalculus II

Topics include an in-depth investigation of trigonometric functions and their graphs, analytic trigonometry, solutions of triangles, vectors, and analytic geometry.

MATH 128 Precalculus & Trigonometry

A one semester course equivalent to the combination of MATH 126 and MATH 127. Topics include an in-depth investigation of algebraic and trigonometric functions and their graphs, solutions of systems of equations, analytic trigonometry, solutions of triangles, vectors, and analytic geometry.

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

MATH 132 Finite Mathematics

Topics include symbolic logic, set theory, and probability theory applied to the analysis of business and social science problems.

MATH 170 Mathematics of Finance

A mathematical study of interest annuities, sinking funds, depreciation, amortization and other topics related to business problems.

MATH 176 Introductory Calculus for Application in Business and Social Sciences

Differentiation and integration of algebraic functions with applications to the analysis of business and social science problems.

MATH 181 Calculus I

Differentiation and integration of algebraic and transcendental functions with applications.

MATH 182 Calculus II

Topics include further applications and techniques of integration with applications, polynomial approximations, sequences, and series.

MATH 283 Calculus III

Topics include vectors, differentiation and integration of vector valued functions, multi-variable calculus, partial derivatives, multiple integrals, and applications.

MATH 285 Differential Equations

Theory and solving techniques for constant and variable coefficient linear equations and a variety of non-linear equations. Emphasis on those differential equations arising from real world phenomena.

STAT 152 Introduction to Statistics

A graphing calculator may be required for this course. Descriptive statistics; probability models; statistical estimation and hypothesis testing; linear regression analysis; and special topics.

Below are lists of the Common Core Math learning domains, initial the appropriate box that accurately reflects the status of the school's proposed Math curriculum. Initials in the "Yes" box indicate that all of the courses listed on page one align with the Common Core learning domains. Initials in the "No" box must be followed up by an explanation.

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

HIGH SCHOOL – GENERAL KNOWLEDGE

Learning Domain	Yes	No
The Real Number System	X	
Quantities	X	
Complex Number System	X	
Vector & Matrix Quantities	X	
Interpreting Functions	X	
Building Functions	X	
Linear, Quadratic, & Exponential Models	X	
Trigonometric Functions	X	

HIGH SCHOOL-ALGEBRA

Learning Domain	Yes	No
Seeing Structure in Expressions	X	
Arithmetic with Polynomials & Rational Expressions	X	
Creating Equations	X	
Reasoning With Equations & Inequalities	X	

HIGH SCHOOL GEOMETRY

Learning Domain	Yes	No
Congruence	X *	
Similarity, Right Triangles, & Trigonometry	X *	
Circles	X *	
Expressing Geometric Properties with Equations	X *	
Geometric Measurement & Dimension	X *	
Modeling with Geometry	X *	

HIGH SCHOOL STATISTICS & PROBABILITY

Learning Domain	Yes	No
Interpreting Categorical & Quantitative Data	X *	
Making Inferences & Justifying Conclusions	X *	
Conditional Probability & the Rules of Probability	X *	
Using Probability to Make Decisions	X *	

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

* THESE DOMAINS ARE FULFILLED WITH GEOMETRY AND NEED TO BE COMPLETED IN THE REGULARLY SCHEDULED COURSEWORK PLANNED THROUGH CCSD IN THEIR FULL IMPLEMENTATION OF COMMON CORE STARTING 2013-14. STUDENTS MISSING THIS MAY NEED TO OBTAIN THE SKILLS THROUGH AN EXTERNAL MATH GEOMETRY COURSE.

Science

Provide a course name and brief description of the course for each grade level being offered at the proposed school: Example: 5th grade: Science: The course concentrates on the concepts of Change and Cause and Effect. Students will learn about the constantly changing Earth's surface. They will investigate physical and chemical changes in matter. They will begin to relate causes for changes with their effects. Students will have opportunity to investigate the effects of various forces, such as magnetism and electricity upon materials.

Course Name and Description for each grade level being offered at the proposed school:

11th & 12th grade:

GEOL 100 Earthquakes, Volcanoes, and Natural Disasters

Causes of natural disasters and their impact on people and property. Focuses on geological hazards such as earthquakes, volcanic eruptions, landslides, and floods.

GEOL 101 General Geology

Fundamentals of geology including mineral and rock origins through various earth processes. Laboratories include rock identification and interpretation of topographic and geologic maps. Required weekend field trips.

GEOL 102 Historical Geology

The history of Earth through geological time including methods used to recognize fossils and their significance. Laboratories involve paleontology methods, maps and fossil studies. Required weekend field trips.

GEOL 115 Intro to Gemology

An introduction to the nature, formation, description, identification, fashioning, and uses of gemstones, including a survey of the major groups of natural gemstones as well as synthetics. Covers basic terminology, the processes by which gem species can be discriminated from each other, fundamental chemical and physical principles, and the scientific method.

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

AST 101 General Astronomy

An elementary course which considers the solar system, stellar systems and stellar and galactic evolution according to currently accepted concepts. This course designed for non-science majors with little or no background in science or mathematics.

AST 103 Introductory Astronomy: The Solar System

A survey course at the beginning level which discusses the nearby objects of our solar system, the formation and evolution of planetary bodies and the exploration of space. A minimum of mathematics is required, in the tradition of the amateur astronomer.

AST 104 Introductory Astronomy: Stars and Galaxies

A survey course at the beginning level which discusses stellar systems and galaxies. Topics include stellar evolution, formation of galaxies and cosmology. A minimum mathematics is required.

CHEM 103 Preparatory Chemistry

Serves as a preparation for CHEM 121. Introduces general principles and terminology in chemistry to students with poor chemistry backgrounds. Exercises aimed at developing problem solving skills. Students should have taken or have concurrent enrollment in MATH 126 or higher to prepare for General Chemistry I.

CHEM 105 Chemistry, Man and Society

A survey of basic ideas in chemistry for non-science majors. Explores chemistry at work in everyday life. Investigates structure and change in the real world.

CHEM 110 Chemistry for Health Sciences I

Survey of general chemistry designed for Allied Health majors and non-science majors. Emphasis on the foundation needed for the study of organic and biochemistry.

CHEM 111 Chemistry for Health Sciences II

Survey of organic and biochemistry designed for Allied Health majors, and non-science majors. Application of chemical principles leading to an understanding of how living organisms function.

CHEM 121 General Chemistry I

An investigation of the fundamental structure of matter and chemical terminology. Introduces topics such as solution chemistry, thermochemistry and gas laws. Designed for science and

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

pre-professional majors. Students enrolled in CHEM 121 should have taken or have concurrent enrollment in MATH 127 or MATH 128.

CHEM 122 General Chemistry II

An application of chemical principles to inorganic systems. Emphasis on thermodynamics, equilibrium and kinetics.

CHEM 220 Introductory Organic Chemistry

Introduction to the properties of organic functional groups and to elementary laboratory techniques.

CHEM 241 Organic Chemistry I

Intensive introduction to the chemistry of carbon and its functional groups, including the structure and behavior of its molecules. Laboratory emphasis is on natural processes.

CHEM 242 Organic Chemistry II

Continuation of CHEM 241, covering simple and polyfunctional compounds, with emphasis on syntheses of organic molecules. Laboratory emphasis on natural processes and qualitative analysis.

HHP 123 Introduction to the Human Body

Introductory study of the structural and functional characteristics of the human body and their relationships to health and disease.

BIOL 095 Basic Biology

An introduction to the principles of math, chemistry, cell biology, energetics, and molecular genetics designed to prepare students for college freshman biology. The application of study skills to biology courses will also be emphasized.

BIOL 100 General Biology for Non-Majors

Basic biological concepts, interpretation and application of scientific methods, and effects of biological advances on society. Core curriculum science course; cannot be used for credit toward field of concentration in biology.

BIOL 101 Biology

An introduction to biology with emphasis on human concerns. Topics include aspects of organism structure, function, ecology, and evolution which provide a biological perspective

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

for issues facing modern society. Intended to satisfy the lab science general education requirement.

BIOL 110 Natural History

Introduction to basic biological concepts and science teaching pedagogy for prospective elementary/middle level teachers utilizing scientific methodology and hands-on investigative techniques.

BIOL 112 Animal Behavior

Introduction to invertebrate and vertebrate animal behavior, its description, role, genetic and evolutionary basis, and methods of study.

BIOL 113 Life in the Oceans

An introduction to the environment and inhabitants of the sea.

BIOL 120 Plants and People

An introduction for non-biology majors to the social, cultural, and economic role of useful and harmful plants and plant products in modern society. Consideration is given to the origin, history and human value of selected plants, especially those used for food, medicine and industrial raw materials, or in religious rites.

BIOL 121 Human Nutrition

Description of the nature and role of carbohydrates, lipids, proteins, water, vitamins and minerals in the human body. Energy relationships and various controversies in nutrition are examined, as well as relationships between nutrition, health and disease.

BIOL 122 Desert Plants

A study of the typical desert plant community types in the United States and the identification of their more common species. Explores adaptations to aridity and the nature, origin and occurrence of arid environments.

BIOL 189 Fundamentals of Life Science

Survey of contemporary biology topics including biochemistry, cell structure and function, cellular metabolism, physiology, and genetics. For Health Science majors who require biology as part of their professional career preparation.

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

BIOL 190 Introduction to Cell and Molecular Biology

Structure and function of cells. Major molecules of life; composition and physiology of cellular organelles; cell metabolism, reproduction, motility, and gene function of both plant and animal cells. Required for biology majors. Concurrent enrollment in a corresponding lab section is required for this course.

BIOL 191 Introduction to Organismal Biology

The study of the evolution, ecology, and diversity of life, both past and present. Required for biology majors, but will partially satisfy the science requirement for all associate's degrees. Concurrent enrollment in a corresponding lab section is required for this course.

BIOL 196 Principles of Modern Biology I

A study of the basic characteristics of living systems including the chemical and physical structure of cells, classification of living organisms and principles of genetics, ecology and evolution. This course is designed for science, biological science and pre-professional majors.

BIOL 197 Principles of Modern Biology II

A survey of major groups of organisms presented in an evolutionary context, including natural selection, biodiversity, structure and function, reproduction, physiology, and ecology.

BIOL 202 General Botany

An introduction to the development, anatomy, physiology, diversity and evolutionary relationships of the major plant groups.

BIOL 208 Human Genetics

Non-majors, general education course covering hereditary principles applied to human inheritance and their implications for human affairs. Study of selected examples of human traits.

BIOL 211 Introduction to Field Biology

An introduction to field safety, navigation, species diagnosis, data collection, survey techniques, and regulations associated with field biology. Outdoor field work required.

BIOL 214 Molecular Processes

An introduction to concepts of DNA replication, transcription, translation, the control of gene expression, and DNA recombinant technologies. Will also include comprehensive study of both prokaryotic and eukaryotic nuclear structure and cell protein structure/function.

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

BIOL 220 Introduction to Ecological Principles

An introduction to the major principles and underlying processes of organismal, population, community and ecosystem ecology.

BIOL 223 Human Anatomy and Physiology I

A detailed study of the anatomy and physiology of human cells and tissues and the integumentary, skeletal, muscular and nervous systems.

BIOL 224 Human Anatomy and Physiology II

A detailed study of the anatomy and physiology of the human body. Topics include the circulatory, respiratory, digestive, urinary, endocrine and reproductive systems. This course is designed for allied health majors.

BIOL 251 General Microbiology

Survey of the distribution, morphology and physiology of microorganisms in addition to skills in aseptic procedures, isolation and identification. Topics in microbial genetics, human disease and immunology are also explored. Recommended for all allied health and pre-professional majors.

PHYS 110 Physical Science

Introduction to fundamental concepts and principles of physics. Intended primarily for non-science majors. Integration of lecture and lab designed to satisfy the lab science general education requirement.

PHYS 151 General Physics I

General physics primarily for students in Arts and Science, medicine and agriculture. Includes study of mechanics, sound, and heat. A knowledge of right angle trigonometry is desired.

PHYS 152 General Physics II

Continuation of Physics 151. Covers optics, electromagnetism and some aspects of modern physics.

PHYS 180 Engineering Physics I

Lecture in Newtonian mechanics. Covers rectilinear motion, particle dynamics, work and energy, momentum and collision, rotational mechanics, oscillations, wave motion, and gravitation.

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

PHYS 181 Engineering Physics II

Lecture in electromagnetism, Coulomb's law, electric and magnetic fields, Gauss' law, potential, capacitance, current and resistance, electromotive force, inductance, motion of charged particles, introduction to Maxwell's equations and electromagnetic waves.

PHYS 182 Engineering Physics III

Lecture in fluid mechanics, thermodynamics and optics. Covers sound, temperature and thermometry, heat, gases, intermolecular forces, kinetic theory, entropy, nature of light, geometrical optics, physical optics including diffraction and interference, introduction of modern developments.

ENV 100 Humans and the Environment

Introduction to the relationship of man and his environment. Current thinking and research concerning the impact of industrialization and urbanization on environmental quality, including the population explosion; the potential decline of the affluent society by the depletion of natural resources; the pollution of air, land surface, and water; and the public agencies and policies designed to solve environmental problems.

ENV 101 Intro to Environmental Science

A survey of basic ecological principles and an examination of selected environmental issues including overpopulation, pollution and energy alternatives.

ENV 130 Control of Environmental Pollution

Introduces students to the growing global pollution problem along with potential control methods. Focus will be with the chemistry of the biosphere, water and the atmosphere. Delves into the development of pollution control and ways to minimize exposure to the environment and humans.

ENV 220 Intro to Ecological Principles

An introduction to the major principles and underlying processes of organismal, population, community and ecosystem ecology.

Below are lists of the NV Science unifying concepts, initial the appropriate box that accurately reflects the status of the school's proposed Science curriculum. Initials in the "Yes" box indicate that all of the courses listed on page one align with the NV Science unifying concepts. Initials in the "No" box must be followed up by an explanation.

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

PHYSICAL SCIENCE

Unifying Concept (A) Matter	Yes	No
Grades 9-12: Students understand that atomic structure explains the properties and behavior of matter.	X	
Unifying Concept (B) Forces and Motions		
Grades 9-12: Students understand the interactions between force and motion.	X	
Unifying Concept (C) Energy		
Grades 9-12: Students understand there are interactions btwn. matter & energy.	X	

LIFE SCIENCE

Unifying Concept (A) Heredity	Yes	No
Grades 9-12: Students understand how genetic information is passed from one generation to another.	X	
Unifying Concept (B) Structure of Life		
Grades 9-12: Students understand that all life forms, at all levels of organization, use specialized structure and similar processes to meet life's needs.	X	
Unifying Concept (C) Organisms and Their Environment		
Grades 9-12: Students understand that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies among the living and non-living components of the Earth.	X	
Unifying Concept (D) Diversity of Life		
Grades 9-12: Students understand biological evolution and diversity of life.	X	

EARTH AND SPACE SCIENCE

Unifying Concept (A) Atmospheric Processes and the Water Cycle	Yes	No
Grades 9-12: Students understand heat and energy transfer in and out of the atmosphere and influence weather and climate.	X	
Unifying Concept (B) Solar system and Universe		
Grades 9-12: Students know scientific theories of origins and evolution of the universe.	X	
Unifying Concept (C) Earth's Composition and Structure		
Grades 9-12: Students understand evidence for processes that take place on a geologic time scale.	X	

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

NATURE OF SCIENCE

Unifying Concept (A) Scientific Inquiry	Yes	No
Grades 9-12: Students understand that a variety of communication methods can be used to share scientific information.	X	
Unifying Concept (B) Science, Technology, and Society		
Grades 9-12: Students understand the impacts of science and technology in terms of costs and benefits to society.	X	

Social Studies

Provide a course name and brief description of the course for each grade level being offered at the proposed school: Example: Kindergarten: Social Studies: This course is designed to help students learn about values, ideas, customs, and traditions through folk tales, legends, music, and oral histories. Emphasis is placed on helping students become aware of the purpose of rules and laws, that choices can be related to the scarcity of resources, and helping students describe their location at school and at home.

Course Name and Description for each grade level being offered at the proposed school:
<p>11th grade:</p> <p>HIST 101</p> <p>A survey of United States political, social, economic, diplomatic, and cultural development from colonial times to 1877.</p> <p>HIST 102</p> <p>A survey of United States political, social, economic, diplomatic, and cultural development from 1877 to present.</p>
<p>12th grade:</p> <p>PSC 101</p> <p>A survey of United States, national, state and local governments with emphasis on the cultural aspects of the governing process. (Satisfies the legislative requirement for the United States and Nevada Constitutions.)</p>

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

<p>CH 203 (Same as PSC 101 at different NSHE Institutions)</p> <p>Identities, ideas, and institutions from pre-contact to present, emphasizing civil rights, liberty, individualism, federalism, environmentalism, urbanization, industrialization, and cultural diversity. Satisfies the U.S. and Nevada Constitution requirements.</p> <p>PSC 210</p> <p>Analysis of the interplay of forces involved in policy-making at all levels of American government. Assessment of the impact of policy on individuals and institutions.</p> <p>PSC 211</p> <p>Analysis of similarities and differences in the governing processes of developed and developing societies.</p>

Below are lists of the NV Social Studies standards, initial the appropriate box that accurately reflects the status of the school’s proposed Social Studies curriculum. Initials in the “Yes” box indicate that all of the courses listed on page one align with the NV Social Studies standards. Initials in the “No” box must be followed up by an explanation.

Social Studies Skills—Content Literacy, Information, Media, & Technology	Yes	No
Literacy, Historical Analysis & Interpretation, & Participation		
Students acquire and apply reading writing and oral communication skills to construct knowledge.	X	
Students acquire, organize, use, and evaluate information,	X	
Students draw from skills of historical comprehension by studying a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past.	X	
Students acquire skills necessary to become active, informed, & literate citizens.	X	
People, Cultures, and Civilizations—US, NV, and World		
Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.	X	
Nation Building and Development—US, NV, and World		
Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, political & economic ideas.	X	
Social Responsibility & Change—US, NV, and World		
Students understand how social ideas and individual action lead to social, political, economic, and technological change.	X	

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

International Relationships & Power—US, NV, and World		
Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.	X	
World in Spatial Terms—Map Elements & Concepts, Map Selection & Analysis, Map Construction, & Map Use & Geographic Tools		
Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.	X	
Places & Regions—Application of Concepts & Characteristics, Cultural Identity & Perspective, Patterns of Change & Impact of Technology, & Location	Yes	No
Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.	X	
Human Systems—Demographic Concepts, Migration & Settlement, Rural & Urban Communities, Analysis of Economic Issues, & Human Organizations		
Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.	X	
Environment & Society—Changes in the Physical Environment, Technology & Modifications of the Physical Environment, Effects of Natural Hazards on Human Systems, & Management of Earth’s Resources		
Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.	X	
Market Economy—Incentives, Choice, and Cost, Consumers, Producers, Employees, & Markets & Prices		
Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.	X	
U.S. Economy as a Whole—Forms & Functions of Money, Interest, Savings, Borrowing, Financial Institutions, & Circular Flow		
Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and central bank in economy.	X	

Committee to Form Nevada State High School II



Attachment: A.3.3, Course Descriptions and Alignment with Standards

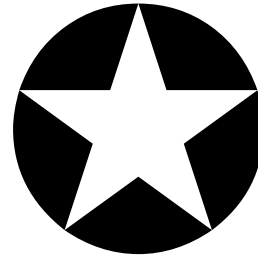
Dynamic Economy – Organizations, Investment, Entrepreneurship, Specialization & Interdependence, & Competition		
Students will identify causes of economic change, explain how the US economic system responds to those changes, and explain how other economic systems respond to change.	X	
International Economy – International Interdependence, Exchange Rates, Globalization, & Restricted Trade		
Students will explore trends in international trade, the impact of trade on the US economy, and the role of exchange rates.	X	
Citizenship and the Law – Rules & Law, Rights, Responsibilities, & Symbols		
Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.	X	
The Federal System: US, State, and Local Governments – Federalism & Governmental Structures		
Students understand the US Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.	X	
The Political Process – Elections & Leadership & Formation of Public Opinion		
Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.	X	
Global Relations		
Students explain the different political systems in the world and how those systems relate to the US and its citizens.	X	

7/12/2013

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Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: A.3.4, Typical Daily Schedule

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.3.4, Typical Daily Schedule and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- Nevada State High School II students will attend the majority of their courses in college classes on college campuses on a college schedule. These classes can run from 8:00 in the morning to 9:00 at night from Monday through Saturdays depending on the students' individual schedules.
 - ★ The high school course schedule run on the following schedule:
 - CEP 050 & 051 – Study Skills
 - Monday/Wednesday from 8:00 – 10:00; 10:00 -12:00; and 1:00-3:00
 - Tuesday/Thursday from 8:00 – 10:00; 10:00 -12:00; and 1:00-3:00
 - CEP 121 – Introduction to College
 - Monday through Friday from 8:00 – 2:00 for two weeks in the summer before college courses begin
 - CEP 060 & 061 – Transition to College
 - Fridays – 8:00 – 4:00

No additional attachments will be found for this section.

Sincerely,

Members

Committee to Form Nevada State High School II

7/12/2013

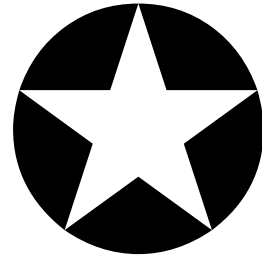
★★★★★

Members

Committee to Form Nevada State High School II

233 North Stephanie Street

Henderson, NV 89074



Attachment: A.3.5, Courses to Complete for Promotion

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.3.5, Courses to Complete for Promotion and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- Nevada State High School II will serve 11th and 12th grade courses. At this time, the request for information regarding the necessary courses to complete for promotion from kindergarten through 9th grade is not applicable.

No additional attachments will be found for this section.

Sincerely,

Members

Committee to Form Nevada State High School II

7/27/2013

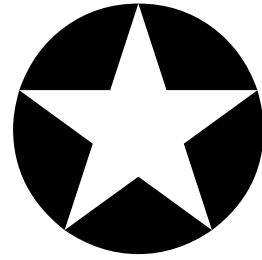
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Members

Committee to Form Nevada State High School II

233 North Stephanie Street

Henderson, NV 89074



Attachment: A.3.6, Courses/Credits for Graduation

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.3.6, Courses/Credits for Graduation and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- Nevada State High School II will serve 11th and 12th grade courses. The school submits the required addendum for graduation.

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II



Attachment: A.3.6, Courses/Credits for Graduation

Standard Diploma Requirements (NAC 389.664, NRS 389.018)		
Graduation Requirements	Credits Required for Standard HS Diploma	Charter School Courses that will meet this graduation requirement
English	4	English credit from previous school per the student records and high school credits from approved means & ENG 092, 095, 098, 100, 101, 102, 190, 205, 221, 223, 235, 232, 231, 236, 241, 242, 243, 252, 261, 267, 271, 275, 278, 292 (100 or 200 college level English course that are 3 or more credits) MUST include a C or better in ENG 98 or higher placement into a higher class or ACT/SAT college level test scores
Math	3	Math credit from previous school per the student records and high school credits from approved means & MATH 95, 96, 97, 120, 124, 126, 127, 128, 132, 170, 176, 181, 182, 283, 285, STAT 152 MUST include a C or better in MATH 96 or 97 or higher placement into a higher class or ACT/SAT college level test scores
Science	2	Science credit from previous school per the student records and high school credits from approved means & GEOL 100, 101, 102, 115, AST 101, 103, 104, BIOL 095, 100, 101, 110, 112, 113, 120, 121, 122, 189, 190, 191, 196, 197, 202, 208, 211, 214, 220, 223, 224, 251, CHEM 103, 105, 110, 111, 121, 122, 220, 241, 242, HHP 123, PHYS 110, 151, 152, 180, 181, 182, ENV 100, 101, 130, 220
Social Studies	2	Social Studies credit from previous school per the student records and high school credits from approved means &, HIST 101, 102, PSC 101, 210, 211, CH 203
Arts & Humanities OR Career & Tech. Ed.	1	Arts and Humanities credit from previous school per the student records & Any 100 or 200 level 3 or more credit course from the following, ART, MUS, DAN, FIS, SOC, ANTH, COM, ECON, PHIL, PSY, (any foreign language)
Health	½	Health credit from previous school per the student records and high school credits from approved means & BIOL 121
Physical Ed.	2	PE credit from previous school per the student records and high school credits from approved means
Computers	½	Computer credit from previous school per the student records and high school credits from approved means & IS 101
Electives	7 ½	Elective credit from previous school per the student records, any college course that is 100 or 200 level with 3 or more credits
TOTAL	22 ½	

Committee to Form Nevada State High School II



Attachment: A.3.6, Courses/Credits for Graduation

Advanced Diploma Requirements (NAC 389.663, NRS 389.018)		
Graduation Requirements	Credits Required Adv. HS Diploma	Charter School Courses that will meet this graduation requirement
English	4	English credit from previous school per the student records and high school credits from approved means & ENG 092, 095, 098, 100, 101, 102, 190, 205, 221, 223, 235, 232, 231, 236, 241, 242, 243, 252,261, 267,271,275,278,292 (100 or 200 college level English course that are 3 or more credits) MUST include a C or better in ENG 98 or higher placement into a higher class or ACT/SAT college level test scores
Math	4	Math credit from previous school per the student records and high school credits from approved means & MATH 95, 96, 97,120,124,126, 127,128,132,170, 176, 181,182,283, 285, STAT 152 MUST include a C or better in MATH 96 or 97 or higher placement into a higher class or ACT/SAT college level test scores
Science	3	Science credit from previous school per the student records and high school credits from approved means & GEOL 100, 101, 102, 115, AST 101,103,104, BIOL 095, 100, 101, 110, 112, 113, 120, 121, 122,189, 190, 191, 196, 197, 202, 208, 211, 214, 220, 223, 224, 251, CHEM 103, 105, 110, 111, 121, 122, 220, 241, 242, HHP 123, PHYS 110, 151, 152, 180, 181, 182, ENV 100, 101, 130, 220
Social Studies	3	Social Studies credit from previous school per the student records and high school credits from approved means &, HIST 101, 102, PSC 101, 210, 211, CH 203
Arts & Humanities OR Career & Tech. Ed.	1	Arts and Humanities credit from previous school per the student records & Any 100 or 200 level 3 or more credit course from the following, ART, MUS, DAN, FIS, SOC, ANTH, COM, ECON, PHIL, PSY, (any foreign language)
Health	½	Health credit from previous school per the student records and high school credits from approved means & BIOL 121
Physical Ed.	2	PE credit from previous school per the student records and high school credits from approved means
Computers	½	Computer credit from previous school per the student records and high school credits from approved means & IS 101
Electives	6	Elective credit from previous school per the student records, any college course that is 100 or 200 level with 3 or more credits.
TOTAL	24	

Committee to Form Nevada State High School II



Attachment: A.3.6, Courses/Credits for Graduation

Students must meet enrollment requirements to be admitted as an 11th grader of 11 or more credits and be going into their third year of high school. To be promoted within the school from the 11th to 12th grade, students need to be going into their fourth year of high school with at least 17 credits. The number of credits is necessary for promotion, not the actual courses.

1. The total number of credits required to graduate is 22 ½. Below are the high school core requirements as of 2013:
 - 4 credits of English
 - 3 credits of mathematics, including Algebra I or above
 - 2 credits of science
 - 3 credits of social studies, including American government, American history, and world history
 - 2 credits in physical education
 - ½ credit in health education
 - ½ credit in computers
 - 7.5 elective credits
 - Nevada State High School II remedial course requirement
2. All students must pass the State's graduation required exams that currently are the Nevada High School Proficiency Exam (HSPE) in reading, math, science, and writing. If a student achieves a passing score on any portion of the HSPE, he or she does not have to retake that portion.
3. To be admitted to the school as an 11th grader, students need to be going into their third year of high school with 11 more credits;
4. To be admitted to the school as a 12th grader, students need to be going into their fourth year of high school with at least 17 credits.
5. Nevada State High School II has an extra requirement (see below Nevada State High School II College Remedial Requirement)

Nevada State High School II College Remedial Requirement

To receive a high school diploma from Nevada State High School II, students **must** meet the college remedial requirements to graduate from Nevada State High School II.

- Remediation fulfillment is the completion of Math 096 or 097 and English 098 with a C or better (excluding C-).
- 1st year Nevada State High School II 12th graders who place into Math 091 upon entrance into the program will take math in the fall and encouraged to take it over the summer prior to enrollment. Students may continue to take courses in the winter (if

Committee to Form Nevada State High School II



Attachment: A.3.6, Courses/Credits for Graduation

available) and pass Math 096 in the spring with a C or better (excluding C-) to be allowed to graduate with the school. They may attempt to test higher on the college placement tests per the college guidelines, and take the SAT and/or ACT to attempt to test into a higher placement to meet remedial requirements.

- Low Level College Remedial Courses - Math 091 and Math 093 only count for high school elective credit and do not count for high school math credit at Nevada State High School II. These are classes far below the average skill levels for college and will greatly inhibit their success with college level coursework. Nevada State High School II administration has serious concerns over the graduation risk of students enrolling in the school with these low level remedial needs. If students choose to attend under these severe risks, the school will develop a plan and provide support to remediate their academic deficiencies, yet it is up to the students to be committed to meet the requirement and work toward graduation.
- Nevada State High School II has no authority over the classes the respective colleges offer. Classes are not guaranteed to be available and procrastinating on obtaining required classes puts the students at risk.
- Students and parents/guardians may submit a letter and meet with the Principal to request an appeal for extenuating circumstances as to why the remediation requirement could not be met.
- Students and parents/guardians have been made aware of these higher graduation requirements upon registration, enrollment, and at the parent meeting, and they are aware that they may transfer to another school should they disagree with the Nevada State High School II standards.
- Students will not receive high school credit for taking classes lower than the ones already passed. For example: A student who has passed into Math 124 will not get credit for taking Math 096 in subsequent semesters unless they are working to replace a grade.
- SAT/ACT test scores may be used for math or English placement in college and high school graduation requirement.

7/12/2013

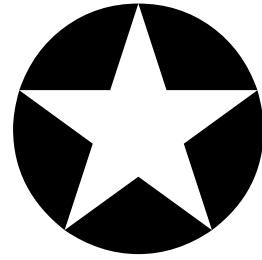
★★★★★

Members

Committee to Form Nevada State High School II

233 North Stephanie Street

Henderson, NV 89074



Attachment: A.3.8, Diploma

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.3.8, Diploma and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- The diploma presented is an example and the final diploma will resemble something similar.

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II



Attachment: A.3.8, Diploma

Nevada State High School

Henderson



Nevada

This Certifies that

has satisfactorily completed a Course of Study as prescribed for graduation by the Nevada State High School Governing Body and the Nevada State Board of Education and is therefore awarded this

Diploma

Given in this month of May, two thousand thirteen.

William M. ...
PRESIDENT OF GOVERNING BODY

Wendell ...
PRINCIPAL

[Signature]
BOARD SECRETARY
[Signature]
EXECUTIVE DIRECTOR

7/12/2013

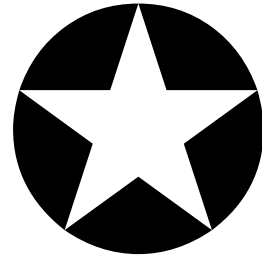
★★★★★

Members

Committee to Form Nevada State High School II

233 North Stephanie Street

Henderson, NV 89074



Attachment: A.3.9, Transcript

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.3.9, Transcript and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- The transcript presented is an example and the final transcript will resemble something similar.

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II



High School

TRANSCRIPT

Student Name:

Place of Birth: _____
 Student Number: _____
 Gender: _____
 Birth Date: _____
 Graduation Date: _____
 Diploma Type: _____

SEM 1	SEM 2	SEM 1	SEM 2	REQ	ERN	ATP/ERN	GPA
12-13 External Credits	B 0.5			Graduation Requirements:	0.5	Credits/GPA:	5.5 5.5
12 Earth Science				English One-S1:	0.5	Grade09-S1:	3.778
12-13 High School				English One-S2:	0.5	Grade09-S2:	4.0 4.0
12 COMPASS	0.0			English:	3.0	Grade09-YR:	9.5 9.5
12 Finite Mathematics				Math:	3.0	Grade10-S1:	3.5 3.5
12 Human Nutrition	B 0.5			Science:	2.0	Grade10-S2:	4.0 4.0
12 Intro. To Information Systems	C 0.5			Physical Education:	2.0	Grade10-YR:	4.0 4.0
12 Precalculus Math I	A 0.5			Health:	2.0	Grade11-S1:	7.5 7.5
12 Sociology	A 0.5			Computers:	0.5	Grade11-S2:	3.0 3.0
12 United States History I H	A 0.5			US History-S1:	0.5	Grade11-YR:	6.0 6.0
12 United States History II H	B 0.5			US History-S2:	0.5	Grade12-S1:	2.5 2.5
12 World Literature I H	A 0.5			US Government-S1:	0.5	Grade12-S2:	2.5 2.5
12 World Literature II H	A 0.5			World History-S1:	0.5	Grade12-YR:	5.0 5.0
11-12 High School				Arts/Humanities:	0.0		3.400
11 American Public Policy H	A 0.5			Electives:	7.0		
11 Basics of Spanish I	B 0.5			Credits Earned:	28.0		
11 College Algebra	B 0.5			Credits Attempted:	28.0		
11 College Transition	C 0.5			Simple GPA:	3.519		
11 Composition H	B 0.5			Weighted NSHS GPA:	4.289		
11 General Psychology	B 0.5			Class Rank:	21 out of 91		
11 Intermediate Algebra	A 0.5						
11 Intro to American Politics H	B 0.5						
11 Strat for Succ	B 0.5						
11 Study Skills S1	B 0.5						
10-11 CCSD School #576							
10 Biology I H	A 0.5						
10 Driver Education	A 0.5						
10 Geometry H	B 0.5						
10 Health Education	A 0.5						
10 Sch Real Work Exp	A 0.5						
10 Sch Rel Work Exp	A 0.5						

ACT Results	SAT Results	WorkKeys Results	Proficiency Results
ACT Date: 4/13/2013	SAT Date: 3/9/2013	Date: 3/16/2012	Math: Pass
ACT Composite: 22		Reading: 7	Reading: Pass
ACT English: 22	SAT Verbal: 480	Math: 7	Science: Pass
ACT Math: 24	SAT Math: 510	Locating Info: 5	Writing: Pass
ACT Reading: 23	SAT Writing: 430		
ACT Science: 20			

SCALE: A=4; B=3; C=2; D=1; P=0; P-Pass credit only; RP=Repeat; L=Incomplete; W=Withdraw

Signature of School Official _____
 Title _____
 Date _____

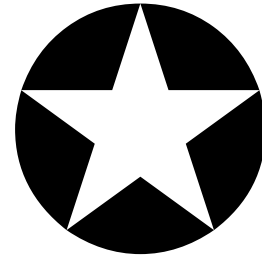
Official School Seal

7/12/2013

★★★★★

Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: A.3.10, Transfer of Credit

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.3.10, Transfer of Credit and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- Nevada State High School II will comply with NAC 389.682 and .684 regarding graduation requirements from another Nevada high school and the reduction or reevaluation of credits from another school. NAC 389.676 states that sectarian religious courses will not be applied toward graduation should a student come from a private school. The School will accept high school credits from accredited high schools throughout the country. The School may grant credit to a student who passes an exam for a course if it is validated on the student's incoming transcript and/or taken at the school as an admitted student.

Exiting Students: Students who withdraw during the school year must obtain a *Pupil Release and Transfer* form from Nevada State High School II and have it signed by the parent or guardian. It is the students' responsibility to take this form to each teacher or professor to receive their current grade at the time of withdraw. If students do not obtain transfer grades from teacher or professors, the transfer grades shall record as F. It is strongly recommended that students complete the semester after these respective college drop dates as documented in the respective college handbooks in Nevada System of Higher Education. If a student exits at the end of a grading period, the new school shall request the student records and the student transcript will be sent to the new requesting school with the semester grades posted .

No additional attachments will be found for this section..

Sincerely,

Members

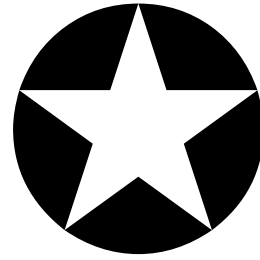
Committee to Form Nevada State High School II

7/12/2013

★★★★★

Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: A.4.1, Assessment Plan and Instruments

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.4.1, Assessment Plan and Instruments and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

Monitoring student progress and achievement is a fundamental component of Nevada State High School II. The School will assess students based on their levels upon enrollment and when they graduate. Having students at the school for only one or two years makes it essential for the school to document the impact on the students' performance and readiness for college and their professional careers beyond. Data is collected through pre and post-assessments and during the school year that identify students' strengths and areas of improvement.

During the first few weeks of school, certain data is collected on the students. The planned assessments are pending annual fiscal availability and the flexibility to select improved/alternative assessments that measure the same concepts. Pre-assessments include, but not limited to the following:

Pre-assessments collected upon enrollment and at the beginning of school:

- Previous high school transcript for GPA, highest math level, proficiency scores, and credit deficient subject areas
- College math and English placement results (colleges usually utilize the Accuplacer, and ACT/SAT assessment)
- College remedial placement in math and English
- ACT ENGAGE a students' pre-self-assessment of their college readiness with personal responsibility and social connection, and study habits
- ACT PLAN the pre-ACT assessment students' college academic readiness
- ACT WORKKEYS pre-assessment to measure careers level skills & national data comparisons
- Resume and interview pre-assessments that are scored on a rubric scale.

Committee to Form Nevada State High School II



Attachment: A.4.1, Assessment Plan and Instruments

On-going assessments throughout the school year:

- On-going assessments throughout the school year –
- Attendance and tardies
- Submission of documents in a timely manner
- Social activity and participation
- Community service progress
- Progress in high school course assignments
- Grade progress in college classes
- Activity on checking the school's announcement portal (MOODLE)
- Initiative in obtaining tutoring and seeking assistance
- Nevada State High School proficiency data or other state mandated test

Post-assessment collected at the end of the year or upon graduation:

- Final high school GPA
- The average number of college credits obtained each semester
- Completion of college remedial math and English
- Nevada State High School proficiency scores or other state mandated test
- Completion of volunteer service
- Withdrawn student tracking
- ACT ENGAGE a students' self-assessment of their college readiness with personal responsibility and social connection, and study habits
- ACT post-assessment in comparison to the PLAN to measure college academic level
- ACT WORKKEYS post-assessment to measure careers level skills & national data comparisons
- Survey data from parents (Parent Survey) and students (My Thoughts Count)
- Resume and interview post-assessments that are scored on a rubric scale
- Portfolio grade
- College enrollment through Clearinghouse, college transcripts, and student/parent interviews

All of the data is compiled onto individual forms that color code (red, yellow or green) students on their academic, social and personal responsibility. The coding system is utilized to integrate the school's student intervention process and target at-risk students who are lacking in college level skills.

These scorecards are utilized as a communication and feedback piece with students and parents to reiterate the school's high expectation, the students' targeted needs, the students' assets and achievements. The scorecards, test results, semester transcripts, and semester progress reports are used to communicate with the students and the parent. Furthermore, the coding system is used by the school to rate itself on the school's desired result of seeing that 90% of its students

Committee to Form Nevada State High School II



Attachment: A.4.1, Assessment Plan and Instruments

are performing at a college level. Students with a “green” code are documented as performing at a college level with the combination of the data collected on the scorecard.

Student achievement and the school’s progress on preparing students for college will be reported on the State Accountability report through the state collected data and through the Principal’s Highlight section and through multimedia sources such as the newsletter, MOODLE, Facebook, Twitter and school events. The School will store assessment data in the School’s Student Information System and/or other database to manage multiple data sets for each student. The School will review data for the purpose of improving on the school’s mission to support students in a college environment and identifying areas of improvement and strength for individual students to better support them in a college environment.

No additional attachments will be found for this section.

Sincerely,

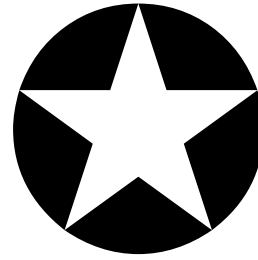
Members
Committee to Form Nevada State High School II

7/12/2013

★★★★★

Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: A.5.1, Calendar

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.5.1, Calendar and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- Nevada State High School II is using a reduced number of instruction days marked on the school calendar that complies with NRS 386.550(1)(f). The School is using information from the flagship school that qualifies this request and that a memo written to the flagship school on March 7, 2005 is still relevant as clarified by the flagship school through correspondence to new leadership at the Department of Education on each of the following dates including: April 24, 2012 and April 12, 2013.

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II



Attachment: A.5.1, Calendar

SPCA - Nevada State High School 2014-2015 School Year Start Date: August 11, 2014									
	Monday	Tuesday	Wednesday	Thursday	Friday	Total Days	Days NT	Total Days	
Aug-14	11 18 25	12 19 26	13 20 27	14 21 28	15 22 29				
						15	5	15	
								School Month 1	
Sep-14	1 8 15 22	2 9 16 23	3 10 17 24	4 11 18 25	5 12 19 26		Count Day 9/19/2014		
						19	1	34	
								School Month 2	
Oct-14	29 6 13 20	30 7 14 21	1 8 15 22	2 9 16 23	3 10 17 24				
						20	0	54	
								School Month 3	
Nov-14	27 3 10 17	28 4 11 18	29 5 12 19	30 6 13 21	31 7 14 22		Nevada Day 10/31/2014 Veterans' Day 11/10/14		
						18	2	72	
								School Month 4	
Dec-14	24 1 8 15 22	25 2 9 16 23	26 3 10 17 24	27 4 11 18 25	28 5 12 19 26		Thanksgiving 11/27/2014 Family Day 11/28/2014 Winter Break 12/15/2014-1/16/2015		
						13	12	85	
								School Month 5	
Jan-15	29 5 12 19	30 6 13 20	31 7 14 21	1 8 15 22	2 9 16 23		MLK Day 1/19/2015		
						4	16	89	
								School Month 6	
Feb-15	26 2 9 16	27 3 10 17	28 4 11 18	29 5 12 19	30 6 13 20		Presidents' Day 2/16/2015		
						19	1	108	
								School Month 7	
Mar-15	23 2 9 16	24 3 10 17	25 4 11 18	26 5 12 19	27 6 13 20		Spring Break 3/16 - 3/20/2015		
						15	5	123	
								School Month 8	
Apr-15	23 30 6 13	24 31 7 14	25 1 8 15	26 2 9 16	27 3 10 17				
						20	0	143	
								School Month 9	
May-15	20 27 4 11 18	21 28 5 12 19	22 29 6 13 20	23 30 7 14	24 1 8 15		Contingency Days 5/18- 5/20/2015		
						20	0	163	
								School Month 10	
								<u>163 Days</u>	

REV 2/28/2013

Committee to Form Nevada State High School II

★★★★★

Attachment: A.5.1, Calendar

KEITH W. RHEAULT
Superintendent of Public Instruction

GLORIA P. DOFF
Deputy Superintendent
Instructional, Research and Evaluative
Services

DOUGLAS C. THUNDER
Deputy Superintendent
Administrative and Fiscal Services

STATE OF NEVADA



DEPARTMENT OF EDUCATION

700 E. Fifth Street

Carson City, Nevada 89701-5096
(775) 687-9200 • Fax: (775) 687-9101

SOUTHERN NEVADA OFFICE
1820 E. Sahara, Suite 205
Las Vegas, Nevada 89104-3746
(702) 486-6455
Fax: (702) 486-6450

MOODY STREET OFFICE
1749 Moody Street, Suite 40
Carson City, Nevada 89706-2543

REVISED

March 7, 2005

MEMORANDUM

TO: Wendi Hawk, Principal, Nevada State High School

FROM: *Keith Rheault*
Keith Rheault, Superintendent of Public Instruction

SUBJECT: Request for waiver of instructional days under NRS 386.550 1(f) [Revised as of 3/7/05 - revisions to original approval on 9/904 in Bold Type]

I have received your request on behalf of the Nevada State High School Governing Body for a waiver of the required instructional days offered by the school as allowed under NRS 386.550 1(f). It is understood that "Provisional Approval" of the request was granted via a Memorandum dated November 26, 2003 from my office. As you are aware, Subsection 1(f) of NRS 386.550 allows the governing body of a charter school to submit a written request to the Superintendent of Public Instruction for a waiver from providing the number of days of instruction as are required of other public schools located in the same district as the charter school if two conditions can be met: 1) extenuating circumstances exist to justify the waiver; and 2) the charter school will provide at least as many hours or minutes of instruction as would be provided under a program consisting of 180 days.

As previously outlined in the "Provisional Approval" Memorandum, the first condition to be considered is whether extenuating circumstances exist to justify the waiver. As identified in the Charter application, Nevada State High School will be providing most of the required curriculum for students through dual credit courses. Taking into consideration the intent of the legislature and the uniqueness of Nevada State High School's Charter, it is my determination that extenuating circumstances do exist to meet the waiver condition.

The second condition that must be met before a waiver can be granted is whether the charter school will provide at least as many hours or minutes of instruction as would be provided under a program consisting of 180 days. The calendar submitted with the request for Nevada State High School indicates that 164 days of instruction will be provided to students attending the school. Without repeating the analysis made in the November 26, 2003 "Provisional Approval" Memorandum related to the equivalency of dual credit courses offered through Nevada's University and Community College System, it is my determination that the program for Nevada State High School does meet the equivalent hours of instruction for a program consisting of 180 days. Based on the above determinations, approval for a waiver from providing the number of days of instruction as are required of other public schools located in the same district as the charter school is granted. **Approval of the waiver to the number of instructional days shall remain in effect until such time as the schools' charter is modified that reflects a change to the program offerings approved with the original charter or upon the renewal of the charter.** If you have any questions regarding the information provided in this response, please give me a call at (775) 687-9217.

Copy: State Board of Education

An Equal Opportunity Agency

(NSPO Rev. 3-04)

(0) 558

Committee to Form Nevada State High School II

★★★★★

Attachment: A.5.1, Calendar

KEITH W. RHEAULT
*Superintendent of
Public Instruction*

GLORIA P. DOPF
*Deputy Superintendent
Instructional, Research and
Evaluative Services*

GREG T. WEYLAND
*Deputy Superintendent
Administrative and
Fiscal Services*

STATE OF NEVADA



DEPARTMENT OF EDUCATION

700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687-9200 • Fax: (775) 687-9101
www.doe.nv.gov

**TEACHER LICENSURE
SOUTHERN NEVADA OFFICE**
9890 S. Maryland Parkway
Suite 221
Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702) 486-6450

**SATELLITE OFFICE
ADDRESSES/MAPS**
<http://www.doe.nv.gov>

May 17, 2011

Dr. John Hawk, Executive Director
Nevada State High School
303 South Water St., Suite 120
Henderson, NV 89015

RE: Request to Operate an Alternative Schedule
2011-2012 School Year

Dear Dr. Hawk:

This letter is in response to your request dated April 29, 2011, for approval to operate the Nevada State High School (NSHS) on an alternative schedule for the 2011-2012 school year.

Given that NSHS continues to meet the conditions as outlined in the Memo from me dated March 7, 2005, it was determined the waiver under NRS 386.5501(f) is still current, thus an alternative schedule approval is not required. We appreciate your willingness to adhere to state statute and regulations, and will keep your letter of request on file.

Thank you for your hard work and dedication in educating Nevada's students.

Sincerely,

A handwritten signature in black ink that reads "Keith W. Rheault".

Keith W. Rheault
Superintendent of Public Instruction

KWR/mk

Copy: Audit Division, Carson City, NDE

An Equal Opportunity Agency

(NSPO Rev. 7-10)

(0) 558 A small circular logo with a stylized design inside.

Committee to Form Nevada State High School II

★★★★★

Attachment: A.5.1, Calendar



233 NORTH STEPHANIE STREET • HENDERSON, NV 89001
PHONE: 702-953-2600 • FAX: 702-953-2605
WWW.FAIRYWOODCLUB.COM

April 24, 2012

Dr. James Guthrie, Superintendent of Public Instruction
Nevada Department of Education
c/o: Fiscal Division
700 E. Fifth Street, Suite 104
Carson City, Nevada 89701

Dear Dr. Guthrie:

On Thursday April 19, 2012, Nevada State High School's (NSHS) Governing Body voted to request approve the schools calendar for school year 2012-2013 which includes an alternative schedule under NRS 386.550. For reference, you will find attached/enclosed the Nevada Department of Education Application to Operation an Alternative Schedule and a memo from your predecessor Dr. Keith Rheault dated March 7, 2005 clarifying instructional days under NRS 386.550. Included for your reference is an additional memo from Dr. Rheault dated May 17, 2011 indicating that an alternative schedule is not required.

