



Sports Leadership and Management Academy

August 1, 2014

Sports Leadership and Management
1413 Foothills Mills St.
Henderson, NV
89102

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

Re: Letter of Intent to Form a Charter School

Dear Staff and Board Members:

The purpose of this letter is to inform you of our intent to form a charter school which will be located in Clark County, Nevada. The proposed name of the school is Sports Leadership and Management Academy (SLAM). The School is not exclusively for the enrollment of students who receive special education. It is not a private school conversion to a charter school.

The proposed starting date is Monday, August 24, 2015. The proposed sponsor is the Nevada State Public Charter School Authority. The proposed governing body would contract with an education management organization to assist with the operation and management. The proposed governing body would not contract with an educational management organization to directly employ and provide educational personnel to the proposed school.

As a member of the forming committee, I have volunteered to be the liaison with the Authority. My name is Matthew Durham and my contact information is as follows:

Email: mld@paynefears.com
Home Phone: (702) 897-7607
Cell Phone: (702) 528-2445
Home Mailing Address: 1413 Foothills Mills St.
Henderson, NV
89102

If you need any additional information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Matthew Durham', written in a cursive style.

Matthew Durham
Committee to Form Sports Leadership and Management Academy

Nevada Charter School Application Cover Sheet Part 1 of 3

Part 1: Basic Information

Name of the Proposed Charter School

Sports Leadership And Management Academy of Nevada (SLAM NV)

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

Matthew Durham

Mailing Address of Liaison

1413 Foothills Mills St.
Henderson, NV
89102

Telephone for Liaison

(702) 528-2445

Email Address for Liaison

mld@paynefears.com

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

Academica Nevada

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

Sports Leadership And Management Middle High School Miami,

Physical Address of School (If Known)

NA

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

SLAM NV is open to all Nevada students. The proposed target populations are those who will be attending grades 6-12 and living in the Las Vegas, specifically in the Spring Valley community. A facility has not yet been identified but is targeted for the Spring Valley portion of the following zip codes: 89102, 89103, 89113, 89146, 89147, and 89148.

School District in Which the School Would Be Located. If a distance education school, provide the county in which the administrative office of the school would be located.

Clark County School District

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

Fall 2015

Proposed Sponsor

- State Public Charter School Authority
- School District
- Public College or University

Indicate which District or College/University below, if applicable:

Enrollment Projections

School Year 1

Grade Levels Served

6th-9th

Projected Enrollment per grade

60-120 per grade

School Year 2

Grade Levels Served

6th-10th

Projected Enrollment per grade

60-120 per grade

School Year 3

Grade Levels Served

6th-11th

Projected Enrollment per grade

60-120 per grade

School Year 4

Grade Levels Served

6th-12th

Projected Enrollment per grade

120-240 per grade

School Year 5

Grade Levels Served

6th-12th

Projected Enrollment per grade

240-360 per grade

School Year 6

Grade Levels Served

6th-12th

Projected Enrollment per grade

360 per grade

Ultimately, the school expects to serve a total of ___ pupils

2,520 pupils

In grades ___ to ___

6th -12th

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.7.6

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(5)(p))?

- Yes
 No

If yes, address Required Element A.7.7

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 B.3.9


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.

Sports Leadership And Management Academy of Nevada (SLAM NV) is seeking to replicate Sports Leadership And Management Middle High School (SLAM) based in Miami, Florida. The mission of Sports Leadership and Management Academy of Nevada (SLAM NV) is to prepare students for postsecondary studies and careers through an engaging educational program emphasizing sports leadership and management career preparation. The proposed middle high school program will offer students in grades 6-12 opportunities in career exploration and internships through the following academies in the sports leadership and management arena: 1) Sports Medicine; 2) Sports Marketing and Entertainment Media; and 3) Sports Business and Management. The School will improve the academic achievement of students through encouraging the use of innovative and effective teaching techniques ultimately yielding college bound and career-oriented graduates. Through national and community partnerships, students will obtain real-world knowledge and skills in their chosen academy.

Application Certification

Signature of Liaison



Date

8/25/2014

Printed Name

Matthew Durham

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Educational Program Design		
Item Number	Description From the State Authority	Addressed In Section
1.	While the school plans to support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings, there is no plan for pre-opening professional development identified in the narrative. Multiple sections of the application were incomplete. Please address.	A.3.13
2.	During the applicant interview it was noted that the school will leverage collaborative trainings with other campuses in Nevada as well as in Florida. While the school intends to employ a sheltered content model for ELL students, there are no references to training in this set of strategies and practices in the discussion of professional development. Please address.	A.3.13
3.	There is also insufficient information on how teachers will build the capacity to effectively use the technology tools referenced in the application and in the capacity interview, including Springboard and Achieve 3000. Please address.	A.3.13
4.	The application and the capacity interview also include references to multiple technology interventions and supports for students, but it is unclear how students will be selected for particular interventions and how the school will determine which interventions are most effective and with which students. Due to the high number of students who are likely to enter the school requiring remediation, it is critical that a coherent, data-driven framework for academic intervention and remediation be developed and implemented at this school to ensure academic success in core subject areas and support students in their progress towards college and career readiness. Please address.	A.4.2 A.3.13
5.	Given the academic needs of the target population, program success is unlikely unless the applicant revises the program to start with a smaller enrollment and with a narrower grade span to ensure that there is sufficient time to build a strong college and career oriented culture, invest students in their own learning, and build the capacity of the faculty and leadership to implement the model. There is abundant evidence in the charter school literature that startup charter schools serving high school-aged students and high need populations, including disconnected or at risk teens, achieve at higher levels when they open with smaller enrollments and narrower grade spans than schools which open with larger enrollments and broader spans of grades. Please address.	Attachment 15 A.7.3 A.7.4
6.	The application does not present a coherent vision of what the school will look like in 5-10 years if it is achieving its mission. Please address.	A.1.3

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Operations Plan		
7.	The applicant is encouraged to consider how addressing the feedback provided in other sections of the application will impact the operating plan for the school, including staffing, which may have a ripple effect on other elements of the overall systems of the school. For example, if a position is eliminated due to budget reasons as a result of a smaller enrollment, the applicant may need to assign duties laid out in the operating plans to other personnel. Please address.	Attachment 15 A.7.3
8.	The school should also give particular thought to the likelihood that middle and high school students who have previously been underserved are more likely to have other needs than the basic gamut of programs typically found in other charter schools which have affiliated with Academica Nevada LLC. The applicant must demonstrate capacity to anticipate more acute versions of typical adolescent challenges and display a more diverse set of behaviors. For example, support structures for students who are pregnant and parenting, students with identity issues, and students who have experienced substance abuse issues may be necessary to ensure that these students make better choices and are able to participate fully in the academic and social life of the school. Please design plans to address this eventuality.	A.7.4
9.	The school’s mission references the provision of internships for students as a key part of the program in later years. It would be advisable to develop a more formal, structured approach to such programs and any currently contemplated or future partnerships with businesses or other entities, including potential commitments on number of internships provided, scheduling, supervision of students, background checks for staff, and appropriate means of evaluating both student performance in the program and the performance of the entity providing the internship. Please provide a plan which addresses this concern.	Attachment 49
10.	The Committee to Form should also research how high performing charter high schools and other organizations with robust, effective internship components provide resources to this work and what lessons can be learned from their experience. Please document such research and provide a narrative discussing how this research has impacted the plans and any revisions to the model.	Attachment 49
Financial Plan		
11.	The discrepancy between the ending budget balance and the cashflow end balance for FY '17 must be addressed. Please address.	Attachment 43 C.1.3

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12.	As the Committee to Form considers the programmatic and structural recommendations noted elsewhere in this report, it will be necessary to revisit some key budget assumptions. The applicant is encouraged to review its budgets and cash flow statements to determine what impacts any programmatic or structural adjustments may have on the financial plan. Failure to make appropriate changes to this section to align it with changes made in other areas of the application could result in a lower rating in the event the applicant elects to resubmit following recommended board action to deny the initial application. Please address.	Attachment 15 A.7.3.
Performance Record		
13.	Overall, the academic performance of the SLAM model in its home state is not overly compelling. Please provide a compelling rationale for replicating a Florida charter school which is currently rated as a C campus in Nevada.	A.2.3 Attachment 33 B 3.1.1
14.	While SLAM Miami has a clearly defined, well-structured school culture and high level of investment based on the charisma of the principal, there is a significant differential between the level of focused, intentional instructional leadership modeled at SLAM Miami and at higher achieving schools served by the management company both in Nevada and at schools using related models (i.e. the Mater Academy East High School) under the same board as the SLAM Miami campus. Given the critical role of exemplary instructional leadership in high quality implementations of these academic models, this is an area of concern which the Committee to Form will want to address in any resubmission. Please address.	B.4.5 Attachment 32 Attachment 50
15.	Committee to Form is strongly encouraged to consider the recommendations in the Education Program and Evidence of Capacity sections as it makes revisions in response to this concern regarding the track record of the school which will be replicated and is strongly encouraged to highlight any adjustments to the model which are intended to ensure that the school performs at a more acceptable level. Please address.	Attachment 15 A.7.3 A.2.3 Attachment 33 B3.1.1
Evidence of Capacity		
16.	While the proposed administrator is not listed as a formal member of the committee, he did participate actively in the capacity interview and appeared before the Authority Board— this is a discrepancy which must be clarified and addressed.	B.4.5 B.3.1
17.	Absent formal information on the proposed principal’s qualifications, a thorough evaluation of the full capacity of the current planning team cannot be made. Please address.	B.4.5 Attachment 50