The fiscal division of your Department requested that we provide your office with this information again to request and alternative schedule. My office is requesting you review the information and perhaps develop a similar conclusion as the memo dated May 17, 2011 indicating that you have determined the waiver under NRS 386.5501(f) from March 7, 2005 is still current, thus an not requiring an alternative schedule.

Please let me know you require any additional information please use my contact number at 702-332-2593.

Best regards,

A handwritten signature in black ink, appearing to read "John Hawk".

Dr. John Hawk
Chief Operations Officer

cc: Dr. Wendi Hawk, Chief Academic Officer

Committee to Form Nevada State High School II

★★★★★

Attachment: A.5.1, Calendar



233 NORTH STEPHANIE STREET • HENDERSON, NV 89074
PHONE: 702-953-2600 • FAX: 702-953-2608
WWW.EARLYCOLLEGENV.COM

April 12, 2013

Rorie Fitzpatrick, Interim Superintendent of Public Instruction
Nevada Department of Education
c/o: Fiscal Division
700 E. Fifth Street, Suite 104
Carson City, Nevada 89701

Dear Superintendent:

On Thursday, April 18, 2013, Nevada State High School's (NSHS) Governing Body voted to request approve the schools calendar for school year 2013-2014 which includes an alternative schedule under NRS 386.550. For reference, you will find attached/enclosed the Nevada Department of Education Application to Operation an Alternative Schedule and a memo from previous Superintendent Dr. Keith Rheault dated March 7, 2005 clarifying instructional days under NRS 386.550. Included for your reference is an additional memo from Dr. Rheault dated May 17, 2011 indicating that an alternative schedule is not required as this is basis of our charter school.

The fiscal division of your Department requested that we provide your office with this information again to request an alternative schedule. My office is requesting you review the information and perhaps develop a similar conclusion as the memo dated May 17, 2011 indicating that you have determined the waiver under NRS 386.5501(f) from March 7, 2005 is still current, thus an not requiring an alternative schedule.

Please let me know you require any additional information please use my contact number at 702-332-2593.

Best regards,

Dr. John Hawk
Chief Operations Officer

cc: Dr. Wendi Hawk, Chief Academic Officer

7/12/2013

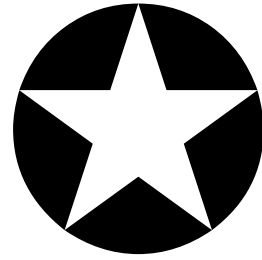
★★★★★

Members

Committee to Form Nevada State High School II

233 North Stephanie Street

Henderson, NV 89074



Attachment: A.5.3, Alternative Schedule Application

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.5.3, Alternative Schedule Application and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- Nevada State High School II is using a rationale provided by the Nevada Department of Education to Nevada State High School on March 7, 2005 (see attachment A.5.1) and reviewed annually under NRS 386.550 1(f) allowing for a waiver from the number of days of instruction. The School submits its proposed Alternative Schedule application that will model the one annually submitted by the flagship school.

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II



Attachment: A.5.3, Alternative Schedule Application

Date Received by Sponsor:	Date received by NDE:
----------------------------------	------------------------------

**NEVADA DEPARTMENT OF EDUCATION
APPLICATION TO OPERATE AN ALTERNATIVE SCHEDULE
PURSUANT TO NRS 388.090 OR NRS 386.550
SCHOOL YEAR 2013-2014**

Charter School Name Nevada State High School II	Beginning Date August 11, 2014	Ending Date May 15, 2015
Address 233 N. Stephanie Street	City, Zip Henderson, NV 89074	Telephone/Fax P: 702-332-2593 F: TBA
Authorized Contact Dr. John Hawk	Title Liaison	E-Mail jhawk@earlycollegenv.com

I hereby certify that, to the best of my knowledge, the information contained in this application is correct; the Board of Trustees has authorized me, as its representative, to file this application; such action is recorded in the minutes of the Charter School's meeting held on: **April 17, 2014**. The Board of Trustees is aware that a written report is required to be submitted to the Sponsor and State Superintendent of Public Instruction on or before December 31, 2014. This written report must include a description of the alternative schedule and an evaluation of the effect of the program.

<i>John Hawk</i>	Liaison Administrator	4/21/2014
Signature	Title	Date
Charter School Administrator or Chairman of the Board of Trustees		

1. This charter school is applying to operate the schools noted in this application on an alternative instruction schedule due to the following reason. Please check **one** of the following:

- A.** The charter school is in a rural or remote area, whereby the population of the county is less than 100,000. The charter school requests to operate on an alternative instruction schedule in accordance with NRS 388.090.2.
- B.** The charter school requests to operate on an alternative instruction schedule at one or more rural sites in accordance with NRS 388.090.2. Although the population of the county is more than 100,000, the charter school has sites in a rural or remote area.
- C.** The charter school requests to operate on an alternative instruction schedule in accordance with NRS 388.090.3 due to enrollment growth or overcrowding. [Supporting documentation to justify the claim of growth or overcrowding must be submitted with this application.]
- D.** The charter school requests to operate on an alternative instruction schedule in accordance with NRS 386.550.1 due to reasons described in item 2 of this application.

Committee to Form Nevada State High School II



Attachment: A.5.3, Alternative Schedule Application

2. What is the purpose for which the charter school is requesting an alternative schedule?
Please see the attached memo from Dr. Rheault regarding the alternative instruction for Nevada State High School which operates under dual-credit college courses

3. What problems does the charter school hope to alleviate through an alternative schedule?
The school wishes to maintain fidelity with its written charter school application.

4. Exactly how will this benefit the students at the charter school?
This will allow students the opportunity to experience rigorous academics in a real college setting with real college course and real college environment. Additionally, this will save families time and money attending a program that is run on a college schedule by earning college credits in high school.

5. List the names and addresses of all sites that will offer an alternative schedule of instruction if this application is approved.

School Name	School Address	Grade Levels	Estimated Pupil Enrollment
Nevada State High School II	TBA	11-12	125

5. The bell schedule for schools operating on an alternative schedule will be:

Bell Schedule	Kindergarten	Grades 1-2	Grades 3-6	Grades 7-12
Classes Begin				
Lunch/Nutrition Break Begins				
Lunch/Nutrition Break Ends				
Lunch/Nutrition Break Begins				
Lunch/Nutrition Break Ends				
Classes End				

Committee to Form Nevada State High School II



Attachment: A.5.3, Alternative Schedule Application

Note: Recess Breaks are **included** in class time. Do **NOT** include Lunch/Nutrition Breaks as class time. If the bell schedule is not exactly the same for each school or each day of the school week, attach a separate bell schedule as appropriate.

7. The school schedule for the first school month of the schools covered by this application will be the following:

Daily Minutes of Attendance by Grade

Grades	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1					
Kindergarten					
Grades 1-2					
Grades 3-6					
Grades 7-12					
WEEK 2					
Kindergarten					
Grades 1-2					
Grades 3-6					
Grades 7-12					
WEEK 3					
Kindergarten					
Grades 1-2					
Grades 3-6					
Grades 7-12					
WEEK 4					
Kindergarten					
Grades 1-2					
Grades 3-6					
Grades 7-12					

Note: Attach additional schedules if all schools do not operate on the same schedule. The charter school must attach an applicable school calendar covering the schools with changed schedules as provided to the Nevada Department of Education in accordance with NAC 387.120.

8. NAC 387.131 requires that Kindergarten pupils receive a minimum of **21,600** minutes of instruction per school year. Kindergarten requires 120 minimum daily minutes per school day x 180 school days = 21,600 minutes per school year. How many minutes of instruction per school year will be received by Kindergarten pupils attending schools in the district that operate on an alternative instruction schedule?

Please check your calculations

9. NAC 387.131 requires that pupils in grades one and two receive a minimum of **43,200** minutes of instruction per school year. First and second grade requires 240 daily minutes per school day x 180 school days = 43,200 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades one and two that are attending schools in the district that operate on an alternative instruction schedule?

Committee to Form Nevada State High School II



Attachment: A.5.3, Alternative Schedule Application

Please check your calculations

10. NAC 387.131 requires that pupils in grades three, four, five and six receive a minimum of **54,000** minutes of instruction per school year. Grades three, four, five and six require 300 daily minutes per school day x 180 school days = 54,000 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades three, four, five and six that are attending schools in the district that operate on an alternative instruction schedule?

Please check your calculations

11. NAC 387.131 requires that pupils in grades seven through twelve receive a minimum of **59,400** minutes of instruction per school year. Grades seven through twelve require 330 daily minutes per school day x 180 school days = 59,400 minutes per school year. How many minutes of instruction per school year will be received by pupils in grades seven through twelve that are attending schools in the district that operate on an alternative instruction schedule?

Please check your calculations

FOR SPONSOR USE ONLY

Date	Recommend approval / denial	Signature/Title
Comments: 		

FOR DEPARTMENT OF EDUCATION USE

Date	Recommend approval / denial	Signature/Title
Comments: 		

This application is **APPROVED / DENIED.**

Date: _____

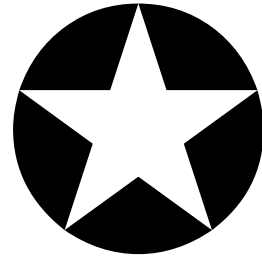
Rorie Fitzpatrick, Interim Superintendent of Public Instruction

7/27/201312/11/2013

★★★★★

Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: A.6.3, Discipline Policy/Code of Conduct

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.6.3, Discipline Policy/Code of Conduct and respective inquiry set forth in this section of the application identified in the 2013 *Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

Family Commitment

Nevada State High School II is a mission focused school that students and parents/guardians should embrace when they choose to enroll. Students must be committed to attending and graduating from college. The School's mission ~~is~~ to support students' in a college environment with personal, academic and social skills is about the successful transition of students into college. These students are in college and students need to increase their personal responsibility to meet the expectations in a college setting. The school guides and supports students in developing responsibility, and will hold students accountable for their progress, decisions, and behavior so they are prepared for the expectations in college, workforce, and adult life after high school. **By enrolling at NSHS II, students** ~~Students~~ and parents/guardians **agree to make a good faith effort to must** follow the school's charter ~~or be removed from the school~~. Students and parents are guided by the following:

- Attending all classes and arriving on-time (social)
- Turning in all required material and completed documents on-time (personal)
- Displaying achievement by do your best (academic)

Nevada State High School II students earn freedom by showing increased responsibility, integrity and motivation. For students who make the choice to neglect being successful towards the school's mission, the school reserves the right to remove students from those school activities and participation that may include, but are not limited to: limiting college courses, receiving awards, participating in school activities, attending graduation ceremony, and may be subject to an immediate and/or future enrollment in study skills at the discretion of administration and appeal by the school's Governing Body. If students and parents are not committed to the school's mission, the school will provide alternative education options.

Committee to Form Nevada State High School II



Attachment: A.6.3, Discipline Policy/Code of Conduct

Student Conduct

As a college student, students are responsible to follow the rules of conduct at the respective colleges and Nevada State High School II that includes but is not limited to:

- Honoring academic integrity (not cheating) as outlined in college and high school handbooks;
- Attending and arriving on time for all classes;
- Completing coursework as directed;
- Respecting yourself and others by not interrupting the educational setting;
- Dressing in appropriate attire that does not distract from the educational setting;
- Bearing conduct that respects the right of others and to have their own opinions;
- No smoking or alcohol on campus or at school related functions;
- Abiding by State of Nevada laws prohibiting weapons or drugs of any sort on any campus or at school related functions.

Progressive Discipline

Nevada State High School II expects that students will do the right thing and behave appropriately in their classes. Should students not adhere to that expectation, the following progressive discipline may be followed:

- Student given verbal reminder of the proper behavior
- Student may be asked to leave the classroom or school building if they are not in a class
- Student may be removed from class
- Student's parent may be contacted for a phone call or in person meeting
- Student may be suspended from school for continual behavior, refusal to attend parent meeting, or if the behavior rises to the level of immediate suspension
- Student may be expelled immediately for violating the expellable offenses outlined below.

Expellable Offenses

The school considers expellable offenses as the following:

- Arson – The willful burning of any part of the school building or property therein; or
- Battery – Battery (bodily injury) to an employee/student of the colleges or Nevada State High School II; or
- Controlled Substance – Selling, consuming, or possession of a controlled substance or substances represented to be controlled substances; or

Committee to Form Nevada State High School II



Attachment: A.6.3, Discipline Policy/Code of Conduct

- Robbery/Extortion – Taking anything of value from another by use of force or otherwise; or
- Weapons – Possession, use, transmittal, or concealment of any weapon. Weapons are defined as firearms, knives, explosives, fireworks, flammable materials or any other items that may cause bodily injury or death.
- Habitual Discipline Problem – Students may be deemed as a habitual discipline problem under State Law (NRS 392.4655) by violating one of the following infractions within a school year:
 - ★ A student has threatened another student, teacher or other personnel employed by the colleges or Nevada State High School II; or
 - ★ A student has extorted, or attempted to extort another student, teacher or other personnel employed by the colleges or Nevada State High School II; or
 - ★ A student has been suspended for initiating fights on school property; or
 - ★ A student has a record of five suspensions from school for any reason.

College Behavior

Students can be removed from classes by college professors if they are disruptive and are subject to permanent removal from the college and high school. If a student is withdrawn from the college class even for being late or absent, he/she runs the risk of falling under the required amount of classes mandated by state law and may therefore be withdrawn from Nevada State High School II. If a Nevada State High School II student exhibits behavior that warrants facing disciplinary action by the college, Nevada State High School II will follow the recommendation of the college for disciplinary action including expulsion listed in each college handbook. The student is also subject to Nevada State High School II consequences.

Bullying, Cyber-Bullying, Harassment, and Intimidation in Public Schools

Bullying, cyber-bullying, harassment, and intimidation of a student or employee by another student or an employee, including sexual harassment, will not be tolerated. All students and staff should be able to attend school in a safe and respectful learning environment and are not required to endure insulting, degrading, harassing, or exploitative treatment. All students will be trained and sign off on the Acceptable use Policy where cyber-bullying is addressed. Nevada State High School II does not define consequences, disciplinary actions, or constant reminders for students to meet the goals of Nevada State High School II as harassment. Students, staff, and parents/guardian, need to report issues of harassment to Nevada State High School II administration to be investigated. Harassment will be dealt with by school administration and may include disciplinary action. Due process procedures apply.

Committee to Form Nevada State High School II



Attachment: A.6.3, Discipline Policy/Code of Conduct

Computer Usage

The computer labs at the respective colleges and Nevada State High School II are available for student use. Internet access at Nevada State High School II is blocked and monitored. Students are advised to use discretion when using the computer labs and focus on their academic purpose. Students who use the Nevada State High School II or college computers for inappropriate reasons will be subject to disciplinary action including but not limited to expulsion. Students are responsible for keeping login information up to date and have a plan to address technical difficulties. Professors are unlikely to make provisions for computer issues. Students have their own Nevada State High School II computer login and are reminded to keep all passwords secure and organized as they will have multiple accounts. To have Nevada State High School II passwords reset, students need to submit requests to an online help ticket system. All attempts will be made to respond to tickets within 24-hours (non-workdays excluded). Students that wait until the last minute to submit an assignment or take a test to find their login is not working will suffer the consequences of procrastination and not keeping track of the passwords. Their lack of preparation will not be resolved in less than 24-hours, and they will be held ultimately accountable – not the ticket system. Students must be accompanied by a Nevada State High School II staff in the technology lab at all times. Students are reminded to use appropriate behavior and sites at all times including social networking sites and cyber-bullying. (Students will receive training on computer use and sign an Acceptable Use Policy for student computer use).

Parental Involvement in Life and Culture of School

Parents are provided with the student handbook and are required to sign that they have reviewed the document and have been provided an opportunity to discuss concerns or questions with the school administration. Meetings are also held with parents if there is a concern with student progress and /or behavior. Parents sign a statement that they agree with and commit to the school's mission and values upon registration which is reiterated again through parent meetings in the beginning of the year. Students are held to the school core values of motivation, integrity and responsibility and these are reiterated during individual parent meetings and through the parent support group, Parents in Partnership (PiP). Parents are often asked to work with their child to help them develop their own intervention plan or consequences for behavior issues or missing classes which allows the parents an opportunity to provide input and feedback into the students' progress.

Committee to Form Nevada State High School II



Attachment: A.6.3, Discipline Policy/Code of Conduct

Due Process Procedures for Discipline

Students who are accused of violating school rules or State Law have an opportunity to state their case to Nevada State High School II administration with their parents. Should the parents/students disagree with the decisions of the administration, they can appeal to the Governing Body of Nevada State High School II. A request for appeal must be made in writing addressed to the Governing Body President of Nevada State High School II.

Plagiarism

Students who plagiarize in college are at risk of being expelled from college which is reflected on their permanent college record. Students may not be allowed to enroll in any college with plagiarism on their record. Nevada State High School II and the colleges will work with students to identify plagiarism. Students may receive disciplinary action ranging from an F on the assignment, F in the class, or expulsion from college for plagiarizing. Evidence of such dishonesty will be kept on file at Nevada State High School II and the college record.

Examples of plagiarism and cheating include, but are not limited to:

- Failure to properly acknowledge authorities quoted, cited or consulted in the preparation of written work (plagiarism);
- Copying and/or presenting the words of others as one's own writing, including Internet sources;
- Copying words, even if you cite the sources, unless appropriate quotation is noted.
- Expressing in your own words someone else's ideas as your own;
- Submitting another's work as one's own or allowing another to submit one's work as though it were his or hers;
- Several people completing an assignment that was not explicitly assigned to a group and turning in multiple copies, all represented either implicitly or explicitly as individual work;
- The use of textbook or notes during an examination without the explicit permission of the instructor. This includes WebCT/Web Campus/Angel or other learning management systems and take-home exams;
- Giving or receiving unauthorized help on assignments;
- Obtaining without authorization a problem/solution from an instructor; or
- Tampering with or destroying the work of others;
- Submitting substantial portions of the same academic work more than once without permission of the instructor;
- Falsifying clinical hours, supervised field experience hours, or student teaching hours.
- Unauthorized access of computer systems or files;

Committee to Form Nevada State High School II



Attachment: A.6.3, Discipline Policy/Code of Conduct

- Attempting to bribe an instructor or administrator; or
- Submitting your own work to a professor in which you completed for another class.

Testing

Nevada State High School II proctors many tests and exams. Student cheating or violation of test procedures may result in an invalid (failed) test, disciplinary action, reporting to the college professor and permission revocation. During any testing environment students MUST adhere to the following rules:

- No cell phones (collected with ID)
- Subject to tests rules and professor allowance (calculators/textbooks, etc.)
- No talking to other students during the exam
- No leaving the room without permission
- Test material may not leave the room
- No personal items – items will be turned in to the proctor and Nevada State High School II is not responsible for items.

General Handbook Information

Nevada State High School II intends to package these discipline policies and code of conduct in a student handbook that the Governing Body will review annually and pass at a public meeting. The School will require that students and parents review and sign a hard copy of the handbook to place in the student's individual folder at the school. The handbook will be available to the public on the School's website. School officials will review the handbook in a school handbook training session with students and at a 45-minute mandatory parent meeting during the second or third week in September. Additionally, staff will make themselves available to answer questions about the handbook or any individual policy upon the request for an individual meeting with the student and/or parent.

No additional attachments will be found for this section.

Sincerely,

Members

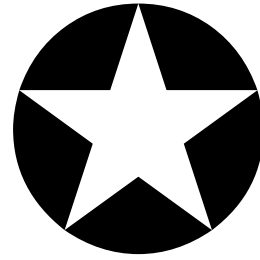
Committee to Form Nevada State High School II

7/27/2013

★★★★★

Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: A.6.4, Truancy Policy

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.6.4, Truancy Policy and respective inquiry set forth in this section of the application identified in the 2013 *Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

Truancy Policy

High School Students must attend school by law.

Nevada Revised Statutes (392.130) define an **unapproved** absence as an absence which:

- was not approved in writing in advance;
- was not due to physical or mental inability of the student to attend school or due to an emergency;
- the parent or person in charge of the student failed to notify the school of the student's inability to attend school within three days after the pupil returned to school;
- missing more than 30 minutes a class period equals an absence

The Nevada Revised Statute does not distinguish between truancy resulting from an action of the student and that of the parent or legal guardian. Any student who has been declared by the school to be a truant three or more times within one school year must be declared by the school to be a habitual truant and must be reported by the school principal to the local law enforcement agency (NRS 392.240(2) AND 392.142).

An absence may be declared as truancy when:

- The student fails or refuses to attend school when so directed by the parent or legal guardian or school official;
- The absence for any part of the day is without approval from the parent or guardian (NRS 392.130(2));
- The unexcused (unapproved) absence results from a parent's failure or refusal to require a student's attendance;
- The student's absence from class or from school is without official permission from the principal or teacher (NRS 392.130(2));

Committee to Form Nevada State High School II



Attachment: A.6.4, Truancy Policy

- Any child who has once been declared a habitual truant and who in an immediately succeeding year is absent from school without a valid excuse may again be declared a habitual truant.

General Handbook Information

Nevada State High School II intends to package truancy policy in a student handbook that the Governing Body will review annually and approve at a public meeting. The School will require that students and parents review and sign a hard copy of the handbook to place in the student's individual folder at the school. The handbook will be available to the public on the School's website. School officials will review the handbook in a school handbook training session with students and at a 45-minute mandatory parent meeting during the second or third week in September. Additionally, staff will make themselves available to answer questions about the handbook or any individual policy upon the request for an individual meeting with the student and/or parent.

No additional attachments will be found for this section.

Sincerely,

Members

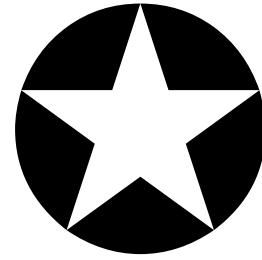
Committee to Form Nevada State High School II

7/27/2013

★★★★★

Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: A.6.5, Absence Policy

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.6.5, Absence Policy and respective inquiry set forth in this section of the application identified in the 2013 *Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

Absence Policy

Students are required to attend all classes. Nevada State High School II teachers will take attendance for high school classes and students who miss these classes with EXCUSED OR UNEXCUSED absences may fail the courses and are subject to an intense make-up process to ensure they obtain required information and equivalent knowledge they missed by not interacting with the classes. Students need to arrange vacations, personal time, and appointments around their college and high school schedule. The allowable number of absences is for extreme emergencies only. Student absences have an adverse effect on their college and high school classes.:

- EXCUSE | ABSENCE NOTES – Students are required to bring in a note from a parent/guardian to the Nevada State High School II office within three days after an absence for any class stating that the student was physically or mentally unable to attend school and on which day(s). Prearranged absences may occur by providing the note prior to the event. If a note is not received within the allotted time, the student is considered truant and may be given a notice of truancy or a truancy citation (NRS 392.144). Students shall always attend class even if they have already received an “F” in the course. If students are absent for more than 10 days they will be withdrawn from the school as a drop out for non-attendance and/or not following Nevada State High School II charter (NAC 387.220).

Excuse or absence notes do not excuse students from college courses. Many times, college professors do not allow for make-up work, tests, quizzes, or assignments for any reason or excuse. Professors may even drop a student for being tardy or absent from class. This may put a student under the minimum course limit resulting in being withdrawn from Nevada State High School II and charged a fine for the withdrawn class. Nevada State High School II supports the college professors in these matters, and most importantly, Nevada State High School II has no authority to interfere with college or professor policy.

Committee to Form Nevada State High School II

★★★★★

Attachment: A.6.5, Absence Policy

General Handbook Information

Nevada State High School II intends to package these discipline policies and code of conduct in a student handbook that the Governing Body will review annually and pass at a public meeting. The School will require that students and parents review and sign a hard copy of the handbook to place in the student's individual folder at the school. The handbook will be available to the public on the School's website. School officials will review the handbook in a school handbook training session with students and at a 45-minute mandatory parent meeting during the second or third week in September. Additionally, staff will make themselves available to answer questions about the handbook or any individual policy upon the request for an individual meeting with the student and/or parent.

No additional attachments will be found for this section.

Sincerely,

Members
Committee to Form Nevada State High School II

7/12/2013

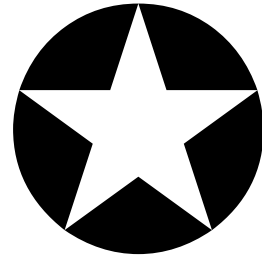
★★★★★

Members

Committee to Form Nevada State High School II

233 North Stephanie Street

Henderson, NV 89074



Attachment: A.7.2, Target Population

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.7.2, Target Population and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- In addition to information provided in this section, the Committee references information regarding the target population located in several areas of the application. To reduce replication of information already presented, the Committee identifies those areas to include, but are not limited to the following: A.1.4 and A.7.1.

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II



Attachment: A.7.2, Target Population

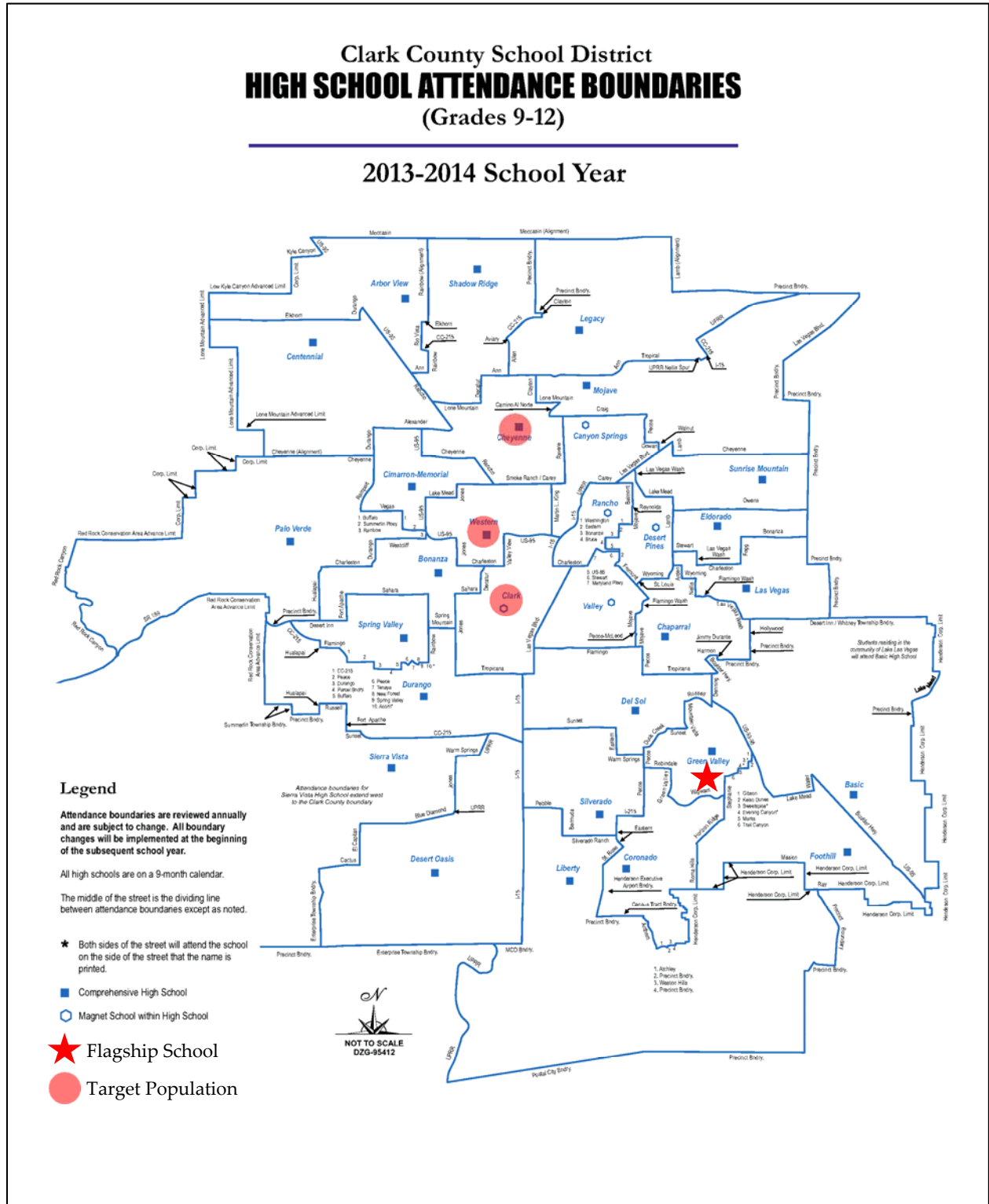
Figure A.7.2.1: Demographic information from neighboring schools in target location

2011-2012		2011-2012		2011-2012		2011-2012	2011-2012	
Ed W. Clark High School		Cheyenne High School		Western High School		Overall	Flagship School Data	
Enrollment		Enrollment		Enrollment		Average	Enrollment	
Total Students	2,886	Total Students	2,188	Total Students	2,144	2406	Total Students	245
% American Indian	0.3	% American Indian	0.5	% American Indian	0.4	0	% American Indian	0.4
% Asian	17.3	% Asian	4.4	% Asian	2	8	% Asian	5.7
% Black	8.9	% Black	31.9	% Black	16.8	19	% Black	5.3
% Hispanic	51.5	% Hispanic	39	% Hispanic	66.4	52	% Hispanic	22
% White	15.8	% White	21.1	% White	10.5	16	% White	55.5
% Pacific Islander	1.5	% Pacific Islander	0.6	% Pacific Islander	0.7	1	% Pacific Islander	N/A
% Multi-Race	4.7	% Multi-Race	2.5	% Multi-Race	3.1	3	% Multi-Race	11
Ratios and Rates		Ratios and Rates		Ratios and Rates			Ratios and Rates	
Avg. Daily Attendance	92.7	Avg. Daily Attendance	92.2	Avg. Daily Attendance	91.5	92	Avg. Daily Attendance	98.9
Graduation Rate Note	61.1	Graduation Rate Note	61.1	Graduation Rate Note	42.8	55	Graduation Rate Note	100
Dropout Rate	5.7	Dropout Rate	5.3	Dropout Rate	6.2	6	Dropout Rate	0
Transiency Rate	24.9	Transiency Rate	30.5	Transiency Rate	37.7	31	Transiency Rate	18.3
9-12 Assessment Information								
Reading		Reading		Reading			Reading	
Failing Standards	30%	Failing Standards	41%	Failing Standards	39%	37%	Failing Standards	-
Meets Standards	57%	Meets Standards	56%	Meets Standards	57%	57%	Meets Standards	66%
Exceeds Standards	13%	Exceeds Standards	3%	Exceeds Standards	4%	7%	Exceeds Standards	30%
Writing		Writing		Writing			Writing	
Failing Standards	31%	Failing Standards	42%	Failing Standards	37%	37%	Failing Standards	-
Meets Standards	64%	Meets Standards	58%	Meets Standards	63%	62%	Meets Standards	94%
Exceeds Standards	5%	Exceeds Standards	-	Exceeds Standards	-	5%	Exceeds Standards	-
Math		Math		Math			Math	
Failing Standards	32%	Failing Standards	51%	Failing Standards	42%	42%	Failing Standards	-
Meets Standards	46%	Meets Standards	46%	Meets Standards	54%	49%	Meets Standards	54%
Exceeds Standards	22%	Exceeds Standards	3%	Exceeds Standards	4%	10%	Exceeds Standards	38%
Science		Science		Science			Science	
Failing Standards	37%	Failing Standards	51%	Failing Standards	43%	44%	Failing Standards	-
Meets Standards	53%	Meets Standards	49%	Meets Standards	57%	53%	Meets Standards	81%
Exceeds Standards	10%	Exceeds Standards	-	Exceeds Standards	-	10%	Exceeds Standards	14%
IEP Percentage	8%	IEP Percentage	15%	IEP Percentage	15%	12%	IEP Percentage	-
LEP Percentage	18%	LEP Percentage	7%	LEP Percentage	18%	14%	LEP Percentage	-
FRL Percentage	64%	FRL Percentage	60%	FRL Percentage	75%	66%	FRL Percentage	35%

Retrieved on 6/27/2013 from www.Nevadareportcard.com



Figure A.7.2.2: Location of target population of neighboring public schools and flagship school

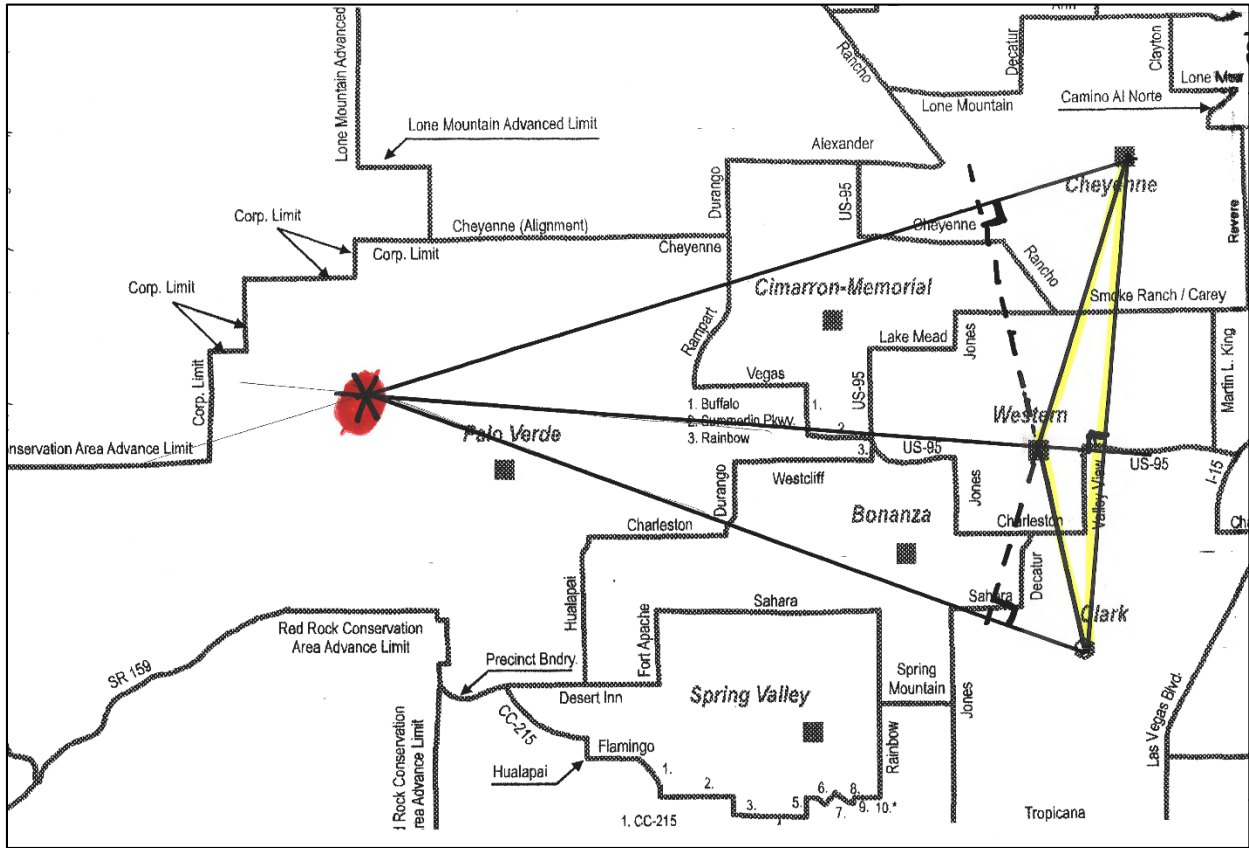


Committee to Form Nevada State High School II



Attachment: A.7.2, Target Population

Figure A.7.2.3: Orthocenter of target population for target school location

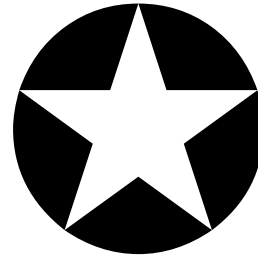


~~7/29/2013~~12/11/2013

★★★★★

Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: A.7.5, School Recruitment Plan

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.7.5, School Recruitment Plan and respective inquiry set forth in this section of the application identified in the 2013 *Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- In the spring of 2014, the School will request directory information of all 10th and 11th grade students in the Clark County School District to send home direct mailers. The number of students sent mailers inviting them to call the school, visit the website, or attend an information meeting is projected at over 45,000 students in 10th and 11th grade. This is the same plan used by the flagship school for the past ten years. The School plans on hosting three to six informational meetings in the spring of 2014 and plans to work collaboratively with the flagship school on recruitment planning, implementation, and presentations.
- In addition to direct mailers to traditional public school students and hosting a public website, the School will seek to reach families that are traditionally less informed about educational options by making contact with area counselors to maximize referrals from them and the flagship school, attending back-to-school fairs and workshops by various non-profit organizations, distributing registration information to area churches and clubs, and mailing to address of families in private, charter, or homeschooled using data from www.usadata.com or www.experian.com.

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Recruitment

GOAL: Assess current recruitment strategies and identify new strategies that will enable NSHS II to recruit more students from the neighboring areas of targeted zip codes.

Expected Results: Show enrollment at NSHS II of 50% from targeted zip codes.

Strategies | Assessments, Evaluations and Measures:

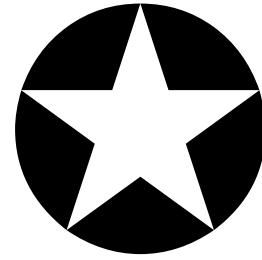
1. Increase awareness of the student benefits at NSHS II to local high schools, feeder schools, parents, teachers and community organizations that traditionally serve students from targeted zip codes of neighboring areas.
 - a. Annually: Create a recruitment brochure identifying the benefits of NSHS II that will be available in Spanish along with placing on the brochure that a Spanish speaking representative is available at the school for more information. The school will mail these brochures directly to families in the targeted zip codes, post in non-profit community organizations such as libraries, YMCA's, Boys and Girls clubs, etc.
2. Increase knowledge or recruitment tactics among Staff, Parents and students
 - a. At least, every two months, during the period of enrollment, the school will host strategic meetings for staff to review tactics and enrollment numbers, and strategize about what information to disseminate to the public about the benefits of NSHS II. Additionally, the school will regularly update information through website posting, social media, and newsletters
3. Recruitment Software for Tracking
 - a. Input data in a database software program of every student showing interest level in the program with 100% data input goal daily during recruitment.
4. Undeclared students
 - a. At least, every two weeks, during the period of enrollment, follow-up by mail, e-mail and/or phone/text to those who have expressed an interest in NSHS II.
5. Attend/host informational meetings, recruitment fairs and career fairs
 - a. At least, monthly, during the period of enrollment, distribute printed materials and program information, and speak to potential students
6. Campus Open Houses
 - a. During the period of enrollment, at least three campus open houses will be held to promote NSHS II.

7/30/2013

★★★★★

Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: A.8.5, Special Education Policy Assurance

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.8.5, Special Education Policy Assurance and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- Nevada State High School II understands that the State Public Charter School Authority has become the LEA for State Charter Schools and will be developing a special education policy manual. The school will adopt the SPCSA manual once this is adopted by the SPCSA Board.
- In the meantime, Nevada State High School II will be following a Special Education Administrative Guide to inform administrators and special education staff about policies and procedures for students with disabilities. The guide was adapted from the Clark County School District and reflects the statutory and regulatory requirements, including case law and U.S. Department of Education policy interpretations, in existence as of May 2005 and is organized in the following chapters including:
 - ★ Chapter 1: Confidentiality
 - ★ Chapter 2: Procedural Safeguards
 - ★ Chapter 3: Early Intervening Services and Referral
 - ★ Chapter 4: Evaluation, Reevaluation, and Eligibility
 - ★ Chapter 5: Individualized Educational Program and Placement
 - ★ Chapter 6: Discipline (to be added or to be eliminated by just adding the NDE TA document) Appendices and Forms.

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II



Attachment: A.8.5, Special Education Policy Assurance

SUBMISSION STATEMENT WITH MANDATED ASSURANCES

I, the Superintendent of the School District, or the Authorized Representative of the State Public Charter School Authority, can make the assurances and certifications found in Section II of this application. These provisions meet the requirements of Part B of the Individuals with Disabilities Education Act (IDEA) as found in PL 108-446. The Local Education Agency (LEA) will operate its Part B program in accordance with all of the required assurances and certifications.

SECTION I

SUBMISSION STATEMENT FOR PART B OF IDEA

The LEA provides assurances that it has in effect policies and procedures to meet all eligibility requirements of Part B of the IDEA as found in PL 108-446, and the applicable regulations. The LEA is able to meet all assurances found in Section II of this application.

SECTION II

ASSURANCES

The LEA makes the following assurances that it has policies and procedures in place as required by Part B of the IDEA. (20 U.S.C. 1411-1419; 34 CFR 300.101 through 300.163 and 300.165 through 300.174. 34 CFR 300.201). All policies and procedures established in and administered by the LEA will be consistent with the approved state's Program Plan, Nevada Revised Statutes, and Nevada Administrative Code, Chapter 388, and all other applicable statutes, regulations, program plans, and applications.

- a. A free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled, in accordance with 20 USC 1412(a)(1); 34 CFR 300.101-108.
- b. The LEA endorses the goal of providing a full educational opportunity to all children with disabilities and the state's timetable for accomplishing that goal. 20 USC 1412(a)(2); 34 CFR 300.109-110.
- c. All children with disabilities residing in the LEA, including children with disabilities who are homeless or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services in accordance with 20 USC 1412(a)(3). 34 CFR 300.111.
- d. An individualized education program that meets the requirements of 20 USC 1436(d) is developed, reviewed, and revised for each child with a disability in accordance with 34 CFR 300.320-324, except as provided in 300.300(b)(3) and 300.300(b)(4). 20 USC 1412(a)(4); 34 CFR 300.112.
- e. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily in accordance with 20 USC 1412(a)(5)(A)-(B); 34 CFR 300.114-300.120.
- f. Children with disabilities and their parents are afforded the procedural safeguards required by 34 CFR 300.500 through 300.536 and in accordance with 20 USC 1412(a)(6); 34 CFR 300.121.
- g. Children with disabilities are evaluated in accordance with 34 CFR 300.300 through 300.311. 20 USC 1412(a)(7); 34 CFR 300.122.
- h. The LEA complies with 34 CFR 300.610 through 300.626 (relating to the confidentiality of records and information). 20 USC 1412(a)(8); 34 CFR 300.123.

Committee to Form Nevada State High School II



Attachment: A.8.5, Special Education Policy Assurance


- i. Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs assisted under Part B, experience a smooth and effective transition to those preschool programs in a manner consistent with section 637(a)(9). By the third birthday of such a child, an individualized education program has been developed and is being implemented for the child. The LEA will participate in transition planning conferences arranged by the designated lead agency under section 635(a)(10). 20 USC 1412(a)(9); 34 CFR 300.124.
- j. To the extent consistent with the number and location of children with disabilities in the State who are enrolled by their parents in private elementary schools and secondary schools in the school district served by a local educational agency, provision is made for the participation of those children in the program assisted or carried out under Part B of IDEA by providing for such children special education and related services in accordance with the requirements found in 34 CFR 300.130 through 300.148. 20 USC 1412(a)(10); 34 CFR 300.129-300.148.
2. The LEA assures that amounts provided to it under Part B of IDEA will be expended in accordance with 20 USC 1412(a) and 34 CFR 300.202 through 300.206 and that such amounts 1) shall be used only to pay the excess costs of providing special education and related services to children with disabilities; 2) shall be used to supplement State, local, and other federal funds and not to supplant such funds; 3) shall not be used to reduce the level of expenditures for the preceding fiscal year subject to the exceptions contained in 20 USC 1413(a)(B) and (C), and 4) may be used to carry out a schoolwide program under section 1114 of the ESEA subject to the limitations and conditions in 34 CFR 300.206. 34 CFR 300.202-206.
3. The LEA ensures that all personnel necessary to carry out Part B of the IDEA are appropriately and adequately prepared and trained, including that those personnel have the content knowledge and skills to serve children with disabilities as noted in 20 USC 1412(a)(14)(A)-(E) and 34 CFR 300.156. 34 CFR 300.207.
4. The LEA assures that if amounts provided to it under Part B of the IDEA are used for a) services and aids that also benefit nondisabled children, b) early intervening services, c) high cost special education and related services, and/or d) administrative case management, the LEA will use such funds in compliance with the provisions contained in 34 CFR 300.208. 34 CFR 300.208.
5. The LEA assures that it complies with the requirements of 34 CFR 300.209 concerning the carrying out of Part B requirements for charter schools that are public schools of the LEA, including requirements to serve children with disabilities attending those charter schools in the same manner as the LEA serves children with disabilities in its other schools, and the requirements to provide funds under Part B of the IDEA on the same basis and at the same time as the LEA provides Part B federal funds to the LEA's other public schools. 34 CFR 300.209.
6. The LEA will coordinate with the National Instructional Materials Access Center (NIMAC). The LEA assures that each child who requires instructional materials in an alternate format will receive these in a timely manner. 34 CFR 300.210.
7. The LEA assures that it will provide the Nevada Department of Education with information necessary to enable the State to carry out its duties under Part B of the IDEA, including with respect to 34 CFR 300.157 and 300.160, information relating to the performance of children with disabilities participating in programs carried out under Part B of the IDEA. 34 CFR 300.211.
8. The LEA assures that it will make available to parents of children with disabilities and to the general public all documents relating to the eligibility of the agency under Part B of the IDEA, including this application. 34 CFR 300.212.
9. The LEA assures that it will cooperate with the U.S. Department of Education's efforts under section 1308 of the ESEA to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding those children. 34 CFR 300.213.
10. The LEA assures that programs assisted under P.L. 108-446 will be operated in compliance with Title 45 of the Code of Federal Regulations Part 84 (Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance).

Committee to Form Nevada State High School II



Attachment: A.8.5, Special Education Policy Assurance

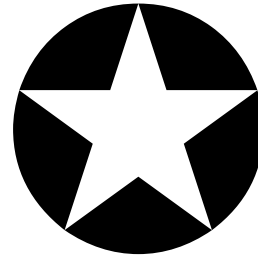
11. The control of funds provided to the LEA under each program and title to property acquired with those funds will be in the LEA and the LEA will directly administer and supervise the administration of those funds and property.
12. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to the LEA under each program.
13. None of the funds expended by the LEA under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization, representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
14. The LEA will:
 - a. Ensure that all data submitted to the Nevada Department of Education will be accurate and complete.
 - b. Make reports and provide data to the Nevada Department of Education and the U.S. Department of Education as may reasonably be necessary to enable the Nevada Department of Education and the U.S. Department of Education to perform their duties;
 - c. Maintain records--including the records required under Section 437 of GEPA--and provide access to those records as the Department or Secretary decides are necessary to perform their duties; and
 - d. Retain records for a minimum of five years after completion of the activities for which these federal funds were received.
15. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program.
16. In the case of any project involving construction:
 - a. The project is not inconsistent with overall state plans for the construction of school facilities; and
 - b. In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities.
17. The LEA has a procedure for insuring that the hearing aids worn by students with hearing impairments in school are functioning properly.
18. The LEA assures that neither it nor its principals are presently debarred, suspended, proposed for debarment, or voluntarily excluded from participation in federal funding by any Federal department or agency.
19. The LEA assures that either its policies and procedures have not changed since the last State monitoring review, or if the policies and procedures have changed, the changes have been submitted to the Department of Education for review and approval prior to implementation.

Printed/Typed Name and Title of Authorized Representative of the LEA:	
John Hawk, Liaison	
Signature:	Date:
	7/25/2013

7/30/2013~~12/11/2013~~

★★★★★

Members
Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: A.8.6 RtI Referral Packet/Flowchart

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.8.6 RtI Referral Packet/Flowchart and respective inquiry set forth in this section of the application identified in the 2013 *Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- Nevada State High School II will be adopting the RtI process being used at the flagship school that includes, but is not limited to the following: flowchart, student monitoring scorecard, student situation report, ~~and~~ referral information team meeting escalation, and limited English proficient plan.

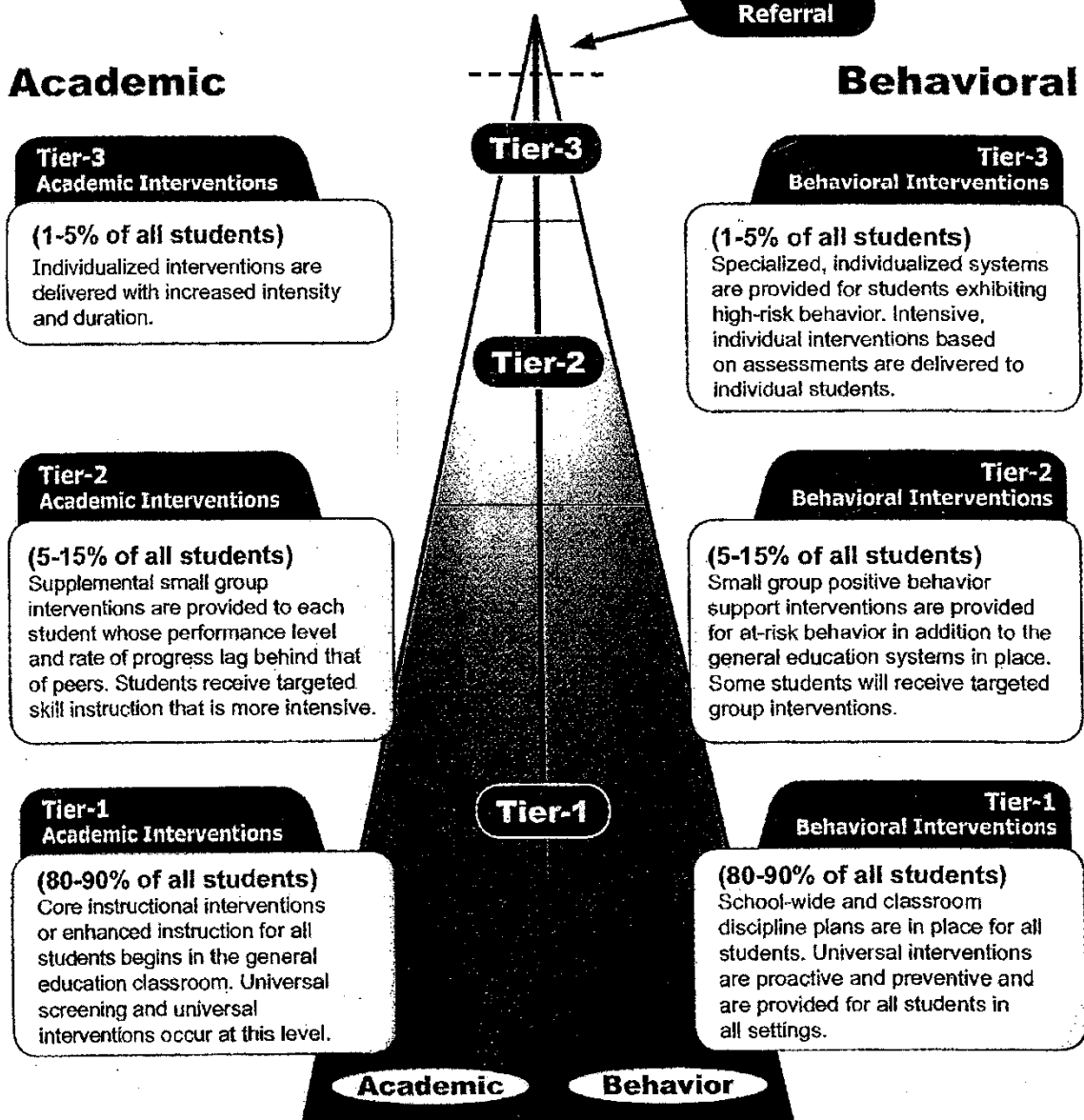
Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members
Committee to Form Nevada State High School II

Response to Intervention (RtI) Model

A referral may be considered to Section 504, special education, or other district options. Some districts denote this referral process as Tier-4.



Committee to Form Nevada State High School II



Attachment: A.8.6 RtI Referral Packet/Flowchart/**Limited English Proficient Plan**



Student Monitoring Scorecard - SMS

Student Information

INITIALS> Date: _____

Name: _____ Cell: _____ Grade: _____

Email: _____ Home: _____ Sty Skills: _____

KEY: PLR - Pillars of Transition // OBJ - Objectives // FAC - Factors

01 **100 PLR01-Personal** **20%**

02	110	OBJ01-Attendance	30%	RAW	CAL	WGT	VAL
03	111	FAC01-Tardies (StySkls)		0	4	15%	0.6
04	112	FAC02-Absences (StySkls)		0	4	35%	1.4
05	113	FAC03-Absences (TranCrs)		0	4	50%	2
06						100%	4
07	120	OBJ02-General	30%	RAW	CAL	WGT	VAL
08	121	Place_Hold Tutoring		0	1	0%	0
09	122	MOODLE Log ins		ES	4	100%	4
10		Use codes from 400 other progress				100%	4

130	OBJ03-Due Dates	40%	RAW	CAL	WGT	VAL	
131	FAC01	September Count Day	ES	4	20%	0.8	
132	FAC02	Textbook Forms	ES	4	10%	0.4	
133	FAC03	Parent Perf. Rev.	ES	4	15%	0.6	
134	FAC04	Vouchers	ES	4	20%	0.8	
135	FAC05	HS Academic Plan	ES	4	15%	0.6	
136	FAC06	February Count Day	ES	4	20%	0.8	
		Due Date Codes:				100%	4
		NS-Not Submitted, LT-Submits Late					
		OT-Submits On time ES-Submits Early					4

12 **200 PLR02-Social** **10%**

13	210	OBJ01-Activities One	20%	RAW	CAL	WGT	VAL
14	211	FAC01 Car Wash		AB	1	30%	0.3
15	212	FAC02 Prom		AL	4	30%	1.2
16	213	FAC03 Bowie Hawkins		AP	3	40%	1.2
17						100%	2.7
18	220	OBJ02-Activities Two	20%	RAW	CAL	WGT	VAL
19	221	FAC01 Pumpkin Patch		AP	3	30%	0.9
20	222	FAC02 Movie Night		AL	4	30%	1.2
21	223	FAC03 Sessions for Success		AB	1	40%	0.4
22		Activity Codes for 210 & 220:				100%	2.5
23		AB - Absent FB - Fly-by Participation					
23		AP - Participated AL - Activity Leader					
24	230	OBJ03-Other Social	60%	RAW	CAL	WGT	VAL
25	231	FAC01-Volunteering		ES	4	100%	4
26	232	FAC02 NA		0	0		
27		Other Social Codes:				100%	4
28		BS-Below Stnd AS-Approaches Stnd.					3.44
28		ST-Standard Met ES-Exceeds Standard					

300 **PLR03-Academic** **50%**

310	OBJ01-Proficiencies	50%	RAW	CAL	WGT	VAL	
311	FAC01-Math		ES	4	30%	1.2	
312	FAC02-Reading		ES	4	20%	0.8	
313	FAC03-Science		ES	4	30%	1.2	
314	FAC04-Writing		ST	3	20%	0.6	
		Use codes from 400 other progress				100%	3.8
320	OBJ02-Key Indicators	50%	RAW	CAL	WGT	VAL	
321	FAC01-HS GPA (auto fill)		4.17	4	10%	0.4	
322	FAC02-HS Math (auto fill)		A2H	3	10%	0.3	
323	FAC03-Math Completed		124	4	25%	1	
324	FAC04-Math Placement (auto)		096	2	10%	0.2	
325	FAC05-WorkKeys (auto fill)		PL	4	20%	0.8	
326	FAC06-Engage (auto fill)		56	2	15%	0.3	
327	FAC07 PLAN (auto fill)		26	4	10%	0.4	
		FAC05 WorkKeys Codes:				100%	3.4
		BS-Below Stnd AS-Approaches Stnd.					3.6
		ST-Standard Met ES-Exceeds Standard					

30 **400 PLR04-Other Progress Information** **20%**

31	410	OBJ01- Check-ups	100%	RAW	CAL	WGT	VAL
32	411	FAC01-Current GPA		ES	4	25%	1
33	412	FAC02-Semester Grades		ES	4	25%	1
34	413	FAC03-EyeQ		ES	4	10%	0.4
35	414	FAC04-Study Island		ES	4	10%	0.4
36	415	FAC05-Mileposts logs		ES	4	5%	0.2
37	416	FAC06 ACT/SAT		ES	4	25%	1
38		Other Progress Codes:				100%	4
39		BS-Below Stnd AS-Approaches Stnd.					4
39		ST-Standard Met ES-Exceeds Standard					

OBJ02-Notes

0

41 **Final Reporting**

Preparers Signature _____ Date _____

Green **3.744**

Committee to Form Nevada State High School II



Attachment: A.8.6 RtI Referral Packet/Flowchart/Limited English Proficient Plan

Study Skills Assignments Using Interventions

	Remediation	Proficiencies	Fails	Academic Probation	Due Dates
1. Initial Assignments	<ul style="list-style-type: none"> • Contract • Action Plan • Syllabus • “How does being in remediation affect my future?” Essay 	<ul style="list-style-type: none"> • Plan • Contract • “What is my biggest struggle with proficiencies?” Essay 	<ul style="list-style-type: none"> • “What was the biggest challenge to my success last semester?” Essay • Action Plan • Contract 	<ul style="list-style-type: none"> • “ My Plan to raise my grades” Essay • Syllabus • Contract 	<ul style="list-style-type: none"> • “Personal Responsibility” • Contract • Syllabi
2. Weekly Assignments	<ul style="list-style-type: none"> • Document ation of homework completion • Grade Checks 	<ul style="list-style-type: none"> • Study Island 	<ul style="list-style-type: none"> • Weekly Grade Checks 	<ul style="list-style-type: none"> • Document ation of homework completion • Grade Checks 	<ul style="list-style-type: none"> • Create agenda including whole date card • Discussion document ation
3. Required Tutoring/ Additional Support	<ul style="list-style-type: none"> • Tutoring Logs (15) • KeyTrain 	<ul style="list-style-type: none"> • Tutoring Logs: NSHS (15) • KeyTrain 	<ul style="list-style-type: none"> • Tutoring Logs: CSN (10) or NSHS (10) • KeyTrain 	<ul style="list-style-type: none"> • Tutoring Logs (15) • KeyTrain 	<ul style="list-style-type: none"> • Parent Signature • KeyTrain

Committee to Form Nevada State High School II



Attachment: A.8.6 RtI Referral Packet/Flowchart/Limited English Proficient Plan



Referral Information Team Meeting/Escalation

Meeting Date: _____

Staff in Attendance: _____

Staff in Attendance: _____

Staff in Attendance: _____

Staff in Attendance: _____

Staff in Attendance: _____

Staff in Attendance: _____

Student Information:

Top 5:

Note what students have been doing well:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

- _____
- _____
- _____
- _____
- _____

Bottom 5:

Note what interventions have been attempted:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

- _____
- _____
- _____
- _____
- _____

Is there a need to refer any students up to another staff? NO Yes

Student Name: _____
 Note Contacts with Parent: _____
 What staff needs to intervene?
 Educational Advising Coordinator Counselor Principal/ School Administrator
 Date referral EAC sent to staff: _____

Student Name: _____
 Note Contacts with Parent: _____
 What staff needs to intervene?
 Educational Advising Coordinator Counselor Principal/ School Administrator
 Date referral EAC sent to staff: _____

Student Name: _____
 Note Contacts with Parent: _____
 What staff needs to intervene?
 Educational Advising Coordinator Counselor Principal/ School Administrator
 Date referral EAC sent to staff: _____

Student Name: _____
 Note Contacts with Parent: _____
 What staff needs to intervene?
 Educational Advising Coordinator Counselor Principal/ School Administrator
 Date referral EAC sent to staff: _____

_____ _____
 EAC Signature Date Reviewed

Nevada State High School
Limited English Proficient Plan

1. Recruitment flyers to indicate the school has Spanish speaker support
2. During the registration process, applicants are given the three prompt Home Language Survey
 - a. If the student/parent speaks Spanish or Tagalog, they will sign a paper acknowledging who to contact at the school with questions and support
 - b. Students will complete resident form (Homeless), Income Verification, and Immigrant information, and migrant questions/forms
 - c. Students will be encouraged to bring LEP documentation for registration
3. If a student selects one or more languages that are other than English, the school will reach out and contact the previous school or Clark County School District (CCSD) Central Office for LEP records
 - a. Records will indicate that the students never had services, had services at one time and with the date, or are still receiving services
 - i. If they are still receiving services, the school will send home the State Public Charter School Authority (SPCSA) form letter indicating that the students are receiving services with the required information including, but not limited to the following: Reason for identification and placement, level of English Proficiency, how they were assessed, level of academic achievement, type of language program and instructional method, how the program will meet the strengths of students and help them obtain English proficiency to work toward graduation, requirements to exit the program, and how the program will meet IEP (if qualified).
 - ii. Evidence is provided that parents may 1. decline services, 2. ask questions, and 3. obtain assistance in selecting from available programs
 - b. If the students are not from CCSD and no records indicate their previous LEP status and they select one or more languages on the Home Language Survey, they will be given the W-APT for identification and Placement of student within 30 school days; if the student enrolls during the year the school will give the assessment within two weeks (no parent permission is necessary)
 - i. Parents will receive a letter with results including eligibility and placement
 - ii. Evidence is provided that parents may 1. decline services, 2. ask questions, and 3. obtain assistance in selecting from available programs

Attachment: A.8.6 RtI Referral Packet/Flowchart/Limited English Proficient Plan

4. The school administers the ACCESS assessment annually to current LEP students during the State Testing window by a trained licensed teacher who is fluent in oral and written English
 - a. The results are sent to parents and staff indicating the outcome and continuation of qualification for services
 - b. LEP and former LEP students participate in all school-wide testing
 - c. If the school were to utilize paraprofessionals, they would be supervised by a highly qualified teacher
5. The school monitors students for two years after exiting the program
6. The school will conduct an annual evaluation of the LEP program each year by comparing LEP and former LEP students against non-LEP student progress and adjusts program as needed

Program Description

NSHS is a dual-credit program where student core classes are taught at local colleges with real college professors in real college classes. The high school focuses on supporting students in a college environment. Through the application process, students take a college placement test in English and the college dictates the English class level including a class for English Language Learners. Student progress is tracked each month with a scorecard documenting areas of growth toward the school mission of academic, personal responsibility and social connection. The school contracts with a highly certified reading and TESL endorsed teacher to supplement college instruction and support progress toward passing the State Proficiency Exam and other school-wide testing. Interventions are logged in the student intervention tracking program.

7/30/2013

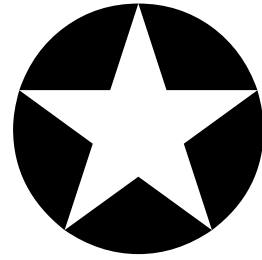
★★★★★

Members

Committee to Form Nevada State High School II

233 North Stephanie Street

Henderson, NV 89074



Attachment: A.8.7, Special Ed. Continuum of Service Flowchart

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.8.7, Special Ed. Continuum of Service Flowchart and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- Nevada State High School II chooses large-group to pull-out interventions as its continuum of service delivery. This allows the service to work effectively with the school educational plan and the individualized education program (IEP) team to develop an educational program that meets the individual needs of the child.

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II



Attachment: A.8.7, Special Ed. Continuum of Service Flowchart

Figure A.8.7.1: Continuum of service flowchart

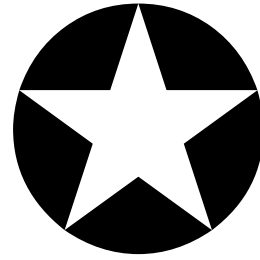
Flow	Type of Contact:	How it will be delivered	Variables:	Appropriate for:	Other:
LEAST RESTRICTIVE	Large Group	General Education Classroom Setting Whole Group Seminar	Classroom Accommodations; Registration with college disability resource center	Students who are advocating for use of accommodations, progressing in general ed. courses and/or may be exiting Special Education.	Guidance and monitoring is provided by the special education teacher on the students' self-advocacy for college support.
	Small Group Contact	General Education Classroom Setting	Classroom Accommodations; Registration with college disability resource center	Students who may need extra support advocating for accommodations, may need extra time to complete assignments and tests and may need less distractions than a large group setting.	Guidance and monitoring is provided by the special education teacher on the students' self-advocacy for college support.
	Individual Contact	General Ed. setting and/or individual meeting times outside of Gen Ed. Setting	Classroom Accommodations; Registration with college disability resource center	Students who may direct support from special education teacher on an as needed basis to monitor progress, provide support and allow for extra time to complete assignments and tests. Student may need support and instruction individually.	Regularly scheduled contacts are made by the special education teacher with student to provide guidance, support and monitoring is provided on the students' self-advocacy for college support.
MOST RESTRICTIVE	Face to Face (Direct, individual services)	Resource classroom or regularly scheduled meetings with Special Education Teacher	Classroom Accommodations; limited and specific modifications, registration with college disability resource center.	Students who may require direct, regularly scheduled support meetings with Special Education teacher or scheduled resource class to provide more specific support and individualized instruction.	Direct instruction is provided directly by special education teacher on a scheduled basis or in a resource room to support progress in college and high school courses.

7/30/2013

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Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: A.9.2, Pupil Record Retention Policy

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding A.9.2, Pupil Record Retention Policy and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

The School's academic administrator is responsible for student records at the Nevada State High School II. Per NAC 386.360, the permanent record includes the records of individual students maintained in a separate files that contain the following:

- record of attendance
- transcript with grades, credits and proficiency data
- immunization records
- any other documentation related directly to the students

Nevada State High School II will follow the Federal Education Rights and Privacy Act (FERPA) and staff are trained annually on the provisions of FERPA. Parents have rights to access all of their student's educational records as defined by NAC 392.315 with respect to their K-12 education; however, once students enroll in an institution of higher education, regardless of age, the parents are not permitted access to the college records. Parents and students sign a document upon registration to permit the school to share information with the students' colleges regarding the students' educational records which is necessary information to ensure the student obtains the high school grades for the college coursework under dual-credit.

No additional attachments will be found for this section.

Sincerely,

Members

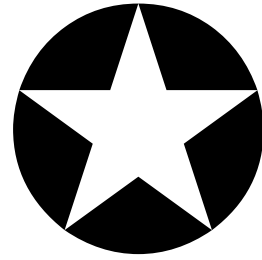
Committee to Form Nevada State High School II

7/24/2013

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Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: B.1.1 Bylaws Letter from Counsel

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding B.1.1 Bylaws Letter from Counsel and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- The Committee provides a letter from legal counsel James J. Smedley, Esq. on his letterhead stating that the bylaws/rules of governance were reviewed by him and that they comply with the model bylaws and "Applicant Instructions," as defined in the *2013 Call for Quality Charter Schools Application*; and that they are legally sufficient as to form and content. Additionally, the bylaws/rules of governance were reviewed for compliance with Nevada's Open Meeting Law (NRS Chapter 241).

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II

★★★★★

B.1.1 Bylaws Letter from Counsel

LAW OFFICES OF JAMES J. SMEDLEY, ESQ.

James J. Smedley, Esq.
4000 South Eastern Avenue, Suite 235
Las Vegas, Nevada 89119

July 17, 2013

Nevada Charter School Authority
1749 Stewart Street, Suite 40
Carson City, NV 89706

RE: Proposed Bylaws of Nevada State High School II

TO WHOM IT MAY CONCERN,

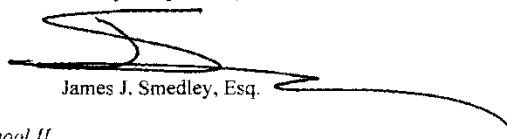
Please be advised that I am duly licensed and practicing Attorney, and I have been called upon by the *Committee to Form* to review and opine on the content and sufficiency of the enclosed Bylaws, said Bylaws relating to a new Charter School that is currently being established by the *Committee*. Both this written confirmation letter and the enclosed Bylaws are hereby provided with the intention of full compliance with applicable Nevada Administrative Codes and Nevada Revised Statutes (namely, Chapter 346 of both the NAC and NRS, and all applicable subsections related thereto).

Therefore, please accept this correspondence as written confirmation that: I have reviewed the proposed Bylaws/Rules of Governance; I respectfully submit that the proposed Bylaws legally sufficient as to both form and content; and that both the submission of said documents and actions taken to date are consistent with the guidelines and compliance requirements set forth in Nevada Law and Statute(s).

As the Nevada Charter School Authority may note, this office had undertaken this same endeavor for Bylaws for *Nevada State High School II* under its previous name of *XYZ Academy* and provided the Authority with correspondence confirming same dated June 04, 2013. Thus, I hereby certify that a full and complete review of the proposed Bylaws of *Nevada State High School II* as attached herein has been completed newly and independently from the prior review of the Bylaws for *XYZ Academy*.

Please feel free to contact my office in the event that you have any questions, comments or concerns about this content of this correspondence or for any reason related thereto. Thank you.

Very Truly Yours,



James J. Smedley, Esq.

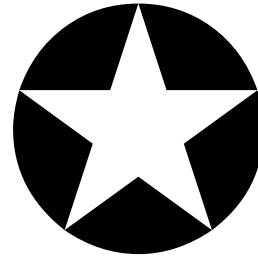
ENCL: *Bylaws of Nevada State High School II*

Tel: (702) 628-5660
Fax: (702) 666-9138
smedlaw@smedlaw.com
www.smedlaw.com

~~7/24/2013~~12/11/2013

★★★★★

Members
Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: B.1.2 Bylaws

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding B.1.2 Bylaws and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- The Committee provides proposed bylaws that follow generally accepted practices of good public body governance and are in alignment with the stipulations of “NDE’s Model Bylaws” and “Applicant Instructions,” as defined in the *2013 Call for Quality Charter Schools Application*.

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members
Committee to Form Nevada State High School II

Committee to Form Nevada State High School II



B.1.2 Bylaws

NEVADA STATE HIGH SCHOOL II COMPLIANCE REGULATION

B.1.2

BYLAWS

OF

Nevada State High School II

ARTICLE I

INTRODUCTION; LEGAL STATUS

Section 1. Name, Location and Address. The name of the charter school is Nevada State High School II (hereinafter referred to as the “School”). The School is located in Clark County. The address of the School is 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. The Governing Board of the School is an independent body under the authorization of the State Public Charter School Authority Board. The School’s Board plans and directs all aspects of the school’s operations and there is no implicit or explicit reference to incorporation of these charter school meeting the stipulation set forth under NAC 386.227. *(STIPULATION 01)*

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386 and any other applicable State Statutes.

ARTICLE II

PURPOSE AND MISSION

Section 1. Purpose and Mission. The purpose of the School is to meet the challenges of transitioning high school students to college by providing an academic setting with support, assistance, and remediation in a college environment. The School exists to support 11th and 12th grade students in a college environment with personal, academic, and social supports. *(STIPULATION 17)*

Section 2. Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or

Review Responsibility: Governing Body
Adopted: [8/1/2013]
Next Regulatory Review: 9/1/2018

Committee to Form Nevada State High School II



B.1.2 Bylaws

NEVADA STATE HIGH SCHOOL II COMPLIANCE REGULATION

B.1.2

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, gender, religion, ethnicity or disability. 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. 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) Establish and approve all major educational and operational policies;
- (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 individuals 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 state 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

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Committee to Form Nevada State High School II



B.1.2 Bylaws

NEVADA STATE HIGH SCHOOL II COMPLIANCE REGULATION

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Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.

- (k) To 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) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School’s Charter.

Section 2. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5), and NRS 386.527(7) shall consist of the members of the Committee to Form the School. Former Committee members prohibited from membership on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board members shall fill all vacancies created by resignations or these Bylaws at the first meeting. The appointment or election of all new Board Members to fill vacancies on the Board, both at the initial Board meeting and at all future meetings where appointments or elections take place, shall include candidates whose appointment or election to the Board will maintain compliance with NAC 386.345 and all other applicable statutes. ***(STIPULATION 07 and 14)***

Section 3. Qualifications; Election; Tenure. The Board shall be composed of five (5) Directors unless and until changed by amendment of these Bylaws. Any amendments will be discussed in an open meeting and approved by the School’s Sponsor. ***(STIPULATION 02)***

(a) The Board shall adhere to the statutory requirements of NRS 386.549 and shall have a minimum of five (5) Directors. The number of Directors is five (5) and will remain five (5) until such time that the number is changed and a new number is identified by board action in an open meeting. There will be an identification of Directors namely Teacher, Parent, and Community Directors that meet requirements that include the following:

- a. Two Teacher Directors ***(STIPULATION 05)***
 - i. One Director shall meet the following:
 1. Person licensed pursuant to chapter 391 of NRS (a Nevada-licensed teacher); or
 2. Person who previously held such a license and is retired

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Committee to Form Nevada State High School II



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NEVADA STATE HIGH SCHOOL II COMPLIANCE REGULATION

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- ii. One Director shall meet the following:
 - 1. Person licensed pursuant to chapter 391 of NRS (a Nevada-licensed teacher); or
 - 2. Person who previously held such a license and is retired; or
 - 3. Person who is a school administrator with an out of state license; or
 - 4. Person who previously held such a license and is retired
 - b. One Parent Director (*STIPULATION 05*)
 - i. One Director shall meet the following:
 - 1. Person who is a parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school.
 - c. Two Community Directors (*STIPULATION 05*)
 - i. One Director shall meet the following:
 - 1. A person who possesses knowledge and experience in one or more of the following areas:
 - a. Accounting, or
 - b. Financial services, or
 - c. Law, or
 - d. Human resources
 - ii. One Director shall meet the following:
 - 1. A person who possesses knowledge and experience in one or more of the following areas:
 - a. Accounting, or
 - b. Financial services, or
 - c. Law, or
 - d. Human resources
- (b) A majority of Board Members shall be residents of the county in which the school is located.
- a. Roles and qualifications may overlap among committee and board members, but each ~~required area category~~ must be specifically filled by separate persons:
 - i. For example, ~~the a~~ person ~~filling Category 4~~ may have knowledge and experience in both accounting and law, but that person cannot fill both ~~community director Categories 4 and 5~~ ~~positions~~; a different person with knowledge and experience

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Committee to Form Nevada State High School II



B.1.2 Bylaws

NEVADA STATE HIGH SCHOOL II COMPLIANCE REGULATION

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in accounting, financial services, law, and/or human resources must fill ~~Category 5~~**the second community director position.** ~~Categories 4 and 5~~**The two community positions** may be filled by different persons who, for example, both possess knowledge and experience in accounting only, because a variety of experience on the board is preferable.

(c) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.

(d) The Board Members shall serve no more than two (2) two-year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for appointment/election in any one year, unless a vacancy(ies) needs to be filled. When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall fill the position through a recommendation process at a future meeting of the Governing Body. Nominations to fill a vacant position shall be sent to the school's Chief Operations Officer or designee and may come from the following: School's Directors, administration, or a recognized parent group of the school. The selection of a final nomination shall come during a public meeting of the Board of Directors. In the case of multiple nominations, the Board of Directors may elect to have the ~~school administration~~**Governance Committee (see Section 10(c) of this Article)** narrow the selection by conducting a review of those things that include, but are not limited to the following: holding an election, interviewing candidates, determining position type needed (community/teacher/parent), understanding of school's mission, etc.. *(STIPULATION 08 and 09)*

a. To initially stagger the terms for the founding Governing Body, Two Directors will serve two-year terms, three Directors will serve three-year terms. Those Directors who will serve the two and three year terms will be determined by a lottery at the first official board meeting upon receipt of the charter.

(e) When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall select by appointment a new Director to fill the vacancy. It is incumbent upon the Board to fill any vacancies as soon as practicable. ~~If for any reason the Board membership should drop below three (3) members, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with statute and its bylaws. Furthermore, once any Board Vacancy has been open for more than one hundred twenty (120) days, the only action that may be taken by the Governing Body is action to add members who will bring the governing body back into compliance with~~

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Committee to Form Nevada State High School II



B.1.2 Bylaws

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~~statute and its bylaws~~ **No action will be taken by the Board of Directors if it lacks the membership required by statute or these bylaws. The only action that may be taken by the Board lacking the required number or type of members is action to add members who will bring the Board back into compliance with statute and its bylaws. (STIPULATION 13)**

(f) It is the responsibility of existing Directors to identify new persons to serve on the Board of Directors. The Board of Directors must seek candidates which adhere to the statutory requirements of NRS 386.549. To Assist in identifying the best qualified candidates, the Board shall advertise a vacancy on the School's website, school postings/meetings, and/or through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. The Board of Directors may not solely rely upon the School Administrator. Insofar as is practical, the Board of Directors shall represent the diversity of the community it serves and shall be free from domination of members of the same religious, ethnic or racial group or related parties (by birth or marriage). *(STIPULATION 10 and 15)*

(g) The School shall notify its sponsor and the Department of Education within ten (10) days of the selection of a new Board Member and provide the sponsor and the Department of Education with the new member's resume and affidavit as required pursuant to NRS 386.549(1).

(h) The Board shall develop an orientation and training program for new directors and an annual continuing program for existing directors. Board members will avail themselves of charter school conferences which offer workshops on governance, financial oversight, budget, academic accountability, among others. *(STIPULATION 04)*

Section 4. Annual Meeting. The annual meeting of the Board shall be held at the School in January of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled quarterly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada's Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

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 the county in which the School is located. Special meetings of the Board may be called

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Committee to Form Nevada State High School II



B.1.2 Bylaws

NEVADA STATE HIGH SCHOOL II COMPLIANCE REGULATION

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at any time by the Chairperson 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 of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member 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. Meetings shall be audio recorded. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School. Said minutes shall be kept at the School and will be made available to the public upon request and sent to the school's sponsors regularly. *(STIPULATION 16)*

Section 6. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with NRS 241.020(2).

(a) Committee Reports shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 10 minutes on the agenda.

(b) In addition to previously requested agenda items, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. In the event of contact by a non-board member to any individual member of the Governing Body with a request for action from the Board that the board member shall indicate to the individual to put the request in writing and send via e-mail, fax or regular mail to the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 72 hours prior to the posting deadline pursuant to Nevada Open Meeting Law. For all requested agenda items, the Board President may decide to place the item on the next regularly scheduled agenda as an action item or bring the item to the Governing Body for information and discussion to consider bringing forth at a future meeting of the Governing Body.

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. Proxy voting is not permitted.

Review Responsibility: Governing Body
Adopted: [8/1/2013]
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Committee to Form Nevada State High School II



B.1.2 Bylaws

NEVADA STATE HIGH SCHOOL II COMPLIANCE REGULATION

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Section 8. Ex-Officio Members. There shall be no ex-officio governing body members. *(STIPULATION 03)*

Section 9. Vacancies. Any vacancy occurring on the Board because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

Section 10. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, a Finance Committee, an Academic Committee, a Governance Committee, and one or more other committees, each of which shall consist of at least one Director. Committees may make recommendations for effective and efficient operation of the school to the school's administrators as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law. *(STIPULATION 18)*

(a) Committees and Directors shall not be involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. The Governing Body delegates the responsibility for running the charter school and implementing policies of the Governing Body to the School's administration. Nothing in this Section precludes an individual Director from interacting with members of the public or the School.

(b) The Finance Committee will be made of the school's Vice-chair, the Chief Operations Officer, a staff member (if available), and may have one (1), but not more than three (3) other members of the public or school appointed by the Vice-chair. The committee will meet no less than twice per year to review the School financials, budget, spending, and make recommendations to the Governing Body for improvements. *(STIPULATION 18)*

(c) The Governance Committee will be made of the school's Clerk, the Chief Operations Officer, a staff member (if available), and may have one (1), but not more than three (3) other members of the public or school appointed by the Clerk. The committee will meet no less than twice per year to review the School's regulations, policies, procedures, and practices to make possible recommendations to the Governing Body for improvements. *(STIPULATION 18)*

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Committee to Form Nevada State High School II



B.1.2 Bylaws

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(d) The Academic Committee will be made of a member of the Governing Body appointed by the Chair, the Chief Academic Officer, a staff member (if available), and may have one (1), but not more than three (3) other members of the public or school appointed by the Chair. The committee will meet no less than twice per year to review the School academic progress and service to make possible recommendations to the Governing Body for improvements. *(STIPULATION 18)*

Section 11. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 12. Resignation. A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 13. Participation by Telephone. To the extent permitted by law, any member 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 14. Proxy Voting. Proxy voting is not permitted.

Section 15. Compensation. To the extent the Law provides, Directors may receive compensation of \$80 per meeting for attendance.

Section 16. Closed Sessions. Any Board member may request to the Board President to call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

Section 17. Protocol. The Board shall use Robert's Rules of Order. If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting. *(STIPULATION 06)*

Review Responsibility: Governing Body
Adopted: [8/1/2013]
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Committee to Form Nevada State High School II



B.1.2 Bylaws

NEVADA STATE HIGH SCHOOL II COMPLIANCE REGULATION

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Section 18. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

**ARTICLE IV
OFFICERS**

Section 1. Number. The officers of the School shall include a Chair, Vice-Chair, Clerk, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall appoint/elect all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one year and until their successors have been duly elected and qualified. Board Officers may serve no more than three (3) consecutive one-year terms any office. 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 at the annual meeting. *(STIPULATION 09)*

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair 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 Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time. The Chair shall also be responsible for communicating with staff when necessary on developing upcoming agendas. *(STIPULATION 19)*

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair. The Vice-Chair will serve on the School's Financial Committee that meets no less than twice per year. *(STIPULATION 19)*

Review Responsibility: Governing Body
Adopted: [8/1/2013]
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Committee to Form Nevada State High School II



B.1.2 Bylaws

NEVADA STATE HIGH SCHOOL II COMPLIANCE REGULATION

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Section 6. Clerk. The Clerk shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Clerk shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Clerk of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time. The Vice-Chair will serve on the School's Governance Committee that meets no less than twice per year. **(STIPULATION 19)**

Section 8. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

**ARTICLE V
STAFF**

The Board may appoint employee(s) to function as administrator(s) of the School (the "Administrator(s)"). Such person(s) may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person(s) shall administer the School in accordance with Board direction and generally accepted educational practice.

Section 1. Paid Positions. The Governing Body shall appoint a Chief Operations Officer and a Chief Academic Officer according to the following:

(a) The Governing Body shall appoint a Chief Operations Officer for a renewable term of one year. The Governing Body may remove the Chief Operations Officer for inefficiency, neglect of duty, malfeasance in their position or for other just cause.

a. Eligibility: To be eligible for the position of Chief Operations Officer, a person shall:

- i. Have attained a minimum of a Master's Degree in Educational Leadership/School Administration (Doctoral Degree preferred); and
- ii. Have working knowledge of charter schools; and

Review Responsibility: Governing Body
Adopted: [8/1/2013]
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B.1.2 Bylaws

NEVADA STATE HIGH SCHOOL II COMPLIANCE REGULATION

B.1.2

- iii. Have a valid Nevada Teaching License.
- b. Duties and Responsibilities: A person shall filling the role for the position of Chief Operations Officer this individual shows potential and progress to the essential duties and responsibilities of the position:
 - i. Executes, directs, plans, develops or supervises the operational services for the school including, but not limited to:
 - 1. Facilities, maintenance, operations, transportation, health, and safety
 - ii. Executes, directs, plans, develops or supervises the financial services for the school including, but not limited to:
 - 1. Information technology, general accounting, financial analysis, budgeting, payroll, accounts payable, procurement, grants, management, and third party billing
 - iii. Executes, directs, plans, develops or supervises the communications/external initiatives for the school including, but not limited to:
 - 1. Communications, public relations, development, partnerships, and public affairs
 - iv. Executes, directs, plans, develops or supervises the human resources for the school including, but not limited to:
 - 1. Labor relations, staffing/certification, compensation, and benefits
 - v. Executes, directs, plans, develops or supervises the operational/financial recommendations made to the Governing Body for the school including, but not limited to:
 - 1. Regulations, policies, procedures, or practice
- (b) The Governing Body shall appoint a Chief Academic Officer for a renewable term of one year. The Governing Body may remove the Chief Academic Officer for inefficiency, neglect of duty, malfeasance in their position or for other just cause.
 - a. Eligibility: To be eligible for the position of Chief Academic Officer, a person shall:
 - i. Have attained a minimum of a Master’s Degree in Educational Leadership/School Administration (Doctoral Degree preferred); and
 - ii. Have working knowledge of charter schools; and
 - iii. Have a valid Nevada Teaching License.

Review Responsibility: Governing Body
Adopted: [8/1/2013]
Next Regulatory Review: 9/1/2018

Committee to Form Nevada State High School II



B.1.2 Bylaws

NEVADA STATE HIGH SCHOOL II COMPLIANCE REGULATION

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- b. Duties and Responsibilities: A person shall filling the role for the position of Chief Academic Officer this individual shows potential and progress to the essential duties and responsibilities of the position:
- i. Executes, directs, plans, develops or supervises the student support services for the school including, but not limited to:
 1. Library services, parental communication, extended learning, academic support services, school improvement, and student support services
 - ii. Executes, directs, plans, develops or supervises the academic achievement services for the school including, but not limited to:
 1. Literacy, mathematics, career paths, academic support, academic enrichment, counseling, academic standards, and professional development
 - iii. Executes, directs, plans, develops or supervises the special education/504 services for the school including, but not limited to:
 1. Related services, remedy services, program support, IEP teams
 - iv. Executes, directs, plans, develops or supervises the research/evaluations services for the school including, but not limited to:
 1. Assessment, accountability, program evaluation, and institutional research
 - v. Executes, directs, plans, develops or supervises the academic recommendations made to the Governing Body for the school including, but not limited to:
 1. Regulations, policies, procedures, or practice
- (c) The Governing Body may keep a more specific job description to detail more specifics of major duties and responsibilities of the position for Chief Operations Officer and Chief Academic Officer.

**ARTICLE VI
PARENT ASSOCIATION**

Review Responsibility: Governing Body
Adopted: [8/1/2013]
Next Regulatory Review: 9/1/2018

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Committee to Form Nevada State High School II



B.1.2 Bylaws

NEVADA STATE HIGH SCHOOL II COMPLIANCE REGULATION

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There may be a Parent Association to facilitate parent involvement with the School. The Parent Association shall have the right to select from those of its members who have participated in a School provided orientation program, a member to be on the Board.

**ARTICLE VII
CONTRACTS, LOANS, AND DEPOSITS**

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School **in the amount greater than \$3,000** shall be signed by ~~such officer or officers, or agents of the School and in such manner as shall be determined by the Board~~ **two non-related parties including the Chief Operations Officer and the Chair of the Board or their designee ratified by the Board in public meeting.** The Board determines that Chief Operations Officer is authorized and required to sign all checks for the school and succeeds to the Chief Academic Officer in his/her absence. In the absence of both appointed administrators, the responsibility resides with the Chair of the Board or their designee. At any time, the Chair of the Board may revise this Section during public meeting and a majority vote of the Board to require additional signees (officer or officers, or agents of the School) to accompany the signature of the Chief Operations Officer of the school for any or all checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select. *(STIPULATION 11)*

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Review Responsibility: Governing Body
Adopted: [8/1/2013]
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B.1.2 Bylaws

NEVADA STATE HIGH SCHOOL II COMPLIANCE REGULATION

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Section 6. Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

**ARTICLE VIII
PROPERTY**

Section 1. The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair or their designee in the name of the School, and such instrument shall be carried out by Board policy or a majority vote of the Board.

**ARTICLE IX
INDEMNIFICATION**

Section 1. The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person 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. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

Review Responsibility: Governing Body
Adopted: [8/1/2013]
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B.1.2 Bylaws

NEVADA STATE HIGH SCHOOL II COMPLIANCE REGULATION

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**ARTICLE X
AMENDMENTS**

Section 1. These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least three (3) days prior to the meeting. Bylaw amendments are held pending until final approval from the school's sponsor. *(STIPULATION 12)*

**ARTICLE XI
DISSOLUTION**

Section 1. Revocation of Charter or Dissolution. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of as they see fit.

**ARTICLE XII
PURPOSE OF THE BYLAWS**

Section 1. These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

CERTIFICATION

I hereby certify that I am the duly elected and acting Clerk of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this ____ day of _____, 20__.

Review Responsibility: Governing Body
Adopted: [8/1/2013]
Next Regulatory Review: 9/1/2018

Committee to Form Nevada State High School II

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B.1.2 Bylaws

NEVADA STATE HIGH SCHOOL II COMPLIANCE REGULATION

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_____, Clerk

Review Responsibility: Governing Body
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Succession Plan for Nevada State High School II

Departure of Chief Academic Officer and/or Chief Operations Officer

Planned Departure

The Chief Academic Officer (CAO) and/or Chief Operations Officer (COO) will give at least six months' notice to the Nevada State High School II's Governing Body. Upon the announcement of their planned departure, the Board will appoint a Search Committee from the members of the Board which may include members from the community and the school to conduct a search for successor(s). The Search committee will develop a search process, which will be approved by the Board either in a meeting, or electronically if time does not permit. The Search Committee may engage an Executive Search firm to conduct the search for the replacement(s). The search process is expected to take place over a three-month period to allow for effective transitioning and leadership development.

Unplanned Departure

CASE ONE: Should one of these Officers departure be unplanned or occur in advance of the completion of the search process, then the other Officer will have the full authority for decision making and independent action in place of the departed Officer their respective position. Within two weeks of the departure, the Governing Body will convene and ratify the authority given to the Officer and appoint a Search Committee as identified above in a planned departure.

CASE TWO: Should both of these Officers departure be unplanned or occur in advance of the completion of the search process, then the Board will convene within three-days to appoint an interim single emergency Officer until such time that the Search Committee can complete their search for the position.

Capacity Building and Performance of Chief Officers

Annually, the Governing Body will require the current CAO and COO give the names of two candidates willing to serve in an emergency capacity for an unplanned departure. The CAO and COO shall engage in continuous cross-training to understand the priority functions of each position respectively. The CAO and COO will distribute responsibility and accountability to build leadership capacity among staff as appropriate to facilitate a smooth transition of an interim or full-time officers as appropriate.

Oversight during the Search Process

During the search process, the Governing Body will receive monthly reports from the current CAO and COO or interim officer(s), reviewing reports about the progress of programs, the

Committee to Form Nevada State High School II

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B.1.2 Bylaws

performance of the organization against its strategic framework, the financial condition of the organization, personnel issues and staff morale to insure increased oversight on the part of the Board during the transition period.

The Search Committee will develop a list of priority attributes to guide the search process and will evaluate candidates against these attributes. When a short list of interviewees is determined, the Search Committee will establish a process of receiving feedback from members of the School management team staff. This feedback will be considered in making the final selection.

The Search Committee will recommend up to two candidates to the members of the Governing Body. The final selection will be made by a vote of the members of the Governing Body.

The Succession Plan will be reviewed during the Annual Meeting (Bylaws Article III Sec. 4).

Adopted directly from National Alliance for Public Charter Schools

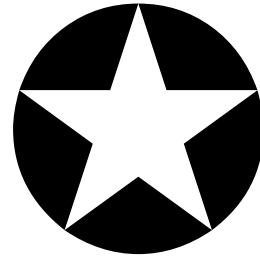
<http://www.publiccharters.org/editor/files/FlashSuccession/CMO%20Succession%20Planning%20Report.pdf>

7/24/2013

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Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: B.1.3 Bylaws Stipulations Identification

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding B.1.3 Bylaws Stipulations Identification and respective inquiry set forth in this section of the application identified in the 2013 *Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

1. The Contain no reference to incorporation of the charter school or the school's governing body (NAC 386.227);
 - a. See Attachment: *B.1.2 Bylaws* Article I Section 2
2. Identify a specific number—ideally between 7 and 11—of governing body members, not a range of numbers; if they identify a range of numbers, the bylaws should specify that to identify the number of members of the first governing body, and to change the number of members thereafter, requires governing body action in an open meeting;
 - a. See Attachment: *B.1.2 Bylaws* Article III Section 3
3. Identify a specific number of "ex officio" governing body members, if any, and clarify whether those members will be able to vote or not;
 - a. See Attachment: *B.1.2 Bylaws* Article III Section 8
4. Address the types of governing body training that will be required of members;
 - a. See Attachment: *B.1.2 Bylaws* Article III Section 3(h)
5. Address the types of expertise that will be provided by governing body members (legal, financial, real estate, fundraising, etc.). See NRS 386.549 for the minimum legal standard for membership; also see the guidance provided in the Charter School Operation Manual under the heading "Committee to Form a Charter School and Governing Body";
 - a. See Attachment: *B.1.2 Bylaws* Article III Section 3(a)a,b,c
6. Assure that Robert's Rules of Order will be followed when conducting meetings;
 - a. See Attachment: *B.1.2 Bylaws* Article III Section 17
7. Include a description of how the Committee to Form the School will transition into the school's governing body when a charter is granted; for example, who on the Committee, if anyone, will be on the school's first governing body? How will the first governing body be identified?;
 - a. See Attachment: *B.1.2 Bylaws* Article III Section 2 – In addition to the information found in Article III Section 2 of the Bylaws, the Committee will recruit members for any vacancies from the current Governing Body of the flagship school, accept nominations from parents at the flagship school that live in the area and have experience in the desired categories defined in 5a above, and seek out nominations and candidates from the local businesses, non-profits, chamber of commerce's to help build capacity and diversity on the school's first Governing Body

Committee to Form Nevada State High School II



B.1.3 Bylaws Stipulations Identification

8. Identify staggered terms for members so that the entire membership does not turn over at the same time and explain how terms will be staggered for the members of the first governing body, all of whom will start their terms at the same time (upon approval of a NRS 386.527(7) or a NRS 386.527(5) charter);
 - a. See Attachment: *B.1.2 Bylaws* Article III Section 3(d)
9. State the term of office for each member and make clear that leadership and membership of the governing body will change periodically, perhaps through term limits, so that the same persons will not serve indefinitely as either members or officers;
 - a. See Attachment: *B.1.2 Bylaws* Article III Section 3(d)
 - b. See Attachment: *B.1.2 Bylaws* Article IV Section 2
10. State the method of selecting, nominating and electing persons who will govern, including making clear that identification of new members is a responsibility primarily of existing members; it is improper for employees of the charter school, especially the administrator, or for an Educational Management Organization or other contractor, to be the sole or primary source of names of proposed members for the governing body;
 - a. See Attachment: *B.1.2 Bylaws* Article III Section 3(f) – In addition, the Committee in the narrative section of the application responses under *B.1.7 Recruitment of Board Members* provides a clear step-by-step method for selecting, nominating, and elections persons who will govern.
11. Specify that only financial institutions in Nevada will be used by the school;
 - a. See Attachment: *B.1.2 Bylaws* Article VII Section 4
12. Specify that any amendment of the bylaws will need to be approved by the school’s sponsor before it may take effect;
 - a. See Attachment: *B.1.2 Bylaws* Article X Section 1
13. Clarify that no actions will be taken by a governing body that lacks the membership required by statute, and no actions will be taken by a governing body that lacks the number of members required by the governing body’s bylaws. The only action that may be taken by a governing body lacking the required number or type of members is action to add members who will bring the governing body back into compliance with statute and its bylaws;
 - a. See Attachment: *B.1.2 Bylaws* Article III Section 3(e)
14. Assure compliance with NAC 386.345 which restricts membership on the governing body;
 - a. See Attachment: *B.1.2 Bylaws* Article III Section 2
15. Assure the membership of the governing body represents the diversity of the community the school proposes to serve; is free from domination by members of the same religious, ethnic or racial group if that group fails to represent the nature of the community the school would serve; and lacks related (by birth or marriage) parties;
 - a. See Attachment: *B.1.2 Bylaws* Article III Section 3(f)
16. Assure that all governing body meetings will be audio recorded in compliance with Nevada’s Open Meeting Law, and that the recordings will be available to the school’s sponsor;
 - a. See Attachment: *B.1.2 Bylaws* Article III Section 5
17. Include a mission statement that matches all other statements of the school’s “mission” in the school’s charter;
 - a. See Attachment: *B.1.2 Bylaws* Article II Section 1

Committee to Form Nevada State High School II



B.1.3 Bylaws Stipulations Identification

18. Clarify that at least three board committees will be designated and operate: Academic, Governance, and Financial. Provide a brief description of each committee's membership, purpose and operation;
 - a. See Attachment: *B.1.2 Bylaws* Article III Section 10 (b), (c), (d)
19. Identify the type and number of officers, and provide a brief job description of each.
 - a. See Attachment: *B.1.2 Bylaws* Article IV Section 4, 5, 6

No additional attachments will be found for this section.