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18.	A review of the Committee to Form’s questionnaires reveals some community associations, but no business or familial ties are evident. One member of the Committee to Form, N. Thompson, noted that she is a current employee of an individual who is a candidate for the Principal position. Should this administrator join the committee, it would be a potential conflict which should be addressed in any revision of the questionnaires. Please address.	Attachment 28 B.2.2
19.	Moreover, should that individual be interviewed as the principal, N. Thompson should consult the state’s ethics committee to get an opinion as to whether that current supervisory relationship necessitates recusal or other steps. Please provide a plan to address this concern.	Attachment 28 B.2.2
20.	No other conflicts of interest have been identified at this time, though it is important to note that one member, R. Fairless, is the spouse of the principal of another Academica client school campus. As this committee member’s spouse is an employee of the client school and not the management company and is hired and evaluated by the school’s board and not the management company, there does not appear to be a conflict. In the interest of transparency, this should be fully disclosed and reflected upon in a revised board member questionnaire. Please address.	Attachment 28 B.2.2
21.	The committee should consider putting in place standard disclosures on any matter involving the management company to avoid the appearance of a conflict which could undermine the public trust. Please address.	Attachment 25 B.1.2
22.	During the capacity interview, the Committee to Form spoke passionately about the need for an option like SLAM and several described visits to observe an the program’s flagship campus in Miami. Given the disconnect between their enthusiasm for the model and the previously stated mixed performance of that school, it is unclear how carefully members of the committee evaluated the strengths and weaknesses of the model in their adaptation of the design to the Nevada context. Please address.	A.2.3 Attachment 33 B.3.1.1
23.	As discussed previously, one key difference observed during recent site visits to SLAM and other campuses governed by the same board in Florida involves the need for extremely high quality instructional leadership. As the Committee to Form continues to evaluate the contemplated school leader candidate, it will be critical to identify both strengths and opportunities for growth related to this individual’s capacity for instructional leadership and determine what additional supports this candidate will need and what adjustments to the model are required to ensure that the school achieves 4 or 5	B.3.1 Attachment 50 A.3.13

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	star status consistently. Please address.	
24.	As discussed previously, opening the school with a smaller enrollment and with a narrower grade span is more likely to result in high academic achievement. Moreover, it will also provide greater opportunity for a school leader who is developing his or her instructional leadership capacity to focus more attention on teaching and learning and less time on the building management and academic operations tasks which typically consume administrators in Nevada’s comprehensive high schools. Please address the capacity related implications of any changes to the model or the leadership structure.	Attachment 15 A.7.3 Attachment 50 B.3.1 B.4.5



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A.1 Mission, Vision, Educational Philosophy

A.1.1 Purpose

The purpose of the Sports Leadership and Management Academy of Nevada (SLAM NV) is to improve the academic achievement of students through encouraging the use of innovative and effective teaching techniques.

A.1.2 Mission

The mission of Sports Leadership and Management Academy of Nevada (SLAM NV) is to prepare students for postsecondary studies and careers through an engaging educational program emphasizing sports leadership and management career preparation. The proposed middle high school program will offer students in grades 6-12 opportunities in career exploration and internships through the following academies in the sports leadership and management arena: 1) Sports Medicine; 2) Sports Marketing and Entertainment Media; and 3) Sports Business and Management.

A.1.3 Vision

The vision of SLAM NV is to provide viable innovative educational choices for students ultimately yielding college bound and career-oriented graduates. **SLAM NV students will develop the advanced skills through unique, hands-on experience, utilizing community partnerships, innovative ideas, and state-of-the-art technologies essential for students to become successful scholars, professionals, and future leaders. SLAM NV students will thrive as contributing members of our local and global community.**

A.1.4 Philosophy

The School's instructional model is based on the philosophy of the three R's: *Rigor, Relevance, and Relationships* in the learning process. This model has proven successful in raising student achievement across middle and high schools nationwide. Attributed to the research of the Bill and Melinda Gates Foundation, the three R's represent the essential components that must be in place to effectively prepare students for the demands of the 21st Century. A study conducted by Ronald Newell and Mark Van Ryzin of EdVision Schools, a Gates Foundation project, found that simply making greater demands on students will not ensure long-term success "...especially for the students who have had little success in traditional settings." The study analyzed the effects of Rigor, Relevance, and Relationship in bringing about educational reform. It claimed that academic gains are "short-lived if not accompanied by deeper levels of change in the learning community along the lines of the Rigor, Relevance, and Relationships (Newell & Van Ryzin, 2004)."

In order to produce college bound and career-oriented graduates, the founders of SLAM NV believe that the School must deliver *Rigor and Relevance* while cultivating *Relationships* in the educational program. These attributes, incorporated in the specific instructional strategies and in the academies, in addition to differentiated instructional techniques in the core curriculum, will serve to achieve the school's mission. Based on the R's model, SLAM NV teachers will develop thematic lessons (as described in Attachment 3, herein) to provide real-world relevance to core subject matter while addressing rigorous content and key areas of the curriculum in alignment with Nevada Academic Achievement Standards (NACS). SLAM NV will actively seek and encourage both parental and community involvement in the school's programs in order to foster relationships that empower students to continuously strive for academic and personal success. The program will promote higher levels of student engagement in the curriculum through mentoring opportunities, community service projects, career advisors and athletes as role models, allowing for students to build positive relationships with their peers, their teachers, and their community.

SLAM NV will use motivational engaging elective courses connected to the sports leadership arena to add Relevance to the Rigor of the core curriculum. Emphasizing specific measures of performance, standards-based instruction will incorporate:

- Opportunities for active and genuine Relationships among students, families, and community mentors within the career exploration model to create richer learning communities that hold all stakeholders accountable for success;
- Relevant learning opportunities through career-related projects, real-world application initiatives and community service.
- Project-Based Learning initiatives emphasizing individual and collaborative projects as the foundation for learning;
- Performance-based curricular objectives in alignment with Nevada Academic Achievement Standards (NACS).
- Curriculum pacing of essential standards based on nine-week intervals, in each content area;

Curriculum Delivery Based on the SLAM Model - The three R's (Rigor, Relevance, and Relationships) framework allows for all stakeholders to assess and reevaluate what students are actually experiencing and learning in each learning community or academy cluster. Below is an example of the how the school will use the Rigor, Relevance, and Relationship framework to guide instruction delivery aligned to authentic assessments both in and out of the classroom.

This model will also be used as a guide for collaborative discussions among teachers and to conduct professional development for teachers and community mentors.

The Rigor, Relevance and Relationship Framework, according to *Coalition of Essential Schools Northwest/Small Schools Project (2004)*:

	RIGOR	RELEVANCE
CONTENT	Instruction is grounded in content that is: <ul style="list-style-type: none"> - Complex - Ambiguous - Provocative - Emotionally or personally challenging 	Instruction is: <ul style="list-style-type: none"> - Inherently meaningful - Engages students in multiple domains - Stimulates intellectual curiosity - Offers value beyond the classroom
INSTRUCTIONAL PROCESS	<ul style="list-style-type: none"> - Students engaged in active participation, exploration and research - Focus on competence, not coverage (work shows evidence of understanding, not just recall) - Clear expectations define what students should know and be able to do - Teachers and students set learning goals and monitor progress toward academic excellence - Activities draw out perceptions and develop understanding - Students develop resilience, flexibility, and confidence by facing academic challenges 	<ul style="list-style-type: none"> - Teacher utilizes the diversity and culture of <i>each</i> student to build effective learning experiences. - Learning activities represent issues that require a personal frame of reference for the students (activities invite an emotional or internal commitment on the part of the student, in addition to a cognitive interest) - Students make decisions about their learning with their teachers/peers/mentors - Learning activities develop within each student the habits and curiosity associated with life-long learning
ASSESSMENT	<ul style="list-style-type: none"> - Assessment tasks extend beyond traditional "paper and pencil" tests - Students exhibit higher order thinking through: <ul style="list-style-type: none"> - substantive conversations, - Project Based Learning Activities - Portfolios and - Performances and Expositions 	<ul style="list-style-type: none"> - Assessments are not strictly evaluative: they are an opportunity for teachers to reflect on instruction and modify teaching to meet the changing needs of their students. - Students have voice in the design and type of assessments. - Assessments are <i>meaningful</i> to students, and offer students insights into their own learning. - Assessment tasks sometimes ask students to communicate their knowledge, present a product or performance, or take some action for an audience beyond the teacher, classroom, and school building

	RELATIONSHIPS
STUDENT – TEACHER RELATIONSHIPS	<ul style="list-style-type: none"> - Teachers know students (and often families) so well that instructional and learning opportunities can be tailored to the needs of each student - Teachers model integrity and open-mindedness for their students. - Teachers model integrity and open-mindedness for their students - Teachers are intentional in creating safe, nurturing, democratic classrooms so that self-esteem and trust develop in students. - Teachers know students (and often families) so well that instructional and learning opportunities can be tailored to the needs of each student. - Teachers model integrity and open-mindedness for their students - Students trust their teachers so well they grant teachers the authority to challenge them
STUDENT - STUDENT RELATIONSHIPS	<ul style="list-style-type: none"> - The community of learners is strong so that students are committed to their own success, <i>as well as</i> the success of their peers - Students embrace a sense of ownership in their learning community or academy because their voice impacts the direction of classroom activity.
STUDENT - COMMUNITY RELATIONSHIPS	<ul style="list-style-type: none"> - Students often communicate and collaborate with people beyond their classroom (i.e. community members, other students, experts and other staff members.) - Learning activities develop within each student a sense of belonging and responsibility to the local and global community - Students see themselves as active and conscientious citizens.

The school’s educational model (The R’s framework), along with a standard-based curriculum aligned to Common Core and national best practices, will prepare students to think critically and apply knowledge across disciplines, and in real world predictable and unpredictable situations. SLAM NV’s unique program intends to provide an innovative educational option that sets high academic standards for all students, engages and enables them to succeed through real world application initiatives, and empowers them through relationships with school and community mentors. Through this motivating program, students at SLAM NV will benefit from a rigorous curriculum, allowing them to understand their unique learning styles, evaluate their post-secondary and career interests and to make informed decisions about their future.

The following is a description of the major components of SLAM NV’s program design as validated by the research:

1. Autonomy: having choices, setting your own goals and timelines, choosing what to study and when, viewpoints are accepted. We believe that students rarely adopt higher academic learning goals in response to “surface” reforms, such as changes in curriculum or subject matter; however, if the reforms permit higher levels of autonomy for students, encourage higher levels of peer and teacher support, and provide higher levels of “task” goal orientation, then academic results will not only appear but will be longer lasting.

Research - Autonomy affects motivation and has a direct relationship to persistence and engagement, as well as graduation rates (Deci, Nezlek, & Sheinman, 1981; Deci, Schwartz, Sheinman, & Ryan, 1981; Flink, Boggiano, & Barrett, 1990; Ryan & Grolnick, 1986; Vallerand & Bissonnette, 1992; Vansteenkiste, Simons, Lens, Sheldon, & Deci, 2004).

2. Belongingness: perceiving high levels of support from peers and teachers, mentors, and parents in both personal issues and academic issues. Belongingness is a direct measure of *Relationships*. The School will foster these positive relationships through the practice of mentoring and career advisors, athletes as role models and other community partners.

Research - The need for strong, mutually supportive relationships is a fundamental human need (Baumeister & Leary, 1995). In the school setting, belongingness refers to the quality of interpersonal relationships with teachers and peers. High levels of belongingness lead to increases in motivation, positive social behavior and academic achievement (Wentzel, 1994, 1997, 1998; Wentzel, Barry, & Caldwell, 2004; Wentzel & Caldwell, 1997). In contrast, socially rejected students show lower levels of engagement, have higher levels of academic and behavioral problems (DeRosier, Kupersmidt, & Patterson, 1994), and can be at significant risk of dropping out of school and eventually running afoul of the law (Parker & Asher, 1987). Belongingness can also enhance school adjustment, perceived competence, and self-esteem (Barrera, Chassin, & Rogosch, 1993; Cauce, 1986; Kurdek & Sinclair, 1988).

3. Goal Orientation: perceiving high expectations from teachers; belief that effort will be recognized; emphasis on deep understanding rather than shallow recitation. Goal orientation is a good measure of the *Rigor* of an educational environment; Schools that are uniformly rigorous and emphasize deep understanding will see high scores in “task” goal orientation. Both project-based learning and mentoring activities come together to inspire a positive “task” goal orientation. *Research* - Students who perceive a positive or “task” goal orientation in school will seek challenges and show persistence in the face of adversity, use more effective learning strategies, have more positive attitudes, and demonstrate more engagement in learning (Roeser, Midgley, & Urdan, 1996). On the other hand, students who perceive a negative or “performance” goal orientation seek to avoid challenge and, in the face of failure, attribute their results to lack of ability and exhibit a “learned helplessness” response, which refers to a negative emotional response and a defeatist attitude (Eccles & Midgley, 1989).

4. Student and Community Engagement: a reflection of the student work ethic, concentration and attention paid to schoolwork; behavioral, and emotional involvement in school. The School will implement Career Portfolios, wherein students will create self-imposed performance goals geared at community engagement and personal development. At the beginning of the school year, students will create goals for their Career Portfolio, building upon each goal every year thereafter (Attachment 3 A.3.3). The goals will comprise of: 1) **Academic and/or Career Goal** – (i.e. increasing one letter grade in their lowest performing subject. Through development of this goal, students will gain greater autonomy and realize their potential through the school year as they monitor and reflect on their progress; 2) **Self - Esteem/Character Development Goal:** students will be able to identify their learning strengths, challenges, and

passions and create a plan of action for their life-long learning based on this evaluation. They will be challenged by their mentors and peers and will be expected to learn to take responsibility for managing their own behavior in these situations. Students will be given opportunities for leaderships and character building projects to attain their goal. Behavior management techniques are an important part of the curriculum and increase-self-esteem by providing opportunities for academic success: and 3) **Community Service Goal:** The School will expect all students to be active and contributing citizens of their school and community. Students will understand the effect that they have upon the community, and will take the initiative to better themselves and the community as a whole by choosing one community or school-based service goal that they will complete by the end of the school year.

Research - A lower level of engagement usually means a student will not complete work on time and will not learn much of value. An engaged learner will do superior work, obtain a deeper level of understanding, and retain the knowledge and skills for a longer period of time. A higher level of engagement is a reflection of the amount of effort and passion a student will put into learning (Fredricks, Blumenfeld, & Paris, 2004).

5. Project –Based Learning - When only academic gains are measured, there may be an immediate level of growth, but these gains will be short-lived if not accompanied by deeper levels of change in the learning community along the lines of the 3 R's. Simply making greater demands on students will not ensure long-term success, especially for the students who have had little success in traditional settings. But when long-term changes in the learning community are geared towards *Rigor, Relevance and Relationships*, long-term academic success is more likely. Therefore, our program will incorporate Project-Based Learning into our career academies to create *Relevance* for students, which will increase their academic achievement on a long-term scale. Through PBL tasks, teachers will:

- Implement challenging, multidisciplinary curriculum aligned to NACS;
- Engage students in complex, real-world projects through in which students develop and apply skills and knowledge through portfolio presentations;
- Require students to draw from many disciplines in order to solve problems;
- Encourage student decision-making;
- Discuss problems are presented without a predetermined solution;
- Put students in charge of accessing and managing the information that they gather; and
- Expect students to reflect and evaluate their own learning continuously.

Research - Project-based learning enables students to pursue their own interests and passions, what is "in the moment" rather than imposed. Project-Based Learning emphasizes individual and collaborative projects as the foundation for

learning and includes very little of the whole-class instruction typically found in traditional secondary schools (Newell, 2003).

A.2 School-Specific Goals and Objectives

A.2.1 Assurance regarding performance frameworks

SLAM NV will adhere to the State Public Charter School Authority and Nevada Department of Education's School Performance Framework. SLAM NV will establish educational goals for improving student achievement through Mission Specific Goals and Objectives aimed at continuously increasing student proficiency annually. At minimum, the school has set the following Goals:

- Goal 1 – Seventy-five (75) percent of students enrolled at the school for a three consecutive year period will achieve proficient on the state's annual assessment. This goal is applicable to students who have been enrolled for three consecutive years at SLAM NV.
- Goal 2 – Seventy (70) percent of students will improve reading and mathematics skills as evidenced by at least 1 year growth in reading and mathematics skills annually.
- Goal 3 -- The School will increase the number of students taking academically rigorous courses (i.e. advanced, honors, AP) by 5 % as measured by comparing enrollment in such courses using the first year as baseline.
- Goal 4 – The School will demonstrate a ninety (90) percent satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the school each academic year.
- Goal 5– The School will generate a minimum of five (5) percent fund surplus each school year.
- Goal 6 – The licensed teacher retention rate will be at least eighty (80) percent each year, not including separations for health or family reasons.

A.2.2 Assessment tools/data/artifacts

For determination of attainment of goal 1, the Smarter Balance/End of Course Exams (or other standardized assessment subsequently adopted by the Nevada Department of Education) results will provide evidence. For goal 2, Nevada Department of Education's Smarter Balance, End of the Course (or other standardized assessment subsequently adopted) may be utilized to evaluate this goal. In addition, the school may use standardized commercially available assessments such as AIM's Web or STAR Assessments. Please see Attachment 10 A.4.1 for more information on the attachment plan. For goal 3, evaluation is done through comparing enrollment data in academically rigorous courses (i.e. advanced, honors, AP), and external reports (i.e College Board). School climate

surveys with a Likert scale will provide evidence toward the attainment of goal 4. Annual financial records will provide evidence toward the attainment of goal 5. Personnel records will provide evidence toward the attainment of goal 6.

A.2.3 Reasonableness of goals

As evident in the Mission, Vision, and Educational Philosophy SLAM NV is committed to providing an innovative, relevant, and rigorous curriculum to create college-bound and career-oriented graduates. SLAM NV is a replication of the successful Sports Leadership and Management Middle High School in Miami, Florida (SLAM).

SLAM’s thematic approach will offer students a unique opportunity to explore career choices through partnerships with local sports franchises and community organizations. The school design is modeled after the existing SLAM in Miami-Dade County, Florida, which is a part of the Mater Academy Inc. network of high-performing schools (Attachment 33). Mater Academy, Inc., has been operating high performing and fiscally sound charter schools in Florida for over 15 years. Mater currently operates 25 charter schools serving students across Miami-Dade County. With more than half the schools considered Title I, Mater continues to make significant strides towards closing the achievement gap and increasing the level of education, especially for minority and economically disadvantaged students. SLAM, the newest addition to the Mater network, opened this past school year in Dade County. The majority of the students entering the school came from the surrounding communities of Little Havana, Allapattah, Overtown, both predominantly minority and poverty-stricken urban neighborhoods. The majority of these students receive Free and/or reduced meal services and lack academic support at home due to families who lack formal schooling or have little or no English proficiency. Despite these challenges, the school outperformed nearby schools in various areas, as displayed below:

2014 FL-DOE School Accountability Report Card - SLAM Compared to Surrounding Schools

School Number	School Name	Reading	Math	Writing	Science	Reading or Math	Math Gains for	Points Earned	FCAT	Preliminary Grade	Free or Reduced Lunch	Minority Rate	Region
6015	SLAM MIDDLE SCHOOL	61	46	42	29	68	53	512	61	C	83	95	5
6011	ALLAPATTAH MIDDLE SCHOOL	23	31	36	36	57	83	506	23	D	95	100	5
6361	JOSE DE DIEGO MIDDLE SCHOOL	24	32	54	30	55	76	492	24	D	96	98	5
6091	CITRUS GROVE MIDDLE SCHOOL	31	28	39	31	65	73	493	28	C	97	99	5

Florida grades schools on two levels of assessment components. The first level is based on the FCAT assessment. Reading, Math (Algebra and Geometry), Writing, and Biology are the subject areas tested. Learning gains for all students and learning gains for the lowest 25% in Reading and Math are the final FCAT components



tested. Once a school has a graduation rate and an established curriculum, the “Other” components are reviewed and added to the school grade. The “Other” components include acceleration of students. This area includes dual enrollment and advanced placement performance and participation. The graduation rate of the school is another component that is evaluated. The college readiness component is based on the SAT/ACT and PERT assessment results from the school’s 11th and 12th graders. Finally, the US History end of course assessment is evaluated. The FCAT assessment components are worth 800 points and the “Other” components are worth 800 points.

SLAM Miami did not graduate a class last year. Therefore, the five dual enrollment courses and the eleven advanced placement courses the school offered were not taken into consideration for the school grade. Additionally, the rest of the categories in the “Other” component were not included in the school’s grade. Being that SLAM opened with grades 6-11 and a curriculum that catered to all level learners, SLAM Miami is confident that the school grade would have been a B or higher in its first year of operation if these components were taken into account. A breakdown of FCAT Data and a comparison to other nearby schools can be found in Attachment 33 B.3.1.1. This year, SLAM Miami will graduate its first class, expecting one-hundred percent (100%) of the Seniors to graduate, and is confident the School grade will rise to an A.

Relationship Between Program Elements and Program Goals – SLAM NV will use motivational engaging elective courses connected to the sports leadership arena to add **Relevance** to the **Rigor** of the core curriculum, in alignments with the existing SLAM Academy model. Further, the proposed curriculum model (A.3.1) is a replication of the current model being used by SLAM (Florida). Thus the goals set for by SLAM NV are reasonable in that they are modeled after the existing program’s goal and have proven effective with the targeted student populations in only the schools’ first year of operation.