Sincerely,

Members

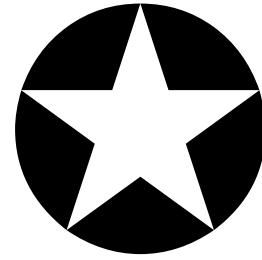
Committee to Form Nevada State High School II

7/12/2013

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Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: B.2.1, Committee Member Names, Resumes

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding B.2.1, Committee Member Names, Resumes and respective inquiry set forth in this section of the application identified in the 2013 *Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

Members of the Committee to Form Nevada State High School II include the following:

- ~~1. Iliana Arroyo (Designing Member | Role: General Business)~~
- ~~2. Erika Capulo (Designing Member | Role: Accounting Business)~~
- ~~3.1. Stephanie Haldaway (Founding Member | Role: Parent)~~
- ~~4.2. John Hawk (Liaison Member | Role: High School Teacher/School Business Administration)~~
 - a. Nevada Teacher License Number: 0000002745
- ~~5. Wendi Hawk (Lead Agent Member | Role: High School Teacher/School Administration)~~
 - a. Nevada Teacher License Number: 0000034527
- ~~6.3. Al Lasso (Founding Member | Role: Law)~~
- ~~7.4. Isaac Moubarek (Founding Member | Role: Retired Teacher)~~
- 5. Russell Keglovits (Founding Member | Role: Teacher/Administrator)**
 - a. Nevada Teacher License Number: 0000035315**
- 6. Donald Hayes, Ph.D. (Founding Member | Role: Business)**
- ~~8. Ken Turner (Designing Member | Role: Human Resources Business)~~
- ~~9. Christina West (Founding Member | Role: Accounting Business)~~

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II



Attachment: B.2.1, Committee Member Names, Resumes

STRIKE ALL LINES

Iliana F. Arroyo

PO Box 90597, Henderson, NV, 89009 • arroyoi@cox.net • 702.343.9638

SUMMARY OF SKILLS & QUALIFICATIONS

Profile: A dedicated and hard-working professional with over twenty years of work experience providing administrative, personnel, and customer support. Demonstrated skills include the ability to handle multiple projects and assignments, and identify improvements to procedures. A highly motivated self-starter who takes initiative with minimal supervision. Flexible in responding to changes in priority and direction, with the capacity to assume increased responsibilities as needed, and motivate others to achieve business objectives through the use of strongly developed communication and liaison skills.

Skills Summary:

- Analytical/Research
- Problem Solving
- Web Content Management
- Planning & Organizing
- Teamwork/Relationship Builder
- Social Media
- Instructing & Facilitating
- Effective Communicator
- Extensive Software Proficiency
- Cultural Sensitivity
- Type 80+ WPM
- Bilingual: English & Spanish

PROFESSIONAL EXPERIENCE

INDEPENDENT CONTRACTOR, Henderson, Nevada 2009-Present

Parent Involvement Coordinator-Nevada State High School: Liaison between school and parents. Implemented and coordinate a partnership development program, *Parents in Partnership*, to help improve parent-school communication and educate parents regarding the early-college program. Conduct parent workshops, meetings and presentations to help parents better understand school processes and procedures by providing the tools and information needed for parents to support their children's academic development and successful transition to college. Created and maintain a parent website and online course (Moodle) to keep parents informed of important information and provide them with access to helpful resources. Communicate with parents regarding questions or concerns throughout the school year. Organize yearly parent appreciation event. Served on the Governing Board during 2008-09.

THE SCHOOL DISTRICT OF PALM BEACH COUNTY, West Palm Beach, Florida 8/2002-8/2005

Student & Guidance Services Secretary/Data Processor - 1/2004-8/2005: Oversaw the daily operations of both Student Services and Guidance departments. Coordinated the development of Guidance and Data Processing procedures during the school's transition to a newly converted charter school. Responsible for student records management, data processing, and assisted with scheduling of high school students. Assisted in implementing and disseminating the school district guidance and student services curriculum. Directed personnel in the regulatory functions of the Department of Guidance and Student Services.

Data Processor - 5/2003-1/2004: Performed all duties related to the student registration process. Performed all duties related to the withdrawal/transfer of a student, and transfer (incoming/outgoing) of student's cumulative records. Performed daily data collection activities to collect and accurately input data in a timely fashion. Prepared required reports such as class lists, master teaching schedules, student schedules, and grade reports for teachers, school administrators and District departments as assigned. Assisted teachers in properly maintaining and updating students' cumulative records. Worked with administrators/teachers to establish appropriate data collection procedures for required data, including student and instructor data. Maintained a working knowledge of data entry screens and procedures, and report capabilities of the system.

STRIKE ALL LINES

Iliana F. Arroyo

Page 2

PROFESSIONAL EXPERIENCE (Cont'd)

~~Community Language Facilitator (Spanish), 8/2002-5/2003: Assisted teachers and administrators in fulfilling ESOL program goals and requirements. Served as an interpreter in school communications with parents, students, and community members. Served as an advocate for students and parents of the target population. Participated in developing strategies to increase academic achievement for students of the target population. Conducted home/community visitations. Maintained a directory of referral services for the target population. Participated in ESOL staff development activities. Tutored new ESOL students to ensure a smoother transition to a new school and a new language.~~

~~CENTRAL SELF STORAGE, West Palm Beach, FL 8/1997-8/2002~~

~~Resident Manager: Provided on-site management and oversaw daily property and office operations of a 500-unit self-storage facility. Generated regular sales reports and financial statements. Responsible for daily general duties, including, but not limited to, responding to high volume of telephone inquiries, leasing units, and managing upkeep of the facility. Maintained inventory control of office, maintenance, and retail supplies. Secured new business and increased occupancy percentage, in a highly competitive area, utilizing customer inquiries and strengthening customer service skills. Reduced the percentage of delinquent accounts from 15% to 6%.~~

~~COOL & CLEAN LAUNDROMAT, Pinellas Park, FL 8/1994-4/1996~~

~~Owner/Manager: Responsible for the control and administration of retail sales and service operations. Oversaw day-to-day store operations, including supervising full-time and 2 part-time employees. Devised promotional activities to generate additional sales. Generated & managed new business accounts, increasing store revenue independent from the walk-in clientele. Ensured outstanding customer service and developed a loyal client base. Performed all accounting/bookkeeping duties for the store.~~

~~ADVENTURE SPORTS, INC., Miami, FL 10/1993-6/1994~~

~~Executive Assistant to the President: Performed all executive secretarial duties, including typing correspondence (involving frequent letter composition), screening all incoming calls for the president, and frequent telephone interaction with other company executives (world-wide). Responsible for scheduling and updating daily appointments. Maintained and organized records of all incoming/outgoing correspondence, weekly/monthly reports, financial statements, and other related management materials. Maintained confidentiality of matters relating to the president, his office, and the company. Responsible for knowledge of daily itinerary of the president, for the purpose of inter-office and general telephone inquiries. Organized and prepared the president for meetings, seminars, conventions, etc. (locally and out of the country), including complete travel arrangements and preparation of the president's itinerary when necessary. Researched and gathered product data for use in specific reports or presentations. Delegated duties to office staff.~~

~~DEL MONTE FRESH PRODUCE COMPANY, Coral Gables, FL 8/1990-10/1993~~

~~Executive Assistant to the President: Primary responsibilities included, but were not limited to, daily executive secretarial duties and general office functions. Coordinated and prioritized the daily activities of the President/C.O.O. Arranged meetings and conferences, including travel arrangements and hotel accommodations, and scheduled daily appointments. Edited and typed (frequently composing) general correspondence, reports, presentations and minutes of meetings. Assisted in organizing the quarterly Executive Committee Meetings and Worldwide Management Conferences. Interacted with company executives and external corporate executives on a daily basis. Extensive facsimile transmissions to Europe, South and Central America. Participated in establishing and updating office systems and procedures. Provided support to several directors with special projects and/or confidential correspondence/documentation, as needed. Handled numerous matters of strict confidentiality.~~

Committee to Form Nevada State High School II

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Attachment: B.2.1, Committee Member Names, Resumes

STRIKE ALL LINES

Iliana F. Arroyo

Page 3

AWARDS/ACHIEVEMENTS

- 2010 Partnership Award, Charter School Association of Nevada, Nevada
- 2009 Award for Excellence in Setting a Professional Example in Charter Schools, Governor's Summit on Charter Schools, Carson City, NV
- 2008 Partnership Award, Nevada State High School, Henderson, NV
- 2004-05 Certificate of Recognition for Hard Work & Dedication, ~~West Grove Comm. HS, West Palm Beach, FL~~
- 2002-04 Certificate of Recognition for the Family Holiday Drive, Palm Beach County School District, FL
- 2002-03 Advisory Council Certificate of Recognition, Seminole Trails Elementary, West Palm Beach, FL
- 2002 Juvenile Crime Prevention Award, Crime Prevention Officers' Assn., West Palm Beach, FL
- 2002 Best Property Award, CSS-The Pegasus Group, West Palm Beach, FL
- 2001 Community Service Award, Palm Beach County School Police Dept., West Palm Beach, FL
- 2001 Best Property Award, CSS-The Pegasus Group, West Palm Beach, FL
- 2000 Most Improved Property Award, CSS-The Pegasus Group, West Palm Beach, FL
- 1999 Manager of the Year, CSS-The Pegasus Group, West Palm Beach, FL
- 1998 Customer Service Award, CSS-The Pegasus Group, West Palm Beach, FL
- 1997-2002 15 Outstanding Salesmanship Awards (Awarded Quarterly), CSS-The Pegasus Group, West Palm Beach, FL
- 1994-95 Certificate of Recognition for Partnering in the Education of Children, Pinellas County Schools, Palm Harbor, FL

APPLICATION

EDUCATION/CERTIFICATE COURSES

- Supporting Youth Experiencing Homelessness in High School & Beyond, The University of Texas at Austin Online Continuing Education - 2011
- System Attendant Certification, The School District of Palm Beach County, Florida - 2003
- Palm Beach Community College - Undergraduate Studies, West Palm Beach, Florida - 2002-03
- SSA Certified Self Storage Manager, The Managers Certification Course, West Palm Beach, Florida - 2000
- Management/Supervisory Series Phase I, The Management Institute of the University of Central Florida - 1988
- Barry University, Undergraduate Studies, Miami Springs, Florida, 1983-85

SECOND LANGUAGES

Fluent in Spanish
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Attachment: B.2.1, Committee Member Names, Resumes

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3752 Juanita May Ave
North Las Vegas, NV 89032
702-417-2314
capuloerika@gmail.com

ERIKA CAPULO OBJECTIVE To pursue a career in the business industry

SKILLS & ABILITIES

AptaFUND – Processing of Accounts Payable/Receivable, Payroll, Bank Reconciliation, General Finances
Customer Service
Microsoft Office Proficient
Financial Reporting
Client-Vendor Relations
Team Building and Leadership
Contract Negotiations

REFERENCE ACCOUNTING INTERNSHIP, NEVADA STATE HIGH SCHOOL Fall 2010 Semester

STUDENT WORKER, NEVADA STATE HIGH SCHOOL

August 2010 – June 2012

OPERATIONS ASSISTANT, NEVADA STATE HIGH SCHOOL

July 2012 - Present

EDUCATION

NEVADA STATE HIGH SCHOOL

Degree: High School Diploma

Dual credit program assisting students in being college ready upon high school graduation

Total College credits obtained: 64

COLLEGE OF SOUTHERN NEVADA, WEST CHARLESTON

Enrolled during term at Nevada State High School as part of program – obtain 50+ college credits

GREAT BASIN COLLEGE, ELKO

Enrolled during term at Nevada State High School as part of program

UNIVERSITY OF NEVADA, LAS VEGAS / EXPECTED MAY 2013

Degree: Bachelor of Science, Business Administration

Major: Management

Minor: Accounting

Thank you, NSHS II Committee to Form

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Attachment: B.2.1, Committee Member Names, Resumes

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Related Coursework: Various sectors of business and industry including banking and finance, retail, hospitality, services providers, healthcare as well as local, state, and federal government, nonprofit organizations, and self-employment.

OF THIS IMAGE

COMMUNICATION

Presenting for incoming students at Nevada State High School about the basis of textbooks and financial assistance.

REFERENCES

JOHN HAWK

Chief Operations Officer/Executive Director - Nevada State High School
jhawk@earlycollegenv.com 702-332-2593

FROM THE

WENDI HAWK

Chief Academic Officer/Principal - Nevada State High School
whawk@earlycollegenv.com 702-332-5063

KEN TURNER

Education Advising Coordinator - Nevada State High School
kturner@earlycollegenv.com 702-281-9271

APPLICATION

TIFFINI TURNER

Education Advising Coordinator - Nevada State High School
tturner@earlycollegenv.com 702-218-6301

Thank you,

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Committee to Form Nevada State High School II



Attachment: B.2.1, Committee Member Names, Resumes

Stephanie Holdaway

336 Summer Palace Way, Las Vegas, NV 89144 * home 702.254.6791 * mobile 702.371.1078
s.holdaway@yahoo.com

OBJECTIVE To obtain a position as a customer service representative

EDUCATION

- * Gainesville College, Gainesville GA 1988 - 1989
- * Asher School of Business, Norcross GA 1989 - 1990

EXPERIENCE

Volunteer, Bonner Elementary School, Las Vegas NV 2001 - 2010

- * Classroom
 - * Assist with classroom projects, events, material preparation, and student school work
 - * Plan and organize special events
- * PTA
 - * Schedule monthly Family Nights to help raise money for the school
 - * Help plan and organize various events such as Trunk or Treat and Spring Carnival
 - * Organize school picture day

Angel Park Golf Club, Beverage Cart Attendant 6/01 - 4/03

- * Cash handling and communication
- * Maintaining stock and inventory of products
- * Being attentive to the needs of customers and guests
- * Ability to address complaints and resolve concerns

Oasis Residential Incorporated, Maintenance Coordinator 3/94 - 8/95

- * Schedule work orders for tenants complain/problem with apartment
- * Worked with maintenance staff to get apartments prepared for move-in
- * Ordered new carpet, new appliances, and general items that needed replaced

SKILLS AND QUALIFICATIONS

- * Time Management
- * Customer Relations
- * Assist with projects, events, and more
- * Strong Interpersonal Skills
- * Committed to Family and Community
- * Plan and organize special occasions

Committee to Form Nevada State High School II



Attachment: B.2.1, Committee Member Names, Resumes

DR. JOHNATHAN DAVID HAWK

21 Blue Valley Drive • HENDERSON, NEVADA 89002
PHONE (702) 567-2551 CELL 702-332-2593

OBJECTIVE

Continuing a career in educational administration.

PROFESSIONAL EXPERIENCE

2003 - Present Nevada State High School Henderson, Nevada

Executive Director/Chief Operations Officer

- Governance, External Operations
- Business and Financing Directing
- Facility and Technology Strategists

2002 – 2007 Regional Professional Development Program Las Vegas, Nevada

Regional Trainer

- Developed teacher training seminars using a “backward design” approach to curriculum
- Targeted school improvement plans using data sources
- Communicated strategies for teachers to align state standards and local curriculum to individual lessons

2000 - 2002 Silverado High School Las Vegas, Nevada

Department Chairman, and Honors Mathematics Teacher

- Mentored new teachers with school district rules and procedures
- Taught lessons with computer generated software Derive, Geometry Sketchpad, and Microsoft Office 2000
- Assisted with administrative duties of hall monitoring, discipline of students, and the organization of lunch detention
- Liaison between the Satellite Campus and the Main Campus

1996 - 2000 Green Valley High School Henderson, Nevada

Discipline Committee Chairman, AP and Honors Mathematics Teacher

- Composed detained lesson plans for students with a variety of different abilities ranging from remedial special education students, students using English as a second language, to students in advanced placement courses
- Implemented technology use in the classroom that was focused on objectives from a federal grant program (School-to-work)
- Administered memos, scheduling, and statistics for monthly discipline meetings with the school's administration
- Assisted new teachers with their development of classroom discipline, organizational skills, and procedures for following district guidelines
- Guided the Deans' office and other departments in the development of a school wide database to keep track statistics on truancy, failure notification, and budgeting

1999-2002 University of Nevada, Las Vegas Las Vegas, Nevada

Part Time Instructor

- Developed course syllabi and taught several college courses.
- Collaborated with professors on departmental final exams.

1996-2001 Partnership Program Las Vegas, Nevada

Television Math Tutor

- Delivered math instruction by live interactive television and answered telephone question before and after the program.

1997-1999 Green Valley High School Henderson, Nevada

Summer School Instructor

- Outlined and taught several four-hour lesson plans with a wide assortment of activities for high school and middle school backgrounds.

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Attachment: B.2.1, Committee Member Names, Resumes

ADDITIONAL PROFESSIONAL ACTIVITIES | MEMBERSHIPS | AFFILIATIONS | RECOGNITIONS

- National Alliance for Public Charter Schools State Leaders Council (2009 – 2012)
- Developer of an online dashboard applications for tracking student progress powered by TrackVia
- Performance Incentive Committee Chair for meeting Legislative Mandate at Nevada State High School
- Director of Nevada State High School's Strategic Planning Committee using Jim Collins "Good to Great" methods
- Graduate of Henderson Chamber of Commerce Leadership Henderson Class of 2010
- Board Member for the Henderson Chamber of Commerce 2013 – Present
- Member of the Henderson Chamber of Commerce Strategic Planning
- Member of the State Public Charter School Authority New Application Review team 2011 to 2013
- President of the Charter School Association of Nevada 2008 to 2010 and 2012 – 2013
- Clark County School District Task Force for writing standards and selecting textbooks
- Clark County School District mentor for the "WE CARE" program designed for new teachers moving to the district
- Clark County School District Math/Science Institute, Coordinator
- Clark County School District Summer School Volunteer Dean
- Owned and operated a learning center for students
- Member of the Nevada State Board of Education
- Member of the National Rural Education Association
- Member of the American Association of School Administrators
- Member of the Association for Supervision and Curriculum Development
- Member of the Southern Nevada Math Council

EDUCATION

1998 – Currently	University of Nevada, Las Vegas	Las Vegas, Nevada	GPA 4.00
<i>Ed.D. in Educational Leadership</i>			
1997-1998	University of Nevada, Las Vegas	Las Vegas, Nevada	GPA 3.97
<i>M.Ed. in Educational Leadership</i>			
1992 - 1996	State University College at Fredonia	Fredonia, New York	GPA 3.35
<i>B.S. in Math Secondary Education</i>			

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Attachment: B.2.1, Committee Member Names, Resumes

STRIKE ALL LINES

DR. WENDI HAWK

21 Blue Valley Dr. • HENDERSON, NEVADA 89002
PHONE (702) 332-5063

OBJECTIVE

To become involved with making sure students are ready to transition at each of their educational milestones including:

- ~~Preschool to Elementary School;~~
- Elementary School to Middle School;
- Middle School to High School;
- High School to College and Beyond

PROFESSIONAL EXPERIENCE

2004 – Present Nevada State High School Henderson, Nevada
Chief Academic Officer

- Developed school curriculum focused on pillars of transition from high school to college
- Administered school wide pre and post assessments to measure growth and college readiness
- Created a peer advocacy program with scorecards to determine the success of students on a college campus
- Tracked the success of students through a dual-credit college program and college completion

2005 – 2006 Nevada State College Henderson, Nevada
Part-time Instructor

- Developed and implemented lessons for Curriculum and Instruction 487 and Political Science 210
- Helped Alternative Route to Licensure students develop lessons and classroom management techniques
- Facilitated instruction to college students in 200 level and 400 level college courses

2002 – 2004 Keller Middle School Las Vegas, Nevada
Assistant Principal of Students

- Supervised 20 teachers
- Developed professional development day agendas and activities
- Scheduled 1800 students using a district-wide software program called SASI
- Communicated with the community by producing the school's newsletter

2000 – 2002 Woodbury Middle School Las Vegas, Nevada
Dean of Students

- Maintained school-wide discipline procedures, campus security, transportation.
- Supervised teachers and support staff and after school activities
- Chaired the Multicultural, Discipline, Renaissance, BEST committees and Individualized Educational Programs meetings
- Communicated with the community by producing the school's newsletter

1996 – 2000 Green Valley High School Henderson, Nevada
Department Chair, Special Education / Social Studies Teacher

- Created lesson plans and facilitated instruction that used a variety of learning methods for general and special education students in U.S. government, U.S. history, personality development, study skills, humanities, and cooperative classes in math, English, government, and U.S. history
- Monitored the progress of a caseload of students through the IEP process
- Guided the special education department in scheduling, programming, department meeting, staff development, budgeting, standardized testing arrangements and implementation

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Attachment: B.2.1, Committee Member Names, Resumes

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ADDITIONAL PROFESSIONAL ACTIVITIES

- Aligned Common Core to higher education courses
- Guest speaker at middle schools for Gear-up Program 2009 – Present
- Project with the state of New Mexico on the effects of KeyTrain for WorkKeys assessments
- Nevada Liaison with National Alliance for Public Charter School 2011 to 2013
- Graduate of the Henderson Chamber of Commerce Leadership Henderson Class of 2011
- Member of the State Public Charter School Authority Performance Framework Committee 2013
- Presenter at National Workforce Conference 2012, Chicago IL.
- Speaker at Utah Charterology Spring 2012 Conference for Charter Schools
- Produced a public guide for charter schools called Inspire hosted with the Charter School Association of Nevada
- Provided teacher professional development on cooperative teaching methods
- Inserviced teachers on special education legal compliance and strategies for the classroom
- Clark County Learning Disabilities Task Force
- Advanced placement government television instructor, UNLV and CCSD
- Participation on school committees; Discipline, TOPICS, Gator Brigade, and 504
- Coached track for eight years at Hug High School and Green Valley High School
- Teacher of the Month, November 1999 Green Valley High School
- Home School Instructor for special education students

EDUCATION

1998 – 2002 University of Nevada, Las Vegas Las Vegas, Nevada
Ed.D. Educational Leadership

2000 – Clark County Leadership Training Certification Las Vegas, Nevada
Clark County School District

- Fulfilled the requirements of the County School District for administrative certification and placement

1997-1998 University of Nevada, Las Vegas Las Vegas, Nevada
M.Ed. Educational Leadership

1992 - 1996 University of Nevada, Reno Reno, Nevada
B.A. Secondary Education, History, and Special Education

1990 - 1992 Sierra College Rocklin, California
A.S. Education

Committee to Form

AL LASSO

10161 Park Run Dr., Suite 150
Las Vegas, Nevada 89145

Tel: (702) 835-6980

Fax: (702) 835-6981

CURRICULUM VITAE

EDUCATION:

University of Nevada, Las Vegas Graduate 1996 BA Criminal Justice
Seton Hall Law School, Newark, NJ Graduate 1999 JD

ADMITTED TO PRACTICE: New Jersey 2001
 Nevada 2002

MEMBER: American Bar Association
Nevada Bar Association
National Association of Criminal Defense Lawyers
Clark County Bar Association
National Association of Trial Lawyers

FIELDS OF PRACTICE:

Criminal Law Civil Law Litigation

EXPERIENCE:

2006-Present: Solo Practitioner Law Offices of Al Lasso, LLC
 Lasso Injury Law, LLC

2006 Lead Solo Attorney in State of Nevada v. Martha Flores – First Degree Murder Trial

2003-2006 Associate Law Offices of Dominic Gentile

Lead Counsel in Federal Jury Trial in a Civil Rights Violation §1983 Claim. Won unanimous jury verdict for violation of Plaintiff's civil rights

1999-2001 Law Clerk Judge Joseph Bonaventure
2002-2003 Law Clerk Cases of Note: Binion Murder Trial
 Margaret Rudin Murder Trial
 Jeremy Strohmeier Rehearing
 Ike Ibeabuchi, Sexual Assault
 Tony Amati Murder Trial
 T. J. Weber Murder Trial

E-mail: attorneyallasso@aol.com

Committee to Form Nevada State High School II



Attachment: B.2.1, Committee Member Names, Resumes

ISAAC MOUBAREK

**504 Silver Grove Street
Las Vegas, NV 89144**

**e-mail: imoubarek@clearesult.com
Cellular Tel: 702-639-7540**

SUMMARY

Offers 15+ years comprehensive, progressive Engineering Management and Mechanical Engineering experience, including mechanical, design, construction engineering as well as energy management experience. Team, profit, oriented supports experience with education: BS–Mechanical Engineering, BS–Mathematics and Natural Science and continuing education in System Engineering.

Experience and Areas of Expertise include:

- Manufacturing Engineering
- Project Management
- Construction Management
- Process Engineering
- AutoCAD
- Energy Audits
- Energy System Redesign
- Energy Conservation
- Materials Management
- Training / Instruction
- Mechanical Engineering
- HVAC / Plumbing Design
- Maintenance Supervision
- HVAC Load Calculations
- Systems engineering Mgmt

PROFESSIONAL EXPERIENCE

CLEARRESULT CONSULTING Las Vegas, NV 1/2011 - Current
Energy Engineer

- Saved 21.5 million KWH in energy at various CCSD schools.

CLARK COUNTY SCHOOL DISTRICT (CTA) Las Vegas, NV 8/2009 – 1/2011
Mathematics Teacher

- Teaching Algebra II / Honor (9 - 12) Grade.

CLARK COUNTY SCHOOL DISTRICT Las Vegas, NV 4/2003 – 7/2009
(Engineering Planning and Design Dept)
Lead Mechanical Engineer / Coordinator III

- Identified, researched, and installed 27 units of alternative type of chilling equipment, the oil-less Turbocor™ Chiller. These units were installed in both new construction and during the retrofitting of existing school facilities. This initiative saves the CCSD hundreds of thousands of dollars annually through energy savings and reduced maintenance costs.
- Supervisory experience, including approving other engineers' time sheets.
- Held weekly staff meetings, performed evaluations, interviewed & hired engineers, devised work schedules, and approved (signed off on) mileage reimbursement.
- Responsible for the review and approval of all designs for the Mechanical Engineering Dept. This included oversight of the design work of five (5) professional engineers.
- Identified new roofing material which when installed, resulted in energy conservation as well as an additional ten (10) year warranty against roof leaks where applied.

Committee to Form Nevada State High School II



Attachment: B.2.1, Committee Member Names, Resumes

ISAAC MOUBAREK
Cellular Tel: 702-639-7540

Page 2 of 2
e-mail: isaacusa@cox.net

IMPACT COMPANIES Las Vegas, NV 10/2002 – 4/2003
Total Quality Productive Manager/Process Engineer

- Developed and supervised the training staff in general and equipment repair for daily operation.
- Identified energy efficient materials for projects, ensuring they met performance specifications.
- Coordinate, Direct, and plan lean manufacturing processes,
- Prepared cost studies, layouts, reports, and budget for new products.
- Analyzed, reviewed, and coordinated planning activities for the integration of new products design.
- Evaluate, Develop and improve manufacturing methods. Schedule work force and workflow.

CONSULTING ENGINEERS & ASSOC Las Vegas, NV 05/1997 – 10/2002
Mechanical Engineering Manager

- Designed HVAC, plumbing, and natural gas distribution systems for commercial buildings, Clark County School k-12 educational facilities, and commercial projects.
- Ensure compliance with local and state building codes in planning mechanical.
- Provides long- range mechanical modernization reports.
- Analyzed, reviewed, and coordinated planning activities for integration of new equipment.
- Developed and reviewed construction plans with respect to material, equipment, and procedures.
- Consulted with engineering staff to identify possible energy saving measures on various projects.

WORTHINGTON ARMSTRONG VENTURE Las Vegas, NV 08/1996 – 05/1997
Plant Engineer

- Team management, organized weekly meetings with floor personnel and other plant managers.
- Analyzed, reviewed, and coordinated planning activities for energy efficiency of new equipment.
- Responsible for oversight of materials, equipment and general repair requirements.
- Plant performance analysis, management of process and process control.
- Coordinate, Direct, and Plan manufacturing processes.
- Provide assistance in the preparation and execution of validation protocols.
- Document deficiencies and problems to initiate corrective action.

EDUCATION

BACHELOR OF SCIENCE – MATHEMATICS AND NATURAL SCIENCE,
Lee University, Cleveland
GPA 3.5/4.0, Graduated Cum Laud; National Dean’s list, Dean’s Honor List / three consecutive years.

BACHELOR OF SCIENCE – MECHANICAL ENGINEERING,
Almena University

CONTINUING EDUCATION, SYSTEMS ENGINEERING, University of Nevada, Las Vegas

Committee to Form Nevada State High School II



Attachment: B.2.1, Committee Member Names, Resumes

STRIKE ALL LINES
KENNETH C. TURNER, MAEd, MBA

8945 Mcleod Dr | Henderson, NV 89074
(702) 542-9891 | Kturner917@gmail.com

TEACHING PROFESSIONAL ■ TEACHING CANDIDATE

- Experienced Business Professional with a Master of Arts in Curriculum and Instruction, actively pursuing a new teaching opportunity with a world-class educational institution where demonstrated success in student engagement, curriculum development and communication excellence will be held at a premium.
- Technology savvy, well-rounded and enthusiastic with a true understanding of differentiated instruction, cultural diversity awareness and cutting-edge curriculum development.
- Fun and adventurous with a penchant for engaging others, inspiring excellence and reaching even the most unreachable students through tenacity, persuasion and the desire to provide meaningful experiences for all students.

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."
William Arthur Ward

TEACHING PROFICIENCIES AND CORE COMPETENCIES

Educational Requirements	Cultural Diversity/Awareness	Learning/Retention Strategies
Parent and Staff Relations	Define Learning Priorities	Customized Activities
Differentiated Instruction	Benchmarks for Accountability	Student Engagement Principles

TEACHING EXPERIENCE

- 2012 to Present: Nevada State High School, Las Vegas, NV – Educational Advising Coordinator**
- Responsible for instructional leadership, coordination of college preparation seminars, planning and implementation of college readiness and career development skills, and monitoring, guiding, and counseling students toward their college goals.
 - Develop curriculum, engage students and provide instruction on social and study skills for high school students; maintain an "exceptional" rating for guest lecturers and provide guidance, interactive lectures and feedback regarding "real world" experiences as they relate to a college campus environment.
 - Coordinate and provide budgetary information for instruction and manage funds effectively and efficiently.
- 2007 to 2008: Word of Life Christian Center, Las Vegas, NV – Volunteer/Instructor**
- Developed lesson plans and taught courses for religious studies; developed and facilitated presentations that communicated the Bible message in a way that elicited interaction and feedback from class participants and stimulated conversations around Bible lessons and stories and encouraged practical application in students' lives.

EDUCATION

Masters of Business Administration, University Of Phoenix
Master of Arts, Curriculum and Instruction - Education, University of Phoenix, Las Vegas
Bachelor of Science, Business Management, University of Phoenix
Teaching License Endorsement in Business and Industry

Committee to Form Nevada State High School II



Attachment: B.2.1, Committee Member Names, Resumes

~~STRIKE ALL LINES~~
~~PROFESSIONAL HISTORY~~

~~2011 to Present: Wal-Mart Stores, Las Vegas, NV- Assistant Manager Purchasing/ Operations~~

- ~~- Oversee day to day business operations for this store location generating over \$30MM in annual sales revenue; manage all inventory and financial operations including vendor management, procurement, planning and inventory managements.~~
- ~~- Instrumental team member responsible for driving aggressive process improvements, training and cost containment strategies resulting in double digit sales gains over 11 months.~~
- ~~- Directly manage 7 Support Managers, 4 Department Managers and 110 Associates; create a culture with a focus on customer service and satisfaction, quality and teamwork.~~
- ~~- Increase staff accountability / ownership, promoting an "it's My Store" philosophy that encourages associates to take pride by taking the initiative to make the store better.~~

~~2007 to 2011: Holiday Systems International, Las Vegas, NV- Business Manager~~

- ~~- Investigated historical purchasing activities of clients to identify potential cost savings and aggressively renegotiated vendor agreements to acknowledge a \$200K annual savings.~~
- ~~- Managed the movement and receipt of raw materials from supplier to finished goods that resulted in an average 15% increase in on time shipments to customers.~~
- ~~- Collaborated with suppliers around the world to forecast production needs and demand signals for the shipment of rubber, textile, plastics and electronic components to be received into inventory that reduced the amount of product lead time by 40%.~~
- ~~- Created strategic partnerships with suppliers and distributors for the purpose of shipping and warehousing raw materials and component storage that reduced the amount of floor space taken up by inventoried items. This led to 12,000 square feet of additional warehouse space within the company.~~
- ~~- Sourced new suppliers foreign and domestic to determine the overall effectiveness and revenue impact of the supply chain which led to savings of well over 50,000 per year.~~
- ~~- Led kaizen blitzes in the warehouse and accounting departments of clients that have led to reduced man hours during month-end close.~~

~~2000 to 2007: Intermec Technologies, Las Vegas, NV - Procurement and Planning Manager~~

- ~~- Developed return on investment analyses to monitor a \$20MM annual purchasing budget; began tenure in role as a Scheduling Specialist and achieved multiple promotions to Procurement Manager.~~
- ~~- Implemented strict internal controls to maintain actual inventory of less than \$350K to optimize profitability results; oversaw work order, bid proposal and logistics planning strategies to support production goals.~~
- ~~- Collaborated with international vendor partners to facilitate globalization of procurement efforts, resulting in a stronger supply chain and lower overhead costs.~~
- ~~- Led Kaizen teams to identify and implement process improvement strategies to increase efficiencies across the board; increased on-time shipment results to 99.7%.~~
- ~~- Developed itemized inventory budget tracking processes; reduced manufacturing expenses by \$7.5MM and improved production an average of 10% annually.~~

~~Thank you,~~
~~NSHS II~~
~~Committee to Form~~

Committee to Form Nevada State High School II

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Attachment: B.2.1, Committee Member Names, Resumes

STRIKE ALL LINES

Christina West
702.769.1443 • cwest@virtualone.com

Experienced, educated and precise Administrator and Executive Assistant who works to develop the operational efficiency of the organization. Ethical in all assignments and able to immediately contribute to the administrative goals of the firm. Multi-disciplinary industry experience with emphasis on operations management. Professional with diverse credentials, combining strategic leadership skills with a strong business administration background.

OF THIS IMAGE

PROFESSIONAL EXPERIENCE

EXECUTIVE ADMINISTRATOR, Virtual One, Las Vegas, NV, 2010 - Present

Provide quality administrative consultation and support for small to midsize firms. Specializing in architectural and engineering firms. Train and supervise front office staff and lower level administrative personnel.

EXECUTIVE ADMINISTRATOR, IBA Consulting Engineers, Las Vegas, NV, 2005 - 2010

Provide high level administrative support to the CEO, Vice President of Engineering, and Director. Maintain timesheets, reconcile expense reports and itinerary planning and schedule for top level executives. Field phone calls and receive clients/visitors on behalf of Vice President. Obtain and manage professional engineering licenses and NCEES records and responsible for maintaining continuing education units per state. Arrange conference calls, coordinate department presentations, corporate seminars and conferences. Create, transcribe and distribute proposals, presentations, and agendas. Generate correspondence, statistical reports, specifications, research and development documents as well as weekly project forecasting. Manage daily department operations such as project database, submittals, RFIs, field reports and various construction administrative documents. Train and supervise front office staff and lower level administrative personnel.

ESCROW-TITLE ADMINISTRATOR, Sunterra Corporation, Las Vegas, NV, 2002 - 2005

Administer developer acceptance letters and close escrow utilizing prelim spreadsheets. Responsible for disbursing funds from closings after receipt of wire confirmation. Maintain minimum balances in escrow accounts and authenticate record documents.

MEDICAL STAFF ADMINISTRATOR, Lake Mead Medical Center, Las Vegas, NV, 2000 - 2001

Prepare and process credential files for reappointed Physicians and Allied Health Professionals. Monitor and maintain licenses and malpractice insurance. Manage master files for medical students, coordinate student lectures and oversee all staff and education committee meetings.

OFFICE MANAGER, Vehicle Inspection Systems, Santa Fe Springs, California, 1999 - 2000

Manage the financial and administrative operations of the company. Review and reconcile executive expense reports, accounts payable/receivable, approve timecards, process payroll and maintain daily business duties. Coordinate domestic and international travel arrangements for executives and national sales teams. Correspond with external booth vendors to ensure design and production.

EXECUTIVE ADMINISTRATIVE ASSISTANT, Steelmet, Inc, Los Angeles, California, 1996 - 1998

Provide executive and administrative support to the President and Operations Manager. Responsible for purchasing and management of client and vendor issues. Process accounts payable, maintain inventory control, process and sign payroll.

EDUCATION AND TRAINING

MAJOR: ACCOUNTING / FINANCE, El Camino College, Torrance, California, 1984-1985

BUSINESS WRITING AND MICROSOFT OFFICE, Horizons, 2003, 2004, 2007

Donald F. Hayes, Ph.D., P.E., BCEE

University of Nevada, Las Vegas

CURRENT POSITION

- Department Chair and Professor, Department of Civil & Environmental Engineering and Construction
- Director, Nevada Universities Transportation Center
- Director (1 of 10), Mineta National Transit Research Center

ADMINISTRATIVE RESPONSIBILITIES

- 23 Personnel Positions (excluding Chair)
 - 18 Faculty Positions
 - 2 Professional Staff
 - 1 Administrative Assistant
 - 2 Part-time (student workers)
- 2 Academic Programs
 - Civil Engineering
 - BS (ABET Accredited), MS, PhD
 - Construction Management
 - BS (ACCE Accredited), MS
- Research Center Administration
 - Nevada Universities Transportation Center
 - 1 Full-time Administrative Assistant
 - Annual Budget = \$960K
 - Mineta National Transit Research Center
 - Annual Budget = \$150K

EDUCATION

- Ph.D., Colorado State University, 1990**
Civil Engineering (Environmental Engineering/Water Resources Planning and Management)
- M.S., Mississippi State University, 1986**
Civil Engineering (Environmental/ Water Resources Engineering)
- B.S., Mississippi State University, 1981**
Civil Engineering

PROFESSIONAL REGISTRATION

- Professional Engineer**
Louisiana (#36036), Mississippi (#09728), Nevada (#021944)
- Board Certified Environmental Engineer**
American Academy of Environmental Engineers

RESEARCH INTERESTS

Surface Water Quality

Contaminant fate and transport
TMDL assessment
Watershed management

Sediment Remediation

Site assessment
Environmental impacts of dredging
Contaminated sediment management alternatives

Design of confined placement facilities

Water quality modeling
In situ sediment treatment

Ecological Engineering

Engineering design of wetland restoration projects

Use of dredged sediments for ecological restoration

Water quality considerations
Sediment quality

Systems Engineering

Reservoir operations
Stormwater management
Water quality management

FORMAL INSTRUCTION

Undergraduate

Intro to Civil/Environmental Eng.
Environmental Eng I & II
Fluid Mechanics
Hydrology
Senior Design

Undergraduate/Graduate

Aquatic Chemistry
Coastal Restoration
Dredging Engineering
GIS for Civil Engineers
Numerical Methods
Water Resources Engineering
Solid & Hazardous Waste Eng.
Water Resources Development
Water Distribution Design

Graduate Courses

Haz Waste Site Remediation
Surface Water Quality Modeling
Systems Analysis in Env/Water
Water Quality/Pollution Control
Water Resources Planning

Committee to Form Nevada State High School II



Attachment: B.2.1, Committee Member Names, Resumes

Donald F. Hayes, Ph.D., P.E., BCEE

University of Nevada, Las Vegas

EMPLOYMENT HISTORY

- 8/11 - present **University of Nevada, Las Vegas**
Chair/Professor, Department of Civil & Environmental Engineering and Construction
Director, Nevada University Transportation Center
- 1/07 – 7/11 **University of Louisiana at Lafayette**
Co-Director, Institute for Coastal Ecology and Engineering
Mary Girard Professor, Department of Civil Engineering
- 9/94 – 12/06 **University of Utah**
Assistant/Associate/Professor, Department of Civil & Environmental Engineering
Leader, Environmental & Water Resources Engineering Group
- 8/02 – 8/03 **HR Wallingford, Ltd. (Wallingford, UK)**
Research Associate (sabbatical)
- 8/91 to 8/94 **University of Nebraska – Lincoln**
Assistant Professor, Department of Civil Engineering
- 8/87 to 8/91 **USAE Waterways Experiment Station**
Research Civil Engineer, Environmental Laboratory
- 8/86 to 8/87 **Colorado State University**
Full-time Ph.D. Student, Department of Civil Engineering
- 1/82 to 8/86 **USAE Waterways Experiment Station**
Civil Engineer, Environmental Laboratory

HONORS AND AWARDS

- 2010 Outstanding Educator, ASCE Acadiana Branch
- Best Paper Award, Dredging Contractors of America, WEDA XXX/TAMU 41st Annual Dredging Conference, San Juan, PR, June 2010.
- Graduate Faculty Member, University of Louisiana at Lafayette (2007).
- 2006 Outstanding Educator Award, American Water Resources Association, Utah Section.
- Diplomate (Selected based upon Eminence), American Academy of Environmental Engineers, Nov 2004.
- Utah Civil Engineering Educator of the Year, 2001. Utah Section, ASCE
- Best Paper Award, Dredging Contractors of America, WEDA XX/TAMU 32nd Annual Dredging Conference, Providence, RI, June 2000.
- Outstanding Teaching Recognition, University of Utah, 1994-95, 1995-96, 1997-98, 1998-99, 1999-2000, 2000-01, 2001-02, 2003-04, 2005-06.
- Civil Engineering Department Nominee, College of Engineering and Technology Teaching Award, University of Nebraska-Lincoln, 1993.
- Graduate Faculty Member, University of Nebraska-Lincoln (1992)
- USACE Long-Term Training Fellowship, 1986-87.
- USACE Performance Awards, 1980, 1983, 1988, 1990, 1991
- Chi Epsilon Honor Society (President)
- Tau Beta Pi Honor Society

Donald F. Hayes, Ph.D., P.E., BCEE

University of Nevada, Las Vegas

PROFESSIONAL AFFILIATIONS

American Society of Civil Engineers
Member (since 1982)
Environmental and Water Resources Institute (EWRI)
Coastal, Oceans, Ports, and Rivers Institute (COPRI)
Western Dredging Association (WEDA)
Board of Directors
Water Environment Federation (WEF)

KEYNOTE AND INVITED PRESENTATIONS

"Role of a Research University in Local Economic Development," Fall Transportation Conference, Las Vegas, NV, October 12, 2011.

"Navigational Dredging in the MS River Deltaic Plain and Louisiana Coastal Restoration – A Marriage of Necessity," Western Dredging Association, New Orleans, LA, November 18, 2009.

"Sustainable Approaches to Contaminated Sediment Management," Keynote Address, Malcolm Pirnie Client Meeting, Jacksonville, FL, February 4, 2009.

"The Role of Civil Engineering in Coastal Restoration," Louisiana Engineering Society, Lafayette, LA, August 27, 2008.

"Managing Contaminated Sediments," ASCE Acadiana Branch, Lafayette, LA, April 14, 2007.

"Dredging and Dredged Material Management," *NATO Advanced Research Workshop*, Comenius University, Bratislava, Slovakia, May 18-21, 2005.

"Remediation of PCB Contaminated Rivers: Decisions for Two Large US Rivers," *University of Ghent*, Ghent, Belgium, Feb. 21, 2003.

"Dredging Contaminated Sediments," NATO Pan American Advanced Studies Institute, Rio de Janeiro, Brazil, July 2002.

"Ecological Considerations for Sediment Remediation," NATO Pan American Advanced Studies Institute, Rio de Janeiro, Brazil, July 2002.

"Role of Dredging in Remediating PCB-Contaminated Sediments," Committee on Remediation of PCB-Contaminated Sediments, National Research Council, Green Bay, WI, Sept. 28, 1999.

"Managing Contaminated Sediments in Ports and Waterways," opening address (shared with Dr. Frank Bohlen, Univ. of Connecticut) to *National Symposium on Contaminated Sediments: Coupling Risk Reduction with Sustainable Management and Reuse*, May 27-29, 1999.

"Predicting Contaminant Release During Dredging Operations," *Workshop on Contaminated Sediment Remediation Options in the Port of New York and New Jersey*, Rutgers University, February 1994.

"Assessing Impacts of Environmental Dredging Operations," official US delegate and invited presentation at *16th U.S./Japan Experts Meeting on Management of Bottom Sediments Containing Toxic Substances*, Kitakyushu, Japan, October 1993.

"Anticipating Sediment Resuspension and Contaminant Release During Environmental Dredging Operations," *International Environmental Dredging Symposium*, Buffalo, NY, Sept 1992.

Donald F. Hayes, Ph.D., P.E., BCEE

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JOURNAL PUBLICATIONS

- Hayes, D.; Chintamaneni, R.; Bommareddy, P.; and Cherukuri, B., "Vessel-Induced Sediment Resuspension," *Journal of Dredging Engineering*, Volume 12, No. 2, October 2012.
- Rashid, M. and Hayes, D. "Needs-based Sewerage Prioritization: Alternative to Conventional Cost-Benefit Analysis," *Journal of Environmental Management* (2011),
oi:10.1016/j.jenvman.2011.05.002.
- Rashid, M. and Hayes, D. "Dynamic Programming Methodology For Prioritizing Sewerage Projects." *ASCE Journal of Water Resources Planning and Management, J. Water Resources Planning Manage.* 137, 193 (2011).
- Dicataldo, G.; Hayes, D.; Miller, T.; and Scanlan, L., "Selenium Speciation and Distribution in a Wetland System of the Great Salt Lake, Utah," *Environmental Engineering Science*, September 2010, Volume 27, Number 9, 777-788.
- Dicataldo, G.; Johnson, W.; Naftz, D.; Hayes, D.; Moellmer, W.; and Miller, T, "Diel Variation of Selenium and Arsenic in a Wetland of the Great Salt Lake, Utah," *Applied Geochemistry*, 26: 28-36.
- Bridges, T.; Gustavson, K.; Schroeder, P.; Ells, S.; Hayes, D.; Nadeau, S.; Palermo, M.; and Patmont, P.; "Dredging Processes and Remedy Effectiveness: Relation to the 4 Rs of Environmental Dredging," *Integrated Environmental Assessment and Management*, Volume 6, Issue 4, October 2010.
- Hong, P.K.; S. Nakra; J. Kao; and D. Hayes, "Pressure-assisted Ozonation of PCB and PAH Contaminated Sediments," *Chemosphere*, 72 (2008) 1757–1764.
- Choi, Y., K. Johnson, and D. Hayes, "Pilot Scale Aerated Submerged Bio- Film (ASBF) Reactor for Organics Removal and Nitrification at Cold Temperatures," *Water Environment Research*, Volume 80, Number 4, April 2008, pp. 292-297.
- Choi, Y., D. Hayes, and K. Johnson "Mathematical Model Evaluation on Batch Aerated Submerged Biofilm (ASBF) Reactor for Organic Carbon and Nitrogen Removal", *Korean J. Chem. Eng.* 24(4), 655-640 (2007).
- Je, C.H.; Hayes, D.F.; Kim, K.S. (2007). "Simulation of resuspended sediments resulting from dredging operations by a numerical flocculent transport model, *Chemosphere* 70 (2007) 187–195.
- T. Neville Burt and Donald F. Hayes, "Framework for Research Leading to Improved Assessment of Dredge Generated Plumes," *Terra et Aqua*, Number 98, pp. 20-31, March 2005.
- Je, C.H. and D. F. Hayes, "Development of A Two-Dimensional Analytical Model for Predicting Toxic Sediment Plumes Due to Environmental Dredging Operations," *Journal of Environmental Science and Health, Part A*, Vol 39, Issue 8, Dec 2004, pages 1935–1947.
- Reible, D.D., D. Hayes, C. Lue-Hing, J. Patterson, N. Bhowmik, M. Johnson, and J. Teal , "Comparison of the Long-Term Risks of Removal and In-Situ Management of Contaminated Sediments in the Fox River," *Journal of Soil and Sediment Contamination*, 12(3):325-344.
- Wu, P.Y. and Hayes, D.F., "Verification and Modification of TSS Source Strength Models for Hydraulic Cutter Dredging Operations," *World Dredging and Marine Construction*, August 2000.

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Robins, J.P., Rock, J., Hayes, D.F., and Laquer, F.C., "Nitrate Removal From Synthetic Platte Valley, Nebraska Groundwater Using A Constructed Wetland Model," *Environmental Technology*, Volume 21, No. 6, June 2000.