As discussed in A.3.12, Academy (Florida) integrates a variety of best practices and research-based instructional strategies in order to meet such goals. Furthermore, the curriculum and instructional materials in Mathematics and English/Language Arts are Common Core aligned and will thereby serve to prepare students to be college and career ready and in alignment with Goals 2 and 3. Further, as provided in the affiliation agreement (Attachment 40), professional development on these instructional best practices will be provided onsite by SLAM (Florida) leadership. Following the aforementioned effective practices with fidelity will allow SLAM NV to achieve its academic performance goals, as the Florida schools have been able to accomplish. An affiliation with SLAM (Florida) will

provide a wealth of resources and experience educating with successful results that have narrowed or all together eliminated the achievement gap for the targeted subgroup. SLAM's mission, is designed to push students to begin to prepare and dream about a postsecondary education and careers. This is derived from the network's commitment to put all students, regardless of achievement level, disability or economic challenges, on the path toward college. Accordingly, at SLAM NV, all students will benefit from a rigorous curriculum with intervention and acceleration supports, in a motivationally stimulating and engaging educational setting.

A.3 Curriculum and Instruction

A.3.1 Curriculum Model

SLAM NV's curriculum is aligned to the Nevada Academic Content Standards (NACS), which incorporate the Common Core State Standards in English Language Arts (ELA) and Mathematics, the new Nevada Academic Content Standards in Science (New Generation Science Standards) and the Nevada Academic Content Standards in Social Studies and elective areas. The grade-specific standards will define end-of-year expectations and a cumulative progression to enable students to meet college and career readiness. The ELA Standards (strands in Reading, Writing, Speaking & Listening, and Language) and Literacy standards will emphasize reading and writing in History/Social Science, Science and Technical Subjects and will frame instruction in reading, writing, speaking, listening, and language across all disciplines. The Standards for Mathematical Practice and Content will guide teachers to prepare students with the mathematical skills necessary for success in college and future careers.

SLAM NV's mission is to prepare students for postsecondary studies and careers through an engaging educational program emphasizing sports leadership and management career preparation. The NACS are in direct alignment with the SLAM NV's mission. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills needed for success in college and careers. Aligned with college and work expectations, the NACS serve as the framework for SLAM NV teachers to develop innovative research-based lessons with rigorous content and require application of knowledge through high-order skills. Thus the SLAM NV curriculum will offer a sports thematic approach to integrating NACS into the curriculum while emphasizing the three R's philosophy of Rigor, Relevance and Relationships in the delivery of the curriculum. Emphasizing specific standard-based measures of performance, SLAM NV will provide "Rigor" to educational program, by setting high expectations for all its students through standards-based instruction incorporating:

- Performance-based curricular objectives aligned to Nevada Academic Achievement Standards (NACS);

- Differentiated Instruction -commitment to serve all students individualized learning needs through an RtI framework using 3 varied tiers of intervention;
- Expectation of Rigor for ALL not just some students, while offering support as needed (support strategies and resources for English Language Learners (ELL) and Students with Disabilities/Gifted Students);
- Literacy rich environment emphasizing increasing text complexity at each grade level;
- Assessment data as the driving force behind instructional decisions and interventions;
- Ongoing professional development to target learner-needs;
- Before and afterschool targeted tutoring for remediation and weekend seminars for acceleration;
- Literacy integration across all disciplines (reading & writing across the curriculum using College and Career Readiness Anchor Standards);
- College and Career Preparation - (Springboard, Kaplan SAT Advantage/ACT and SAT preparation);
- Commitment to technology and literacy integration throughout the curriculum.

The curriculum provides instruction for mastery of the NACS, making students' college- and/or career-ready at the conclusion of their High School career as well as "21st century literate." Course content for these courses will be delivered in accordance with course descriptions (Attachment 3 A.3.3) and will ensure mastery of the NACS. Please see Attachment 2 A.3.2 for a schedule of courses by grade level. SLAM NV will implement research-based strategies (A.3.12) that have proven successful by both the research and the existing SLAM (Florida). The grade specific standards will guide pacing of instruction at each grade level and help ensure that students gain adequate exposure to an increasing complex range of material and skills as they progress from grade 6 through 12. The program will also emphasize effective use of speaking and listening and language skills, higher-order critical thinking and literacy skills in preparation for overall post-secondary preparedness. SLAM NV's elective course offerings afford students opportunities to explore sports leadership related career options, while meeting the requirements for promotion to high school and high school graduation. In grades 6-8, the major concepts and content of the Career Exploration and Decision Making course will be incorporated into these elective courses below to not only provide students an opportunity to meet this requirement, but also to provide a seamless transition into 9th grade CTE courses to be offered. The CTE electives noted in Attachment 2 and Attachment 3 will provide students opportunities in career exploration and internships through the

following academies in the sports leadership and management arena: 1) Sports Medicine; 2) Sports Journalism; and 3) Sports Marketing, Entertainment, and Management.

Curriculum Delivery – SLAM NV intends to provide professional development (A.3.13), planning opportunities and resources for teachers to develop stellar lessons that incorporate the NACS's expectations while engaging students through Sports Leadership and Management related activities. Teachers will be provided with *Resources for Thematic Lessons* and sample lesson plans to integrate the Sports Leadership and Management (SLAM) theme within the core curriculum and allow for students to apply and practice skills required of Nevada Academic Content Standards (NACS). A sample of the thematic lessons is included in Attachment 3 A.3.3. As teachers build on interdisciplinary connections under the Sports and Leadership umbrella, it is expected that students naturally begin to link information between and among courses, increasing the relevancy of skills and content in such courses. The expectation is that teachers work cooperatively through horizontal and vertical planning opportunities using the Standards to develop these stellar lessons and projects throughout the school year. SLAM NV will use courses as described in Attachment 2 A.3.2 and course descriptions aligned to NACS (Attachment 3 A.3.3) as well as researched-based instructional materials aligned to NACS for each subject area.

Curriculum Support - SLAM's educational program is founded on the principals of providing Rigor, Relevance and Relationships to students' academic lives, so that all, not just some, students can be fully engaged in the curriculum and thereby be academically successful. All students will be engaged in, and benefit from, the curriculum including students with special needs, ELL students, and students who may enter the school below grade level. The school will offer a 7-period day to allow all level learners the opportunity to enroll in elective courses despite their needs for remediation or advancement on sports and sports-leadership related electives. After school activities, quarterly guest speakers within academy strands, participation in school sponsored events, internship, and volunteer opportunities with school partners will provide students with opportunities benefit from the curriculum and school wide programs beyond the bell. Faculty will differentiate instruction for students, as well as offer tutoring services or other such assistance to ensure students remain successful. Some of the strategies and initiatives to be implemented in support of struggling students include: 1) **Literacy strategies** in the content areas will be facilitated throughout the curriculum to provide students' additional practice in addition to those taught during language arts classes; 2) **Targeted and Required Tutoring** - Early bird, Super Saturday, and daily pull-out tutoring may be required for those students consistently demonstrating non-

mastery of the standards; 3) **Data Analysis linked to target interventions** - Students consistently demonstrating non-mastery of benchmarks on teacher generated quizzes, chapter tests, projects, investigations, and poor academic progress will be targeted for supplemental and intensive instruction/intervention; 4) **Professional Development** - Through professional Development conducted at the beginning and throughout the school year, teachers at SLAM will be trained to examine data, determine the student's areas of strength and areas for improvement, and be active participants in the school-wide plan for student achievement. The use of intervention materials and technology in the classroom as well as differentiation of instruction will help strengthen the student's area of weakness; 5) **Progress Monitoring** - SLAM will work with parents/guardians to develop an intervention plan to assist the student in meeting state levels for proficiency. Each plan will include provision for intensive remedial instruction through extended school day activities; 6) **Support from Mentors** - The School will foster positive relationships through the practice of mentoring and career advisors, athletes as role models and other community partners. Teachers, administrators, coaches, peer-tutors, school, career mentors, community partners and volunteers at SLAM will all take part in the responsibility of assisting struggling students by facilitating the school's afterschool tutoring and extracurricular programs. Teacher and the other support personnel will work together to plan and coordinate the activities and initiatives to support remediation and mastery of NACS across the curriculum. Time for this will be allotted during professional development days, common planning periods, and frequent departmental and faculty meetings.

- **Project-based Learning** – SLAM's Sports Leadership and Management academies are integrated into the core curriculum and career academy's school-wide activities allow students to make "real-world connections" between the curriculum and their daily lives and/or future careers.
- **Community Involvement** – SLAM NV will foster levels of student engagement through mentoring opportunities, career advisors, athletes-as-role-models through positive relationships with these and other community and national partners. Nationally, SLAM has official partnerships with the following: the NBA, MLB, and Nascar. Locally, the school founders have received numerous expressed commitments to partner with this community-building initiative. Some of these organizations and partners include Joel Vidana, M.D. Director of Physical Therapy at Centennial Hill Hospital, Cheree Sandness, M.D. Chiropractic Healing Center- Michael Crovetti Jr., D.O. Orthopedics and Sports Medicine, Dan Dolby, Branch Executive, YMCA, UNLV Allied Sciences. It is expected that SLAM NV will develop more community partners throughout the application process and opening of the School

- **Technology:** The school plans to use digital texts, hyperlinks, and video and audio websites (such as YouTube) as much as possible to give students opportunities to listen to lessons and make class presentations, develop group forums, communicate with program mentors via online tools (Gotomeeting; Skype) allowing for application of speaking and listening skills.

A.3.2 Schedule of courses - Please see Attachment 2 A.3.2

A.3.3 Course descriptions and alignment w/ standards - Please see Attachment 3 A.3.3

A.3.4 Typical daily schedule - Please see Attachment 4 A.3.4

A.3.5 Courses to complete for promotion - Please see Attachment 5 A.3.5

A.3.6 Courses for graduation - Please see Attachment 6 A.3.6

A.3.7 Policy for pupil promotion

Pupils must meet the promotion guidelines outlined in Attachment 5 A.3.5. Additionally, in order to graduate from SLAM NV students must meet the graduation requirements outlined in Attachment 6 A.3.6.

A.3.8 Diploma - Please See Attachment 7 A.3.8

A.3.9 Transcript - Please See Attachment 8 A.3.9

A.3.10 Transfer of Credit

The school will transfer successfully completed student credits to another school, whenever a pupil transfers to another school and/or upon the request of the Clark County School District or another school district. A transfer of credits to another school in or out of Nevada is applicable since the School will deliver a standards based curriculum that is aligned to the Nevada Academic Content State Standards by grade level.