Hayes, D.F., T.R. Crockett, and T.J. Ward, "Near-Field Sediment Resuspension During Cutterhead Dredging Operations," *ASCE Journal of Coastal, Ports, and Waterways*, Vol. 126, No. 3, May/June 2000.

Hayes, D.F., Labadie, J.W., Sanders, T.G., and Brown, J.K., "Optimal Hydrosystem Operation for Downstream Water Quality," *Water Resources Research*, March 1998.

Kuo, A.Y. and Hayes, D.F., "A Model for Turbidity Plume Induced by Bucket Dredge," *ASCE Journal of Waterways, Port, Coastal, and Ocean Engineering*, November 1991.

BOOKS, BOOK CHAPTERS, AND SPECIAL PUBLICATIONS

Palermo, M. and Hayes, D.F., "Sediment Dredging, Treatment and Disposal," Sustainable Sediment Management, in press.

J. Selke, D. Hayes, and D. Stevens (editors), Critical Transitions in Water & Environmental Resources Management, American Society of Civil Engineers, Proceedings of the 2004 World Water and Environmental Congress, June 2004 (CD-ROM).

America's Wetland Task Committee, Restoring Coastal Louisiana: Enhancing the Role of Engineering and Science in the Restoration Program, American Society of Civil Engineers, 2004, ISBN 0-7844-0736-3.

Malcolm Pirnie and TAMS/EarthTech, Hudson River PCBs Superfund Site: Engineering Performance Standards, US Environmental Protection Agency, April 2004. (co-author of most sections and primary technical responsibility for document)

D. Hayes and M. McKee (editors), Decision Support Systems for Water Resources Management, American Water Resources Association, Proceedings of the AWRA/UCOWR 2001 Summer Specialty Conference.

Hayes, D.F. (editor), Designing Successful Stream and Wetland Restoration Projects, American Society of Civil Engineers, Proceedings of the 2nd ASCE Wetlands Engineering and River Restoration Conference, August 2001 (CD-ROM).

Hayes, Donald F., "Semi-quantitative Assessment of Water Quality Impacts Associated with Dredging Activities," Appendix E.6, Hudson River PCBs Reassessment RI/FS, USEPA Region 2 and US Army Corps of Engineers Kansas City District, December 2000.

Hayes, D.F., T.J. Olin, J.C. Fischenich, and M.R. Palermo, Wetlands Engineering Handbook, U.S. Army Corps of Engineers, June 2000, 812 pages (including appendices).

Hayes, D.F. (editor), Engineering Techniques for Wetland and Riparian Engineering, American Society of Civil Engineers, Proceedings of the 1998 Wetlands Engineering and River Restoration Conference, December 1998, 1150 pages (CD-ROM).

Hayes, D.F. (editor), Presentation Summaries for the 1998 Wetlands Engineering and River Restoration Conference, American Society of Civil Engineers, March 1998, 193 pages.

Donald F. Hayes, Ph.D., P.E., BCEE

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National Research Council, Contaminated Sediments in Ports and Waterways: Cleanup Strategies and Technologies, National Academy Press, Washington, D.C., March 1997, 295 pages. (co-author)

USDA Soil Conservation Service, Wetland Restoration, Enhancement, or Creation, USDA Soil Conservation Service, January 1992, 79 pages. (coauthor)

Palermo, M.R. and Hayes, D.F., "Environmental Effects of Dredging," in Handbook of Coastal and Ocean Engineering, Gulf Publishing Company, Houston, Texas, January 1992, pp. 1169-1175 (7 pages).

REFEREED CONFERENCE PROCEEDINGS

D. Hayes, K. Salkuti, and G. Gummadi, "Evaluation and Modification of the Dredging Elutriate Test," Proceedings of the Sixth International Conference on Remediation of Contaminated Sediments, New Orleans, LA, February 2011.

Averett, D.E., Hayes, D.F., and Schroeder, P.R., "Estimating Contaminant Losses During Dredging," Proceedings of the 15th World Dredging Congress, Las Vegas, NV, July 1998.

Hayes, D.F., "Water Quality Management During Low-Flow Periods: A Systems Analysis Approach," in Computerized Decision Support Systems for Water Managers, ASCE Press, 1989.

SOFTWARE

CDF Design Version 3.0 (released January 2009)

Description: CDF is a Microsoft Windows-based software application to design confined disposal facilities (CDFs) for dredged material placement. CDF computes sediment storage requirements and minimum surface area and ponding requirements to meet effluent discharge requirements. Revisions to Version 2.0 include improved data analysis routines and design procedures.

Availability: Distributed by the U.S. Army Corps of Engineers for internal and public use.

DREDGE Version 3.0 (released January 2009)

Description: DREDGE is a Microsoft Windows-based software application for estimating suspended sediment and contaminant concentrations resulting from dredging operations. Dredge incorporates models for estimating suspended sediment release and partitioning of hydrophobic contaminants during transport. DREDGE includes simple 1-D transport models that are intended primarily for a priori assessments of water quality impacts during dredging.

Availability: Distributed by the U.S. Army Corps of Engineers for internal and public use.

Cumberland River Optimization Model Version 1.0, released July 1995

Description: Determines optimal daily releases from the nine major reservoirs in the Cumberland River to meet downstream water quality criteria during low-flow periods

Availability: Site-specific use only; not available for public use.

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SETTLE Version 3 released in 1993, previous versions released in 1988 and 1985.

Description: *Evaluates sedimentation test data and performs "state-point" design of confined dredged sediment disposal facilities.*

Availability: *Distributed by the U.S. Army Corps of Engineers for internal and public use.*

PCDDF USER INTERFACE released in 1988

Description: *PCDDF is a finite difference program that estimates longterm subsidence of dredged sediments in confined disposal facilities.*

Availability: *Distributed by the U.S. Army Corps of Engineers for public use from 1988 – 1994; replaced by PSDDF.*

INVENTIONS

Rapidly Deployable Precast Sediment Retention Barrier, Invention Disclosure, December 2008.

Remediation with Ozone of Sediments Containing Organic Contaminants, United States Patent # 7,115,203 issued October 3, 2006.

In-Situ Sediment Ozonator for PCB Remediation, United States Patent # 7,011,749 issued March 14, 2006.

Automated Water Quality Monitoring System for Dredging Operations, Invention Disclosure, August 1999.

SHORT-COURSE LECTURES (SINCE 2001)

"Sediment Resuspension and Contaminant Release Associated with Dredging Projects," 4R's of Dredging Short Course, San Diego, CA, October 2012.

"Control Measures for Managing Resuspension, Residuals, and Contaminant Losses" 4R's of Dredging Short Course, San Diego, CA, October 2012.

"Sediment Resuspension and Contaminant Release Associated with Dredging Projects," 4R's of Dredging Short Course, New Orleans, LA, February 2011.

"Design and Evaluation of Mechanical Dredging Operations," Texas A&M Dredging Short Course, College Station, TX, Annually, January 2003-2012.

"How to Use the Corps' Wetlands Engineering Manual," 2001 Society of Wetland Scientists Annual Meeting, Chicago, IL, June 2001.

CONFERENCE PAPERS

Tiwari, P. and Hayes, D.F., "Quantifying Bucket Dredging Residuals," Proceedings, WEDA XXXII Technical Conference and TAMU 43 Dredging Seminar, San Antonio, TX, June 2012.

Hayes, D.F., Salkuti, K.K., Gummadi, G.B., "Evaluation and Modification of the Dredging Elutriate Test," Proceedings, WEDA XXXI Technical Conference and TAMU 42 Dredging Seminar, Nashville, TN, June 2011.

Donald F. Hayes, Ph.D., P.E., BCEE

University of Nevada, Las Vegas

Hayes, D.F.; Chintamaneni, R.; Bommarreddy, P.; and Cherukuri, B., "Propwash Impacts On Water Quality Around Dredging And Other Marine Construction Activities," Proceedings of the WEDA XXX/TAMU 41, San Juan, Puerto Rico, June 6-9, 2010.

Hayes, D.; G. Gumjadi; and K. Salkuti, "Geobag Loading Analysis," Proceedings of WEDA XXIX & TAMU 40, June 2009, Tempe, AZ.

Hayes, D.F., L. Hvasta, and W. Montgomery. "Turbidity Barriers in Simple Flow Regimes," Proceedings of WEDA XXVIII & TAMU 39, June 2008, St. Louis, MO.

Hayes, D.F., T.D. Borrowman, and P.R. Schroeder, "Process-based Estimation of Sediment Resuspension Losses During Bucket Dredging," Proceedings of the World Dredging Congress, May 28 – June 1, 2007.

Palermo, M., Hayes, D., Reible, D., Verduin, J., Warren, S. and J. McAuliffe, "Onondaga Lake Sediment Remediation – Dredging and Capping Alternatives," Proceedings of the WEDA XXV and TAMU 37th Annual Conference, New Orleans, LA, July, 2005.

Fidler, B.; Garvey, E.; Hayes, D.; and Hess, A., "Hudson River Performance Standards: Protection and Production," Third International Conference on Remediation of Contaminated Sediments, 2005.

Hayes, D.F. and P.K. Andy Hong, "Innovative Concept for In Situ Contaminated Sediment Remediation," Proceedings of the WEDA XXIV and TAMU 36th Annual Conference, Orlando, FL, July 6-9, 2004.

Burt, T.N. and D.F. Hayes, "Framework for Research Leading to Improved Assessment of Dredge Generated Plumes," Proceedings of the WEDA XXIV and TAMU 36th Annual Conference, Orlando, FL, July 6-9, 2004.

Herrenkohl, M.J., Hayes, D.F., Marnicio, R., and Lally, J., "Predicting Residual Contamination in Surface Sediments After Dredging," Proceedings of the 2003 Pacific Coast Chapter Annual Meeting, Maui, HI, October 2003.

Burt, T.N. and D.F. Hayes, "US-UK Cooperation On Dredging Turbidity Modeling," Proceedings of the WEDA XXIII and TAMU 35th Annual Conference, Chicago, IL, June 10-13, 2003.

Hayes, Donald F., "The Dredging Process: Opportunities to Avoid Windows," PIANC Environmental Windows Workshop: Achieving Dredging Decisions That Balance Economic And Environmental Concerns, April 16, 2002, Vicksburg, MS. (Presentation Only)

Hayes, Donald F., "Toxic Constituent Losses During Dredging of Contaminated Sediments," EPA Superfund Workshop on Contaminated Sediments, Alexandria, VA, May 30-June 1, 2001.

Hayes, Donald F. and Wu, Pei-Yao, "Simple Approach to TSS Source Strength Estimates," Proceedings of the WEDA XXI and TAMU 33rd Annual Conference, Houston, TX, June 25-27, 2001.

Hayes, D., Borrowman, T., and Welp, T., "Near-Field Turbidity Observations During Boston Harbor Bucket Comparison Study," Proceedings of WEDA XX and TAMU 32nd Annual Conference, Providence, RI, June 2000.

Hayes, D.F., "Empirical Modeling of Flocculent Settling Processes," Water Environment Association of Utah Annual Conference, St. George, UT, April 1999.

Donald F. Hayes, Ph.D., P.E., BCEE

University of Nevada, Las Vegas

Hayes, D.F., "Engineering for Successful Wetland Restoration," Proceedings of the 1998 From Swamps to Wetlands Conference, October 1998.

Hayes, D.F., "Designing Wetland Restoration Projects," Proceedings of the 1998 Water Environment Association of Utah Annual Conference, April 1998.

Hayes, D.F., "A Handbook for Designing Wetland Restoration Projects," Proceedings of the 1998 Wetland Engineering and River Restoration Conference, March 1998.

Hayes, Donald F., "Using ADDAMS to Design Wetland Restoration Projects," Proceedings of the Corps of Engineers Workshop on Wetlands Restoration and Establishment, Baltimore, MD, July 1997.

Hayes, Donald F., "Minimizing the Costs of Remediating Contaminated Sediments: Where Should Our Efforts Be Placed?," Proceedings of the WERC/HSRC Joint Conference on the Environment, Albuquerque, NM, April 22-24, 1997.

Hayes, Donald F., "Ensuring a Quality Non-Traditional Engineering Graduate Program," Proceedings of the 1994 American Society of Engineering Education Midwest Section Meeting, Lincoln, NE, March 1994.

Hayes, Donald F. and Douglas A. Heistercamp, "Ethical Considerations in Civil Engineering Software Development and Use," First Congress on Computing in Civil Engineering, ASCE, June 1994.

Hayes, Donald F., "Assessing Impacts of Environmental Dredging Operations," Proceedings of The 16th U.S./Japan Experts Meeting on Management of Bottom Sediments Containing Toxic Substances, Kitakyushu, Japan, October 12-14, 1993.

Hayes, Donald F., "Wetlands Engineering, Design, and Construction: Current Practices and Research Needs," US Army Corps of Engineers Wetlands Engineering Workshop Proceedings, St. Louis, MO, July 6-8, 1993.

Hayes, D.F., T.R., Crockett, and M.T. Arends, "Wetlands Engineering, Design, and Construction: State-of-the-Art and Research Needs," Proceedings of the 1993 ASCE WRPMD Annual Conference, Water Management in the 90's: A Time for Innovation, Seattle, WA, May 3-5, 1993.

Hayes, Donald F., "Anticipating Sediment Resuspension and Contaminant Release During Environmental Dredging Operations," 1992 International Environmental Dredging Symposium, Buffalo, NY, September 1992.

Hayes, Donald F., "Environmental Implications of Reservoir System Design and Operation," Course materials for Water Resource Development and Environmental Protection: Problems, Issues and Solutions, Fort Collins, CO, July 1992.

Hayes, D.F. and M.R. Palermo, "Engineering Aspects of Wetland Design," Proceedings of WATER FORUM '92, American Society of Civil Engineers, Baltimore, MD, August, 1992.

Hayes, Donald F., "Operating Multireservoir Systems for Water Quantity and Quality," Proceedings of the 102nd Annual Meeting of the Nebraska Academy of Sciences, Lincoln, NE, April 1992.

Hayes, D.F., J.W. Labadie, and T.G. Sanders, "Optimal Operation of Multireservoir Hydropower Systems for Water Quality and Quantity," Proceedings of the Fourth Water Resources Operations Management Workshop, Mobile, AL, March 1992.

Committee to Form Nevada State High School II



Attachment: B.2.1, Committee Member Names, Resumes

Donald F. Hayes, Ph.D., P.E., BCEE

University of Nevada, Las Vegas

Zappi, P.A. and D.F. Hayes, "Innovative Technologies for Dredging Contaminated Sediments," International Conference on Physical Modeling of Transport and Dispersion, Cambridge, Mass., August 1990.

Brown, J.K. and D.F. Hayes, "Development of the Cumberland Basin Reservoir Model for Water Quality Control," US Army Corps of Engineers Eighth Seminar on Water Quality, February 1990.

Hayes, Donald F., "Water Quality Management During Drought Periods in the Cumberland River Basin," *Proceedings of the ASCE Water Resources for the Future: The Management Challenge Conference*, Sacramento, CA, May 1989.

Hayes, Donald F., "Water Resources Management during Drought Periods," *Proceedings of the Mississippi Water Resources Conference*, Jackson, MS, March 1989.

Hayes, Donald F., "Water Quality Management During Low-Flow Periods: A Systems Analysis Approach," *Proceedings of the 3rd Water Resources Operations and Maintenance Workshop, Computerized Decision Support Systems for Water Managers*, Fort Collins, CO, June 1988.

Hayes, D.F., McLellan, T.N., and G.R. Raymond, "Sediment Resuspension from Dredging Activities," *Proceedings of the ASCE Dredging '84 Specialty Conference*, Clearwater Beach, FL, November 1984.

Walski, T.M., D.F. Hayes, S.A. Pranger, and T.E. Schaefer, "Automated Dredging and Disposal Activities Management System (ADDAMS)," *Proceedings of the ASCE Dredging '84 Specialty Conference*, Clearwater Beach, FL, November 1984.

TECHNICAL REPORTS

Hayes, D. F., Schroeder, P. R., and Borrowman, T. D.. "Resuspension Factor Approach for Estimating Dredging-related Sediment Resuspension," Draft Technical Note DOER-TN***, Vicksburg, MS.

Todd S. Bridges, Stephen Ells, Donald Hayes, David Mount, Steven C. Nadeau, Michael R. Palermo, Clay Patmont, and Paul Schroeder. "The Four Rs of Environmental Dredging: Resuspension, Release, Residual, and Risk," ERDC/EL TR-08-4, Environmental Laboratory, US Army Engineer Research and Development Center, Vicksburg, MS 39180, January 2008.

Hayes, D.F., "Practicality of Dredging PCB-contaminated Sediments from Dick's Creek," Expert Report (letter form) to US Department of Justice, September 2004.

Hayes, D.F. and Herrenkohl, M.J., "Technically-based Cost Allocation for the Greens Bayou Stipulation Requirements," Expert Report in the matter of GB Biosciences and ISK-Magnetics vs. Occidental Chemical Corporation, July 2004.

Hayes, D.F., "Cost Allocation for the Greens Bayou Indemnity Agreement," Expert Report in the matter of GB Biosciences and ISK-Magnetics vs. Occidental Chemical Corporation, July 2004.

Hayes, D.F., "Evaluation of Dredging Alternatives for Onondaga Lake," Appendix L, Onondaga Lake Feasibility Study Report, Onondaga County, New York, May 2004

Donald F. Hayes, Ph.D., P.E., BCEE

University of Nevada, Las Vegas

Hayes, D.F., "Dredging Contaminated Sediments at the Metal Bank NPL Site," Expert Report to US Department of Justice, February 2004.

Hartman, G.L., Hayes, D.F., and Herrenkohl, M.J., "Comprehensive Evaluation of Alternatives for Greens Bayou," Expert Report to Fulbright and Jaworski, LLP., April 30, 2003.

Hayes, Donald F., "Assessment of Stream Water Quality in the Vernon-Sheeprock Mountains," Final Report, Uinta National Forest, Orem, UT, September 2001.

Dearden, Mary and Hayes, Donald F., "Management Plan for BP Amoco SLC Wetland," final report to BP Amoco SLC Business Unit, May 2001.

Welp, T.; Hayes, D.; Tubman, M.; McDowell, S.; Fredette, T.; Clausner, J.; and Albro, C. "Dredge Bucket Comparison Demonstration at Boston Harbor," March 2001, Publication No. ERDC/CHL CHETN-VI35.

Hayes, Donald F., "Turbidity Monitoring During Boston Harbor Bucket Dredge Comparison Study," Final Study Report, submitted to USAE Waterways Experiment Station, Vicksburg, MS, August 1999.

Hayes, D. F. and C.H. Je, "User's Manual and Documentation for WinSETTLE," Instructional Report, U.S. Army Engineer Waterways Experiment Station, CE, Vicksburg, MS, final report submitted June 1999.

Hayes, D. F., P. Wu, T. Heimdal, and M. Frear, "Drinking Water Quality in the US/Mexico Border Region," Final Report, Southwest Center for Environmental Research and Policy, September 1997.

Hayes, Donald F., "Wetlands Creation Using Dredged Material in Tiger Pass, Louisiana," Technical Report EL-98-xx, U.S. Army Engineer Waterways Experiment Station, CE, Vicksburg, MS, final report submitted August 1997.

Hayes, D.F. and Tang, Q., "Sedimentation Properties of White Rock Lake Sediments," Final Project Report, June 1997.

Hayes, D. F. and C.H. Je, "User's Manual and Documentation for DREDGE," Instructional Report EL-97-xx, U.S. Army Engineer Waterways Experiment Station, CE, Vicksburg, MS, final report submitted August 1996.

Hayes, D. F. and D. Overbey, "Improvement of Reservoir Water Quality by Constructing Barriers, Wetlands, and Sediment Traps," Omaha District, US Army Corps of Engineers, December 1994.

Hayes, Donald F., "Design and Construction of Aquaculture Facilities in Dredged Material Containment Areas," Technical Report EL-93-11, U.S. Army Engineer Waterways Experiment Station, Vicksburg, MS, July 1993.

Hayes, Donald F., Timothy R. Crockett, and Michael T. Arends, "Wetlands Engineering: Review of Literature Related to the Enhancement, Restoration, and Creation of Wetlands," Research Project Report, University of Nebraska-Lincoln, February 1993.

Hayes, Donald F., "Documentation of the SETTLE Module for ADDAMS: Design of Confined Disposal Facilities for Solids Retention and Initial Storage," Environmental Effects of Dredging Program Technical Note EEDP-06-18, U.S. Army Engineer Waterways Experiment Station, CE, Vicksburg, MS, December 1992.

Donald F. Hayes, Ph.D., P.E., BCEE

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Maynard, S.T., Landin, M.C., McCormick, J.W., Davis, J.E., Evans, R.A. and Hayes, D.F., "Design of Habitat Restoration Using Dredging Material at Bodkin Island, Chesapeake Bay, Maryland," Wetlands Research Program Technical Report WRP-RE-3, U.S. Army Engineer Waterways Experiment Station, CE, Vicksburg, MS, June 1992.

Hayes, Donald F., "Documentation of the DYECON Module for ADDAMS: Determining the Retention and Hydraulic Efficiency of Confined Disposal Facilities," Environmental Effects of Dredging Program Technical Note EEDP-06-17, U.S. Army Engineer Waterways Experiment Station, CE, Vicksburg, MS, 1992.

Hayes, Donald F., "Cumberland River Optimization Model: User's Guide and Program Documentation," Corps of Engineers Nashville District, Nashville, TN, December 1991.

Zappi, Paul A. and Donald F. Hayes, "Innovative Technologies for Dredging Contaminated Sediments," Miscellaneous Paper EL-91-20, U.S. Army Engineer Waterways Experiment Station, CE, Vicksburg, MS, Sept. 1991.

Hayes, Donald F., "Operating Multireservoir Hydropower Systems for Downstream Water Quality," Ph.D. Dissertation, Department of Civil Engineering, Colorado State University, Fort Collins, CO, December 1990.

McLellan, T.N., R.N. Havis, D.F. Hayes, and G.R. Raymond, "Field Studies of Sediment Resuspension Characteristics of Selected Dredges," Technical Report HL-89-9, U.S. Army Engineer Waterways Experiment Station, CE, Vicksburg, MS, March 1989.

Hayes, Donald F., "Effects of Norfolk Harbor Deepening on Management of Craney Island Disposal Area," Miscellaneous Paper EL-88-2, U.S. Army Engineer Waterways Experiment Station, CE, Vicksburg, MS, April 1988.

Hayes, Donald F., T.N. McLellan, and C.E. Truitt, "Demonstration of Innovative and Conventional Dredging Equipment at Calumet Harbor, IL," Miscellaneous Paper EL-88-1, U.S. Army Engineer Waterways Experiment Station, CE, Vicksburg, MS, January 1988.

Hayes, Donald F., "Development of a Near Field Source Strength Model to Predict Sediment Resuspension from Cutter Section Dredges," Masters Thesis, Mississippi State University, Starkville, MS, December 1986.

Hayes, Donald F., "Guide to Selecting a Dredge for Removal of Contaminated Bottom Sediments," Environmental Effects of Dredging Program Technical Note EEDP-09-01, U.S. Army Engineer Waterways Experiment Station, CE, Vicksburg, MS, December 1986.

Hayes, D.F., P.R. Schroeder, and M.R. Palermo, "Dredging as an Excavation Technique for the Gallipolis Locks and Dam Replacement Project," Final Design Report, Gallipolis Locks and Dam Replacement Project, U.S. Army Engineer District, Huntington, WV, November 1985.

Hayes, D.F., T.M. Walski, M.E. Corey, J.W. Epps, and S.A. Pranger, "ADDAMS (Automated Dredging and Disposal Activities Management System)," Instructional Report, U.S. Army Engineer Waterways Experiment Station, CE, Vicksburg, MS, July 1985.

Raymond, G.R., D.F. Hayes, and T.N. McLellan, "Sediment Resuspension Characteristics of Conventional Dredges," Engineering Technical Letter, Office of the Chief of Engineers, Washington, D.C., September 1984.

Hayes, Donald F., "A Method for the Cost Analysis of Dredging and Disposal Alternatives in Norfolk Harbor," U.S. Army Engineer Waterways Experiment Station, CE, Vicksburg, MS, December 1983.

Donald F. Hayes, Ph.D., P.E., BCEE

University of Nevada, Las Vegas

Hayes, Donald F., "Engineering and Economic Comparison of Potential Dredged Material Disposal Sites within New York Harbor for Future Development into Marshlands," U.S. Army Engineer Waterways Experiment Station, CE, Vicksburg, MS, December 1982.

Palermo, M.R., F.D. Shields, and D.F. Hayes, "Development of a Management Plan for Craney Island Disposal Area," Technical Report EL-81-11, U.S. Army Engineer Waterways Experiment Station, CE, Vicksburg, MS, December 1981.

GRANTS AND FUNDED PROJECTS

Non-Rock Alternatives To Shoreline Protection, USDA-NRCS LA-16 Non-Rock Alternative, subcontractor to JESCO ENVIRONMENTAL, Sept 2012 – Aug 2015, \$455,426.24.

National Transit Research Consortium, US Department of Transportation/San Jose State University, July 2012 – June 2014, \$300,000.

Modular Sediment Retention and Shoreline Protection Structures, Industrial Ties Research Program, Louisiana Board of Regents, July 2011-June 2014, \$350,000.

Elutriate Testing of Onondaga Lake Sediments, Honeywell, Inc (through Parsons), December 2008 – December 2009, \$32,104.

Estimating Localized Water Quality Impacts Due to Construction of the Tappan Zee Bridge, New York State Thruway Authority (through AECOM), December 2008 – December 2009, \$84,804.

Assessment of Potential Dredging Impacts at Sparrows Point, Maryland Port Authority (through OA Systems), July 2008 – June 2009, \$20,256.

Ambient Water Quality Monitoring Network (AWQMN), Louisiana Department of Environmental Quality (subcontractor to University of Southeastern Louisiana), indefinite value and duration (estimated value \$10,000/yr), 2008 - 2011.

Development and Organization of the Louisiana Coastal Engineering and Sciences Initiative, Louisiana Department of Natural Resources, August – December 2007, \$5,000.

Enhancement of the ADDAMS DREDGE Module, USAE Engineer Research and Development Center, September 2007 – December 2007, \$49,056.

Selenium Speciation and Partitioning in Wetlands of the Great Salt Lake, Utah Department of Environmental Quality, June 2005 – June 2008, \$114,203.

Development of a Multidisciplinary Environmental Law Class, University of Utah Educational Integration Initiative, \$5,000.

Augmented Supercritical Fluid for Sediment Contaminants Degradation, NOAA/CICEET, July 2005-June 2007, \$25,000.

Treatment of Asphaltene in Petroleum Byproducts and Oil Sand for Recovery of Chemicals, Western Oil Sands, March 2005 – March 2007 (Co-PI with Andy Hong) , \$206,050.

In-Situ Sediment Ozonator (ISO) for PCB Remediation, Planning Grant, Cooperative Institute for Coastal and Estuarine Environmental Technology (CICEET) Environmental Technology Development, July 2002 – December 2002 (Co-PI with Andy Hong), \$5,000.

Donald F. Hayes, Ph.D., P.E., BCEE

University of Nevada, Las Vegas

- Environmental Laboratory Equipment Gift (toward GC/MS), Honeywell Corporation, February 2004, \$30,000.*
- Evaluation of Remedial Alternatives for Greens Bayou, TX, GB Biosciences, October 2000 – December 2004, \$204,000.*
- Design and Evaluation of a Test Section to Minimize Legacy Highway Impacts on Lateral Groundwater Flow and Great Salt Lake Wetlands, Utah Department of Transportation, January 2001 – December 2003, \$35,000.*
- Development of a Resuspension Matrix for Estimating Water Quality Impacts From Dredging Operations, US Army ERDC Waterways Experiment Station, June 2002 to December 2003, \$42,000.*
- Reducing Phosphorus Impacts on Lake Okeechobee Water Quality, South Florida Water Management District, January 2001 – January 2003, \$110,000.*
- Evaluation of Remedial Alternatives for Greens Bayou, Houston, TX, GB Biosciences Corporation, October 2000 – December 2002, \$75,000.*
- Anaerobic Digestions Aided by BioPac, EnviroBact Technologies, \$4,868, November 1999 – June 2000.*
- Monitoring of Turbidity Generation by Bucket Dredge Operations in Boston Harbor, \$3,300, USAE Waterways Experiment Station, June 1999 – June 2000.*
- A Methodology for Determining the Best Areas to Expand Wastewater Collection Systems in the US/Mexico Border Region, EPA Southwest Center for Environmental Research and Policy, \$100,286, June 1998 - May 2000.*
- Design of a Wetland Systems for Migratory Bird Habitat and Water Quality Improvement in Association with Secondary for System Development, City of Riverton, Utah, \$220,000 (with Carollo Engineers and Western Wetland Systems), September 1999 - August 2000.*
- Development of a Water Quality Database for the Upper Colorado River Basin, US Bureau of Reclamation, \$13,000, February 1999 – December 1999.*
- Evaluation of Water Quality Impacts of Abandoned Mines in the Vernon-Sheeprock Mountains, Uinta National Forest, September 1998 - September 1999, \$10,803.*
- Comparative Evaluation of Wastewater Screens, JWC Environmental, \$14,153 (with Robert Okey), October 1998 - April 1999.*
- Water Quality Impacts of Contaminated Sediment Removal Using Hydraulic Dredges, National Science Foundation, \$95,917, August 1998 - August 1999.*
- Sedimentation Properties and Associated Mercury Release of Sediments from the Point Comfort Superfund Remediation Project, Aluminum Company of America (ALCOA), November 1997 – December 1999, \$31,000.*
- Equipment Funds for Purchase of Hydrolab DataSonde 4 Water Quality Data Collection Field Instrument, University of Utah Equipment Funds, \$7,750, August 1997.*
- Relationship Between Water and Sediment Quality in the Jordan River, Utah Research Foundation, \$6,100, July 1997 – December 1998.*
- Faculty Computer Upgrade Funds, Utah Technology Initiative, \$15,250, July 1997.*

Donald F. Hayes, Ph.D., P.E., BCEE

University of Nevada, Las Vegas

- Determination of Sedimentation Properties of White Rock Lake Sediments, Carter-Burgess Consultants, Dallas Texas, \$5,000, April 1997.*
- Update and Enhancement of the ADDAMS Modules SETTLE, DYECON, D2M2, and PSDDF, USAE Waterways Experiment Station, \$88,975, June 1997 – June 1998 (partial funding of \$23,000).*
- Wetlands Ecology and Ecology of the Wetlands/Transition Buffer Zones, Field and Laboratory Research, Task-order contract, subcontractor to Louis Berger & Associates, East Orange, NJ, March 1997 - March 2002.*
- Faculty Computer Upgrade Funds, Utah Technology Initiative, \$9,500, July 1996.*
- Wetland Creation Using Dredged Sediments in Tiger Pass, LA, U.S. Army Research Office, \$13,000, August – December 1996.*
- Faculty Assistance for Educational Technology and Distance Education, Instructional Technology Starter/Mentor Program, July 1996 - June 1997, \$5,800 (co-PI with Dr. Peter T. Martin).*
- Protocol for Aerobic Digestion, Central Davis County Sewer District, \$3,634, Jan. - Sept. 1996 (co-PI with R.W. Okey).*
- Assessment of Drinking Water Quality Problems and Concerns along the U.S./Mexico Border, Southwest Center for Environmental Research and Policy (SCERP), \$45,000, June 1995 - June 1996.*
- Development of a Model to Estimate Sediment Resuspension and Contaminant Release During Dredging Operations, USAE Waterways Experiment Station, \$43,000, May - December 1995.*
- Sediment Retention Processes in Wetland Systems, AASERT Program, Army Research Office, \$140,000, July 1994 - June 1997.*
- Preparation and Assimilation of Materials for a Wetlands Engineering Design Manual, USAE Waterways Experiment Station, \$60,000, January 1994 - September 1996.*
- Improvement of Reservoir Water Quality by Constructing Barriers, Wetlands, and Sediment Traps, Omaha District, US Army Corps of Engineers, \$19,000, April 1994 - December 1994.*
- Initial Development of an Automated Procedure for Sediment Resuspension and Contaminant Release Calculations, USAE Waterways Experiment Station, \$8,600, August - September 1993.*
- Sediment Resuspension and Contaminant Release During Dredging Operations, USAE Waterways Experiment Station, \$25,501, January - December 1993.*
- Travel Grant for Presentation and Participation in 1992 International Environmental Dredging Symposium, Erie County, NY, \$800, September 1992.*
- Participation in Constructed Wetlands for Wastewater Treatment Workshop, National Science Foundation Faculty Enhancement Program, Colorado State University, July 1992 and July 1993.*

Donald F. Hayes, Ph.D., P.E., BCEE

University of Nevada, Las Vegas

Documentation and Testing of the ADDAMS (Automated Dredging and Disposal Alternatives Management System) Modules - SETTLE and DYECON, USAE Waterways Experiment Station, \$20,191, May - September 1992.

Review and Synopsis of Existing Literature and Ongoing Studies Involving Wetlands Engineering for Enhancement, Restoration, or Creation Activities, USAE Waterways Experiment Station, \$20,704, May - September 1992.

Enhancement of Cumberland River Optimization Model and Preparation of User's Guide, USAE Waterways Experiment Station, \$30,800, September 1991 - December 1992.

GRADUATE STUDENTS COMPLETED

9 Doctoral Students

1. **Nagendra Dev, 2008**
Thesis: *Modeling Selenium Fate & Transport in Great Salt Lake Wetlands*
Employment: RBF Consulting, Anaheim, CA
2. **Gennaro Dicataldo, 2008**
Thesis: *Selenium Fate and Transport Model in a Single Pond of the Great Salt Lake Wetlands*
Employment: ConocoPhillips Company, Bartlesville, OK
3. **Jon Menough, 2008**
Thesis: *Impact of Spawning Salmon on Disinfection By-product Formation*
Employment: MACTECH, Engineering, Anchorage, AK
4. **Hua Xu (co-chair with A. Hong), 2005**
Thesis: *Integrated Chemical and Biological Treatment of Persistent Bioaccumulative and Toxic Compounds*
Employment: Post-Doc, Purdue University.
5. **Youngik Choi (co-chair with K. Johnson), 2005**
Thesis: *Ammonia Nitrogen Removal in Lagoon Systems*
Employment: Dong-A University, Busan, Korea.
6. **Mamunur Rashid, 2003**
Thesis: *Optimal Expansion of Sewage Collection Systems*
Employment: Georgia Southern University, Savannah, GA
7. **Pei-Yao Wu, 2003**
Thesis: *Partitioning and Transport of Mercury due to Sediment Resuspension*
Employment: Industrial Technology Research Institute, Taiwan
8. **David J. Kinnear, 2002**
Thesis: *Hydrodynamic Modeling of Return Activated Sludge Density in Secondary Clarifiers*
Employment: Vice President and Wastewater Technical Director, HDR, Inc., Charlotte, NC
9. **Chung-Hwan Je, 1998**
Thesis: *Suspended Sediment Transport Considering Fine-particle Flocculation*
Employment: University of Nevada-Reno, Reno, NV.

25 MS Thesis Students (Names and Thesis titles available upon request)

23 MS Non-Thesis Students (Names and Project titles available upon request)

Committee to Form Nevada State High School II



Attachment: B.2.1, Committee Member Names, Resumes

Donald F. Hayes, Ph.D., P.E., BCEE

University of Nevada, Las Vegas

SERVICE ACTIVITIES

Professional

Independent Expert Panel Member, Sacramento River Deep Water Ship Channel, California Limited Reevaluation Study and Supplemental Environmental Impact Statement Review (2010)
Independent External Peer Reviewer, Savannah Harbor Expansion Project General Reevaluation Report (2010-12)
Framework Development Team, 2012 Master Plan, Louisiana Office of Coastal Restoration and Protection (2010-11)
Executive Committee, Western Dredging Association (2007- present)
Environmental Commission, Western Dredging Association (1999-present)
Editorial Board, Journal of Dredging Engineering (1999-present)
Great Salt Lake Selenium Science Panel, Utah DEQ (2004-08)
Salt Lake City Watershed Management Advisory Committee (2000-05)
TMDL Task Force Utah Department of Environmental Quality (1998–2006)
Chair, Wetlands and River Restoration Committee Coastal, Oceans, Ports, and Rivers Institute (COPRI) (1999–2004)
Utah Drinking Water Board (Gubernatorial appointment) (1996–2002)
Lake Powell Water Quality Improvement Technical Advisory Committee (1997-2006)
Utah SDWA Revolving Fund Loan Review Committee (1997–2002)
Conference Chair, From Swamps to Wetlands(250 registrants), Salt Lake City, UT (Oct 1998)
Conference Co-Chair (with J. Craig Fischenich), 2nd ASCE Wetlands Engineering and River Restoration Specialty Conference, Reno, NV, August 2001.
Conference Co-Chair (with J. Craig Fischenich), ASCE Wetlands Engineering and River Restoration Specialty Conference, Denver, CO, March 22-27, 1998.
President, Utah Section AWRA (2004-05)
Vice President, Utah Section AWRA (2003-04)
ASCE America's Wetland Task Committee (2002-04)
Technical Program Chair, Decision Support Systems in Water Resources Management, AWRA Specialty Conference, Salt Lake City, UT (June 2001)
Technical Program Co-chair, Environmental and Water Resources Institute Annual Water Congress, Salt Lake City, UT (June 2004)
Chair, Student Activities Committee, AWRA Utah Section (1997–2002)
Chair, Student Activities Committee, Water Environment Association of Utah (1997–2002)
Chesapeake Bay / Baltimore Harbor Habitat Restoration Project Review (2007)
EPA Lower Passaic River Technical Advisory Group (2007)
NCHRP Research Panel 25-9, Impact of Construction Materials on Surface and Groundwater Quality (1993–2000)
Committee on Contaminated Marine Sediments, National Academy of Engineering (1992-96)
Chair, National Academy of Engineering Innovative Technologies for Managing Contaminated Sediments Workshop, Chicago, IL (Apr 1994)
US Delegate, 16th US/Japan Experts Meeting on Management of Bottom Sediments Containing Toxic Substances, Kitakyusu, Japan (Oct 1993)

University of Louisiana at Lafayette

Inaugural Chair, College of Engineering Faculty Advisory Committee, ULL (8/08- 8/11)
Civil Engineering Graduate Coordinator, ULL (8/08- 8/11)
Director, Engineering and Technology Week (2008-2011)

Committee to Form Nevada State High School II



Attachment: B.2.1, Committee Member Names, Resumes

Donald F. Hayes, Ph.D., P.E., BCEE

University of Nevada, Las Vegas

Executive Board, Louisiana Coastal Restoration and Enhancement through Science and Technology Program (CREST) (2008-2011)
Search Committee, CREST Executive Director (2008-2009)
Faculty Advisor, Louisiana Engineering Society (LES) Student Chapter (8/07- 8/11)
Chair, Civil Engineering Graduate Committee (8/07- 8/11)
Executive Committee, Environmental Engineering Laboratory (EEL) (8/07- 8/11)
Civil Engineering Student Issues Committee (8/07- 8/11)
Chair, Civil Engineering Retention, Promotion, and Tenure Committee (8/07- 8/11)

University of Utah

Executive Committee, Civil & Environmental Engineering (1997–2006)
Executive Com., Environmental Engineering Graduate Program (EEGP) (1995–2006)
Development Com., Environmental Engineering Certificate Program (1998–2000)
Director, Center for Wetland and Riparian Restoration Design, Utah Engineering Experiment Station (1997–2006)
EEGP Admissions Committee (1994-2006)
College of Engineering Computer Committee (1995 – 2000)
Faculty Advisor, ASCE Student Chapter (1999–2002)
Civil & Environmental Engineering Computer Committee (1994–2006; Chair, 1995–2000)
Civil & Environmental Engineering Scholarship Committee (1994–2002)
Civil & Environmental Engineering Curriculum Committee (1995–97)
Civil & Environmental Engineering Representative, Engineering College Council (1996–99)
Assoc. Director, Southwest Center for Environmental Research and Policy (SCERP) (1994–1995)

University of Nebraska-Lincoln

Advisory Committee, Center for Infrastructure Research (1993-94)
Engineering 2000, Committee on Environmental Engineering (1994)
Computer Committee, Civil Engineering (1992–94)
Admissions Committee, Civil Engineering (1992–94)
Ad Hoc Space Committee, Civil Engineering (1992–93)

EXPERT CONSULTING ACTIVITIES

Appleton Papers and NCR, Lower Fox Remedial Dredging Cost Allocation, 2011 – present.
New Jersey Department of Environmental Protection, Remediation of the Passaic River, 2007 – present.
Jackson Fischer Gilmour & Dobbs (for Union Pacific Railroad), Portland Harbor Contaminated Sediment Remediation, 2009 – present.
GAI Consultants, Pittsburgh, PA, Environmental Evaluation of Pipeline Crossings of Monongahela and Youghiogheny Rivers, November 2010.
Turner Environmental Law Clinic, Dredging Impacts Resulting from the Vogtle Nuclear Power Plant Construction, 2008 – 2009.
Parsons, Evaluation of Remedial Alternatives for Onondaga Lake, 2003 - 2009.
Parsons, Remedial Design Alternatives for Nine Mile Creek, 2006 – 2009.

Donald F. Hayes, Ph.D., P.E., BCEE

University of Nevada, Las Vegas

- New Jersey Department of Transportation, Design and Execution of a Pilot Dredging Study for the Passaic River Superfund Site, 2004-2007.
- Moore and Landry, LLP, Evaluation of Dredging Impacts to Fisherman's Harvest Oyster Leases in Galveston Bay, 2007 – 2008.
- Corr Cronin Michelson Baumgartner & Preece LLP, Evaluation of Project Data and Operational History, General Metals vs. Bean Dredging, September 2005 – 2007.
- Parsons Brinkerhoff (Orlando), Beneficial Uses of Phosphorus-laden Lake Sediments, August 2005 – 2007.
- TAMS/EarthTech (for New Jersey Department of Environmental Protection), Passaic River Remedial Dredging Pilot Study, October 2004 - 2007.
- Weston Solutions, Evaluation of Remedial Dredging Alternatives for the Housatonic River, 2006.
- GE/Housatonic River Project, Pittsfield, Massachusetts, 2005-2008.
- TAMS/EarthTech (for EPA), Evaluation of Remedial Alternatives for Hastings on Hudson Superfund Project, October 2004 - present.
- US Department of Justice, Evaluation of Dredging Options for the AK Steel RCRA Site (Expert Report), 2005 – 2006.
- GB Biosciences & Fulbright and Jaworski, Arbitration Support for Cost Allocation of Remedial Activities in Greens Bayou), January – October 2004.
- ONYX Separations Division & Boies, Schiller, & Flexner, LLP (Bruce Weil, Attorney), Evaluation of Desanding Operations at Turkey Creek), September 2003 - January 2004.
- Court-ordered Mediation of Remedial Alternatives (Expert Report), GB Biosciences, May - December 2003.
- Development of Dredging Performance Standards for Hudson River Superfund Project, US Environmental Protection Agency Region 2 (through Malcolm Pirnie, Inc.), January 2003 - May 2004.
- Evaluation of Dredging Options for the Metal Bank Superfund Site (Expert Report), US Department of Justice, October 2003 - August 2004.
- Evaluation of Dredging for Remediation of the Upper Hudson River, US Department of Justice, September 2002 – present.
- Modeling the Fate and Transport of PCB's in the Upper Hudson River for Remedial Alternatives, US EPA Region 2, November 2000 – November 2001.
- Project Control Companies, Inc., Expert Panel to Identify and Develop Alternatives for Remediation of PCB Contaminated Sediments in the Lower Fox River, Appleton Papers, 2001 - 2003.
- Anchor Environmental, Inc., Evaluation of Water Quality Impacts from Dredging Contaminated Sediments, confidential client, 2001.
- Roy F. Weston, Inc., Design and Operation of Mare Island CDFs for Unsuitable Dredged Sediment Disposal, on-going.
- URS-Greiner Woodward Clyde, San Francisco, CA, Sediment resuspension and contaminant transport estimates for Airport Expansion Project dredging activities, 2001.

Committee to Form Nevada State High School II



Attachment: B.2.1, Committee Member Names, Resumes

Donald F. Hayes, Ph.D., P.E., BCEE

University of Nevada, Las Vegas

- Management of Environmental Resources, Peer Review of SLRID Superfund Design Alternatives, Duluth, MN, 2002 - 2004.
- ERM Southwest, Houston, TX, Remediation of DDT Contaminated Sediments, Confidential Client, March 2000 – September 2000.
- GAI Consultants, Pittsburgh, PA, Environmental Evaluation of Hudson River Crossings for Natural Gas Pipeline, October 1999.
- Western Wetlands, Inc., Heber City, UT, Review of Hydraulic and Hydrologic Design of Duchesne River Mitigation Plans, 1999.
- Baseline Hydrology, Park City, UT, Constructed Wetland and Land Application Potential for Phosphorus Removal from a Summit County Wastewater Treatment Plant Discharge, 1999.
- USAE Waterways Experiment Station, Final Revisions to Wetland Engineering Handbook, 1999.
- Gilson Engineering, Draper, UT, Conceptual Design Development for Riverton Secondary Water System, 1998.
- Radian Corporation, Houston, TX, Establishment of a Water Quality Monitoring Program for Contaminated Sediment Removal Operations, November 1997.
- EVS Consultants, Seattle, WA, Estimates of Sediment Suspension for Dredging Operations in Oakland Inner Harbor, October 1997.
- USAE Waterways Experiment Station, Evaluation of Tiger Pass Study Data, 1997.
- EA Engineering, Science, and Technology, Baltimore, MD, Evaluation of Patented Technology for Treating New York Harbor Sediments, February 1997.
- Parsons-Brinkerhoff Corporation, Winter Park, FL, Remediation Strategies for Contaminated Lake Sediments, unspecified Canadian location, client settled with Environment Canada without remediation, July 1996.

DEPOSITIONS AND TESTIMONY

- Oral/Video deposition in the matter of USA & State of Wisconsin vs. NCR Corporation, et al., (Case No. 10-C-910) in the US District Court for the Eastern District of Wisconsin, Green Bay Division, November 12, 2012.
- Testimony in the matter of Southern Nuclear Energy Company Early Site Permit for Vogtle ESP Site, before the Atomic Safety and Licensing Board, Nuclear Regulatory Commission, Augusta, GA, March 19, 2009.
- Oral deposition in the matter of Fisherman's Harvest vs. The United States and Week's Marine, in The United States Court Of Federal Claims, May 14, 2008.
- Testimony in the matter of General Metals of Tacoma, Inc. and Arkema, Inc. vs. Bean Environmental, LLC and Bean Dredging, LLC, United States District Court, Western District of Washington at Tacoma, February 13, 2007.
- Oral Deposition in the matter of General Metals of Tacoma, Inc. and Arkema, Inc. vs. Bean Environmental, LLC and Bean Dredging, LLC, United States District Court, Western District of Washington at Tacoma, October 23, 2006.

Committee to Form Nevada State High School II

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Attachment: B.2.1, Committee Member Names, Resumes

Donald F. Hayes, Ph.D., P.E., BCEE

University of Nevada, Las Vegas

Testimony in the matter of GB Biosciences and ISK Magnetics vs. Occidental Chemical Corporation, Private Arbitration Proceeding, September 20, 2004.

Oral Deposition in the matter of GB Biosciences and ISK Magnetics vs. Occidental Chemical Corporation, Private Arbitration Proceeding, August 19, 2004.

Oral Deposition in the matter of ONYX Industrial Services vs. St. John's River Water Management District, 7th Judicial Circuit Court, Putnam County, FL, December 11, 2003.

Committee to Form Nevada State High School II



Attachment: B.2.1, Committee Member Names, Resumes

Russell Keglovits

465 Silver Bridle Ct.
Reno, NV 89521

Home: (775) 737-9218
Cell: (719) 233-4315

rkeglovits@gmail.com

Education Professional

Dedicated educator with a diverse range of practical experience in educational leadership, and curriculum, assessment, and program development. Skilled mathematician with an intuitive and technical understand of data driven decision making.

Career Excellence

Nevada Department of Education – Carson City, Nevada, 2012 – Present
Education Program Professional – Accountability

Responsible for the accurate, timely production of school accountability ratings as required by state and federal law. Leading the development of school reports displaying Nevada’s new school accountability system. Consulting on the Nevada’s Teachers and Leaders Council on technical aspects surrounding the delivery of the new teacher and administrator evaluation system. Completed critical tasks associated with writing, communicating, and implementing Nevada’s Education Performance System.