A.3.11 Textbooks - Please see Attachment 9 A.3.11

A.3.12 Instructional Strategies

SLAM NV will use motivational engaging lessons connected to the sports leadership arena to add *Relevance* to the *Rigor* of the core curriculum. Emphasizing specific measures of performance, standards-based instruction will incorporate opportunities for active and genuine *Relationships* among students, families, and community mentors within the career exploration model to create richer learning communities that hold all stakeholders accountable for success.

The curriculum will incorporate the following researched-based strategies:

- **Differentiated Instruction** - The School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instruction strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience.
- **Scaffolding** - Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous.
- **Inquiry-Based Learning** - Based on the scientific method, this student-centered strategy will require students to conduct investigations independent of the teacher, unless otherwise directed or guided through the process of discovery. Teachers will use this strategy in developing critical thinking and problem solving skills.
- **Project-based learning** - PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. Though PBL, teachers will engage students in SLAM NV projects where students can take advantage of digital tools to produce high quality, collaborative products.
- **Information Processing Strategies** - Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, reciprocal teaching, graphic organizers, scaffolding, or webbing.

Other High Yield Instructional Strategies *According to Classroom Instruction that Works: Research-based*

Strategies for Increasing Student Achievement, by Robert Marzano (2001) the following strategies are highly effective:

- **Cooperative Learning** - Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically and assign roles and responsibilities in groups. What This Looks like Classroom: Integrate content and language through group engagement, reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams. Students tackle sample PARCC Prototype Tasks or word problems in collaborative groups and explain their rational for responses.

- **Identifying similarities and differences** - Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations. What This looks Like in the Classroom: Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers. Question/Answer/Relationship (QAR) sketch to stretch, affinity diagrams.
- **Summarizing and Note Taking** - Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words. What This Looks like Classroom: Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagrams.
- **Nonlinguistic Representations** - Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge; What This Looks like Classroom: Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, make physical models, etc.
- **Generating and Testing Hypothesis** - Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision-making; What This Looks like Classroom: Thinking processes, constructivist practices, investigate, explore, social construction of knowledge, use of inductive and deductive reasoning, questioning the author of a book, finding other ways to solve same math problem, etc.

A.3.13 Professional Development

SLAM NV is committed toward maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering trainings. All staff will participate in school-initiated and other relevant and necessary workshops for professional development. A member of the administrative team will oversee, coordinate, assist and monitor the staff development process. The School will support the needs of all professional staff by facilitating the attainment of continuing education credits, and offering trainings throughout the school year in a variety of forms. Teachers will attend relevant local, state

and national conferences and serve as trainer to the remainder of the staff upon return to the School. The PD offered to teachers will align with student achievement data, curriculum, instructional personnel needs, School Improvement plans, and annual school reports.

Prior to the opening of SLAM NV, professional development will be offered. In the summer prior to the opening, the administrator and identified instructional leaders (department chairs) will receive professional development in the School's Mission, Vision, Philosophy, and Applying the SLAM Connection (sports-integrated curriculum model). This training will be led by SLAM Florida instructional leaders. In the train the trainer model, the Nevada instructional leaders will be able to provide training and support to the teaching faculty at SLAM NV. All SLAM NV faculty will receive a minimum of two weeks on-site professional development prior to the inaugural school year. The principal will survey the faculty to assess their needs. This survey will be used to prioritize pre-opening professional development as well as on-going professional development. SLAM NV will provide at a minimum professional development training in the School Mission and Vision Training, Opening of Schools, Data Driven Decision Making, Special Populations, Curriculum, Applying the SLAM Connection, Differentiated Instruction, Technology for the Next Generation, Safety and Security. The faculty survey as well as State and Federal (Safety Trainings, OSHA requirements, Blood Borne Pathogens, etc) regulations will guide the scheduling of the pre-opening professional development.

Annually, the School will offer PD to aide in curriculum delivery, specific to the school's mission and vision including:

- **Opening of Schools-** Policies Procedures Training: all personnel will participate in policy and procedures training (conducted by Principal Lead Staff);
- **School Mission and Vision Training:** all personnel will participate to learn the school's philosophy (**Rigor, Relevance and Relationships**) and guiding **principles of Sports Leadership Program Model** (conducted by: **Principal Lead Staff**);
- **Data-Driven Decision Making:** interactive workshop will teach faculty how to use Specific Performance Indicators to identify student needs and target instruction. Faculty will be trained on types of educational research, corresponding sources of data, and collection instruments to be used for continuous student/school improvement. Teachers will be trained on how to use quantitative and qualitative data to plan and improve classroom instruction (conducted by Principal and Lead Staff). **Data-Driven Decision Making professional developments will also**



include training on the school's chosen standardized assessment, screening, and monitoring program (examples STAR, AIMSweb, Reading Plus, Achieve 3000 or another chosen instrument) (A.4.2).

- **Special Populations Training: teachers will receive professional development on working with students with special populations. This will include, but is not limited, to differentiated instruction for working with Special Education Students and Gifted and Talented students, and sheltered instruction content model for English Language Learners. WIDA Screening and Assessment professional development will be provided to identified faculty. Based upon the faculty survey and student population enrollment, other trainings may be offered to support the needs of the student body.**
- **Check In Check Out Mentoring: teachers will receive professional development on the Check In Check Out mentoring system as well as Positive Behavioral Support (A.7.4). Select staff will receive Crisis Team training.**


Annual professional workshops and conferences will also be made available and/or required, as applicable, for teachers to attend and enhance their teaching skills. Monthly in-house workshops will be held by administrators to address student achievement data by content area, and anecdotal information from in the core curriculum areas. Depending on the need, the School may elect to contract for delivery of a targeted PD to share best practices in areas that need to be remedied. Additionally, at least monthly, and as often as biweekly, team leaders will facilitate support and encourage communication during Department Meetings- which will work as Professional Learning Communities wherein team planning and troubleshooting will occur. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School.

Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

All Staff will be offered, at minimum, the following school-site:

- **Curriculum Implementation by Subject/Specialty** – Teachers will participate in school-wide trainings and individual department trainings throughout the school year related to curriculum implementation. These include but are not limited to: Horizontal and Vertical Team planning, College Board's *SpringBoard* Training, Implementing Common Core State Standards/Nevada Academic Achievement Standards (NACS) in English/Language Arts and

Mathematics instruction; Literacy Standards in Science, Social Sciences and Content Areas; Preparing Students with Disabilities for the Challenges of Common Core. **SLAM Florida has teachers that are SpringBoard trainers on staff that will provide extensive additional training and support beyond the minimum requirements set forth by the SpringBoard curriculum.**

- Applying the  Connection - this workshop will allow teachers to align Common Core and Classroom Instruction to SLAM Career related lessons and activities. Teachers will work cooperatively through PLC and common planning schedules to develop, refine, and present and share curriculum and activities throughout the school year.
- Differentiated Instruction – This training teaches teachers and coaches how to differentiate and individualize instruction in order to create effective targeted instructional lessons and tutoring to increase student achievement and maximize instructional time.
- Technology for the Next Generation – Staff will participate in hands-on technology workshops to learn how to integrate technology into the classroom. The purpose is to ensure schools are growing with technology to ensure students and teachers are prepared for the expectations of the 21st century and national technology standards.
- Safety and Security – Safety and security training will include: daily safety procedures, the school safety plan, and Crisis Prevention Institute (CPI) trainings. Safety trainings, such as blood borne pathogens, will be offered to meet Occupational Safety and Health Administration OSHA requirements. Positive behavioral support (PBS) professional development will be ongoing to ensure that the behavioral philosophy (A.6.2) of the school is effectively implemented.

The professional development plan for administrators will encompass both internal and external in-service trainings.

The SLAM NV Administrator will receive extensive training and support from the SLAM Florida Administrative team to ensure success of the school. Administrators may also participate in professional development conducted through: the National Association of Secondary School principals; and state trainings.



A.4 Assessment and Accountability

A.4.1 Assessment Plan and Instruments - Please see Attachment 10 A.4.1

A.4.2 Use of student data

Student assessment and performance data will be used to evaluate and improve school effectiveness by targeting benchmarks indicating which students need additional support to master specific standards and/or grade level skills.

At the beginning of each school year and at least quarterly, the school administrative team will gather baseline data to identify areas of instructional weaknesses pinpointing thresholds of student progress. State standardized assessments will be used to determine mastery of content standards and make decisions regarding school-wide improvement from year to year. Baseline data will be used for baseline and instructional purpose, program reporting, or as a measure for developing improvement plans; classroom assessment and other data will be used for ongoing progress-monitoring of students. **The School will select a commercially available standardized instrument such as AIMSweb, Renaissance Learning's STAR Assessment, Reading Plus, Achieve 3000, etc. The principal and faculty will select the commercially available assessment that best fits the needs of their students. Students will be assessed in the first few weeks of the school year in their ELA classes to determine baseline data.** In addition to required and mandated assessments, teacher-made and text-adopted classroom assessments will further determine mastery of content standards for earning specific class credit requirements.

As a program focused on exposing to students to careers in sports leadership arena, SLAM NV will also consider formative assessments (career portfolios, performance-based tasks, exhibitions and presentations, peer and self-assessments, audio/visual presentations, journals, research projects, reviews/case studies, career portfolio's etc.) when assessing student performance and progress.

All Data will be disaggregated and used by teachers to inform instruction on student knowledge and skills relative to the NACS as follows:

1. **Screening: Screening assessments such as the commercially available standardized assessment (AIMSweb, STAR, Reading Plus, Achieve 3000, etc) will be used to identify students who need additional instruction. Students will be screened by teachers in the beginning of the school year. Once the School has data from State wide assessments, it will utilize this data to inform instruction as well.** Data reports on these and all state-mandated assessments will be disaggregated by student, by standard, by teacher, and by school will

be used to inform decisions about adjustments to the educational program. These reports will be made available to all teachers (and students as applicable) to identify areas needing improvement while informing instruction to enhance curriculum delivery and teacher effectiveness.

2. **Data Collection and Analysis: The Data Team will be comprised of school administrators and instructors from each department. The Data Team will compile progress-monitoring data on a quarterly basis (or when available) and will disaggregate the results for cohorts and school-wide growth.** The school leadership **Data** team will meet monthly to: Evaluate data and correlate to instructional decisions; review progress-monitoring data at the grade level and classroom level to identify students and their academic levels; identify professional development to enhance students' achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
3. **Reflection on Student Progress:** Based on the data analysis, administrators, **the Data Team,** and school faculty collaboratively develop an instructional focus calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Through the use of the calendars, student assessment data will drive-decisions for continuous improvement of the teaching and learning process. **Teachers will modify their instruction , monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.**
4. **Department Meetings:** Department Chairs will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. **Departments will work collaboratively to plan and support differentiated instruction to work on student deficiencies.**
5. **Differentiated Support and Targeted Interventions:** Each teacher will be training and expected use all data available to determine the instructional focus lessons and differentiate instruction accordingly. Struggling students, and students referred by teachers, **and/or identified by the Data Team** will be targeted for Early Bird tutoring, Super Saturday tutoring, and/or daily pullout tutoring. Students at and above mastery level will be challenged through the use of additional hands-on investigations, projects and research assignments that will reinforce the mastery of benchmarks.

Targeted Interventions - Using real-time data from frequent assessment results, SLAM NV will provide the necessary individual, classroom and/or school-wide intervention programs. **The Data Team and along with teacher referrals will**

determine which students may need additional targeted interventions which include: requiring students to attend specific targeted tutoring, **Early-Bird**, during **school**, and afterschool, **or Saturday tutoring**; providing for supplemental intervention programs and support within the respective reading, math, science classrooms through academic coaching, lesson modeling, computerized intervention programs and pull out services (as needed). **The Data Team will work with students and families to accommodate schedules. Additionally, the Data Team will identify students that may need to be part of the RtI (Response to Intervention) process (Attachment 20, A.8.)**

The school will use data on an ongoing basis to inform instructional practices allowing for increased Data will serve as a feedback system to guide teachers in lesson planning and individualizing instruction and to provide students with knowledge of their current levels of performance. The school will use data on an ongoing basis to inform instructional practices allowing for increased student-learning outcomes. These actions will enhance instructional interventions by closely monitoring activities and aligning results with effective instructional decision-making.

A.4.3 Use of longitudinal data

Longitudinal data analysis will be reported annually to measure success and will consist of:

1. A pupil baseline developed during the first year using testing results.
2. A comparison of annual results with the baseline scores to assess progress.
3. Grade-level and school composite scores.
4. A graph of annual results showing year-to-year change.
5. A graph of school scores relative to state and national averages.
6. Sub-analysis of a variety of variables to identify areas for improvement.

A.4.4 Data management plan

In Accordance with NRS 386.650, the School will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor (State Public Charter School Authority) to fulfill data transfer requirements to the sponsor. The School will report data required by NRS 386.650 to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the State Public Charter School Authority will use PowerSchool or Infinite Campus or other SIS that may be required. The school administrator will monitor the mainframe to ensure that data is appropriately maintained and entered in a timely fashion. Parents will be provided with login credentials to monitor their child's progress in school.

Monthly teacher planning time (A.3.13) will be provided for collaboration and sharing of successful differentiated instruction. This planning time will also be utilized to evaluate data and provide a forum for intervention strategies.

A.5 Tentative School Calendar and Daily Schedule

A.5.1 Calendar - Please See Attachment 11 A.5.1

A.5.2 Enrollment dates

The proposed date of enrollment is May 1, 2015.

A.6 School Climate and Discipline

A.6.1 How climate/discipline policies support educational goals

The School's discipline policy will adhere to regulations set forth by the Nevada Revised Statutes and the Nevada Administrative Code. In addition, SLAM's philosophy of positive behavior/reinforcement will be a significant component of effective disciplinary practices for students. The focus of the learning environment will be positive reinforcement (A.6.2), which is proactive and non-punitive. This type of learning environment will allow the School to attain the educational goals (A.2.1) it seeks to achieve. Pursuant to the concept discussed in the educational philosophy (A.1.4) of Rigor, Relevance and Relationships, the principal and teachers will further refine the discipline policy upon the establishment of the School. The policy will provide for the progressive discipline of students and on-site review of disciplinary decisions. The policy will be developed with input and participation from administrative team, teachers, and other school stakeholders. It shall be consistent with the rules of behavior prescribed in accordance with NRS 392.463; include provisions designed to address the specific disciplinary needs and concerns of the school; and provide for the temporary removal of a pupil from the classroom. Pursuant to NRS 392.4644, the principal will collaborate with the faculty and other school stakeholder's to annually revise the policy.

A.6.2 Student behavior philosophy

The School's student behavior philosophy will be based on Positive Behavior Support (PBS). Positive Behavioral Support is a collaborative, assessment-based approach to developing effective interventions for problem behavior. The "use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change (Cohn)." Positive behavioral support can target the entire school as well and individual student behaviors, as "it does not focus exclusively on the student, but also includes changing environmental variables such as physical setting, task demands, curriculum, instructional pace, and individualized reinforcement (Cohn)."

PBS emphasizes the proactive, educative, and reinforcement-based strategies that will achieve meaningful and long-lasting positive behaviors. When PBS strategies are implemented school-wide, it builds environments that are conducive to learning for all students. Research has shown that “schools that implement system-wide [PBS] interventions also report increased time engaged in academic activities and improved academic performance (Cohn).”

In the implementation of a Positive Behavioral Support program, it is important to collaborate with parents, staff, and faculty. As part of this collaboration, individuals (faculty, staff, and parents) learn more about their own behavior, to work together, and support each other as a community of learners. As indicated in A.3.13, professional development will be provided to implement PBS.

A.6.3 Discipline Policy - Please see Attachment 12 A.6.3

A.6.4 Truancy Policy - Please See Attachment 13 A.6.4

A.6.5 Absence Policy - Please See Attachment 14 A.6.5

A.6.6 Involving Families

Parental and community involvement is a fundamental aspect of the mission and vision of SLAM NV. The School will encourage parents to be active participants in their children’s education through volunteer opportunities at the school. SLAM NV will reach out to parents and the community through the SLAM NV website, monthly newsletters, and event calendars which will be updated monthly to disseminate information and maintain open lines of communication. The school will also use workshops, parent meetings, open houses and email blasts to inform parents of involvement opportunities at the school throughout the school year. These include activities such as chaperoning field trips, assisting with class projects, helping in the library or office, speaking during Career Week, Family Day, etc. Faculty and staff will also be expected to encourage parental involvement through:

- Quarterly Parent/Teacher Conferences: hosted in the evenings at the School where parents can discuss topics that affect their children’s educational progress.
- Open houses, Career Fairs, Family Day: events held yearly to recruit new students, maintain communication and involvement between the School and the surrounding community.
- PTO: Parent Teacher Organization coordinates extra-curricular events involving the community. Through the PTO and other such committees, parent and community members will also be able to partake in the school’s decision-making process. The school plans to provide parent workshops on education-related topics, such as decision-making regarding school performance and student assessment needs.

Parent satisfaction is critical to the success of the school, as will be determined by goal 4 in A.2.2. Thus, parents will be active partners in the performance planning of relevant goals identified in A.2. As stated in the Bylaws, there will be parent representative on the Board and on the Board's Academic Committee. The purpose of the Academic Committee shall be to review school data, ensure academic expectations and goals are being met, and provide insight to instructional activities that meet specific needs of the students. In addition, the public, especially parents, are notified of Board meetings and may be active participants at the Board meeting by providing public comment and bringing relevant matters to the Board's attention.

A.7 Target Population

A.7.1 School Location

SLAM NV will have an anti-discriminatory open admissions policy serving any student in grades 6-12, who would qualify to attend a traditional public school in Nevada. The School will not discriminate on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student in its school admission process. The program, by design, is intended to attract students seeking career/vocational programs in the sports leadership and management arena. Although the School is open to all Nevada students, the proposed target populations are those who will be attending grades 6-12 and living in the Las Vegas, specifically in the Spring Valley community. A facility has not yet been identified but is targeted for the Spring Valley portion of the following zip codes: 89102, 89103, 89113, 89146, 89147, and 89148.

A.7.2 Target Population

Within the aforementioned zip codes, there are four traditional public middle schools and four high schools (Attachment 15 A.7.3). Collectively, the schools served 5,096 middle and 9,222 high school students. There are no charter middle high schools in the region and none of the existing schools offer educational programming in the Sports Leadership and Management arena.

The need for school choice is evident. The graduation rates of the high schools are dismal with Bonanza High School at 63.11%, Clark High School at 59.63%, Durango High School at 70.65%, and Spring Valley High School at 63.85%. The high schools also have a poor star ratings with two of the schools (Clark and Bonanza HS) assigned a 2 Star Rating, in need for improvement in whole school proficiency and growth. Two of the high schools earned a 3 Star Rating (Durango and Spring Valley HS) where the schools have some areas needing improvement

relative to student proficiency and growth on State assessments. Only one school had 100% of its faculty highly qualified, and one school had more than 10% of its teachers not highly qualified.

The middle schools in the region do fairly well. Two of the middle schools (Guinn and Sawyer MS) are 3 star schools that have some areas of needs improvement relative to student proficiency and student growth. There is one 4 Star middle school (Lawrence MS) and one 5 Star middle school (Fertitta MS). However, there is a decrease in student success in the transition from middle to high school, which is problematic. In the article “The Middle School Plunge,” West and Schwerdt validate that the more transitions a student has between schools the greater the decrease in student success. Thus, the ability to keep students in one system by providing a seamless instructional program from grades 6th-12th at SLAM NV will increase student success rates.

School size is another concern. The average enrollment of the middle and high schools is 1,274 and 2,305 respectively. In the middle and high schools collectively, there were 452 violent incidents reported with one middle school reporting 126 violent incidents alone. The families and children of this community deserve quality public choice options that would offer students opportunities to develop positive relationships with teachers, peers, and the community.

A.7.3 Enrollment projections - Please See Attachment 15 A.7.3

A.7.4 Alignment of school plan w/ target population

SLAM NV’s mission is to push students to begin to prepare for postsecondary education and careers is derived from the organization’s commitment to get all students, regardless of achievement level, disability or economic challenges, on the path toward college. Accordingly, SLAM NV’s student population will be afforded a quality option of high rigor, through a motivationally stimulating program.

Serving the target student population – SLAM NV’s career academy model will offer students a unique opportunity to explore career options through partnerships with local business and sports franchises and academy electives in the areas of marketing, business, media communications and sports medicine. According to *Improving High Schools through Rigor, Relevance and Relationships*, career focused models reduce delinquent behavior without compromising academic goals and preparation for college.



“Originally created to help inner-city students stay in school and obtain meaningful occupational experience, career academies and similar programs have evolved into a multifaceted, integrated approach to reducing delinquent behavior. Career academies allow youth who may have trouble fitting into the larger school environment to belong to a smaller educational community and to connect what they learn in school with their career aspirations and goals.”