Nevada Department of Education – Carson City, Nevada, 2011 – 2012
Mathematics Education Program Professional 7th – 12th Grade

Specialize in curriculum, assessment, programs and accountability for grades seven through twelve in mathematics to include all aspects of the development of the state assessments in those grades. Serving as department lead for the Nevada STEM education initiative. Coordinating the work around articulating and describing STEM education for Nevada utilizing the talents of many experts from within and from outside Nevada.

Discovery Canyon Campus – Colorado Springs, Colorado, 2010 – 2011
Mathematics Teacher
Assessment Cadre Member

Implemented, planned and taught AP Statistics course. Contributing member of the building Teacher Advancement Program (TAP). Instructed a diverse group of learners to uncommonly high levels of performance.

Sand Creek High School – Colorado Springs, Colorado, 2008 – 2010
International Baccalaureate Programs Coordinator
Data Analyst
Track & Cross Country Coach

Successfully lead the International Baccalaureate application and authorization process for both the IB Middle Years Program and the Diploma Program. Established a partnership with our feeder middle school and coordinated an unprecedented level of vertical articulation between our high school and the middle school. Created query-able databases of student and teacher data used to drive and inform instructional strategies. Produced a dynamic RI score database to identify and quantify at-risk student behaviors. Other accomplishments include:

- Planned and led program specific professional development activities

Committee to Form Nevada State High School II



Attachment: B.2.1, Committee Member Names, Resumes

Russell Keglovits

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Reno, NV 89521

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Cell: (719) 233-4315

rkeglvits@gmail.com

- Utilized software to analyze and interpret educational data
- Facilitated the editing and production of course catalog
- Trained as site assessment coordinator
- Operated as a school assessment coach which included conducting the computer-based Scantron assessments, interpreted and disseminated results as a progress monitoring tool
- Communicated data results and implications to school staff
- Counseled students and facilitated program-specific course registration
- Managed program-specific budget and allocated funds for program needs in a fiscally responsible manner

Sand Creek High School – Colorado Springs, Colorado, 2005 – 2008

Math Teacher

Track & Field Coach

Proposed, implemented, and taught new Advance Placement content. Successfully executed instruction through student centered mathematics curricula. Interpreted student assessment data to inform and drive instructional strategies. Created common assessments in cooperation with other teachers. Instructed mathematics ranging from Algebra 1A to AP Statistics. Coached multiple track and field events qualifying several athletes to the state competition. Other accomplishments include:

- Member of district wellness committee and created a plan to meet State wellness criteria
- Served on district committees including the assessment team and school of choice committee
- Attended several Advanced Placement workshops

Earl Wooster High School – Reno, Nevada, 2002 - 2005

Math Teacher

Track & Cross Country Coach

Led instruction in International Baccalaureate preparation mathematics classes. Served as a mathematics content area specialist requiring curriculum mapping and development of appropriate assessments. Nominated to and served on district curriculum alignment committee. Earned post-probationary teaching status after one-year of teaching, a privilege reserved only for well-qualified teachers under Nevada State Law. Successfully served as head cross country coach, more than doubling the size of the cross country team and led the team to a nationally attended cross country meet.

Hug High School – Reno, Nevada, 1997 – 2002

Track & Field Coach

Coached track and field helping several athletes achieve high levels of success, some of which went on complete in college. Sought out professional coaching education and learning opportunities. Co-founded a non-profit sports club and planned and hosted competitions.

United States Army – Fort Lewis, WA, 1994 – 1997

Infantryman

Committee to Form Nevada State High School II



Attachment: B.2.1, Committee Member Names, Resumes

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Cell: (719) 233-4315

rkeglovits@gmail.com

Honorably discharged after serving in an infantry line unit and the battalion operations department. Served in a position reserved for higher pay grades and received a commendations for that service.

Education

- Master of Arts in Education – Administration and Supervision
University of Phoenix, January 2007
- Bachelor of Science – Mathematics
University of Nevada Reno, December 2001

Training and Certifications

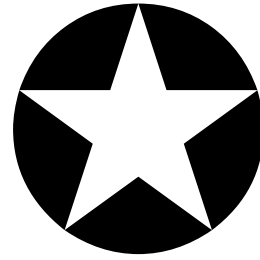
Nevada Principal's License
Nevada Professional Mathematics Teacher License
e4e Online Course Developer & Facilitator
Colorado Professional Teacher License - Mathematics
Stiggins Assessment - Assessment for Learning
Pearson Master Schedule Training
International Baccalaureate Diploma Program Coordinators/Head of School Workshop
International Baccalaureate Middle Years Program Coordinators/Head of Schools Workshop
International Baccalaureate Middle Years Program Assessment Workshop
Positive Behavior Support Workshop
ACT State Conference – Using ACT Data

7/12/2013

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Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: B.2.2, Committee Members' Response to Questionnaire

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding B.2.2, Committee Members' Response to Questionnaire and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

Members of the Committee to Form Nevada State High School II each individually and separately gave responses to the questionnaire located in Appendix I on page 70 of the *2013 Call for Quality Charter Schools Application*. The members completing the application include the following:

- ~~1. Iliana Arroyo (Designing Member | Role: General Business)~~
- ~~2. Erika Capulo (Designing Member | Role: Accounting Business)~~
- ~~3.1. Stephanie Haldaway (Founding Member | Role: Parent)~~
- ~~4.2. John Hawk (Liaison Member | Role: High School Teacher/School Business Administration)~~
 - a. Nevada Teacher License Number: 0000002745
- ~~5. Wendi Hawk (Lead Agent Member | Role: High School Teacher/School Administration)~~
 - a. Nevada Teacher License Number: 0000034527
- ~~6.3. Al Lasso (Founding Member | Role: Law)~~
- ~~4. Isaac Moubarek (Founding Member | Role: Retired Teacher)~~
- ~~7.5. Russell Keglovits (Founding Member | Role: Teacher/Administrator)~~
 - a. Nevada Teacher License Number: 0000035315
- ~~8.6. Donald Hayes, Ph.D. (Founding Member | Role: Business)~~
- ~~9. Ken Turner (Designing Member | Role: Human Resources Business)~~
- ~~10. Christina West (Founding Member | Role: Accounting Business)~~

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II

★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

STRIKE ALL LINES

8/6/2013

★★★★★

Iliana Arroyo
Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



OF THIS IMAGE

SUBJECT: B.2.2, Committee members' response to questionnaire | Arroyo, Iliana

Dear State Public Charter School Authority,

Responses are provided to the questions set forth in the 2013 Call for Quality Charter Schools Application from the State Public Charter School Authority (see Appendix 1 of http://charterschools.nv.gov/OpenASchool/Application_Packet/) including:

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
 - i. I affirm that I am at least eighteen years old.
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
 - i. I was asked if I would be interested in being a part of the board.
3. Explain why you would like to serve on the board.
 - i. I want to help expand early college opportunities for students in Nevada while helping to increase high school graduation rates.
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
 - i. I have served on the board of Nevada State High School as a parent member.
5. What is your understanding of the appropriate role of a public charter school board member?
 - i. It is my understanding that the role of a public charter school board member is to govern the school while having a personal fiduciary duty to look out for the long-term well-being of the school.
6. What relevant knowledge and experience will you bring to the board?
 - i. I am very familiar with the educational model of the proposed school, as I am the parent of a student who graduated from Nevada State High School and I served as a parent member of their governing body for one term. I have also participated in school advisory committees and parent-teacher associations throughout the years, in addition to having experience working with charter school parents whose children have benefited from school choice and the opportunity to complete their high school requirements while earning college credits.
7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
 - i. I believe the school will be successful at achieving its goals and mission at the end of the first year. After four years there will be a greater awareness of the school and its accomplishments and enrollment will have increased

Committee to Form Nevada State High School II

★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

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~~Committee to Form Nevada State High School II~~
~~★★★★★~~

~~dramatically, creating a need for another school of its kind in another part of the county or state.~~

~~OF THIS IMAGE~~
II. Educational Philosophy

~~8. What is your understanding of the school's mission and/or philosophy?~~

~~i. The school's mission is to support students in a college environment with personal, academic, and social skills.~~

~~9. Are you familiar with the school's proposed educational program? How would you describe it?~~

~~i. The school's proposed educational program is to offer 11th and 12th grade students the opportunity to earn a high school diploma while working towards their college degree by taking dual credit courses at a local college/university.~~

~~10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?~~

~~i. I believe a proven educational plan, sound financial responsibility, and effective school leadership are characteristics of a successful school. I believe that, especially in the first two years, the board will need to have a clear understanding of the school's educational plan/model, while maintaining a shared focus on the school's mission and goals in order to ensure the school's success.~~

III. Conflict of Interest Disclosure

~~11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.~~

~~i. I have a professional relationship with Dr. John Hawk, Dr. Wendi Hawk, and Erika Caputo.~~

~~12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.~~

~~i. Only professional relationships.~~

~~13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.~~

~~i. No, not at this time.~~

~~14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").~~

~~i. N/A~~

~~15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").~~

~~i. N/A~~

Iliana Arroyo ★ 2

Committee to Form Nevada State High School II



Attachment: B.2.2, Committee Members' Response to Questionnaire

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Committee to Form Nevada State High School II
★★★★★

16. Do you anticipate conducting any business with the EMC/CMO/ESP, the school, or both?
If so, describe the potential relationship.

i. No, not at this time.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

i. No.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.)?

i. I would report my suspicions to the board.

This completes my disclosures with associations and/or affiliations with any current or past charter school in the state of Nevada or in another state.

Sincerely,

Iliana Arroyo
Member

Committee to Form Nevada State High School II

APPLICATION

Thank you,

NSHS II

Committee to Form

Iliana Arroyo ★ 3

Committee to Form Nevada State High School II

★★★★★

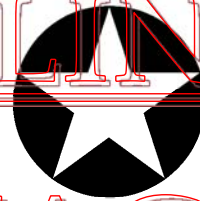
Attachment: B.2.2, Committee Members' Response to Questionnaire

STRIKE ALL LINES

7/12/2013

★★★★★

Erika Capulo
Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



OF THIS IMAGE

SUBJECT: B.2.2, Committee members' response to questionnaire - Capulo, Erika

Dear State Public Charter School Authority,

Responses are provided to the questions set forth in the 2013 Call for Quality Charter Schools Application from the State Public Charter School Authority (see Appendix 1 of <http://charterschools.nv.gov/OpenASchoolApplicationPacket/>) including:

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

i. I, Erika Capulo, affirm that as of January 1, 2014, I will be 20 years of age.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

i. I currently work as the Operations Assistant at Nevada State High School. I was asked to serve on the Committee to Form the School by Dr. John Hawk.

3. Explain why you would like to serve on the board.

i. To provide continuous support for Charter Schools in Nevada. Being a graduate from Nevada State High School Charter School, I would like the opportunity that this proposed school, which encompasses the main of idea of dual credit and college readiness, be available to students on the Southwest side of the Las Vegas Valley and its surrounding neighborhood.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

i. I have not served on a board of a school district or non-profit corporation previously.

5. What is your understanding of the appropriate role of a public charter school board member?

i. The appropriate role of a public charter school board member is to a) Ensure that the school follow its mission, vision, and objectives b) Ensure that the Administration of the school fulfills all duties and responsibilities and maintain integrity c) Ensure that public funds are spent in a reasonable manner.

6. What relevant knowledge and experience will you bring to the board?

i. I currently process bookkeeping services for a charter school. As such, I have relevant experience and knowledge in accounting and financial services.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

i. I envision the end of the first year to be preparing for a bigger enrollment the consecutive year. We would have developed a professional and competent

Committee to Form Nevada State High School II



Attachment: B.2.2, Committee Members' Response to Questionnaire

~~STRIKE ALL LINES~~
~~Committee to Form Nevada State High School II~~
~~★★★★★~~

~~staff who are dedicated to supporting the students of the school. We also would have developed strong professional relations with independent contractors and businesses who will provide services to the school. At the end of this first year, I envision that improvements will be made to ensure that the experience for all students is successful.~~

~~OF THIS IMAGE~~

~~After four years, the school would have successfully graduated students who will begin to graduate with a Bachelor Degree at a University. Current students and alumni would have shown support of the school through their Community and the population will be at its optimal number. As a school, we would have created a reputation within the community as a source of higher education, grown in staff and show continuous support to all students.~~

II. Educational Philosophy

- 8. What is your understanding of the school's mission and/or philosophy?
 - i. ~~The school aims to support students in a college environment with personal, academic, and social skills.~~

- 9. Are you familiar with the school's proposed educational program? How would you describe it?

~~i. Yes. The program of the school will provide students will dual credit enrollment to obtain both college and high school credits. The school will provide support to students in classroom through the required study skills class each semester. The school will also provide personal, academic, and social support through its Transition series. With these support systems, the~~

~~school aims for each student to be college ready at the end of the program.~~

- 10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

~~i. Characteristics of a successful school include the choice and opportunity to be successful, a team of staff and students who are happy to be part of the school, students given the full support in and out of the classroom, and the involvement of maintaining the success of the school.~~

~~Specific steps the board will need to make in the first few years of the school to ensure success will be to first hire an Educational Advising Coordinator that will provide in and out of classroom supports to students in Study Skills and Transition Series. The next step would be to hire Administrators that will implement the policies and procedures of the school. The next step will then be to hire operational support to the students and the school.~~

III. Conflict of Interest Disclosure

- 11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

~~i. I know all of the CFS members. They are co-workers and professional contractors at the charter school that I am currently employed at.~~

~~Committee to Form~~

- 12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

~~i. No.~~

- 13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

Erika Capulo ★ 2

Committee to Form Nevada State High School II

★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

STRIKE ALL LINES

~~Committee to Form Nevada State High School II
★★★★★~~

~~i. No.~~

~~14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A")~~

OF THIS IMAGE

~~i. No.~~

~~15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").~~

~~i. No.~~

~~16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.~~

FROM THE

~~i. No.~~

~~17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.~~

~~i. No.~~

~~18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends)?~~

APPLICATION

~~i. I would report the situation to the President of the Governing Board and follow the procedures provided in the bylaws and Nevada Law~~

This completes my disclosures with associations and/or affiliations with any current or past charter school in the state of Nevada or in another state.

Sincerely,

Thank you,

Erika Capulo
Liaison
Committee to Form Nevada State High School II

NSHS II

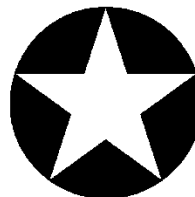
Committee to Form

Erika Capulo ★ 3

Committee to Form Nevada State High School II



Attachment: B.2.2, Committee Members' Response to Questionnaire



8/5/2013



Stephanie Holdaway
Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074

SUBJECT: B.2.2, Committee members' response to questionnaire | Holdaway, Stephanie

Dear State Public Charter School Authority,

Responses are provided to the questions set forth in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority (see Appendix 1 of http://charterschools.nv.gov/OpenASchool/Application_Packet/) including:

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
 - i. I am – 6/1969
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
 - i. I received a call from NSHS informing me of the need to organize a parent board for a potential new school.
3. Explain why you would like to serve on the board.
 - i. My interest for being on the board are simple, I have two daughters that are high school/middle school age. With my oldest daughter, I am currently going through the process of getting her prepared for college and I think that NSHS is a great program and fit for her.
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
 - i. I served on the PTA at Bonner Elementary School. While there I was in charge of Family Nights and helped with the spring carnival, fifth grade graduation, picture day, trunk or treat, ect...
5. What is your understanding of the appropriate role of a public charter school board member?
 - i. It is my understanding that my role would be that of a school/student advocate. Being on a committee to help govern what and how things are done. And, to make sure matters are done to the best interest of the students and the community.
6. What relevant knowledge and experience will you bring to the board?
 - i. My knowledge would simply be that of a mom that is involved in the decisions of her child, and help her make the best ones for her future.
7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
 - i. I would hope that the school would get increased exposure and more students would be aware of this option. It would be available to students that might

Committee to Form Nevada State High School II

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Attachment: B.2.2, Committee Members' Response to Questionnaire

Committee to Form Nevada State High School II

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benefit from free tuition and have a portion of their education finished and paid for.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?
 - i. **NSHS mission is to prepare students for the college environment and mentor them personally and in their academics.**
9. Are you familiar with the school's proposed educational program? How would you describe it?
 - i. **My understanding is that NSHS is there to prepare students for college by taking college classes. If a student is ready and willing, this program offers them the opportunity to have a flexible schedule and be able to earn dual credits.**
10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?
 - i. **Any school or business that is willing to listen to feed back, good or bad, from their students, parents, and teachers will always be more successful. As long as the board is willing to work together to make the school the best it can be and help their students reach their educational goals they will be successful.**

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.
 - i. No
12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.
 - i. No
13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.
 - i. No
14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").
 - i. No
15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").
 - i. No
16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.
 - i. No
17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.
 - i. No
18. How would you handle a situation in which you believe one or more members of the

Stephanie Holdaway ★ 2

Committee to Form Nevada State High School II

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Attachment: B.2.2, Committee Members' Response to Questionnaire

Committee to Form Nevada State High School II

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school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.)?

- i. **I would first go to this person and make sure that I have the right understanding of their dealings. I would talk to them about the conflict of interest and that I am here for checks and balances. There would need to be further explanation of what their intentions are for helping the school.**

This completes my disclosures with associations and/or affiliations with any current or past charter school in the state of Nevada or in another state.

Sincerely,

Stephanie Holdaway

Liaison

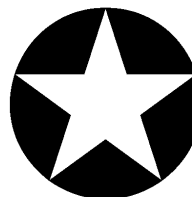
Committee to Form Nevada State High School II

Stephanie Holdaway ★ 3

Committee to Form Nevada State High School II



Attachment: B.2.2, Committee Members' Response to Questionnaire



7/12/2013



John Hawk, Ed.D
Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074

SUBJECT: B.2.2, Committee members' response to questionnaire | Hawk, John

Dear State Public Charter School Authority,

Responses are provided to the questions set forth in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority (see Appendix 1 of http://charterschools.nv.gov/OpenASchool/Application_Packet/) including:

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
 - i. **Yes, I was born June 5, 1974**
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
 - i. **I currently work at Nevada State High School and was part of a strategic planning group that discussed the school's BHAG (Big Harry Audacious Goal) of becoming nationally acclaimed agents of change for college readiness. In addition, Nevada State High School was approached twice from other members in the Northern part of the Nevada looking to replicate. In January 2013, Nevada State High School Governing Body decided to support this Committee to Form Nevada State High School II to replicate on Westside of Clark County.**
3. Explain why you would like to serve on the board.
 - i. **The Committee to Form Nevada State High School II will eventually turn into the Governing Body and it is NOT my intention to serve on the "Governing Body." The purpose for my involvement on the Committee to Form was to help build capacity and become a point person (liaison) that may eventually transition to the administrative team of Nevada State High School II.**
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
 - i. **There is no intention of me serving on the Governing Body; however, I have experience on not-for-profit boards that includes, but is not limited to the following: Nevada State Board of Education, Henderson Chamber of Commerce, and National Alliance for Public Charter School State Leaders Council.**
5. What is your understanding of the appropriate role of a public charter school board member?
 - i. **Public charter school board member is responsible for protecting the public's interest in making decisions for the benefit of public charter school students. This member has a responsibility to act and vote as a reasonable person would**

Committee to Form Nevada State High School II



Attachment: B.2.2, Committee Members' Response to Questionnaire

Committee to Form Nevada State High School II



in a similar situation and to avoid conflicts of interest and disclose an potential conflicts that may arise.

6. What relevant knowledge and experience will you bring to the board?
 - i. My knowledge and experience comes from operating the operations of a public charter school in Nevada for the past nine years that includes, but is not limited to the following: operations, finance, governance, professional development, and public outreach. I bring a local, state, and national perspective of charters schools from my local teaching experience to committee involvement in the area of education.
 7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
 - i. After one year, it is anticipated that that the Nevada State High School II will show similar gains as its flagship school (Nevada State High School) and have an enrollment of nearly 100-150 students with 60 returning juniors. After four years, Nevada State High School II will continue showing excellent gains on local and state achievement tests and will begin offering the flagship school comparable data and areas of best practice that work with different demographics as the Nevada State High School II is looking to locate in an area with higher free and reduced lunch students.
- II. Educational Philosophy
8. What is your understanding of the school's mission and/or philosophy?
 - i. Nevada State High School II has a mission to support students in a college environment with personal, academic, and social skills. The philosophy is to ease the transition from high school to college and beyond by training students using best practices during the school's high school courses (study skills, introduction to college, and transition course).
 9. Are you familiar with the school's proposed educational program? How would you describe it?
 - i. Yes, the educational focus of Nevada State High School II will prepare students for college by taking real college courses with real professors in a real college environment. Support to students will come in the form of three high school elective courses meant to monitor progress while personally, academically, and socially transitioning students to college. Delivery of instruction will occur using a supported dual-enrollment model following a college school calendar year.
 10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?
 - i. Characteristics to define a successful school would include, but not be limited to the following: shared strategic framework, high expectations, supportive environment, and effective and efficient operations. Over the course of two years, the Governing Body will need to take the following steps including: hiring an effective shared leadership team, developing a strategic framework, setting standards for high expectations of staff and students, and creating ways to monitor how well the school is running academically, operationally, financially, and staying true to the school's mission and purpose.
- III. Conflict of Interest Disclosure
11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

John Hawk, Ed.D ★ 2

Committee to Form Nevada State High School II

★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

Committee to Form Nevada State High School II

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- i. **Yes, I know some of the Committee to Form members and prospective board members of Nevada State High School II including:**
 - a) **Erika Capulo – she is an employee under my supervision**
 - b) **Judy Gugino – she is the wife of my second cousin**
 - c) **Wendi Hawk – she is my wife**
 - d) **Ken Turner – he is an employee under my wife's supervision**
12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.
 - i. **Yes, the anticipated Chief Academic Officer is my wife who would be hired directly by the Governing Body of the school. Depending on school finances, the school may hire as an independent contractor Iliana Arroyo to run the school Parents in Partnership program.**
13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.
 - i. **Yes, it is anticipated that Nevada State High School II will use many of the vendors and contractors currently being used for professional services and/or retail purchases by the flagship school Nevada State High School. There is no one that I or my spouse knows that would be in addition to the vendors used by Nevada State High School.**
14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").
 - i. **Not applicable**
15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").
 - i. **Not applicable**
16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.
 - i. **Not applicable**
17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.
 - i. **No, however, a reviewer of this application may perceive a potential conflict with Mrs. Judy Gugino being the wife of my second cousin. After reviewing the State of Nevada Commission on Ethics Consanguinity/Affinity Chart (see <http://ethics.nv.gov/>) it shows a six (6) degree separation – three (3) degrees more than the recommended minimum of three (3) degrees of separation. Additionally, any future employment by me and my wife with Nevada State High School II will be conducted and supervised directly by the Governing Body as to give assurance that no favoritism of hiring or employment was given.**
18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.)?

John Hawk, Ed.D ★ 3

Committee to Form Nevada State High School II

★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

Committee to Form Nevada State High School II

★★★★★

- i. **Public employees and board members have a responsibility to protect the public's interest. Engaging in self-serving behavior is not appropriate and I would use the following due process approach of immediately notifying, explaining, assisting, and give any member a reasonable amount of time to stop engaging. Concurrently, I would report the incident the school's sponsor along with a corrective action plan with internal controls to protect against future self-serving behavior. Finally, if additional self-serving behavior continues, then I would report such action to the State Nevada Commission on Ethics.**

This completes my responses to questions set forth in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority "Member Questionnaire" (see Appendix 1)

Sincerely,

John Hawk, Ed.D
Liaison
Committee to Form Nevada State High School II

John Hawk, Ed.D ★ 4

Committee to Form Nevada State High School II

★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

STRIKE ALL LINES

7/12/2013

★★★★★

Wendi Hawk, Ed.D

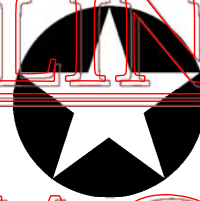
Committee to Form Nevada State High School II

233 North Stephanie Street

Henderson, NV 89074

OF THIS IMAGE

SUBJECT: B.2.2, Committee members' response to questionnaire - Hawk, Wendi



Dear State Public Charter School Authority,

Responses are provided to the questions set forth in the 2013 Call for Quality Charter Schools Application from the State Public Charter School Authority (see Appendix 1 of <http://charterschools.nv.gov/OpenASchoolApplicationPacket/>) including:

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

i. Yes, I am older than 18 as of January 1, 2013.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

i. As one of the school administrators of the replication school, the idea to

replicate came out of several requests from the community to replicate the successful NSHS model. Being one the original Committee to Form Members from the 2004 NSHS Start up, it was only natural that I would serve on the new school's Committee to Form.

3. Explain why you would like to serve on the board.

i. By serving on the Committee to Form the NSHS replication school, I can assist with insuring that the integrity of the NSHS program is followed during replication.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

i. I have previously served on the Nevada State High School Committee to Form and the Henderson Chamber of Commerce Steering Committee for their Leadership Program

5. What is your understanding of the appropriate role of a public charter school board member?

i. The appropriate role of a board member is to govern the school and ensure they are making decisions that a reasonable person would make under the same circumstances. They are accountable to the wider school community and monitors how well the charter school is operating and educating students.

6. What relevant knowledge and experience will you bring to the board?

i. The knowledge and experience I bring to the Committee to Form is my experience on the committee to form Nevada State High School and the many years of experience in administration at NSHS and Clark County School District and as a classroom teacher. I am familiar with the school curriculum,

Committee to Form Nevada State High School II

★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

~~STRIKE ALL LINES~~
Committee to Form Nevada State High School II
★★★★★

~~assessments, and reporting requirements necessary to set the school up in the right direction.~~

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

~~OF THIS IMAGE~~
i. By the end of the first year, the NSHS replication model will be fully implemented. In four years, the school will be serving a wide variety of students looking for a viable education option to fulfill their college bound goals and performing near the academic levels of NSHS.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

~~FROM THE~~
i. The mission of the school is to support students in a college environment with personal academic and social skills. This means that the school is really a support tool for students as they start their college careers.

9. Are you familiar with the school's proposed educational program? How would you describe it?

~~APPLICATION~~
i. Yes, I am familiar with the school's educational program. The school's educational program is a supported dual-enrollment model following college expectations.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

~~APPLICATION~~
i. The characteristics of a successful school is one that is financially sound, follows board expectations and policy, and positively impacts all students educational and personal growth as they prepare for adult responsibilities.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

~~Thank you!~~
i. My spouse and I both know the Committee to Form members as they have been involved in Nevada State High School in one capacity or another in the past. As the Committee to Form Converts into the Governing Body upon charter approval, some of the NSHS board members may be transferring their experience to the new school to help build capacity and parents from NSHS that are in a closer vicinity to the new school may serve on the new school Governing Body.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

~~NSHS III~~
i. Yes, my spouse and I are potential administrators to oversee the start-up of the new school in separate roles that do have no supervisory roles over each other and will both answer directly to the board as the Chief Operations Officer and Chief Academic Officer until the new school is up and running and to help build the new school capacity.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

~~Committee to Form~~
i. No, I am not aware of anyone who plans on doing business with the school. To conduct an accurate replication of NSHS, many services that NSHS utilizes such as ACT, Clearinghouse, computer programs, accounting firms, insurance companies etc. are likely to be considered for contracting with the new school.

Wendi Hawk, Ed.D ★ 2

Committee to Form Nevada State High School II

★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

~~STRIKE ALL LINES~~

~~Committee to Form Nevada State High School II
★★★★★~~

~~OF THIS IMAGE~~

~~14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").~~

~~i. N/A~~

~~15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").~~

~~i. N/A~~

~~16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.~~

~~i. No~~

~~17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.~~

~~i. There is no conflict of interest in serving on the Committee to Form. Once the school is approved for a charter and the Governing Body is formed. I will not serve on the Governing Body to avoid such a conflict as a potential employee.~~

~~18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends)?~~

~~i. It is essential to collect facts and data prior to any accusation to have enough evidence to prompt higher authorities to investigate and to avoid slanderous claims. Once enough evidence is collected, this would be presented to the Governing Body and/or the State Public Charter School Authority (or local police) for review and for them to conduct a thorough investigation.~~

~~This completes my responses to questions set forth in the 2013 Call for Quality Charter Schools Application from the State Public Charter School Authority "Member Questionnaire" (see Appendix 1)~~

~~Thank you,~~

Sincerely,

~~NSHS II~~

Wendi Hawk, Ed.D
Liaison

Committee to Form Nevada State High School II

~~Committee to Form~~

Wendi Hawk, Ed.D ★ 3

Committee to Form Nevada State High School II

★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

7/12/2013
★★★★★
Al Lasso



SUBJECT: B.2.2, Committee members' response to questionnaire | Lasso, Al
Dear State Public Charter School Authority,

Responses are provided to the questions set forth in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority (see Appendix 1 of http://charterschools.nv.gov/OpenASchool/Application_Packet/) including:

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
 - i. **I affirm.**
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
 - i. **I was referred by James Smedley, Esq.**
3. Explain why you would like to serve on the board.
 - i. **I think it is important to give back to the community and to be involved the preparing our youth for higher education.**
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
 - i. **I have not previously served on a board. I think it is important to give back to the community and to be involved the preparing our youth for higher education.**
5. What is your understanding of the appropriate role of a public charter school board member?
 - i. **To build a highly functioning and sustainable organization and communicate the school's mission and vision to the community.**
6. What relevant knowledge and experience will you bring to the board?
 - i. **Over ten years of legal experience in the community.**
7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
 - i. **Within the first year, I envision ascertaining the school's goals of implementing its mission and community involvement.**
 - ii. **After four years, I envision a highly functioning charter school that has gained high community recognition and strong foundations in the community.**

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?
9. **To support our students in a college environment with personal, academic, and social skills**

Committee to Form Nevada State High School II

★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

★★★★★

10. Are you familiar with the school's proposed educational program? How would you describe it?
 - i. **As a highly effective tool in which to empower our youth in preparation and transition from high school to the college setting.**
11. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?
 - i. **Raising the graduation percentage rate, increasing students participation in volunteer/community/school service/activities, as well as their chances of completing post-secondary education.**

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.
 - i. **No.**
12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.
 - i. **No.**
13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.
 - i. **No.**
14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").
 - i. **N/A.**
15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").
 - i. **N/A.**
16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.
 - i. **No.**
17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.
 - i. **No.**
18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.)?
 - i. **If a board member has a personal interest in a matter before the board and does not immediately disclose same, I would bring the matter to the attention of the chairman of the board, and if it involves the chairman, to notify the other members in a private special forum to be addressed.**

Al Lasso ★ 2

Committee to Form Nevada State High School II

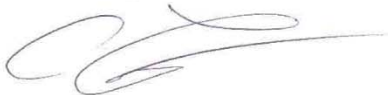
★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

★★★★★

This completes my disclosures with associations and/or affiliations with any current or past charter school in the state of Nevada or in another state.

Sincerely,



Al Lasso

Al Lasso ★ 3

Committee to Form Nevada State High School II



Attachment: B.2.2, Committee Members' Response to Questionnaire



8/7/2013



Isaac Moubarek
Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074

SUBJECT: B.2.2, Committee members' response to questionnaire | Moubarek, Isaac

Dear State Public Charter School Authority,

Responses are provided to the questions set forth in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority (see Appendix 1 of http://charterschools.nv.gov/OpenASchool/Application_Packet/) including:

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
 - i. **Yes, I am over 60 years old.**
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
 - i. **I am a Consulting Engineer for all of the charter schools and I received an e-mail about it.**
3. Explain why you would like to serve on the board.
 - i. **I want to serve on the board and more specifically the Business Committee because I believe I have an array of stellar skills to help give back to my community. Having three children, it's a desire of mine to see the students in Southern Nevada excel academically.**
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
 - i. **I have been a math/science teacher in Michigan, Virginia, California, and here in Nevada. I have been involved in many of their decision makings.**
5. What is your understanding of the appropriate role of a public charter school board member?
 - i. **I would like to serve in building relationships with the key players in our community to better our education system financially and academically.**
6. What relevant knowledge and experience will you bring to the board?
 - i. **I am a former math/science teacher as well as an administrator at CCSD for more than 6 years. I am currently an energy consultant to CCSD.**
7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
 - i. **I imagine that the average GPA's, as well as the graduation rate will go up the first year, and even more by the fourth year as we begin to implement better teaching strategies as well as creating better relationships with the parents. I believe parent involvement is vital to the success of the pupils.**

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

Committee to Form Nevada State High School II

★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

Committee to Form Nevada State High School II

★★★★★

jeopardize the school's overall reputation. I would work with him or her to apologize and ultimately resign from their position. Personal integrity, loyalty, and morality are set as high standards that should be kept by all board members, no exceptions.

This completes my disclosures with associations and/or affiliations with any current or past charter school in the state of Nevada or in another state.

Sincerely,

Isaac Moubarek
Member
Committee to Form Nevada State High School II

Isaac Moubarek ★ 3

Committee to Form Nevada State High School II

★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

STRIKE ALL LINES

7/12/2013

★★★★★

Kenneth Turner
Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



OF THIS IMAGE

SUBJECT: B.2.2, Committee members' response to questionnaire - Turner, Kenneth

Dear State Public Charter School Authority,

Responses are provided to the questions set forth in the 2013 *Call for Quality Charter Schools Application* from the State Public Charter School Authority (see Appendix 1 of http://charterschools.nv.gov/OpenASchool/Application_Packet/) including:

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

i. I affirm I am over the age of 18 years old as of January 1, 2014.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

i. I was asked to serve on the board as a member due to my business experience in the private sector.

3. Explain why you would like to serve on the board.

i. I want to serve on the board because I can contribute a high level of expertise toward the business aspect of operating the school by implementing best practices that I have empirical knowledge of and am accustomed to.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

i. At this time I do not have any experience serving on a board of a school district or not-for-profit corporation. I wish to serve in this capacity due to my belief in the effectiveness and necessity of the Charter School. I have over 15 years of business experience that I want to share with the board and I feel I can be a strong contributor of knowledge and expertise in helping to get the school off to a great start.

5. What is your understanding of the appropriate role of a public charter school board member?

i. I understand that the role of a public charter school board member is to ensure the mission and vision remains the focus of the school and strict adherence to the charter, bylaws, and all applicable statutes must be maintained. I also believe the students and parents we serve must receive the highest level of assistance in order to be successful.

6. What relevant knowledge and experience will you bring to the board?

i. I have spent the last 13 years of my life training, mentoring and coaching staff members while serving in various business capacities within the private sector of Las Vegas, Nevada.

Committee to Form Nevada State High School II

★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

~~STRIKE ALL LINES~~

~~Committee to Form Nevada State High School II
★★★★★~~

~~7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?~~

~~i. I see the school serving the underserved populations of Las Vegas, Nevada. I see students and parents both motivated and engaged with an excitement and passion for learning that is shared by the school, as well. I see an intense joy that is cultivated and maintained by the administration of the school and a hunger for staying in front of the curve as it relates to providing a rigorous and transformative curriculum. After four years, I see a trend in our youth that embodies the American spirit that if you work hard, persevere, and seize the opportunities of life, you will obtain the American Dream. I see leaders and scholars who are coming back from colleges and universities to help the youth of the same communities that they once lived in. I see a spirit of giving back and each one teaching one for the goal of being the best that they can possibly be academically, socially, and personally which is the goals set forth in this application.~~

~~OF THIS IMAGE
FROM THE~~

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

~~i. To support our students in a college environment with personal, academic, and social skills.~~

9. Are you familiar with the school's proposed educational program? How would you describe it?

~~i. Yes I am. The program is rigorous and highly engaging using best practices to inspire and motivate students to take charge of their education and the opportunities afforded them. It is also encouraging and empowering by helping students transition to college. The program helps to develop students into independent resourceful learners who succeed in college and beyond because of the skills they garnered from the program.~~

~~APPLICATION~~

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

~~i. The characteristics of a successful school are focus and relationship. When the focus is on the student being empowered and being an independent resourceful learner that puts the student in a situation where they are valued and feel a sense of respect and support. The relationship between the student and the school and the parents are interpolated. Support, communication and encouragement are continually provided throughout the school year. I can see the board facilitating relationships between the administration, parents, students, and teachers. Cultivating an environment that helps families understand the vision and mission of the educational program and the benefits of participating.~~

~~Thank you!~~

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

~~i. No.~~

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

~~i. No.~~

~~Committee to Form~~

Kenneth Turner ★ 2

Committee to Form Nevada State High School II

★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

~~STRIKE ALL LINES~~
~~Committee to Form Nevada State High School II~~
~~★★★★★~~

~~13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.~~
~~i. No.~~

~~14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").~~

~~i. N/A~~
~~15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").~~
~~i. N/A~~

~~16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.~~
~~i. No.~~

~~17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.~~
~~i. No.~~

~~18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e. making arrangements involving the school that materially benefit the board member, his or her friends)?~~
~~i. I would bring it to the attention of the Chair and other members of the Governing Board. We would then refer to the bylaws, policies, and procedures put in place by the school which are in compliance with state law.~~

This completes my disclosures with associations and/or affiliations with any current or past charter school in the state of Nevada or in another state.

~~Thank you!~~

Sincerely,

~~NSHS II~~

Kenneth Turner
Member
Committee to Form Nevada State High School II

~~Committee to Form~~

Committee to Form Nevada State High School II

★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

STRIKE ALL LINES

8/6/2013

★★★★★

Christina West
Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



OF THIS IMAGE

SUBJECT: B.2.2, Committee members' response to questionnaire - West, Christina

Dear State Public Charter School Authority,

Responses are provided to the questions set forth in the 2013 *Call for Quality Charter Schools Application* from the State Public Charter School Authority (see Appendix 1 of http://charterschools.nv.gov/OpenASchool/Application_Packet/) including:

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

i. Yes, I am over 18 years of age. Born March 1967.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

i. I am a parent of a student currently enrolled in Nevada State High School and was asked if I would be interested in serving as a board member.

3. Explain why you would like to serve on the board.

i. I believe education is one of the key elements for success. Over the past few years, more students are dropping out of school, over 70% are not graduating and the students that are graduating are not prepared for college. I would like to support NSHS and the structure of the program as it will readily prepare their students to be responsible and successful in a college environment.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

i. No.

5. What is your understanding of the appropriate role of a public charter school board member?

i. To support and ensure the success of the program.

6. What relevant knowledge and experience will you bring to the board?

i. I have over 20 years experience in administration as well as accounts payable and believe I will be a asset to the mission of program.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

i. Within the first year I foresee over 25% of the Southwest students enrolled and by its fourth year, the percentage of enrolled Southwest/Summerlin students to have grown over 50%.

APPLICATION

Thank you,

NSHS II

Committee to Form

Committee to Form Nevada State High School II

★★★★★

Attachment: B.2.2, Committee Members' Response to Questionnaire

STRIKE ALL LINES

Committee to Form Nevada State High School II

★★★★★

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

i. The school's mission is clear...to prepare high school students for college by providing curriculum in a actual college environment.

OF THIS IMAGE

9. Are you familiar with the school's proposed educational program? How would you describe it?

i. Yes, I am familiar. It is a well-structured and polished program.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

i. A successful school understands and provide the specific educational needs and demands of the community. By providing support to the students, staff as well as holding the students to a higher level expectation and standards, I am sure the school/program will be successful.

FROM THE

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.

i. No.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.

i. No.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.

i. No.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

i. No.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

i. No.

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

i. No.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

i. No.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.)?

i. I will contact the COO to discuss the situation.

Thank you!

NSHS II

Committee to Form

Christina West ★ 2



STRIKE ALL LINES

This completes my disclosures with associations and/or affiliations with any current or past charter school in the state of Nevada or in another state.

Sincerely, OF THIS IMAGE

Christina West
Liaison
Committee to Form Nevada State High School II

FROM THE

APPLICATION

Thank you,

NSHS II

Committee to Form

Christina West ★ 3

Committee to Form Nevada State High School II



Attachment: B.2.2, Committee Members' Response to Questionnaire



11/28/2013

★★★★★

Donald Hayes
Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074

SUBJECT: B.2.2, Committee members' response to questionnaire | Donald Hayes

Dear State Public Charter School Authority,

Responses are provided to the questions set forth in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority (see Appendix 1 of http://charterschools.nv.gov/OpenASchool/Application_Packet/) including:

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
 - i. **I am currently over 18 years old and, thus, will be at least eighteen years old when the proposed charter school would open.**
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
 - i. **Professional interactions with Dr. John Hawk about how to increase early college opportunities for Nevada students.**
3. Explain why you would like to serve on the board.
 - i. **My role as a University administrator includes an obligation to increase the number of students who attend college and improve the quality of their preparation. I believe that the proposed charter school will do so by increasing the number of students who experience the demands of a college curriculum while they remain in a structured home environment.**
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
 - i. **No.**
5. What is your understanding of the appropriate role of a public charter school board member?
 - i. **Ensure that the school remains true to its charter and serves both the students and the community effectively.**
6. What relevant knowledge and experience will you bring to the board?
 - i. **I will bring the perspective of a University administrator who understands the importance of solid secondary preparation as the basis for collegiate success. I can also help the school identify scholarship opportunities, bring professionals into the classroom to share their experiences with students, and help draw students into STEM disciplines.**
7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?
 - i. **I would expect the school to have a solid administrative framework and academic program established after the first year along with a small, but**

Committee to Form Nevada State High School II

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Attachment: B.2.2, Committee Members' Response to Questionnaire

Nevada State High School II

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strong student body. I anticipate four years will be adequate for the school to reach a more mature status with a strong student body and have an established administrative structure.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?
 - i. **To support high school students in a college environment with personal, academic, and social skills.**
9. Are you familiar with the school's proposed educational program? How would you describe it?
 - i. **Yes, the educational program utilizes college courses to satisfy High School curriculum requirements while obtaining college credits.**
10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?
 - i. **A successful school has a strong student body that graduate with the skills to be successful in further academic endeavors and prepared to enter the workforce. The board will need to work with the administration to recruit quality students that can be successful in the early college program. It will also need to provide external resources to help students determine appropriate courses of study.**

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.
 - i. **No**
12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.
 - i. **No**
13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.
 - i. **No**
14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").
 - i. **No.**
15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").
 - i. **No**
16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.
 - i. **No.**
17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.
 - i. **No.**
18. How would you handle a situation in which you believe one or more members of the

Donald Hayes ★ 2

Committee to Form Nevada State High School II

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Attachment: B.2.2, Committee Members' Response to Questionnaire

Nevada State High School II

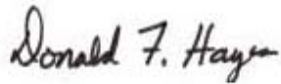
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school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends)?

i. No

This completes my disclosures with associations and/or affiliations with any current or past charter school in the state of Nevada or in another state.

Sincerely,



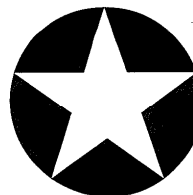
Donald Hayes
Committee to Form Member
Nevada State High School II

Donald Hayes ★ 3

Committee to Form Nevada State High School II



Attachment: B.2.2, Committee Members' Response to Questionnaire



11/28/2013

★★★★★

Russell Keglovits
Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074

SUBJECT: B.2.2, Committee members' response to questionnaire | Russell Keglovits

Dear State Public Charter School Authority,

Responses are provided to the questions set forth in the 2013 *Call for Quality Charter Schools Application* from the State Public Charter School Authority (see Appendix 1 of http://charterschools.nv.gov/OpenASchool/Application_Packet/) including:

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
 - i. **I will be at least eighteen years old by January 1 of the year in which the proposed charter will open.**
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
 - i. **I was contacted by Dr. John Hawk. He explained the plans that the committee to form Nevada State High School II has and indicated that my membership on the board would be a good fit.**
3. Explain why you would like to serve on the board.
 - i. **I believe that the model described in the charter application for this school is good for students. I am honored to have been presented this opportunity and believe that this school choice is among the best. I am interested in the success of Nevada students in general and the ability of this school to provide a valuable option in particular.**
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
 - i. **I have not served on a board of a school district or a not-for-profit corporation. I wish to serve in this capacity because I believe I possess unique skills and knowledge with respect to Nevada schools and academic programs. I believe the early college option for Nevada students is needed and appropriate. I am committed to adding value to this effort.**
5. What is your understanding of the appropriate role of a public charter school board member?
 - i. **My role as a public charter school board member is to offer informed input regarding the mission and operation of the school and hold school staff accountable for school operations in accordance with its charter. As a board member, I am to ensure that the actions, policies, and procedures conducted or enacted agree with school's purpose and can be carried out in a manner consistent with the sustainability of the school.**
6. What relevant knowledge and experience will you bring to the board?

Committee to Form Nevada State High School II

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Attachment: B.2.2, Committee Members' Response to Questionnaire

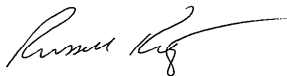
Nevada State High School II

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14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").
 - i. N/A.
15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").
 - i. N/A.
16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.
 - i. No.
17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.
 - i. No.
18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.)?
 - i. **I would ask the member(s) directly about my belief and inform the member(s) that I will notify the other members of the board of my belief. My belief of self-dealing would not constitute proof; so, the accused member(s) should have the opportunity to confront evidence and refute it. This would be done with the knowledge and participation of the other board members.**

This completes my disclosures with associations and/or affiliations with any current or past charter school in the state of Nevada or in another state.

Sincerely,



Russell Keglovits
Committee to Form Member
Nevada State High School II

Russell Keglovits ★ 3

7/12/2013

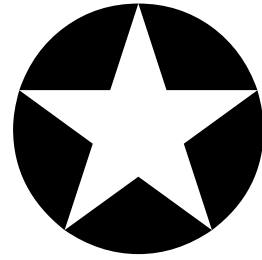
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Members

Committee to Form Nevada State High School II

233 North Stephanie Street

Henderson, NV 89074



Attachment: B.2.4, Assurances

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding B.2.4, Assurances and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- The Committee to Form Nevada State High School II is replicating a quality flagship school and intends to maintain the organizational and academic integrity of the school's practices, plans, procedures, and policies. In addition, the Committee provides a "Statement of Assurances" that the School in good faith will organize, administer, and comply with all applicable provisions of the Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and applicable federal statutes and regulations.

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II



Attachment: B.2.4, Assurances

Statement of Assurances

Revised December, 2012

1. The charter school herein named, Nevada State High School II,
(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.

Committee to Form Nevada State High School II



Attachment: B.2.4, Assurances

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.