- U.S. Department of Justice - Office of Juvenile Justice and Delinquency Prevention“

The SLAM curriculum is specifically tailored toward addressing the learning needs of all students through engaging and innovative instructional activities in each core academic area and in each respective career academy as well as in extracurricular programs. The educational program requires the use of standards-based, state-adopted texts and research-based instructional materials, aligned to NACS, and high-yield educational strategies proven to improve student achievement. Therefore, the implementation of this program, with fidelity to all practices and standards described in this petition, will help all students to attain mastery of state standards and to better prepared for high school and beyond.

The cultivating of Relationships to support the Rigor and Relevance of the SLAM NV curriculum (A.1.4) is key to support challenges that may come when working with adolescents. SLAM NV will implement a more strategic Check In Check Out mentoring system for students who are identified at risk through teacher, Data Team, and other referrals. The School will create a Crisis Team to address issues that are beyond the Tier 2 interventions of the Check In Check Out mentoring system and to deal with imminent issues that may occur.

SLAM NV will be implementing a mentoring system to help students who have difficulties at school such as the Check In Check Out system (Crone, Hawken, and Horner, 2010) . Mentoring systems are a research based validated Tier 2 program recommended by School Wide Positive Behavior Support for providing school wide support for students who are at risk. Mentoring systems are continuously available and interventions can begin within 72 hours. Mentoring systems are consistent with school-wide expectations that are implemented by all staff/faculty in a school setting and has a home/school linkage. The interventions are flexible, low cost, low effort, and provides decision making based on daily progress monitoring. Students meet with a mentor before school, mid-day, and after school to check in. All teachers complete a daily recording sheet. Mentor tracks progress and makes adjustments as necessary.

Students who are having physical health, mental health, or other issues will also be part of the mentoring system. For example, the mentor will provide daily contact and support for students who are



pregnant or recovering from substance abuse. The mentor will provide information on community resources as needed. These students will also have weekly contact with the school nurse who will monitor physical and mental health concerns. SLAM NV will continue to monitor and provide services for students that have long term absences due to health issues.

SLAM NV will actively seek and encourage both parental and community involvement in the school's programs in order to foster relationships that empower students to continuously strive for academic and personal success. The program will promote higher levels of student engagement in the curriculum through mentoring opportunities, community service projects, career advisors and athletes as role models, allowing for students to build positive relationships with their peers, their teachers, and their community.

SLAM NV's school design is modeled after the existing SLAM middle and high school, a Mater Academy School, in Miami, Florida. The success of the existing SLAM program is based on the model of the Mater Academy system's use of intensive interventions and engaging instruction. For example, Mater Academy East High School, located less than 3 miles from the existing SLAM schools, graduated 88% of "At Risk" students in 2012, despite serving a population (79% Minority and 90% economically disadvantaged), which is statistically by national norms expected to underperform. The school was also the National Silver Medalist for College Readiness by News Week and World Report. Currently, 97% of Mater East graduates are attending a college or university, while Mater's academic programs continue to provide students an opportunity for success at a collegiate level. Overall, the network's graduation rate of 91% exceeds the state average (84%) and more than doubles the national graduation rate for minority students, based on data released by the Florida Department of Education (FLDOE). Additional relevant information on SLAM and the Mater Network schools can be found in A.2.4 and Attachment 33 B.3.1.1.

A.7.5 Student recruitment plan - Please See Attachment 16 A.7.5

A.8 Special Student Populations

A.8.1 Identification, etc for ELL

SLAM NV will identify the primary language of students upon enrollment. All newly-enrolled students are provided an A Home Language Survey (HLS) is included in the enrollment packet. Based on the answers provided to the questions in the HLS, students are administered the WIDA ACCESS screener for English proficiency and may qualify for ELL services. Attachment 17 details the policies and procedures to be followed for English Language Learners.

Eligible students are provided services based upon their needs through differentiated instruction and other best practices.

A.8.2 ELL Program

At the secondary level, the school offers Sheltered-Content ELL. The goals of all of these programs are to: (1) help ELL students achieve comprehension, speaking, reading, and writing competence in the English language; (2) enable students to achieve and maintain grade level status; and (3) enable students to meet graduation standards. The Sheltered Content-Based ESL Instruction Model is an integrated content language approach. The goal of the Sheltered Content-Based Instruction Model is for ELL students to develop English language skills in content classes. Please see attachment 17 for more details.

A.8.3 Plan to evaluate ELL Program

The School plans to give students the tools they need to learn English in a timely manner and receive meaningful access to the School's instruction program. Students will receive sheltered instruction in their core classes. Please see the plan to monitor ELL students (A.8.4 and Attachment 17).

A.8.4 Plan to monitor ELL students

SLAM NV will monitor ELL students as with all students on a regular basis (Attachment 10 A.4.1, A.4.2) using data to track their progress. In addition, NDOE regulations require that ELL students be reassessed every year "to determine whether the pupil's proficiency in English is fluent and he is able to succeed in courses of study that are taught only in English." (NAC 388.645). The school will monitor all reclassified students for a minimum of two years after they have met language proficiency. For a more detailed description, please see Attachment 17.

A.8.5 Title III assurance - Please See Attachment 18 A.8.5

8.6 Identification, etc. for Special Ed..etc. Narrative

Services and programs to students with disabilities will be implemented in accordance with the Code of Federal Regulations (CFR), Nevada Revised Statutes (NRS), and Nevada Administrative Code (NAC) as enumerated in Attachment 21. The Special Education Continuum of Service (A.8.9) and Special Education Policies and Procedures Manual (21), detail additional information regarding the special education program. The special education program is focused on six principles:

- Free appropriate public education. Children with disabilities eligible for special education will be provided educational services at no cost to the family. Child find services identify children in need of special

education.

- Appropriate evaluation. Evaluation must include relevant information from a variety of sources such as parents, teachers, classroom observations and formal assessments. The evaluator(s) will use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information.
- Individualized Education Program (IEP). The IEP details the services the student will receive – general education, special education, and related services. The IEP must be reviewed at least once a year.
- Least Restrictive Environment (LRE). Students with disabilities will be with the non-disabled peers to the greatest extent possible in educational settings and during extracurricular and nonacademic activities.
- Parent and Student Participation in Decision Making. Parents are equal participants in all aspects of their child's special education program. When appropriate, the student is also part of the team.
- Procedural Safeguards. These are provided to parents to enforce their child's right to a free appropriate public education. Procedural safeguards are provided to parents at least on an annual basis.

Students with disabilities or perceived disabilities who are not eligible for special education qualify for accommodations under Section 504. Students qualifying for Section 504 services receive classroom accommodations and/or adaptations to the educational environment.

When a student is having difficulty learning in a regular education classroom, the teacher should attempt a variety of strategies designed to facilitate the child's learning within that classroom. Response to Intervention (RTI) is the mechanism teachers will utilize scientific, research-based interventions in general education environments to address academic and behavioral concerns. The Nevada Administrative Code (NAC) §388.325 defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. Detailed information about RTI is found in attachment 20, Response to Intervention Procedures Manual.

Programs for special populations will be regularly and routinely monitored through the school principal to ensure that individual learning plans are being met. All personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. The School may employ such personnel as necessary dependent on student need determined from actual enrollment. If necessary, the school will contract with agencies that employ licensed personnel. Special education staffing will be aligned pursuant to the requirements of the law.

The School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the State Public Charter School Authority (SPCSA).

If the governing body determines the school is unable to provide an appropriate special education program and related services for a particular disability of a student who is enrolled at the school, the governing body may request that the school district of residence of the student transfer the student to an appropriate school. The governing body would request that the student be transferred pursuant to subsection 4 of NRS 386.580. The following would be undertaken: (1) the governing body shall submit the request to the district within 10 days after the governing body determines that the school is unable to provide an appropriate special education program and related services for the student; (2) the request to the district will be accompanied by an explanation of the facts and circumstances that led the governing board to determine that the school is unable to provide the appropriate special education program and related services for the student; and (3) a person employed by the governing body will be designated to verify to the district that the information submitted to the school district pursuant to NAC 386.605 is gathered in a format required by the school district.

All students will be regularly assessed to ensure that at-risk students are identified in a timely manner (A.3.12; A.4.1,A.4.2). Teachers will implement an intervention plan utilizing RTI interventions for students not making appropriate academic or behavioral progress (Attachment 20, Attachment 12 A.6.3). The parent or guardian of a student at risk for retention, will be notified in a timely manner to provide opportunities for intervention and remediation (Attachment 5 A.3.5).

Selected staff will be Crisis Prevention Institute (CPI) trained (A.3.13).

A.8.7 Special Ed. Policy Assurance - Please See Attachment 19 A.8.7

A.8.8 Rtl referral packet and flowchart - Please See Attachment 20 A.8.8

A.8.9 Special Ed. Continuum of Service

Less Restrictive	
Regular Education Classroom	Consult
	Consult with Accommodations
	Push In Special Education Teacher or Instructional Assistant Support with Accommodations
More Restrictive	
Resource Room	Pull Out* Special Education Teacher with

	Accommodations In Resource Room
	Combination of Push In and Pull Out*
*The more time pulled out of the classroom into a resource room and the less time in the regular education setting the more restrictive the environment.	

A.8.10 Identification, etc. for Gifted and Talented Narrative

SLAM NV will serve the needs of gifted and talented students in accordance with NRS 385.080 Special Instructional Programs for Students Who Are Gifted and talented pupil” means a person under the age of 18 years who demonstrates such outstanding academic skills or aptitudes that he cannot progress effectively in a regular school program and therefore needs special instruction or special services. Gifted and talented means a person who possesses or demonstrates outstanding ability in or more of the following: 1. General intelligence; 2.Academic aptitude in a specific area. 3. Creative thinking; 4. Productive thinking; 5.Leadership; 6.The visual arts; or 7. The performing arts.

Identification: SLAM will identify the needs of gifted and talented students in accordance NAC 388.435 Eligibility of pupil who is gifted and talented. A pupil who is gifted and talented is eligible for special services and programs of instruction if a team, comprised of persons selected by the public agency, concludes that the pupil has:

- a. General intellectual ability or academic aptitude in a specific area that is demonstrated by a score at or above the 98th percentile:
 - 1. On a test of cognitive ability that is individually administered;
 - 2. In a major content area on a nationally standardized achievement test that is individually administered in kindergarten through eighth grade; or
 - 3. In a major content area on a nationally standardized achievement test, the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT) or the American College Test (ACT) that is administered to a group of students for grades 9 through 12, inclusive; or
- b. An area of talent, including, but not limited to, creative thinking, productive thinking, leadership, ability in the visual arts or ability in the performing arts, as determined by the local public agency of the pupil.