John Hawk
Signature of Certifying Charter School Official

John Hawk
Name Printed

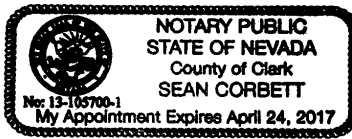
Liaison
Title

8/26/2013
Date

Subscribed and sworn to before me

This 26 day of August, 2013
date month year

(Notary Public Seal)

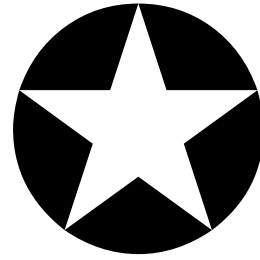


7/12/2013

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Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: B.3.3, Organizational Chart

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding B.3.3, Organizational Chart and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

The organizational chart follows the first year staff plan in B.4.1 including:

- Educational Advising Coordinator (TBA) [Salary of \$52,000 | FTE 1.0 | 12 mo. contract]
- Academic Assistant (TBA) [Salary of \$36,000 | FTE 1.0 | 12 mo. contract]
- Student Workers (TBA) [Pay rate of \$8.5/hour | 2 workers | 20 hrs/wk]
- Chief Academic Officer (Dr. Wendi Hawk) [Salary of \$27,500 | FTE 0.25 | 12 mo. contract]
- Chief Operations Officer (Dr. John Hawk) [Salary of \$27,500 | FTE 0.25 | 12 mo. contract]

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

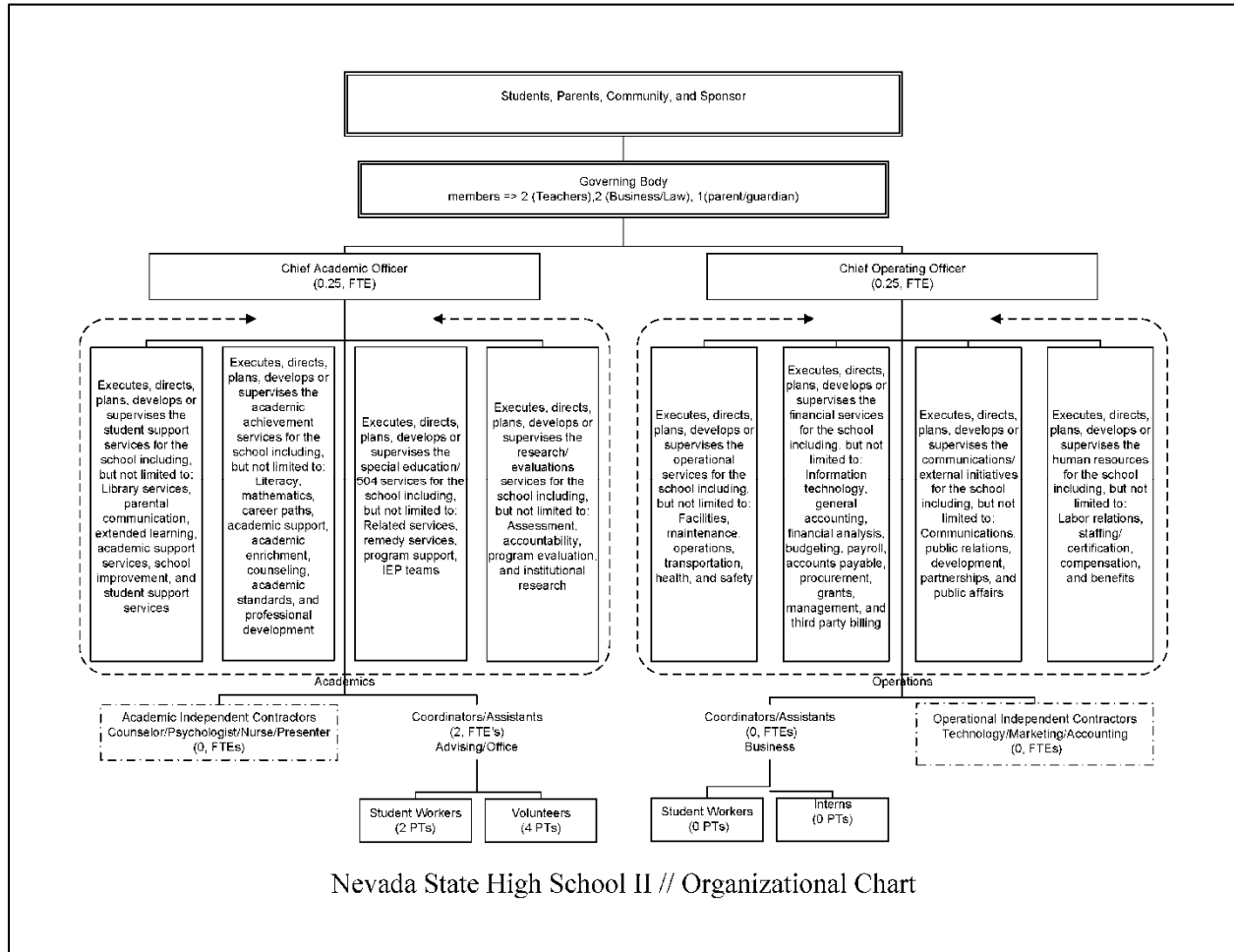
Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II



Attachment: B.3.3, Organizational Chart



Nevada State High School II // Organizational Chart

Personnel Descriptions

Chief Academic Officer

Under the direction of the school’s governing body, and in collaboration with the Chief Operations Officer for the school, the Chief Academic Officer shall execute, direct, plan, develop, supervise, and administer academics for the school in accordance with regulations prescribed by law and policies of the governing body. This position will involve the responsibility for the school’s academic results and leadership to address measurable performance indicators. Additional primary responsibilities for the position include, but are not limited to the following:

- directing student academic and discipline support services, disseminating parental communication, developing extended learning opportunities, directing school improvement plans, planning academic achievement services, monitoring core and

Committee to Form Nevada State High School II



Attachment: B.3.3, Organizational Chart

elective credit alignment, supervising and evaluating academic team members on student college and career paths, enrichment programs, counseling and academic standards, developing the capacity of the school and academic team to support students through a successful transition to college, directing student files and storage of student legacy information, facilitating special education and 504 services, directing related, remedy, program services and IEP teams, administering research and evaluation services related to assessment, accountability, programs, supporting school and student activities, approving student appeals, developing academic recommendations and reports to the schools governing body or committees for new or amended school regulations, policies, procedures, or practices to maintain consistency and current with any applicable changes in state code or law or best practices found through ongoing research, conferences, trainings, or technical assistance.

Chief Operations Officer

Under the direction of the school's governing body, and in collaboration with the Chief Academic Officer for the school, the Chief Operations Officer shall execute, direct, plan, develop, supervise, and administer financial and operational management for the school in accordance with policies prescribed by law and the governing body. This position will involve the responsibility for the school's financial and operational results and leadership to address measurable performance indicators. Additional primary responsibilities for the position include, but are not limited to the following:

- directing operational services for facilities, maintenance, upgrades, transportation, health and safety, supervising general accounting, financial analysis, school budget, payroll, accounts payable, professional service contracts, requisition and purchase order approval, grant management, third party billing, managing school equipment, technology implementation and data warehouse of student performance, coordinating communications and external initiatives, developing partnerships, advocating for the school at events and activities that support the school in areas of public affairs and public relations, directing human resources, staff files, staff contract negotiations, labor relations, evaluating staff performances and credentials, compensation, benefits, developing the capacity of the school and operations team to support staff with processing financial and operations requests to maintain internal controls and students through a successful transition to college, developing financial, operational, and governance recommendations and reports to the schools governing body or committees for new or amended school regulations, policies, procedures, or practices to maintain consistency and current with any applicable changes in state code or law or best practices found through ongoing research, conferences, trainings, or technical assistance.

Committee to Form Nevada State High School II



Attachment: B.3.3, Organizational Chart

Educational Advising Coordinator

Under the direction of the Chief Academic Officer this position is responsible for instructional management, coordination of college preparation seminars, planning and implementation of college readiness and career development skills, and monitoring, guiding and counseling students toward their college goals. Additional primary responsibilities for the position include, but are not limited to the following:

- instructing study skills, coordinating presenters for transitions and two-week courses, monitoring 504 and student academic plans, implementing school improvement plan, managing student portfolios, planning college degree, credits and course sequencing with students, training for class scheduling, tracking student college and high school credits, counseling individual and grouped students on college and career choices, academics and personal issues impeding student progress, facilitating as homeless liaison, collecting count day forms and semester parent performance reviews, coordinating services for English Language Learners, managing semester internships and volunteer requirements, supporting school and student activities. The instructor qualifications necessary to lead these courses include the following:
 1. Has obtained or is eligible for a Nevada Secondary High School Substitute Teacher License;
 2. Has a Bachelor's degree from an accredited institution;
 3. Has demonstrated leadership and coordinating ability;
 4. Has knowledge of child development, learning theories, and effective teaching techniques;
 5. Has knowledge of high school and college curricula;
 6. Has the potential to be conversant with current standards and processes in core subject areas;
 7. Has excellent presentation and interpersonal communication skills;
 8. Has a positive belief in the school's strategic framework;
 9. Has proficiency in desktop computer applications;
 10. Has a willingness and capability to work beyond the normal workday

Student Worker, Intern, or Volunteer

Under the direction of the Chief Academic Officer, the purpose of this position is for monitoring and advocating for students, performing duties associated with processing student applications, assisting with office duties, filling out forms, answering the phone, filing and logging forms, and other duties as assigned.

Committee to Form Nevada State High School II



Attachment: B.3.3, Organizational Chart

Academic Assistant

Under the direction of the Chief Academic Officer this position is responsible for providing support to staff and students for collecting and maintaining data across multiple areas in the academic environment including: demographics, historical information, progress, testing, etc. This position will require a high degree of accuracy, timeliness, production, and coordination across multiple areas including, but not limited to: data management, academic assessments, and supporting the overall flow of information from the academic office. Additional primary responsibilities for the position include, but are not limited to the following:

- monitoring new student registration, processing, tracking and validating withdrawn and new student records and credits, coordinating immunization reviews, processing college tuition vouchers, processing transcript requests, meeting with students, tracking progress of credits, SPED/504 documentation, scheduling appointments, test security, ordering and scheduling, class setup, input, final grade entry, coordinating student information system, maintenance, rollover, setup, attendance reports, master register, state and sponsor trainings and meetings, validating bighorn data, scheduling facility use, processing school wide announcements, producing a calendar of events and date card, coordinating with parents in partnership liaison, producing a tutor and online testing schedule, supporting school and student activities.

Operational Assistant

Under the direction of the Chief Operations Officer this position is responsible for providing support to staff/students for setting up and maintaining accounting ledgers, journals, and records and prepares financial statements and reports. This position will require a high degree of accuracy, timeliness and production across multiple areas including, but not limited to: human resources, facilities operations, business management, bookkeeping, and internal controls the organization.

- processing payroll, developing school budget, managing accounts payable, reconciling college class payments for third party billing, producing financial reports, generating monthly reconciliations, collecting free reduced lunch forms, tracking college textbooks and inventory, overseeing time off/accruals, entering requisition and purchases orders, conducting business to business, e-rate, in\$ite, federal and state reporting, supporting school and student activities.

~~8/5/2013~~12/11/2013

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Members
Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: B.3.7, Lottery Description

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding B.3.7, Lottery Description and respective inquiry set forth in this section of the application identified in the 2013 *Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

Nevada State High School II adopts recommended language for this section from the State Public Charter School Authority *Descriptions of the Enrollment Lottery System*. ~~including:~~

- ~~• As long as our school's enrollment is less than it can accommodate (as determined by NAC 386.353), the school "shall enroll pupils...in the order in which applications are received." "...[I]f more pupils...apply for enrollment...than the number of spaces which are available..." the school shall use a lottery to determine who will be enrolled.
<http://charterschools.nv.gov/ForSchools/Resources/> (downloaded on 8/5/2013)~~

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members
Committee to Form Nevada State High School II

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

Lottery Exemptions

In compliance with NRS 386.520(5)(p) and/or NRS 386.580(2), the School adopts those exemptions from lottery that include the following:

1. Sibling of a pupil who is currently enrolled in the school;
2. A child of a person who is:
 - a. Employed by the school; or
 - b. A member of the committee to form the school or the governing body

Limit Enrollment

As a public school, we will not close, cap, delay, postpone or otherwise limit enrollment except as allowed by NAC 386.353.

As stated in the Cover Sheet for our charter school application and elaborated upon in B.3.9 of the application, the School will limit enrollment to a certain number of pupils or ratio of teachers to pupils, an anticipated 300 pupils or the maximum capacity of persons allowed to occupy the facility of the charter school as determined by the building, fire or health authority which inspected the facility pursuant to NAC 386.353.

Enrollment Window

~~As identified in section A.5.2 of the application the proposed date of enrollment will begin on or after Monday, April 15, 2014 which is 118 days before the proposed first day of classes.~~

For the situations identified below, only, our school will establish and advertise an enrollment window from ~~May 1~~April 15 to ~~May~~August 15 during which it will accept applications.

- Approaching our first year of operation;

Committee to Form Nevada State High School II



Attachment: B.3.7, Lottery Description

- When adding a new grade; and
- For annual enrollment in our school's lowest grade

The School will announce and advertise these opening and closing dates of the window to the community in which we plan to operate.

Enrollment Waiting List

The following are key points regarding how we will manage an enrollment window and select and enroll pupils from our school's enrollment waiting list:

1. If the number of applications received during an enrollment window does not exceed the number of spaces available, including by grade, all pupils who applied shall be enrolled in our school.
2. If the number of applications received during the window exceeds the number of spaces available, including by grade, all enrollment applications received during the window will be subject to the lottery. The lottery will be conducted immediately after the close of the enrollment window.
3. Pupils whose applications are not selected by the lottery, if they wish, will be placed on an enrollment waiting list *in the order determined by the lottery*.
4. Pupils who seek enrollment after the lottery in 2 and 3, above, is conducted (after the window closes) will be added to the enrollment waiting list, *but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been enrolled in the school*.
5. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level, once enrolled in the school.
6. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to an enrollment waiting list.
7. As space becomes available, pupils from the waiting list will be enrolled in the school.
8. The waiting list enrollment order will be determined by lottery.
9. A pupil seeking enrollment in a grade that is not full shall be enrolled immediately; the pupil's enrollment will not be delayed until some future time, including until a semester break or the next school year.

Committee to Form Nevada State High School II



Attachment: B.3.7, Lottery Description

10. A pupil who is the first on a waiting list shall be enrolled immediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delayed until some future time, including until a semester break or the next school year.
11. Our school will not "close enrollment" except as described in NAC 383.353. Enrollment is always "open" in that our school will always accept enrollment applications. Applications received after an enrollment window closes are placed on an enrollment waiting list if the school or grade is "full" per NAC 386.353. Pupils will be chosen for enrollment from the waiting list as described above.
12. The Committee to Form our Charter School includes a person who intends to enroll their child in the school; the same applies to our school's first governing body (board) which will be formed before the school's first enrollment will be determined.
13. If/when we add new, higher grades, the pupils in our school's formerly highest grade will automatically be enrolled in the school's new next grade.

8/8/2013

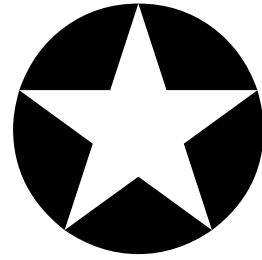
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Members

Committee to Form Nevada State High School II

233 North Stephanie Street

Henderson, NV 89074



Attachment: C.1.1, Budget

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding C.1.1, Budget and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

The school provides information related to the budget priorities that align and support all parts of the school plan and strategic framework and is based on realistic evidence from the flagship school and assumptions about operations, academics and area of town. The Committee presents a budget for the first two years of operation including:

- Budget for school year 2014 – 2015; and
- Budget for school year 2015 – 2016

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

JAMES W. GUTHRIE
Superintendent of Public Instruction

STATE OF NEVADA

**TEACHER LICENSURE
SOUTHERN NEVADA OFFICE**
9890 S. Maryland Parkway
Suite 221
Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450

RORIE FITZPATRICK
Deputy Superintendent
Instructional, Research and Evaluative
Services



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DEBORAH H. CUNNINGHAM
Deputy Superintendent
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DEPARTMENT OF EDUCATION
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Charter School Budget

Nevada State High School II _____ herewith submits the Tentative _____ budget for the fiscal year ending June 30, 2015

This budget contains 1 governmental fund types with estimated expenditures of \$ 772,050 and _____ proprietary funds with estimated expenses of \$ 0 .

Per NAC 387.730:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are **SUBMITTED** by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Print Name of Governing Board President)

(Signature of Governing Board President)

certify that all applicable funds and financial operations of this Local Government are listed herein

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

Form 1
6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL YEAR ENDING 06/30/13	WEIGHTED ACTUAL YEAR ENDING 06/30/14	WEIGHTED ESTIMATED YEAR ENDING 06/30/15
1. Pre-kindergarten (NRS 388.490)	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0
2. Kindergarten	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0
3. Elementary	<u> </u>	<u> </u>	<u> </u>
4. Secondary	<u> </u>	<u> </u>	<u> </u>
5. Ungraded	<u> </u>	<u> 0</u>	<u> 125</u>
6. Subtotal	<u> 0.0</u>	<u> 0.0</u>	<u> 125.0</u>
7. Students transported into Nevada from out-of-state	<u> </u>	<u> </u>	<u> </u>
8. Students transported to another state	<u> </u>	<u> </u>	<u> </u>
9. Total WEIGHTED enrollment	<u> 0.0</u>	<u> 0.0</u>	<u> 125.0</u>
10. Hold Harmless	<u> </u>	<u> </u>	<u> </u>

11. Basic support per pupil amount, Year Ending 06/30/15 5,457

School District	2014-2015 Rate revised 4/25/12	WEIGHTED 2014-2015 Enrollment	Subtotal	Use rates below:	Reference amounts for #12 Estimate: "Outside Revenue"
Carson City	\$ 6,109	0.0	\$0		\$ 1,110
Churchill	\$ 6,152	0.0	\$0		\$ 1,070
Clark	\$ 5,457	125.0	\$682,125		\$ 957
Douglas	\$ 5,314	0.0	\$0		\$ 2,371
Elko	\$ 6,364	0.0	\$0		\$ 1,059
Esmeralda	\$ 17,932	0.0	\$0		\$ 6,421
Eureka	\$ 100	0.0	\$0		\$ 42,104
Humboldt	\$ 5,540	0.0	\$0		\$ 1,706
Lander	\$ 100	0.0	\$0		\$ 9,861
Lincoln	\$ 9,906	0.0	\$0		\$ 1,217
Lyon	\$ 6,718	0.0	\$0		\$ 918
Mineral	\$ 8,463	0.0	\$0		\$ 1,458
Nye	\$ 6,652	0.0	\$0		\$ 1,290
Pershing	\$ 8,838	0.0	\$0		\$ 1,844
Storey	\$ 7,069	0.0	\$0		\$ 6,459
Washoe	\$ 5,295	0.0	\$0		\$ 1,150
White Pine	\$ 6,648	0.0	\$0		\$ 1,824
Multidistrict		125.0	\$682,125	<u>5,457</u>	

12. Estimated "Outside Revenue" (Supplemental Support) per pupil
This is the per pupil share of local taxes, etc, from the district. \$1,000

13. Total basic support for enrollee including outside revenue
Total Weighted-#9 \$ 807,125.00 Hold Harmless-#10 \$ -

14. Estimated number of special education program units (Should be 0 or 1 maximum - see prior year allotment)
X 39,768 amount per unit \$0

15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)
Total Weighted \$ 807,125.00 Hold Harmless \$ -

Fiscal Year 2014-2015 Charter School Nevada State High School II

Form 2 Enrollment - DSA

6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

Form 3	(1)	(2)	(3)		(4)
Nevada State High School II REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		(4) AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities			5,000		
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
TOTAL LOCAL SOURCES	0	0	5,000	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)			682,125		
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes			125,000		
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	0	807,125	0	0

Nevada State High School II _____

Budget Fiscal Year 2014-2015

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds			10,000		
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	0	10,000	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	0	822,125	0	0

Nevada State High School II _____

Budget Fiscal Year 2014-2015

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

Nevada State High School II Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries			70,000		
200 Benefits			28,000		
300/400/500 Purchased Services			328,500		
600 Supplies			43,550		
700 Property			1,500		
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries			93,000		
200 Benefits			37,200		
300/400/500 Purchased Services			109,300		
600 Supplies			22,800		
700 Property			1,000		
800 Other			3,600		
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			3,600		
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	0	742,050	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

Nevada State High School II

Budget Fiscal Year 2014-2015

Form 4 Expenditures

6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

Nevada State High School II PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	0	0	0	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

Nevada State High School II

Budget Fiscal Year 2014-2015

Form 4 Expenditures

6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

Nevada State High School II _____

Budget Fiscal Year 2014-2015

Form 4 Expenditures

6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

Nevada State High School II _____

Budget Fiscal Year 2014-2015

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6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other Inst	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

Nevada State High School II _____

Budget Fiscal Year 2014-2015

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6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/15 FINAL APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
800 Community Services Programs						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
800 Total Community Services Programs	0	0	0	0	0	0
900 Co-curricular & Extra-Curricular						
1000 Instruction						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2100-2600, 2900 Other Support Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
900 Co-curricular & Extra-Curricular	0	0	0	0	0	0

Nevada State High School II

Budget Fiscal Year 2014-2015

Form 4 Expenditures

6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

Nevada State High School II _____

Budget Fiscal Year 2014-2015

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Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	BUDGET YEAR ENDING	FINAL APPROVED	06/30/15 AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2600 SUBTOTAL	0	0	0		0	0
2700 Student Transportation						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2700 SUBTOTAL	0	0	0		0	0
2800 Other Support (All Objects)						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
2800 SUBTOTAL	0	0	0		0	0
2000s TOTAL SUPPORT SERVICES	0	0	0		0	0
3100 Food Service						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
3100 TOTAL FOOD SERVICES	0	0	0		0	0

Nevada State High School II

Budget Fiscal Year 2014-2015

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6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
4100 Land Acquisition						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4100 SUBTOTAL	0	0	0		0	0
4200 Land Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4200 SUBTOTAL	0	0	0		0	0
4300 Architecture/Engineering						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4300 SUBTOTAL	0	0	0		0	0
4400 Educational Specifications Dev						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4400 SUBTOTAL	0	0	0		0	0
4500 Building Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4500 SUBTOTAL	0	0	0		0	0
4600 Site Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4600 SUBTOTAL	0	0	0		0	0

Nevada State High School II

Budget Fiscal Year 2014-2015

Form 4 Expenditures

6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s CONSTRUCTION	0	0	0	0	0
5000 Debt Service			30,000		
000 EXPENDITURES	0	0	30,000	0	0
TOTAL ALL EXPENDITURES	0	0	772,050	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX	XXXXXXXXXXXX			
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance			50,075		
TOTAL ENDING FUND BALANCE	0	0	50,075	0	0
TOTAL APPLICATIONS	0	0	822,125	0	0
CHECKS:					
Contingency cannot exceed:	XXXXXXXX	0	23,162	0	0
Calculated Total Ending Fund Balance:	0	0	50,075	0	0

Nevada State High School II
Form 4 Expenditures

Budget Fiscal Year 2014-2015
6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

TENTATIVE BUDGET 2014-2015				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	163,000	65,200	513,850	742,050
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	163,000	65,200	513,850	742,050
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			30,000	30,000
6300 Contingency				0
8000 Ending Balance				50,075
UNDISTRIBUTED TOTALS	0	0	30,000	80,075
TOTAL ALL FUNDS TENTATIVE	163,000	65,200	543,850	822,125
FINAL BUDGET 2014-2015				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

Nevada State High School II

Budget Fiscal Year 2014-2015

Form 5 Exp Summary

Page 1 of 1

6/21/2012

Committee to Form Nevada State High School II

★★★★★

Attachment: C.1.1, Budget

FINAL BUDGET - AMENDED	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

Nevada State High School II

Budget Fiscal Year 2014-2015

Form 5 Exp Summary

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6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

JAMES W. GUTHRIE
Superintendent of Public Instruction

STATE OF NEVADA

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway
Suite 221
Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450

RORIE FITZPATRICK
Deputy Superintendent
Instructional, Research and Evaluative
Services



SATELLITE OFFICE
ADDRESSES/MAPS
<http://www.doe.nv.gov>

DEBORAH H. CUNNINGHAM
Deputy Superintendent
Administrative and Fiscal Services

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101

Charter School Budget

Nevada State High School II _____ herewith submits the Tentative budget for the fiscal year ending June 30, 2016

This budget contains 1 governmental fund types with estimated expenditures of \$ 1,243,400 and _____ proprietary funds with estimated expenses of \$ 0.

Per NAC 387.730:

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department of Education (NDE) by **April 15** annually.

FINAL budget must be adopted on or before **June 8** Annually. Copies of the approved final budget are **SUBMITTED** by the Charter School Governing Body to NDE, Legislative Council Bureau and the Charter School sponsor if other than the Department of Education.

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, _____
(Print Name of Governing Board President)

(Signature of Governing Board President)

certify that all applicable funds and financial operations of this Local Government are listed herein

Signed _____

Dated: _____

SCHEDULED PUBLIC HEARING:

Date and Time: _____

Publication Date _____

Place: _____

Form 1
6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL YEAR ENDING 06/30/14	WEIGHTED ACTUAL YEAR ENDING 06/30/15	WEIGHTED ESTIMATED YEAR ENDING 06/30/16
1. Pre-kindergarten (NRS 388.490)	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0
2. Kindergarten	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0	<u> </u> x .6 = 0.0
3. Elementary	<u> </u>	<u> </u>	<u> </u>
4. Secondary	<u> </u>	<u> </u>	<u> </u>
5. Ungraded	<u> </u>	<u>125</u>	<u>200</u>
6. Subtotal	<u>0.0</u>	<u>125.0</u>	<u>200.0</u>
7. Students transported into Nevada from out-of-state	<u> </u>	<u> </u>	<u> </u>
8. Students transported to another state	<u> </u>	<u> </u>	<u> </u>
9. Total WEIGHTED enrollment	<u>0.0</u>	<u>125.0</u>	<u>200.0</u>
10. Hold Harmless	<u> </u>	<u> </u>	<u> </u>

11. Basic support per pupil amount, Year Ending 06/30/16 5,457

School District	2015-2016 Rate revised 4/25/12	WEIGHTED 2015-2016 Enrollment	Subtotal	Use rates below:	Reference amounts for #12 Estimate: "Outside Revenue"
Carson City	\$ 6,109	0.0	\$0		\$ 1,110
Churchill	\$ 6,152	0.0	\$0		\$ 1,070
Clark	\$ 5,457	200.0	\$1,091,400		\$ 957
Douglas	\$ 5,314	0.0	\$0		\$ 2,371
Elko	\$ 6,364	0.0	\$0		\$ 1,059
Esmeralda	\$ 17,932	0.0	\$0		\$ 6,421
Eureka	\$ 100	0.0	\$0		\$ 42,104
Humboldt	\$ 5,540	0.0	\$0		\$ 1,706
Lander	\$ 100	0.0	\$0		\$ 9,861
Lincoln	\$ 9,906	0.0	\$0		\$ 1,217
Lyon	\$ 6,718	0.0	\$0		\$ 918
Mineral	\$ 8,463	0.0	\$0		\$ 1,458
Nye	\$ 6,652	0.0	\$0		\$ 1,290
Pershing	\$ 8,838	0.0	\$0		\$ 1,844
Storey	\$ 7,069	0.0	\$0		\$ 6,459
Washoe	\$ 5,295	0.0	\$0		\$ 1,150
White Pine	\$ 6,648	0.0	\$0		\$ 1,824
Multidistrict		200.0	\$1,091,400	<u>5,457</u>	

12. Estimated "Outside Revenue" (Supplemental Support) per pupil
This is the per pupil share of local taxes, etc, from the district. \$1,000

13. Total basic support for enrollee including outside revenue
Total Weighted-#9 \$ 1,291,400.00 Hold Harmless-#10 \$ -

14. Estimated number of special education program units 39,768 (Should be 0 or 1 maximum - see prior year allotment)
X 39,768 amount per unit \$0

15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)
Total Weighted \$ 1,291,400.00 Hold Harmless \$ -

Fiscal Year 2015-2016 Charter School Nevada State High School II

Form 2 Enrollment - DSA

6/21/2012

Committee to Form Nevada State High School II

★★★★★

Attachment: C.1.1, Budget

Form 3	(1)	(2)	(3)		(4)
Nevada State High School II REVENUE	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	BUDGET YEAR ENDING 06/30/16		(4) AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
1000 LOCAL SOURCES					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities		5,000	6,000		
1800 Community Service Activities					
1900 Other Revenues					
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
TOTAL LOCAL SOURCES	0	5,000	6,000	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)		682,125	1,091,400		
3115 Special Ed portion of DSA					
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes		125,000	200,000		
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	807,125	1,291,400	0	0

Nevada State High School II _____

Budget Fiscal Year 2015-2016

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds		10,000	10,000		
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State					
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
TOTAL FEDERAL SOURCES	0	10,000	10,000	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
6000 Other Items					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
TOTAL OTHER SOURCES	0	0	0	0	0
8000 OPENING FUND BALANCE					
Reserved Opening Balance					
Unreserved Opening Balance					
TOTAL OPENING FUND BALANCE	0	0	0	0	0
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	0	822,125	1,307,400	0	0

Nevada State High School II _____

Budget Fiscal Year 2015-2016

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

Nevada State High School II Form 4 PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries		70,000	82,000		
200 Benefits		28,000	32,800		
300/400/500 Purchased Services		328,500	499,500		
600 Supplies		43,550	66,500		
700 Property		1,500	3,500		
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries		93,000	190,000		
200 Benefits		37,200	76,000		
300/400/500 Purchased Services		109,300	161,700		
600 Supplies		22,800	26,200		
700 Property		1,000	3,000		
800 Other		3,600	3,600		
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services		3,600	3,600		
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	0	742,050	1,148,400	0	0
140 Summer School for Reg Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

Nevada State High School II

Budget Fiscal Year 2015-2016

Form 4 Expenditures

6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

Nevada State High School II PROGRAM FUNCTION OBJECT	(1)	(2)	(3)	(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
200 SPECIAL PROGRAMS	0	0	0	0	0
240 Summer School for Special Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

Nevada State High School II

Budget Fiscal Year 2015-2016

Form 4 Expenditures

6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	BUDGET YEAR ENDING 01/00/00 AMENDED FINAL APPROVED
270 Gifted and Talented Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
270 TOTAL Gifted & Talented Programs	0	0	0	0	0
300 Vocational & Technical Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
300 Total Vocational & Technical Prog	0	0	0	0	0

Nevada State High School II _____

Budget Fiscal Year 2015-2016

Form 4 Expenditures

6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
340 Summer School for Voc & Tech					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
340 Total Summer School for Voc & Tech	0	0	0	0	0
420 English for Speakers of Other Lang					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
420 Total Speakers of Other Lang	0	0	0	0	0

Nevada State High School II _____

Budget Fiscal Year 2015-2016

Form 4 Expenditures

6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	01/00/00 AMENDED FINAL APPROVED
440 Summer School for Other Inst Prog					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
440 Total English - Summer School for Other Inst	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
490 Total Other Instructional Programs	0	0	0	0	0

Nevada State High School II _____

Budget Fiscal Year 2015-2016

Form 4 Expenditures

6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	BUDGET YEAR ENDING 06/30/16		TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
800 Community Services Programs							
1000 Instruction							
100 Salaries							
200 Benefits							
300/400/500 Purchased Services							
600 Supplies							
700 Property							
800 Other							
2100-2600, 2900 Other Support Services							
100 Salaries							
200 Benefits							
300/400/500 Purchased Services							
600 Supplies							
700 Property							
800 Other							
2700 Student Transportation							
100 Salaries							
200 Benefits							
300/400/500 Purchased Services							
600 Supplies							
700 Property							
800 Other							
800 Total Community Services Programs	0	0	0	0	0	0	0
900 Co-curricular & Extra-Curricular							
1000 Instruction							
100 Salaries							
200 Benefits							
300/400/500 Purchased Services							
600 Supplies							
700 Property							
800 Other							
2100-2600, 2900 Other Support Services							
100 Salaries							
200 Benefits							
300/400/500 Purchased Services							
600 Supplies							
700 Property							
800 Other							
2700 Student Transportation							
100 Salaries							
200 Benefits							
300/400/500 Purchased Services							
600 Supplies							
700 Property							
800 Other							
900 Co-curricular & Extra-Curricular	0	0	0	0	0	0	0

Nevada State High School II

Budget Fiscal Year 2015-2016

Form 4 Expenditures

6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	(3) TENTATIVE APPROVED	BUDGET YEAR ENDING FINAL APPROVED	06/30/16 AMENDED FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	0
2200 Support Services-Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	0
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	0
2400 Support Serv-School Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2400 SUBTOTAL	0	0	0	0	0
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2500 SUBTOTAL	0	0	0	0	0

Nevada State High School II _____

Budget Fiscal Year 2015-2016

Form 4 Expenditures

6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)	
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	BUDGET YEAR ENDING 06/30/16		TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
2600 Operating/Maintenance Plant Service							
100 Salaries							
200 Benefits							
300/400/500 Purchased Services							
600 Supplies							
700 Property							
800 Other							
2600 SUBTOTAL	0	0	0	0	0	0	0
2700 Student Transportation							
100 Salaries							
200 Benefits							
300/400/500 Purchased Services							
600 Supplies							
700 Property							
800 Other							
2700 SUBTOTAL	0	0	0	0	0	0	0
2900 Other Support (All Objects)							
100 Salaries							
200 Benefits							
300/400/500 Purchased Services							
600 Supplies							
700 Property							
800 Other							
2900 SUBTOTAL	0	0	0	0	0	0	0
2000s TOTAL SUPPORT SERVICES	0	0	0	0	0	0	0
3100 Food Service							
100 Salaries							
200 Benefits							
300/400/500 Purchased Services							
600 Supplies							
700 Property							
800 Other							
3100 TOTAL FOOD SERVICES	0	0	0	0	0	0	0

Nevada State High School II

Budget Fiscal Year 2015-2016

Form 4 Expenditures

6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(4)	(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	BUDGET YEAR ENDING 06/30/16		FINAL APPROVED	AMENDED FINAL APPROVED
			TENTATIVE APPROVED			
4100 Land Acquisition						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4100 SUBTOTAL	0	0	0		0	0
4200 Land Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4200 SUBTOTAL	0	0	0		0	0
4300 Architecture/Engineering						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4300 SUBTOTAL	0	0	0		0	0
4400 Educational Specifications Dev						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4400 SUBTOTAL	0	0	0		0	0
4500 Building Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4500 SUBTOTAL	0	0	0		0	0
4600 Site Improvement						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800 Other						
4600 SUBTOTAL	0	0	0		0	0

Nevada State High School II

Budget Fiscal Year 2015-2016

Form 4 Expenditures

6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/16		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/14	ESTIMATED CURRENT YEAR ENDING 06/30/15	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s CONSTRUCTION	0	0	0	0	0
5000 Debt Service		30,000	95,000		
000 EXPENDITURES	0	30,000	95,000	0	0
TOTAL ALL EXPENDITURES	0	772,050	1,243,400	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance		50,075	64,000		
TOTAL ENDING FUND BALANCE	0	50,075	64,000	0	0
TOTAL APPLICATIONS	0	822,125	1,307,400	0	0
CHECKS:					
Contingency cannot exceed:	XXXXXXXX	23,162	37,302	0	0
Calculated Total Ending Fund Balance:	0	50,075	64,000	0	0

Nevada State High School II

Budget Fiscal Year 2015-2016

Form 4 Expenditures

6/21/2012

Committee to Form Nevada State High School II



Attachment: C.1.1, Budget

TENTATIVE BUDGET 2015-2016				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	272,000	108,800	767,600	1,148,400
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	272,000	108,800	767,600	1,148,400
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			95,000	95,000
6300 Contingency				0
8000 Ending Balance				64,000
UNDISTRIBUTED TOTALS	0	0	95,000	159,000
TOTAL ALL FUNDS TENTATIVE	272,000	108,800	862,600	1,307,400
FINAL BUDGET 2015-2016				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
UNDISTRIBUTED EXPENDITURES				
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

Nevada State High School II

Budget Fiscal Year 2015-2016

Form 5 Exp Summary

Page 1 of 1

6/21/2012

Committee to Form Nevada State High School II

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Attachment: C.1.1, Budget

FINAL BUDGET - AMENDED	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
PROGRAM EXPENDITURES				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School	0	0	0	0
600 Adult Education	0	0	0	0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
PROGRAM TOTALS	0	0	0	0
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
UNDISTRIBUTED TOTALS	0	0	0	0
TOTAL ALL FUNDS FINAL BUDGET	0	0	0	0

Nevada State High School II

Budget Fiscal Year 2015-2016

Form 5 Exp Summary

Page 2 of 2

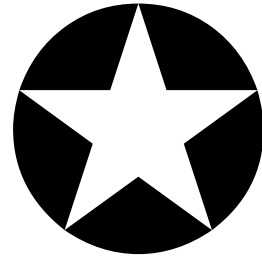
6/21/2012

8/8/2013 12/11/2013

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Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: C.1.2, Budget Narrative

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding C.1.2, Budget Narrative and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

The school provides information related to the budget priorities that align and support all parts of the school plan and strategic framework in narrative form. This budget narrative will explain the educational operational plan underlying the numbers. The Committee presents a budget narrative for the first two years of operation including:

- Budget narrative for school year 2014 – 2015; and
- Budget narrative for school year 2015 – 2016

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II



Attachment: C.1.2, Budget Narrative

BUDGET SUPPLEMENTARY SCHEDULES

Nevada State High School II -- Budget Narrative

PROGRAM AND FUNCTION:

FISCAL YEAR: 14-15

A Object Code	B Function Rollup	C Title of Position or Description of Item	D FTE Unit	E Quantity	F Unit Amount / Calculations	G Total Amount
100		PERSONNEL				
	1000	Edu. Advising Coord. (EAC)	1	1	\$53,000.00	\$53,000.00
	1000	Student Success Adv. (SSA)	1	2	\$8,500.00	\$17,000.00
	2000	Governing Body \$80/mtg	1	5	\$400.00	\$2,000.00
	2000	Chief Operations Officer (COO)	0.25	1	\$110,000.00	\$27,500.00
	2000	Chief Academics Officer (CAO)	0.25	1	\$110,000.00	\$27,500.00
	2000	Administrative Assistant (AA)	1	1	\$36,000.00	\$36,000.00
		NARRATIVE The CAO and COO will execute the academic and operations for the school with the direct assistance from the full-time positions of the EAC and AA. The AA will collect and maintain all data through the academic department. The SSA's will assist in the processing of student applications and general office duties. The incentive program will identify employee's motivation and award them based on their measure of progress and quality <u>and is currently in the budgeted amounts above for full-time staff.</u> Board members will receive meeting compensation as allowed under NRS 386.549				
					Subtotal 1000's	\$70,000.00
					Subtotal 2000's	\$93,000.00
					TOTAL	\$163,000.00
200		BENEFITS				
	1000	Estimated at 40% of salaries	1	1	\$28,000.00	\$28,000.00
	2000	Estimated at 40% of salaries	1	1	\$37,200.00	\$37,200.00
		NARRATIVE PERS is estimated at 25% salary of employees. FICA is estimated only for SSA's. Unemployment is estimated for all salaries at 2.25%. Health insurance is estimated at 100% for full-time EE's that is employer paid using rates from flagship school. Workers comp. is estimated based on estimates from flagship school. Medicare is estimated for all salaries at 1.57%. The total compensation package is estimated at 40% of EE salaries. NOTE: COO and CAO not eligible for healthcare. <u>The school is aware that staff may select different PERS options and budgeted based on all staff selecting the most expensive option at 25% a person for PERS contributions.</u>				
					Subtotal 1000's	\$28,000.00
					Subtotal 2000's	\$37,200.00
					TOTAL	\$65,200.00
300		PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				
	1000	Professional Services				\$10,000.00
	1000	Training and Development				\$1,000.00
	2000	Professional Services				\$20,000.00
	2000	SPCSA Sponsorship Fee				\$12,000.00
	2000	Training and Development				\$500.00
	2000	Student Assessments				\$20,000.00
	2000	Technical Services				\$1,500.00
		NARRATIVE Professional Services includes payments to independent contractors for school counseling to students, psychological examination fees <u>(The school contracts with a licensed school psychologist on an as needed basis for evaluations and re-evaluations. The cost of the individual assessments is included in consultant per student assessment amount)</u> for special education and ELL, health records review <u>(function 2000 above)</u> , and fiscal financial fees for accounting software and contract independent accounting consultants as well as the independent audit estimated fees. Training and development is estimated registration fees to attend development conferences for staff. Data assessment estimated for placement examinations and estimated fees for ACT/SAT testing for students once enrolled. Technical				

Committee to Form Nevada State High School II



Attachment: C.1.2, Budget Narrative

BUDGET SUPPLEMENTARY SCHEDULES

Nevada State High School II -- Budget Narrative

PROGRAM AND FUNCTION:

FISCAL YEAR: 14-15

A Object Code	B Function Rollup	C Title of Position or Description of Item	D FTE Unit	E Quantity	F Unit Amount / Calculations	G Total Amount
		Services include software installation and services to update computers, servers, etc. <u>The school plans on having a certified special education teacher employed at the school and determines that \$10,000 is sufficient to hire any additional ELL or special education services provided to students.</u>				
					Subtotal 1000's	\$11,000.00
					Subtotal 2000's	\$54,000.00
					TOTAL	\$65,000.00
400		PURCHASED PROPERTY SERVICES				
	1000	Rent				\$70,000.00
	2000	Janitorial				\$4,800.00
	2000	Maintenance				\$3,600.00
		NARRATIVE Rental is monthly payment based on 4000 sq ft building at approx. \$1.20/sq ft and the cost of renting a conference hall or similar for the 2-week course and monthly transition courses at 20 days for approx. \$750/day plus graduation rental. Janitorial services for monthly cleaning of building, and maintenance based on estimates from the flaship school.				
					Subtotal 1000's	\$70,000.00
					Subtotal 2000's	\$8,400.00
					TOTAL	\$78,400.00
500		OTHER PURCHASED SERVICES				
	1000	College Tuition				\$240,000.00
	1000	Travel				\$2,500.00
	1000	Insurance				\$5,000.00
	2000	Travel				\$1,500.00
	2000	Advertising				\$12,000.00
	2000	Student Transportation				\$3,600.00
	2000	Telecommunications				\$24,000.00
	2000	Postage				\$2,400.00
	2000	Insurance				\$7,000.00
		NARRATIVE Tuition based on average estimates for 125 students being enrolled in CSN, GBC, NSC, UNLV classes for 2 semesters. Travel is to accommodate for traveling for training and development. Advertising outreach for recruitment of students. Vehicle operation is estimated amount for students monthly bus pass reimbursements. Communication fee is estimated to accommodate the internet and phone needs to operate the school. Postage is estimated fees for mailing student records/diplomas and when necessary paperwork are to be expidited. Insurance fees based on estimated number of students and insurance premium for the whole school. NOTE: Workman's comp included in benefits which reflects a lower amount than the quote in C.3.2. <u>The school sets aside \$600 out of \$3,600 student transportation for special education parents and students if required by the student IEP.</u>				
					Subtotal 1000's	\$247,500.00
					Subtotal 2000's	\$50,500.00
					TOTAL	\$298,000.00
600		SUPPLIES				
	1000	Supplies			\$4,800.00	\$2,400.00
	1000	Textbooks				\$20,000.00
	1000	College Technology Fees				\$18,750.00
	2000	Supplies			\$2,400.00	\$4,800.00
	2000	Software Applications				\$12,000.00
	2000	Electricity				\$8,400.00

Committee to Form Nevada State High School II



Attachment: C.1.2, Budget Narrative

BUDGET SUPPLEMENTARY SCHEDULES

Nevada State High School II -- Budget Narrative

PROGRAM AND FUNCTION:

FISCAL YEAR: 14-15

A Object Code	B Function Rollup	C Title of Position or Description of Item	D FTE Unit	E Quantity	F Unit Amount / Calculations	G Total Amount
		<p>NARRATIVE Supplies estimate the cost of general supplies for the whole school. Textbook estimates are for two semesters. Technology fees estimates classroom technology fees based on tuition estimates. Software estimates for staff and students for enrollment purposes and general office work such as cloud accounting and online registration, and student information system hosted with sponsor (PowerSchool or similar). Electricity based on estimates from flagship school. <u>In the event our hired professional service vendor does not supply necessary assessments, then the school is budgeting to create its own stockpile of additional assessments for special populations as outlined below and included in the budgeted supply amount above for function 2000:</u></p> <ul style="list-style-type: none"> • Conners - \$250 for complete set of 25 - Last 6-8 years • RIAS - \$440 for complete set of 25 - Last 6-8 years • Peabody – \$475 for complete set of 50 - Last 10-13 years • Weschler Ach. III - \$665 for complete set 25 - Last 6-8 years 				
					Subtotal 1000's	\$41,150.00
					Subtotal 2000's	\$25,200.00
					TOTAL	\$66,350.00
800		DEBT SERVICE AND MISCELLANEOUS				
	2000	Dues and Fees				\$3,600.00
	4000	Loan repayment				\$30,000.00
		<p>NARRATIVE The school anticipates paying off a \$100,000 loan over the course of two years at 12% interest and making a ballon payment of \$67,500 in June 2016 and making monthly payments of approximately \$2500/month. This will account for any dues or fees from organization membership or bank.</p>				
					Subtotal 2000's	\$3,600.00
					Subtotal 4000's	\$30,000.00
					TOTAL	\$33,600.00
Subtotal Objects 100-600 & 800						\$769,550.00
Approved Indirect Cost Rate:			0.00%	X Subtotal		\$0.00
700		EQUIPMENT				
	1000	Furniture				\$1,000.00
	1000	Computers				\$500.00
	2000	Furniture				\$1,000.00
	2000	Servers				\$0.00
		<p>NARRATIVE Furnitures and fixtures estimated to accommodate for furniture needs of the school that were not purchased with the school's start-up loan or preopening budget. This may include desks for staff and work area as well as classroom tables and chairs for student classroom and technology equipment such as server and computers.</p>				
					Subtotal 1000's	\$1,500.00
					Subtotal 2000's	\$1,000.00
					TOTAL	\$2,500.00
GRAND TOTAL						\$772,050.00

Posted 8/26/2009

Committee to Form Nevada State High School II



Attachment: C.1.2, Budget Narrative

BUDGET SUPPLEMENTARY SCHEDULES

Nevada State High School II -- Budget Narrative

PROGRAM AND FUNCTION:

FISCAL YEAR: 15-16

A Object Code	B Function Rollup	C Title of Position or Description of Item	D FTE Unit	E Quantity	F Unit Amount / Calculations	G Total Amount
100		PERSONNEL				
	1000	Edu. Advising Coord. (EAC)	1	1	\$55,000.00	\$55,000.00
	1000	Student Success Adv. (SSA)	1	3	\$9,000.00	\$27,000.00
	2000	Governing Body \$80/mtg	1	5	\$400.00	\$2,000.00
	2000	Chief Operations Officer (COO)	0.5	1	\$110,000.00	\$55,000.00
	2000	Chief Academics Officer (CAO)	0.5	1	\$110,000.00	\$55,000.00
	2000	Administrative Assistant (AA)	1	1	\$38,000.00	\$38,000.00
	2000	Operations Assistant (AA)	1	1	\$40,000.00	\$40,000.00
		NARRATIVE The CAO and COO will execute the academic and operations for the school with the direct assistance from the full-time positions of the EAC and AA. The AA will collect and maintain all data through the academic department. The SSA's will assist in the processing of student applications and general office duties. The incentive program will identify employee's motivation and award them based on their measure of progress and quality and is currently in the budgeted amounts above for full-time staff. Board members will receive meeting compensation as allowed under NRS 386.549. The school plans on hiring an OA to assist with the operations office at the school. The school will add an additional SSA.				
					Subtotal 1000's	\$82,000.00
					Subtotal 2000's	\$190,000.00
					TOTAL	\$272,000.00
200		BENEFITS				
	1000	Estimated at 40% of salaries	1	1	\$32,800.00	\$32,800.00
	2000	Estimated at 40% of salaries	1	1	\$76,000.00	\$76,000.00
		NARRATIVE PERS is estimated at 25% salary of employees. FICA is estimated only for SSA's. Unemployment is estimated for all salaries at 2.25%. Health insurance is estimated at 100% for full-time EE's that is employer paid using rates from flagship school. Workers comp. is estimated based on estimates from flagship school. Medicare is estimated for all salaries at 1.57%. The total compensation package is estimated at 40% of EE salaries. NOTE: COO and CAO not eligible for healthcare. The school is aware that staff may select different PERS options and budgeted based on all staff selecting the most expensive option at 25% a person for PERS contributions.				
					Subtotal 1000's	\$32,800.00
					Subtotal 2000's	\$76,000.00
					TOTAL	\$108,800.00
300		PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				
	1000	Professional Services				\$13,000.00
	1000	Training and Development				\$3,000.00
	2000	Professional Services				\$30,000.00
	2000	SPCSA Sponsorship Fee				\$20,000.00
	2000	Training and Development				\$3,000.00
	2000	Student Assessments				\$32,000.00
	2000	Technical Services				\$3,600.00
		NARRATIVE Professional Services includes payments to independent contractors for school counseling to students, psychological examination fees The school contracts with a licensed school psychologist on an as needed basis for evaluations and re-evaluations. The cost of the individual assessments is included in consultant per student assessment amount) for special education and ELL, health records review (function 2000 above), and fiscal financial fees for accounting software and contract independent accounting consultants as well as the independent audit estimated fees. Training and development is estimated registration fees to attend development conferences for staff. Data assessment estimated for placement				

Committee to Form Nevada State High School II



Attachment: C.1.2, Budget Narrative

BUDGET SUPPLEMENTARY SCHEDULES

Nevada State High School II -- Budget Narrative

PROGRAM AND FUNCTION:

FISCAL YEAR: 15-16

A Object Code	B Function Rollup	C Title of Position or Description of Item	D FTE Unit	E Quantity	F Unit Amount / Calculations	G Total Amount
		examinations and estimated fees for ACT/SAT testing for students once enrolled. Technical Services include software installation and services to update computers, servers, etc. <u>The school plans on having a certified special education teacher employed at the school and determines that \$10,000 is sufficient to hire any additional ELL or special education services provided to students.</u>				
					Subtotal 1000's	\$16,000.00
					Subtotal 2000's	\$88,600.00
					TOTAL	\$104,600.00
400		PURCHASED PROPERTY SERVICES				
	1000	Rent				\$75,000.00
	2000	Janitorial				\$4,800.00
	2000	Maintenance				\$3,600.00
		NARRATIVE Rental is monthly payment based on 4000 sq ft building at approx. \$1.24/sq ft [Projecting a 3-5% lease increase from the previous year's lease on a building] and the cost of renting a conference hall or similar for the 2-week course and monthly transition courses at 20 days for approx. \$750/day plus graduation rental. Janitorial services for monthly cleaning of building, and maintenance based on estimates from the flaship school.				
					Subtotal 1000's	\$75,000.00
					Subtotal 2000's	\$8,400.00
					TOTAL	\$83,400.00
500		OTHER PURCHASED SERVICES				
	1000	College Tuition				\$400,000.00
	1000	Travel				\$2,500.00
	1000	Insurance				\$6,000.00
	2000	Travel				\$2,500.00
	2000	Advertising				\$25,000.00
	2000	Student Transportation				\$4,800.00
	2000	Telecommunications				\$24,000.00
	2000	Postage				\$3,000.00
	2000	Insurance				\$9,000.00
		NARRATIVE Tuition based on average estimates for 125 students being enrolled in CSN, GBC, NSC, UNLV classes for 2 semesters. Travel is to accommodate for traveling for training and development. Advertising outreach for recruitment of students. Vehicle operation is estimated amount for students monthly bus pass reimbursements. Communication fee is estimated to accommodate the internet and phone needs to operate the school. Postage is estimated fees for mailing student records/diplomas and when necessary paperwork are to be expedited. Insurance fees based on estimated number of students and insurance premium for the whole school. NOTE: Workman's comp included in benefits which reflects a lower amount than the quote in C.3.2. <u>The school sets aside \$800 out of \$4,800 student transportation for special education parents and students if required by the student IEP.</u>				
					Subtotal 1000's	\$408,500.00
					Subtotal 2000's	\$68,300.00
					TOTAL	\$476,800.00
600		SUPPLIES				
	1000	Supplies				\$6,500.00
	1000	Textbooks				\$30,000.00
	1000	College Technology Fees				\$30,000.00
	2000	Supplies				\$4,800.00
	2000	Software Applications				\$13,000.00
	2000	Electricity				\$8,400.00

Committee to Form Nevada State High School II



Attachment: C.1.2, Budget Narrative

BUDGET SUPPLEMENTARY SCHEDULES

Nevada State High School II -- Budget Narrative

PROGRAM AND FUNCTION:

FISCAL YEAR: 15-16

A Object Code	B Function Rollup	C Title of Position or Description of Item	D FTE Unit	E Quantity	F Unit Amount / Calculations	G Total Amount
		<p>NARRATIVE Supplies estimate the cost of general supplies for the whole school. Textbook estimates are for two semesters. Technology fees estimates classroom technology fees based on tuition estimates. Software estimates for staff and students for enrollment purposes and general office work such as cloud accounting and online registration, and student information system hosted with sponsor (PowerSchool or similar). Electricity based on estimates from flagship school. <u>In the event our hired professional service vendor does not supply necessary assessments, then the school is budgeting to create its own stockpile of additional assessments for special populations as outlined below and included in the budgeted supply amount above for function 2000:</u></p> <ul style="list-style-type: none"> • <u>Conners - \$250 for complete set of 25 - Last 6-8 years</u> • <u>RIAS - \$440 for complete set of 25 - Last 6-8 years</u> • <u>Peabody - \$475 for complete set of 50 - Last 10-13 years</u> • <u>Weschler Ach. III - \$665 for complete set 25 - Last 6-8 years</u> 				
					Subtotal 1000's	\$66,500.00
					Subtotal 2000's	\$26,200.00
					TOTAL	\$92,700.00
800		DEBT SERVICE AND MISCELLANEOUS				
	2000	Dues and Fees				\$3,600.00
	4000	Loan repayment				\$95,000.00
		<p>NARRATIVE The school anticipates paying off a \$100,000 loan over the course of two years at 12% interest and making a balloon payment of \$67,500 in June 2016 and making monthly payments of approximately \$2500/month. This will account for any dues or fees from organization membership or bank.</p>				
					Subtotal 2000's	\$3,600.00
					Subtotal 4000's	\$95,000.00
					TOTAL	\$98,600.00
Subtotal Objects 100-600 & 800						\$1,236,900.00
Approved Indirect Cost Rate:			0.00%	X Subtotal		\$0.00
700		EQUIPMENT				
	1000	Furniture				\$1,500.00
	1000	Computers				\$2,000.00
	2000	Furniture				\$1,000.00
	2000	Servers				\$2,000.00
		<p>NARRATIVE Furnitures and fixtures estimated to accommodate for furniture needs of the school that were not purchased with the school's first year budget. This may include desks for staff and work area as well as classroom tables and chairs for student classroom and technology equipment such as server and computers.</p>				
					Subtotal 1000's	\$3,500.00
					Subtotal 2000's	\$3,000.00
					TOTAL	\$6,500.00
GRAND TOTAL						\$1,243,400.00

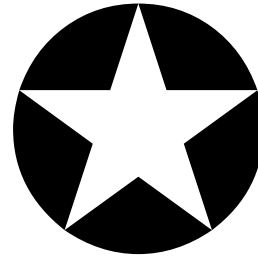
Posted 8/26/2009

8/8/2013

★★★★★

Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: C.1.3, Cash Flow Statement

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding C.1.3, Cash Flow Statement and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

The school provides information related to the budget priorities that align and support all parts of the school plan and strategic framework with a cash flow statement. This statement will give evidence that the school will be financial sound throughout the first two years of operation. It is also expected that the school will be working on a net 30-day payment with vendors so any shortage from a particular month may reflect payment in a subsequent month. The Committee presents a cash flow statement for the first two years of operation including:

- Cash flow statement for school year 2014 – 2015; and
- Cash flow statement for school year 2015 – 2016

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II



Attachment: C.1.3, Cash Flow Statement

Nevada State High School II

CASH FLOW STATEMENT

2014-2015

REVENUES

Type:

Distributive School Acct
Donations
Federal Grant A
Outside Revenue
Student Activities
Erate

Total Revenues
Total Revenues Y-T-D

EXPENDITURES

Salaries & Benefits

100-Salaries
200-Benefits
Total Salaries & Ben

Operating

300-Services
400-Lease | Maint
500-Other Purch Serv
600-Supplies
700-Equipment
800-Miscellaneous
300-SPCSA SponFee
400-Conf./Grad. Lease
500-College Tuition
600-College Textbooks
800-Loan Repayment

Total Expenses
Total Expenses Y-T-D
Percent of Budget

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
Distributive School Acct	\$ 85,265.63	\$ 85,265.63			\$ 170,531.25			\$ 170,531.25			\$ 170,531.25		\$ 682,125.00	\$ 682,125.00	\$ -
Donations													\$ -	\$ -	\$ -
Federal Grant A													\$ -	\$ -	\$ -
Outside Revenue	\$ 15,625.00	\$ 15,625.00			\$ 31,250.00			\$ 31,250.00			\$ 31,250.00		\$ 125,000.00	\$ 125,000.00	\$ -
Student Activities	\$ 3,000.00	\$ 3,000.00						\$ 2,000.00					\$ 5,000.00	\$ 5,000.00	\$ -
Erate						\$ 5,000.00					\$ 5,000.00		\$ 10,000.00	\$ 10,000.00	\$ -
Total Revenues	\$ 100,890.63	\$ 103,890.63	\$ -	\$ -	\$ 201,781.25	\$ 5,000.00	\$ -	\$ 203,781.25	\$ -	\$ -	\$ 206,781.25	\$ -	\$ 822,125.00	\$ 822,125.00	\$ -
Total Revenues Y-T-D	\$ 100,890.63	\$ 204,781.25	\$ 204,781.25	\$ 204,781.25	\$ 406,562.50	\$ 411,562.50	\$ 411,562.50	\$ 615,343.75	\$ 615,343.75	\$ 615,343.75	\$ 822,125.00	\$ 822,125.00			
Salaries & Benefits															
100-Salaries	\$ 13,583.33	\$ 13,583.33	\$ 13,583.33	\$ 13,583.33	\$ 13,583.33	\$ 13,583.33	\$ 13,583.33	\$ 13,583.33	\$ 13,583.33	\$ 13,583.33	\$ 13,583.33	\$ 13,583.33	\$ 163,000.00	\$ 163,000.00	\$ -
200-Benefits	\$ 5,433.33	\$ 5,433.33	\$ 5,433.33	\$ 5,433.33	\$ 5,433.33	\$ 5,433.33	\$ 5,433.33	\$ 5,433.33	\$ 5,433.33	\$ 5,433.33	\$ 5,433.33	\$ 5,433.33	\$ 65,200.00	\$ 65,200.00	\$ -
Total Salaries & Ben	\$ 19,016.67	\$ 19,016.67	\$ 19,016.67	\$ 19,016.67	\$ 19,016.67	\$ 19,016.67	\$ 19,016.67	\$ 19,016.67	\$ 19,016.67	\$ 19,016.67	\$ 19,016.67	\$ 19,016.67	\$ 228,200.00	\$ 228,200.00	\$ -
Operating															
300-Services	\$ 2,500.00	\$ 13,000.00	\$ 3,500.00	\$ 4,000.00	\$ 3,000.00	\$ 4,500.00	\$ 3,000.00	\$ 3,500.00	\$ 2,500.00	\$ 10,000.00	\$ 2,000.00	\$ 1,500.00	\$ 53,000.00	\$ 53,000.00	\$ -
400-Lease Maint	\$ 5,283.33	\$ 5,283.33	\$ 5,283.33	\$ 5,283.33	\$ 5,283.33	\$ 5,283.33	\$ 5,283.33	\$ 5,283.33	\$ 5,283.33	\$ 5,283.33	\$ 5,283.33	\$ 5,283.33	\$ 63,400.00	\$ 63,400.00	\$ -
500-Other Purch Serv	\$ 3,600.00	\$ 3,400.00	\$ 3,260.00	\$ 3,460.00	\$ 3,510.00	\$ 3,460.00	\$ 3,260.00	\$ 9,260.00	\$ 9,510.00	\$ 4,010.00	\$ 7,760.00		\$ 58,000.00	\$ 58,000.00	\$ -
600-Supplies	\$ 1,300.00	\$ 10,300.00	\$ 4,300.00	\$ 1,300.00	\$ 7,550.00	\$ 1,300.00	\$ 1,300.00	\$ 4,425.00	\$ 1,300.00	\$ 1,300.00	\$ 10,675.00	\$ 1,300.00	\$ 46,350.00	\$ 46,350.00	\$ -
700-Equipment								\$ 2,500.00					\$ 2,500.00	\$ 2,500.00	\$ -
800-Miscellaneous	\$ 100.00	\$ 100.00	\$ 500.00	\$ 100.00	\$ 100.00	\$ 500.00	\$ 900.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 500.00	\$ 500.00	\$ 3,600.00	\$ 3,600.00	\$ -
300-SPCSA SponFee		\$ 3,000.00			\$ 3,000.00			\$ 3,000.00			\$ 3,000.00		\$ 12,000.00	\$ 12,000.00	\$ -
400-Conf./Grad. Lease		\$ 7,500.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 1,500.00		\$ 15,000.00	\$ 15,000.00	\$ -
500-College Tuition					\$ 80,000.00			\$ 40,000.00			\$ 120,000.00		\$ 240,000.00	\$ 240,000.00	\$ -
600-College Textbooks		\$ 10,000.00					\$ 4,000.00	\$ 2,000.00			\$ 4,000.00		\$ 20,000.00	\$ 20,000.00	\$ -
800-Loan Repayment	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00		\$ 30,000.00	\$ 30,000.00	\$ -
Total Expenses	\$ 34,300.00	\$ 74,100.00	\$ 39,110.00	\$ 36,410.00	\$ 124,710.00	\$ 37,360.00	\$ 40,210.00	\$ 83,835.00	\$ 43,210.00	\$ 48,460.00	\$ 168,485.00	\$ 41,860.00	\$ 772,050.00	\$ 772,050.00	\$ -
Total Expenses Y-T-D	\$ 34,300.00	\$ 108,400.00	\$ 147,510.00	\$ 183,920.00	\$ 308,630.00	\$ 345,990.00	\$ 386,200.00	\$ 470,035.00	\$ 513,245.00	\$ 561,705.00	\$ 730,190.00	\$ 772,050.00	\$ 772,050.00	\$ 772,050.00	\$ -
Percent of Budget	4.44%	14.04%	19.11%	23.82%	39.98%	44.81%	50.02%	60.89%	66.48%	72.76%	94.58%	100.00%			

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ 66,590.63	\$ 29,790.63	\$ (36,110.00)	\$ (36,410.00)	\$ 77,071.25	\$ (32,360.00)	\$ (40,210.00)	\$ 119,946.25	\$ (43,210.00)	\$ (48,460.00)	\$ 38,296.25	\$ (41,860.00)	\$ 50,075.00	\$ 50,075.00	\$ -
Begin Cash Balance(F/B)	\$ -	\$ 66,590.63	\$ 96,381.25	\$ 57,271.25	\$ 20,861.25	\$ 97,932.50	\$ 65,572.50	\$ 25,362.50	\$ 145,308.75	\$ 102,098.75	\$ 53,638.75	\$ 91,935.00			\$ -
End Cash Balance (F/B)	\$ 66,590.63	\$ 96,381.25	\$ 57,271.25	\$ 20,861.25	\$ 97,932.50	\$ 65,572.50	\$ 25,362.50	\$ 145,308.75	\$ 102,098.75	\$ 53,638.75	\$ 91,935.00	\$ 50,075.00	\$ 50,075.00	\$ 50,075.00	\$ -

Nevada State High School II

Budget Fiscal Year 2014-2015

FORM 11 CASH FLOW

Committee to Form Nevada State High School II



Attachment: C.1.3, Cash Flow Statement

Nevada State High School II

CASH FLOW STATEMENT

2015-2016

REVENUES

Type:

Distributive School Acct
Donations
Federal Grant A
Outside Revenue
Student Activities
Erate

Total Revenues
Total Revenues Y-T-D

EXPENDITURES

Salaries & Benefits

100-Salaries
200-Benefits
Total Salaries & Ben

Operating

300-Services
400-Lease | Maint.
500-Other Purch Serv
600-Supplies
700-Equipment
800-Miscellaneous
300-SPCSA SponFee
400-Conf./Grad. Lease
500-College Tuition
600-College Textbooks
800-Loan Repayment

Total Expenses
Total Expenses Y-T-D
Percent of Budget

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
Distributive School Acct	\$ 136,425.00	\$ 136,425.00			\$ 272,850.00			\$ 272,850.00			\$ 272,850.00		\$ 1,091,400.00	\$ 1,091,400.00	\$ -
Donations													\$ -	\$ -	\$ -
Federal Grant A													\$ -	\$ -	\$ -
Outside Revenue	\$ 25,000.00	\$ 25,000.00			\$ 50,000.00			\$ 50,000.00			\$ 50,000.00		\$ 200,000.00	\$ 200,000.00	\$ -
Student Activities		\$ 3,500.00						\$ 2,500.00					\$ 6,000.00	\$ 6,000.00	\$ -
Erate						\$ 5,000.00					\$ 5,000.00		\$ 10,000.00	\$ 10,000.00	\$ -
Total Revenues	\$ 161,425.00	\$ 164,925.00	\$ -	\$ -	\$ 322,850.00	\$ 5,000.00	\$ -	\$ 325,350.00	\$ -	\$ -	\$ 327,850.00	\$ -	\$ 1,307,400.00	\$ 1,307,400.00	\$ -
Total Revenues Y-T-D	\$ 161,425.00	\$ 326,350.00	\$ 326,350.00	\$ 326,350.00	\$ 649,200.00	\$ 654,200.00	\$ 654,200.00	\$ 979,550.00	\$ 979,550.00	\$ 979,550.00	\$ 1,307,400.00	\$ 1,307,400.00			
Salaries & Benefits															
100-Salaries	\$ 22,666.67	\$ 22,666.67	\$ 22,666.67	\$ 22,666.67	\$ 22,666.67	\$ 22,666.67	\$ 22,666.67	\$ 22,666.67	\$ 22,666.67	\$ 22,666.67	\$ 22,666.67	\$ 22,666.67	\$ 272,000.00	\$ 272,000.00	\$ -
200-Benefits	\$ 9,066.67	\$ 9,066.67	\$ 9,066.67	\$ 9,066.67	\$ 9,066.67	\$ 9,066.67	\$ 9,066.67	\$ 9,066.67	\$ 9,066.67	\$ 9,066.67	\$ 9,066.67	\$ 9,066.67	\$ 108,800.00	\$ 108,800.00	\$ -
Total Salaries & Ben	\$ 31,733.33	\$ 31,733.33	\$ 31,733.33	\$ 31,733.33	\$ 31,733.33	\$ 31,733.33	\$ 31,733.33	\$ 31,733.33	\$ 31,733.33	\$ 31,733.33	\$ 31,733.33	\$ 31,733.33	\$ 380,800.00	\$ 380,800.00	\$ -
Operating															
300-Services	\$ 3,500.00	\$ 18,000.00	\$ 5,000.00	\$ 5,500.00	\$ 4,500.00	\$ 8,000.00	\$ 9,600.00	\$ 5,000.00	\$ 3,500.00	\$ 15,000.00	\$ 4,000.00	\$ 3,000.00	\$ 84,600.00	\$ 84,600.00	\$ -
400-Lease Maint.	\$ 5,700.00	\$ 5,700.00	\$ 5,700.00	\$ 5,700.00	\$ 5,700.00	\$ 5,700.00	\$ 5,700.00	\$ 5,700.00	\$ 5,700.00	\$ 5,700.00	\$ 5,700.00	\$ 5,700.00	\$ 68,400.00	\$ 68,400.00	\$ -
500-Other Purch Serv	\$ 3,700.00	\$ 3,600.00	\$ 3,580.00	\$ 3,680.00	\$ 7,430.00	\$ 3,930.00	\$ 11,880.00	\$ 9,580.00	\$ 9,580.00	\$ 7,430.00	\$ 4,930.00	\$ 7,480.00	\$ 78,800.00	\$ 78,800.00	\$ -
600-Supplies	\$ 1,800.00	\$ 11,900.00	\$ 4,600.00	\$ 1,600.00	\$ 11,600.00	\$ 1,600.00	\$ 1,600.00	\$ 6,600.00	\$ 1,600.00	\$ 1,600.00	\$ 16,600.00	\$ 1,600.00	\$ 62,700.00	\$ 62,700.00	\$ -
700-Equipment		\$ 3,500.00										\$ 3,000.00	\$ 6,500.00	\$ 6,500.00	\$ -
800-Miscellaneous	\$ 100.00	\$ 100.00	\$ 500.00	\$ 100.00	\$ 100.00	\$ 500.00	\$ 900.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 500.00	\$ 500.00	\$ 3,600.00	\$ 3,600.00	\$ -
300-SPCSA SponFee		\$ 5,000.00			\$ 5,000.00			\$ 5,000.00			\$ 5,000.00		\$ 20,000.00	\$ 20,000.00	\$ -
400-Conf./Grad. Lease		\$ 7,500.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 1,500.00		\$ 15,000.00	\$ 15,000.00	\$ -
500-College Tuition					\$ 135,000.00			\$ 65,000.00			\$ 200,000.00		\$ 400,000.00	\$ 400,000.00	\$ -
600-College Textbooks		\$ 10,000.00					\$ 7,000.00	\$ 6,000.00			\$ 7,000.00		\$ 30,000.00	\$ 30,000.00	\$ -
800-Loan Repayment	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00		\$ 95,000.00	\$ 95,000.00	\$ -
Total Expenses	\$ 49,033.33	\$ 99,533.33	\$ 54,363.33	\$ 51,563.33	\$ 204,313.33	\$ 54,713.33	\$ 71,663.33	\$ 137,963.33	\$ 55,463.33	\$ 64,813.33	\$ 272,463.33	\$ 127,513.33	\$ 1,243,400.00	\$ 1,243,400.00	\$ -
Total Expenses Y-T-D	\$ 49,033.33	\$ 148,566.67	\$ 202,930.00	\$ 254,493.33	\$ 458,806.67	\$ 513,520.00	\$ 585,183.33	\$ 723,146.67	\$ 778,610.00	\$ 843,423.33	\$ 1,115,886.67	\$ 1,243,400.00	\$ 1,243,400.00	\$ 1,243,400.00	\$ -
Percent of Budget	3.94%	11.95%	16.32%	20.47%	36.90%	41.30%	47.06%	58.16%	62.62%	67.83%	89.74%	100.00%			

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ 112,391.67	\$ 65,391.67	\$ (64,363.33)	\$ (51,663.33)	\$ 118,536.67	\$ (49,713.33)	\$ (71,663.33)	\$ 187,386.67	\$ (55,463.33)	\$ (64,813.33)	\$ 55,386.67	\$ (127,513.33)	\$ 64,000.00	\$ 64,000.00	\$ -
Begin Cash Balance(F/B)	\$ 50,075.00	\$ 162,466.67	\$ 227,858.33	\$ 173,495.00	\$ 121,931.67	\$ 240,468.33	\$ 190,755.00	\$ 119,091.67	\$ 306,478.33	\$ 251,015.00	\$ 196,201.67	\$ 241,588.33			\$ -
End Cash Balance (F/B)	\$ 162,466.67	\$ 227,858.33	\$ 173,495.00	\$ 121,931.67	\$ 240,468.33	\$ 190,755.00	\$ 119,091.67	\$ 306,478.33	\$ 251,015.00	\$ 186,201.67	\$ 241,588.33	\$ 114,075.00	\$ 64,000.00	\$ 64,000.00	\$ -

Nevada State High School II

Budget Fiscal Year 2015-2016

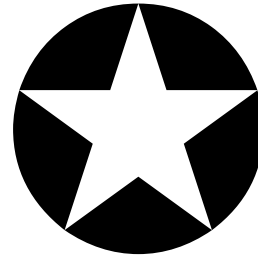
FORM 11 CASH FLOW

8/8/2013

★★★★★

Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: C.1.5, Pre-opening Budget

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding C.1.5, Pre-opening Budget and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

The school provides information related to the budget priorities that align and support all parts of successfully opening the school and maintaining the integrity of the school's plan and strategic framework in narrative form. This pre-opening budget and narrative will explain the educational operational plan underlying the numbers. The Committee presents a pre-opening budget and narrative for the first three months prior to the school's first fiscal year of operation including:

- Pre-opening budget and narrative for the months of April, May, and June

Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II



Attachment: C.1.5, Pre-opening Budget

BUDGET SUPPLEMENTARY SCHEDULES

Nevada State High School II -- Pre-opening Budget and Narrative

PROGRAM AND FUNCTION:

FISCAL YEAR: 13-14

Months of April, May, and June

A Object Code	B Function Rollup	C Title of Position or Description of Item	D FTE Unit	E Quantity	F Unit Amount / Calculations	G Total Amount
100		PERSONNEL				
	1000	Student Success Adv. (SSA)	2	0.75	\$5,200.00	\$7,800.00
	2000	Administrative Assistant (AA)	1	1	\$9,000.00	\$9,000.00
		NARRATIVE The AA will be responsible for registering students and creating the school's opening school practices and procedures. Each member is listed for working full-time over the months of April, May, and June. Two SSA's will work a part-time schedule for 30 hours per week over at a rate equal to or less than \$10/hour.				
					Subtotal 1000's	\$7,800.00
					Subtotal 2000's	\$9,000.00
					TOTAL	\$16,800.00
200		BENEFITS				
	1000	Estimated at 40% of salaries	1	1	\$3,120.00	\$3,120.00
	2000	Estimated at 40% of salaries	1	1	\$3,600.00	\$3,600.00
		NARRATIVE PERS is estimated at 25% salary of employees. FICA is estimated only for SSA's. Unemployment is estimated for all salaries at 2.25%. Health insurance is estimated at 100% for full-time EE's that is employer paid using rates from flagship school. Workers comp. is estimated based on estimates from flagship school. Medicare is estimated for all salaries at 1.57%. Total compensation package is estimated at 40% of salaries.				
					Subtotal 1000's	\$3,120.00
					Subtotal 2000's	\$3,600.00
					TOTAL	\$6,720.00
300		PURCHASED PROFESSIONAL AND TECHNICAL SERVICES				
	2000	Professional Services				\$4,000.00
	2000	Student Assessments: Accuplacer				\$2,000.00
	2000	Technical Services				\$2,500.00
		NARRATIVE Professional Services may include, but not be limited to individuals with areas of expertise academic counseling to review transcripts, registration of students in college, review of health records, etc. Technical services are for getting the school technology in working order for beginning operation. Accuplacer is a test used for the placement of students in college classes and serves similar purposes to taking the ACT or SAT exam.				
					Subtotal 1000's	\$0.00
					Subtotal 2000's	\$8,500.00
					TOTAL	\$8,500.00
400		PURCHASED PROPERTY SERVICES				
	1000	Rent Main Facility				\$13,580.00
		NARRATIVE Rental is monthly payment based on 4000 sq ft building at approx. \$1.20/sq ft. It is anticipated that this will be the school's main facility.				
					Subtotal 1000's	\$13,580.00
					Subtotal 2000's	\$0.00
					TOTAL	\$13,580.00
500		OTHER PURCHASED SERVICES				
	2000	Advertising: Postcard Mailings				\$5,000.00
	2000	Advertising: Website				\$2,000.00
	2000	Telecommunications				\$3,000.00
	2000	Postage				\$500.00
	2000	Insurance				\$2,000.00
		NARRATIVE Advertising with postcards and website to the school's target population during the beginning of recruitment. Insurance will cover the gap between when the school begins registration and July 1st.				

Committee to Form Nevada State High School II



Attachment: C.1.5, Pre-opening Budget

BUDGET SUPPLEMENTARY SCHEDULES

Nevada State High School II -- Pre-opening Budget and Narrative

PROGRAM AND FUNCTION:

FISCAL YEAR: 13-14

Months of April, May, and June

A Object Code	B Function Rollup	C Title of Position or Description of Item	D FTE Unit	E Quantity	F Unit Amount / Calculations	G Total Amount	
					Subtotal 1000's	\$0.00	
					Subtotal 2000's	\$12,500.00	
					TOTAL	\$12,500.00	
600		SUPPLIES					
	2000	Supplies				\$2,000.00	
	2000	Software Applications				\$3,000.00	
	2000	Electricity				\$2,400.00	
		NARRATIVE					
		These are general start-up supplies for the school that may include, but not be limited to the following: paper, pens, pencils, paper clips, etc. Other supplies indicated here are software applications that may be in the cloud or onsite on the school's servers or computers as necessary.					
					Subtotal 1000's	\$0.00	
					Subtotal 2000's	\$7,400.00	
					TOTAL	\$7,400.00	
800		DEBT SERVICE AND MISCELLANEOUS					
	2000	Dues and Fees				\$500.00	
		NARRATIVE					
		Set-up fees for bank, payroll processing, etc.					
					Subtotal 1000's	\$0.00	
					Subtotal 2000's	\$500.00	
					TOTAL	\$500.00	
Subtotal Objects 100-600 & 800						\$66,000.00	
Approved Indirect Cost Rate:			0.00%	X Subtotal		\$0.00	
700		EQUIPMENT					
	1000	Furniture: EAC Advising Office				\$1,000.00	
	1000	Furniture: Classroom				\$5,000.00	
	1000	Furniture: Testing Lab				\$3,000.00	
	1000	Printers and Copiers				\$1,000.00	
	2000	Furniture: Main Hall				\$500.00	
	2000	Furniture: CAO Office				\$3,000.00	
	2000	Furniture: COO Office				\$1,000.00	
	2000	Furniture: Conf. Break Room				\$500.00	
	2000	Furniture: Staff Work Area				\$4,000.00	
	2000	Furniture: Registration Area				\$3,000.00	
	2000	Computers: Staff				\$3,000.00	
	2000	Computers: Students				\$4,000.00	
	2000	Server				\$4,000.00	
	2000	Printers and Copiers				\$1,000.00	
		NARRATIVE					
		Furnitures and fixtures estimated to accommodate the entire school. Each cost given is to supply the office with complete set-up of the items necessary for each respective area that may include, but not be limited to the following: desk, chairs, filing cabinets (fire proof), tables, tact boards, etc.					
					Subtotal 1000's	\$10,000.00	
					Subtotal 2000's	\$24,000.00	
					TOTAL	\$34,000.00	
GRAND TOTAL						\$100,000.00	

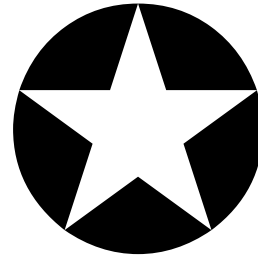
Pested 8/26/2009

7/12/2013

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Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: C.3.2, Cost of Insurance Estimate

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding C.3.2, Cost of Insurance Estimate and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

- The Committee has chosen to submit the application for Nevada State High School II under NAC 386.140(4) which requires an estimate of the cost of insurance. The Committee secured an estimate from the following:

Tom Boobar MS, MBA, CSP, REHS
Area Vice President
Public Entity and Scholastic Division
18201 Von Karman Ave. - Suite 200 | Irvine, CA 92612
o 949.349.9871 | m 818.371.9000 | f 949.349.9971
Arthur J. Gallagher & Co. Insurance Brokers of California, Inc.
CA License # 0726293



Additional attachments to this section can be found on the subsequent page(s).

Sincerely,

Members

Committee to Form Nevada State High School II

Committee to Form Nevada State High School II

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C.3.2, Cost of Insurance Estimate



Arthur J. Gallagher Risk Management Services, Inc.



CharterSafe

July 11, 2013

To Whom It May Concern:

**RE: Insurance Coverage for Nevada State High School II
Broker of Record – Arthur J. Gallagher Insurance Brokers Inc.**

We are pleased to provide insurance services for Nevada State High School II. Our division specializes in Education and Charter Schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of Nevada as required by law. Our program utilizes the following carriers which are admitted in the State of Nevada: The Hartford, AIG, Arch Insurance, Scottsdale Insurance, and Philadelphia Insurance Company.

On behalf of Nevada State High School II the following provides a description of our insurance coverages in place to comply with the State of Nevada provision NAC 386.215:

Coverage / Limit:

General Liability (include corporal punishment and Athletic Liability)

\$1,000,000 occurrence expressly covers field trips and athletics

\$3,000,000 aggregate with additional limits and aggregate up to \$10 million as needed

Workers Compensation with Employers Liability

As specified by the State of Nevada; \$1,000,000 employer's liability limits

Employee Benefits Liability

\$1,000,000 per claim dedicated limit

\$3,000,000 aggregate with additional limits and aggregate up to \$10 million as needed

Automobile/Bus Liability including non-owned and hired including underinsured

\$1,000,000 per occurrence dedicated limit with additional limits and aggregate up to \$10 million as needed

Employment Practices Liability

\$1,000,000 per claim dedicated limit with additional limits and aggregate up to \$10 million as needed

Educators Legal Liability E & O

\$2,000,000 per claim / aggregate dedicated limit with additional limits and aggregate up to \$10 million as needed

Directors & Officers (includes broad named insured language)

\$1,000,000 per claim dedicated limit with additional limits and aggregate up to \$10 million as needed

Sexual Abuse and Misconduct Liability

\$1,000,000 per occurrence dedicated limit

\$3,000,000 aggregate with additional limits and aggregate up to \$10 million as needed

Crime / Honesty Bond / Employee Dishonesty / Fidelity Coverage / Computer Fraud

\$500,000 - \$1,000,000 limits as needed and based on cash flow of the school

Committee to Form Nevada State High School II



C.3.2, Cost of Insurance Estimate



Umbrella / Excess Liability above primary program (GI, Auto, Abuse, D&O, EPLI, ELL, EBL)
\$10,000,000 follows form over primary coverages

Property/Lease and Boiler Machinery Coverage

Blanket Limits on an all risk of direct physical loss basis including EDP, valuable papers, and extra expense. EQ and Flood as needed

Student Accident Coverage (Athletics)

Primary \$25,000 limits and CAT option at \$5,000,000

Additional Insureds, Hold harmless, and Loss Payees:

As requested, all required additional insureds, hold harmless, and loss payees can be added upon review to these policies. This will include the State of NV authorizing agency, and their respective members, officers, employees, officials and agents. We will only place this school with at least an "A" rated insurance carrier as determined by AM Best rating guidelines.

Procedures for Identification of Risk Exposures:

Gallagher views safety and risk control as an essential part of our operations. The following items will be provided as part of the Risk Management program for the school:

Risk Control Services

Loss Trending, Analysis, Inspection and Evaluation Services – These services are designed to identify and evaluate the impact of loss exposures and risks of individual departments or collectively for the entire school. The analysis and evaluation process helps prioritize the areas that can most economically benefit from further loss control activities. Audits and surveys may also be used on an on-going basis to monitor the effectiveness of loss control or safety programs currently in place. The types of analysis, inspection and evaluations services offered by Gallagher include the following:

Safety Program Analysis

- Safety Policy/Procedure/ Program Review
- On-site Loss Control Surveys
- Fleet Safety

Comprehensive Safety Evaluations

- Indoor/Outdoor Facilities
- Office/Administration
- By Department

Specialized Risk Analysis

- Chemical Safety Analysis
- Accident Investigation
- Confined Space Entry Program

Property Exposure Analysis

- Security System Analysis
- Construction Plan/ Specification Review and Compliance
- Disaster Plan Review
- Regulatory Compliance Audits
- Quality Time Element including Extra Expense
- Research and Development Exposures
- CAT Perils (Flood/Wind)

Human Factors Analysis

- Ergonomic Assessment Report
- Ergonomic Analysis
- Job Observation
- Job Safety Analysis

Committee to Form Nevada State High School II

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C.3.2, Cost of Insurance Estimate



Arthur J. Gallagher Risk Management Services, Inc.



CharterSafe

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions.

Coverage	Annual Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/ Educators Legal	\$5,000
Directors & Officers / Employment Practices / Fiduciary Liability	\$2,800
Property Contents only	\$750
Excess \$10 million Limits (follow form over all underlying)	\$1,100
Workers Compensation & Employers	\$3,400
Total Annual Premium	\$13,050
*Based on Student count of 100; Employee count 4; \$50k contents; \$500,000 payroll; Board Members	

Tentative Timeline for Insurance Coverages

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

Coverage	Timeline
Directors and Officers	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Educators Legal, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions, (949) 349-9871.

Sincerely,

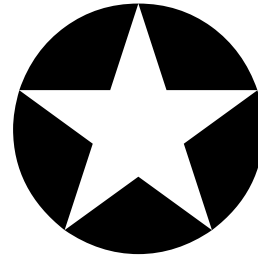
Tom Boobar, MS, MBA, REHS, CSP
 Area Vice President Arthur J. Gallagher Insurance
 License #0726293

7/27/2013

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Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: C.4.4 Emergency Drills

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding C.4.4 Emergency Drills and respective inquiry set forth in this section of the application identified in the *2013 Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

The School will post a fire escape map in all classrooms. The School and its Crisis Response Plan Development Team will work with local emergency personnel including police and fire to develop and update site specific plans and execute the drills as per NRS 392.616, 392.620, 392.624, 392.632, 392.636, and 392.648. The School will train all staff on Fire, Shelter-in-Place, Earthquake, and Active Intruder drill procedures including when to evacuate, lock down, and seek cover per the final plan. The School will engage in the following:

- Training staff annually on shelter-in-place;
- Performing a shelter-in-place drill at minimum annually;
- Conducting fire and/or earthquake drills once a month during the school year.

No additional attachments will be found for this section.

Sincerely,

Members

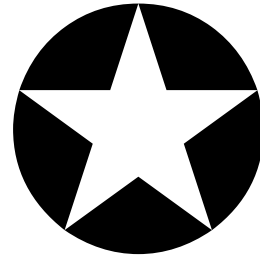
Committee to Form Nevada State High School II

7/27/2013

★★★★★

Members

Committee to Form Nevada State High School II
233 North Stephanie Street
Henderson, NV 89074



Attachment: C.4.5, Emergency Management Plan

Dear State Public Charter School Authority,

Responses are provided by the members of the Committee to Form Nevada State High School II regarding C.4.5, Emergency Management Plan and respective inquiry set forth in this section of the application identified in the 2013 *Call for Quality Charter Schools Application* from the State Public Charter School Authority including:

General Information of the Plan

Security, Safety, and Emergency Plans are in effect at our school to:

1. Protect students, staff and the facility from outsiders who do not belong on this campus.
2. Prevent needless accidents and to reduce substantially the frequency and severity of injuries at all levels.
3. Provide an organizational structure for managing resources used to minimize loss from disaster or peril and to provide general procedures for protecting the welfare of students, staff and citizens during an emergency.
4. In the case of Shelter-in-Place, protect students and staff in a situation that involves an area-wide release of toxic gas when a timely means of evacuation is not possible.
5. In the case of Fire Drill, protect students and staff in the event of fire or other emergency that requires immediate and efficient evacuation of the building.
6. These procedures do not cover every condition that might develop, and it may not always be possible to follow every procedural step. Often the situation only provides an opportunity for instinctive actions.

The following areas are addressed in this section:

- Fire Drill (Evacuation Procedures, Alternate Routes, Map)
- Shelter-in-Place Procedures
- Student Abduction/Missing Child
- Security Plan
- Chemical Spills/Explosions
- Fallen Aircraft
- Windstorm - Flood
- Earthquake - Tornado
- Weapons and Bomb Threats
- Civil Unrest - Disturbance
- Medical Emergency.

Fire Drills

School will have fire drills during the time school is in session. Every high school student in the high school classes shall vacate the building during the fire drill.

Fire

Before Emergency

1. Administration or designee shall be aware of all fire hazards, including the following:
 - a. empty flammable containers.
 - b. flammable fluid storage.
 - c. closed storage areas.
 - d. other housekeeping procedures which may cause fire hazards.
2. All buildings are provided with adequate fire extinguishers as prescribed by the fire department.
3. Administration or designee will provide for the posting in each classroom of notices indicating the location of fire escapes and/or evacuation routes and the assembly area. These plans will be done in coordination with the fire department.
4. Each administrator or designee, when requesting modifications to the building, will make sure that all doors, both exterior and interior, open out and are operable from the outside.

During Emergency

1. Call 911 for emergency and state, "We are not a part of CCSD. Send Las Vegas police to respond!"
2. Staff/teacher will close all doors and windows as students are leaving the classroom.
3. Staff/teacher will ensure all students are out of the room and take the roll book.
4. Students will go to their designated assembly area, and roll call will be taken.
5. Access roads to the building are to be clear at all times.
6. All school personnel and students are to remain out of the building(s) until the school is declared safe.

Shelter-In-Place

During Emergency

1. Announce Shelter-In-Place
2. All classroom doors will be locked
3. Students will remain with staff/teacher during the drill
4. Staff/Teachers should take attendance
5. Any student not in a classroom when it is locked should be sent to the office (do not open your door to let the student in).
6. The drill procedures will be in force until an "all clear" has been announced.

Student Abduction/Missing Child

If there is suspicion or have knowledge that a student has been abducted the staff/teacher shall notify the school office immediately that the student is missing. The staff/teacher is to remain with his/her class and contact the office.

The office will:

1. Administrator/designee will investigate and interview witnesses:
 - a. Obtain a good description of the student.
 - b. Obtain description of clothes worn by the student.
 - c. Obtain a photograph of the student.
 - d. Have demographic information
2. Notify the parent of the student (if parent not the notifying individual).
3. Notify school security or city police department, school attendance officer, if necessary.
4. Document all interventions (time, date, persons contacted, etc.).

Security Plan

We can no longer assume that disasters will not occur in our schools. It is important to consider the “what ifs” of security and to make preparations with the assumption that the worst might happen. Thinking the unthinkable and preparing for it might save lives and property. Planning from insight is much easier than planning from hindsight. Good security is a positive approach to a negative problem. It is a cooperative function requiring a full commitment on the part of everyone in the school and community. In order for a plan to be effective, the following components must be in place:

Command Center

In the event of an emergency/crisis, the front office will serve as the command center. Information, directions, and strategies will be disseminated from this point. If the site needs to be evacuated, the administrators have cell phones for communication and a school IP phone will be taken to a location to where it can be plugged in to an Ethernet connection to keep the school’s main line open.

School Security Response Team

1. Chief Operations Officer or designee (media and rumors)
2. Chief Academic Officer or designee (supervising students), (calling appropriate people)
3. Staff/teachers (student supervision)

Committee to Form Nevada State High School II



Attachment: C.4.5, Emergency Management Plan

Warning Signals/Procedures

Classes will be informed of emergency situations when the administrators come to classrooms and discuss the situation and procedures with teachers.

Emergency Security Procedures

In the event of a security emergency, it may become necessary for you to secure your classrooms.

The office will:

1. Announce a lockdown is necessary
2. Teachers should:
 - a. Lock all doors to your classroom.
 - b. Do not release students for any reason.
 - c. Do not open your door(s) to anyone requesting entry. Administrators have keys.
 - d. Do not call the office unless intruder is at your door.
 - e. Move students away from door to the furthest wall and get on the floor in the case of immediate gun threat
3. When school administrator or designee and identified police officer/fireman physically comes to your room and announces the end of the lockdown, unlock your doors and proceed as directed. In a pre-announced, drill it will be only the school administrator or designee at the door to release from lockdown.

Evacuation of Building

If an evacuation of the building and complete removal of the site is necessary for an Emergency or crisis situation, the school has two confidential locations within walking distance to take students for safety purposes. The school's phone system can be disconnected and plugged in to any phone socket while maintaining its own number in order for the school's main phone line to remain in operating condition off site.

- Do not bombard the office with questions.
- Information will be given as quickly as possible.

Aircraft Accident

During the Emergency

The office will:

Committee to Form Nevada State High School II



Attachment: C.4.5, Emergency Management Plan

1. Contact 911 and state, "We are not a part of CCSD. Send Las Vegas police to respond!"
2. Take control of all site activities until arrival of fire/police units.
3. If evacuation is necessary the appropriate signal or alarm should be activated. If fire alarm is used, verification of situation should be made with fire department.
4. Maintain control of students and move student body to nearest safe location away from the hazardous event.

Bomb Threat

If a threat is received by telephone, pay close attention to exact wording, speech characteristics, and background noises. If a written threat is received, copy the contents and protect the original message (plastic or other covering) to preserve identifying marks or fingerprints. If a validated threat is received or a suspected item is found in the building, contact the school administration or designee.

In the event of a bomb threat or any other situation which may require an emergency evacuation, observe the following procedures:

1. Staff/Teachers members will be notified with a written message or a runner. Staff/Teachers will be given further information as soon as possible. Alarms will not be used since they could trigger a bomb.
2. The school office will immediately call 911 and notify the authorities of the situation Contact 911 and state, "We are not a part of CCSD. Send Las Vegas police to respond!"
3. Upon receiving the message, teachers should make a quick inspection of the room for unusual packages or objects and direct students to evacuate the building according to the fire drill procedure, using the primary route for evacuation. Staff/Teachers need to account for all students.
4. If any unusual packages or objects were noted by any staff member, the school administrator or designee should be notified immediately.
5. The teacher is responsible for the children in his/her charge. If any student is missing, the school administrator or designee should be informed immediately.
6. As soon as the announcement to evacuate is made, the principal and the administrative assistant on duty will ensure that the building has been evacuated.
7. The Chief Operations Officer or designee will be the official spokesperson throughout the emergency. Any requests from parents or media must be referred to the Chief Operations Officer or designee.

Suspicious Object

If at any time a suspicious object is observed:

- Do not handle the object. Do not open drawers or cabinets, turn on lights, or activate any alarm system.
- Notify the principal immediately.
- Evacuate the immediate area.

Committee to Form Nevada State High School II



Attachment: C.4.5, Emergency Management Plan

During Emergency

The office will:

1. Contact the Emergency 911 and state, "We are not a part of CCSD. Send Las Vegas police to respond!"
2. Take control of site activities until arrival of fire/police units.
3. Decide whether to conduct a search, using site personnel.
4. Decide whether to evacuate during the search
5. Conduct further actions if a bomb or suspected device is not found.
6. Move students to nearest safe location away from the hazardous event.
7. School personnel will inspect facilities for re-occupancy clearance.

Chemical Spill/Explosion

During Emergency

For small spills/emissions affecting only one or two rooms, isolate the area (close doors, prevent entry) then contact the office, if necessary, will do the following:

1. Contact the local fire department
2. Evaluate possibility of activating Shelter-in-Place or evacuation.
3. If evacuation is necessary:
 - a. The appropriate signal or alarm should be activated. If fire alarm is used, verification of situation should be made with fire department.
 - b. Move students to nearest safe location away from the hazardous event.
 - c. Caution should be taken to maintain a safe upwind position away from the source.
 - d. Emergency personnel will inspect the facilities for re-occupancy clearance.

Earthquake/Tornado

Drill Procedures

The State of Nevada is in an area of possible earthquakes. The staff/teachers are responsible for the students in their room at the time of the drill. Staff/teachers should also be aware of procedures if the drill occurs while children are outside or not in the classroom. All students should be taught the following:

- *Duck* - Student should duck down or drop to the floor or ground.

Committee to Form Nevada State High School II



Attachment: C.4.5, Emergency Management Plan

- *Cover* - Students should take cover under a desk, table or other furniture. If that is not possible, students should seek cover against an interior wall and protect heads with arms and hands. Avoid danger spots near windows, hanging objects, mirrors, or tall furniture.
- *Hold* - Students should be directed, if under furniture, to hold on to it and be prepared to move with it. Hold the position until the ground stops shaking and the all-clear is given.

Civil Unrest/Disturbance

Civil Unrest is defined as a state of open, hostile conflict. This unrest normally manifests itself in the form of unprovoked attacks on public entities (schools, businesses, homes, buses etc.)

During Emergency

The office will:

1. Contact the Emergency 911 and state, "We are not a part of CCSD. Send Las Vegas police to respond!"
2. Initiate classroom lockdown procedures.
3. Remain locked down until the all-clear sign is given.

If our school site is not in immediate danger the office will:

- Monitor commercial and public radio/television.
- Conduct business as usual.

Weapons

Weapons are defined as firearms, including but not limited to pistols, rifles, zip guns, shot guns, BB guns, explosive propellant, or destructive devices - whether operable or inoperable, loaded or unloaded - knives, including but not limited to switch blades, pen knives, hunting knives, and similar objects. Other weapons including but not limited to razor blades, ice picks, dirks, or other sharp instruments, brass knuckles, pipes, Chinese stars, billy clubs and machetes, explosive inflammable materials, and any other items that may cause bodily injury or death. All weapons, whether or not listed herein, are similarly prohibited. The use of any normally non-dangerous implement, such as a stone, table fork, board, stick, or baseball bat as a weapon, shall come under the provision of this section.

Remember: Anything has the potential to be a weapon

If you suspect the existence of a weapon:

Committee to Form Nevada State High School II



Attachment: C.4.5, Emergency Management Plan

1. Notify the administration or designee
2. Contact the Emergency 911 and state, "We are not a part of CCSD. Send Las Vegas police to respond!"

If you are confronted with a weapon:

1. Do not try to confiscate the weapon
2. Contact the Emergency 911 and state, "We are not a part of CCSD. Send Las Vegas police to respond!"
3. If you are being held hostage, attempt to keep the person talking
4. Try talking the gunman out of the classroom
5. Negotiate the removal of students two or three at a time

Prevention and Suggestions

- Stay calm
- Use common sense
- Be observant
- Never take a weapon directly from a hand
- Instruct the person to lay the weapon down on the desk or the floor
- Educate the students on their responsibility for reporting incidents

Medical Emergency

In the case of serious injury or illness, all staff should observe the following procedures:

1. Keep calm and stay with the injured until assistance arrives
2. A staff member should administer first aid
3. Do not move the person except to prevent further injury
4. Send word to the school office immediately via runner
5. Call 911 if needed
6. An appropriate staff member will accompany the injured to the hospital
 - a. Take emergency information along
7. Assign someone to protect others from existing dangers
8. The administration or designee will notify the parents or legal guardians