In determining the eligibility of a pupil for the gifted and talented program of instruction, the team may use alternative assessment procedures for a pupil from another culture, a pupil who is environmentally or economically

deprived or a pupil who has a disability. The conclusions of the team concerning the eligibility of the pupil for the gifted and talented program of instruction will be based upon an assessment of the talent, cognitive abilities or academic achievement of the pupil. Unless the pupil's individualized educational program otherwise provides, a pupil who is gifted and talented must participate in not less than 150 minutes of differentiated educational activities each week during the school year.

A range of service delivery options will be available to meet each gifted and talented student's special needs based on the student's Gifted and Talented Educational Plan (GTEP) and will be provided with administrative support to assure adequate funds for materials and professional development.

Gifted and Talented Educational Plan Development: Once a student has been referred to the gifted and talented program, the gifted and talented teacher will notify the student's parent, teachers, and school psychologist. The school psychologist at SLAM will fill out the appropriate forms and send home a Prior Written Notice to notify the parents for the initial assessment for the gifted and talented program. Parents will sign consent to evaluate. The School Psychologist will administer appropriate cognitive assessments. A multi-disciplinary team (MDT) comprised of a parent, a regular teacher, the teacher of the Gifted and Talented Program, an LEA representative, the school psychologist will meet to review the evaluation results. If the student is ESL, a teacher of ESL will attend and an interpreter if needed will also attend. The MDT members will determine the best suitable services required to meet the student's educational needs. The Gifted and Talented Eligibility Statement form will be used to determine eligibility in the gifted and talented program.

Parents will be considered partners with the schools in developing, reviewing, and revising the individualized educational plan (IEP) for their child. The role of parents in developing IEPs will include:

- Providing critical information regarding the strengths of their child;
- Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education
- Participating in discussions about the child's need for specially designed instruction;
- Participating in deciding how the child will be involved and progress in the general curriculum; and
- Participating in the determination of what services the school will provide to the child and in what setting.

The IEP team considers the following during development, review, and revision of the IEP:

- The strengths of the student and the needs resulting from the student's giftedness

The results of recent evaluations, including class work and state or district assessments

In the case of an ELL student the language needs of the student in relation the IEP

The Individualized Educational Plan (IEP) for each student will be individualized, measurable, and observable. The plan will include:

A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;

A statement of goals, including benchmarks or short-term objectives;

A statement of the specially designed instruction to be provided to the student;

A statement of how the student's progress toward the goals will be measured and reported to parents; and

The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

Implementation: The IEP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's IEP.

Services and instructional Strategies for Gifted and Talented Student: The school will offer various services to meet the needs of the gifted and talented student based on the Individualized Educational Plan. These services may include but are not limited to: Specialized gifted and talented courses (Attachment 3 A.3.3), Acceleration, Ability grouping, Modifications of content through differentiated curriculum, Career exploration and goal setting integrated into the curriculum, Curriculum compacting, Enrichment, Social skills development and/or counseling, and Real-world immersion activities (i.e. as science and social studies fairs, exhibits, academic competitions, mentoring).

Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level Nevada State Standards and SLAM NV offered opportunities for acceleration. Curriculum for gifted and talented students should include a wealth of opportunities for extended learning beyond the classroom.

Evaluations: The IEP team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In the case of a student with limited English proficiency, the language needs of the student as they relate to the IEP, will be considered when reviewing and revising the plan.

A.8.11 Gifted and Talented Continuum of service

The following delivery models may be available for students:

Middle School Gifted Program (6-8) - offer gifted content area courses (Mathematics, Science, Social Studies, and/or English Language Arts) and/or State-approved middle school gifted elective courses. All of the students in the gifted and talented course are eligible for gifted and talented services and the teacher is endorsed to teach gifted and talented students or on an approved waiver to complete the gifted and talented endorsement.

Senior High Gifted Program (9-12) - offer gifted and talented content area courses (Honors and/or Advanced Placement) and/or State-approved high school gifted and talented elective courses. All of the students in the gifted and talented course are eligible for gifted and talented services and the teacher is endorsed to teach gifted and talented or on an approved waiver to complete the gifted and talented endorsement.

Senior High Gifted Consultation (9-12) - regular education teachers and teachers of the gifted and talented meet regularly to plan, implement and monitor instructional alternatives designed to ensure that the gifted and talented students achieve successful accomplishment of gifted and talented goals in the Advanced Placement, Honors, or other academically rigorous programs. Gifted and talented students are not assigned to a gifted and talented course, rather receive consultation services from a teacher who is endorsed to teach gifted and talented or on an approved waiver to complete the gifted and talented endorsement

Instructional Strategies for Gifted -The School will offer various services to meet the needs of the gifted and talented student based on the Gifted and Talented Educational Plan. These services may include but are not limited to:

- Acceleration: (e.g. enrichment, world immersion activities (i.e. as science and social studies fairs, music and art exhibits, academic competitions, mentoring, career exploration and goal setting integrated into the curriculum);
- Differentiation: (e.g. curriculum compacting, modifications of content through differentiated curriculum); and
- Ability grouping: (e.g. specialized gifted and talented courses, Real social skills development and/or counseling).

A.8.12 GT Continuum of service flowchart - Please See Attachment 22 A.8.12

A.9 Records

A.9.1 Pupil Records

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

cabinets, and in accordance with all State of Nevada Laws. Only authorized staff and administration will have access to the files.

In accordance with NRS 386.650, the school will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The School will report data required by NRS 386.650 to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the Nevada State Board of Education will use Infinite Campus that is hosted as an ASP (Application Service Provider) by the Department of Education.

The governing body the charter school will ensure that a permanent record for each student enrolled in the school is maintained in a separate file. The student records will be stored in the school's main office and only authorized staff and administration will have access to the files.

The governing board of the school, specifically the chair, will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed. A governing board chair has not yet been selected, however this information will be provided as soon as the board makes a selection.

If a charter school closes, the School shall, for each student enrolled in the charter school, forward the permanent record of the student to the office of student records of the school district in which the student resides. Similarly, if a student withdraws from the school, the school shall forward the permanent record of the student to the office of student records of the school district in which the student resides. When a student graduates from the charter school, or completes the eighth grade year (the final year for which this school is chartered), the school shall forward the permanent record of the pupil(s) to the office of student records of the school district in which the pupil resides. If a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the charter authorizer or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a

school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. Schools may disclose, without consent, "directory" information. Schools must notify parents and eligible students annually of their rights under FERPA.

A.9.2 Pupil record retention policy - Please See Attachment 23 A.9.2

B.1 Governing Body

B.1.1 Bylaws letter from counsel – Please See Attachment 24 B.1.1

B.1.2 Bylaws - Please See Attachment 25 B.1.2

B.1.3 Bylaws stipulations identification - Please See Attachment 26 B.1.3

B.1.4 Governance philosophy

The governing philosophy of the SLAM NV Board of Directors is to ensure that the school works towards its mission specific goals (A.2.1). The Board will achieve this by developing a strong partnership between the Board and the School administrator leader as well as key stakeholders (Parent Teacher Organization and Student Organizations). The Board will focus on strategic questions, planning, and directing all decisions toward the fulfillment of the School's mission, vision and purpose (A.1.1-A.1.3).

B.1.5 Governance structure and composition

Pursuant to the terms in the attached Bylaws, the first governing body will consist of the members of the Committee to Form ~~Mater Academy of~~ SLAM Nevada. As set forth in section B.2, the Committee to Form SLAM NV includes experienced teachers and administrators and professionals with strong management backgrounds. This knowledge base will allow the future Board to provide the educational, financial and operational vision and governance which will lead to operational success by the School leader. Furthermore, the Board includes individuals with numerous ties to Sports Management and Leadership careers in the community, which will allow the school to develop collaborative partnerships within the community organizations.

The Board members individual strengths and areas of expertise will be considered in assigning Board member placements on Financial, Educational and Governance Committees. Key stakeholders from the school community will be included on committees.

The performance of the School, School leader, SLAM, Inc., and Academica Nevada will be evaluated by the Board at least annually. As stated in the school goals, the Board will consider evaluating based on both educational performance goals and objectives as well as organizational/management goals (A.2.1) as assessed and measured by the methods described in (A.2.2)

B.1.6 Increasing board capacity Narrative

As set forth in the School's bylaws, the Board will have an annual continuing training program for governance, academic accountability, and financial oversight. These trainings will be accomplished by participating in annual state and national charter school conferences.

B.1.7 Recruitment of board members

As vacancies may arise on the Board, members will solicit from parents, professional educators, and the community to seek candidates which adhere to the statutory requirements of NRS 386.549.

To assist in identifying the best qualified candidates, the Board shall develop a written job description of the qualifications a candidate must possess. They will advertise all vacancies by posting the description on the school's website and through direct (email, letter, text, or phone, etc.) communication to the parents of all enrolled students. Individual board members will also circulate the notice within their professional communities. The Board of Directors may not rely upon the school administrator or any EMO contracted by the school to nominate candidates for the Board of Directors.

B.2 Composition of the Committee to Form the School

B.2.1 Committee members names, resumes - Please See Attachment 27 B.2.1

B.2.2 Committee members response to questionnaire - Please See Attachment 28 B.2.2

B.2.3 Members' association with other charter schools

None of the members of the Committee to Form will have any ownership interest in the facility the school will lease. None of the members of the committee to form have had any professional association or affiliation with any other

charter school in this state or in another state. However, one of the committee members (Rodger Fairless) has immediate family that is currently employed by a charter school as disclosed in the questionnaire (Attachment 28 B.2.2).

B.2.4 Assurances - Please See Attachment 29 B.2.4

B.3 Management and Operation

B.3.1 Organizational Structure Narrative

The Governing Board will determine the academic direction and oversees the operation of the School. It shall be the responsibility of the governing body to establish annual budgets, adopt financial policies and procedures, set human resources policies, and select the school's legal counsel. The SLAM NV Board will hire, evaluate, and oversee the school principal. The Board will locate a Principal by recruiting talented individuals who have knowledge of and experience with instructional, educational, and school site matters. **The Committee to Form has identified a prospective administrator, Daniel Triana, (B. 4.5). The Committee to Form agrees that, as the Board of SLAM Nevada, it will need to identify opportunities for growth for the administrator of the school and provide him support to ensure the school achieves 4 or 5 Star status consistently. This will be an ongoing process. However, to ensure early success, SLAM Nevada will partner with SLAM Miami, which will provide the administrator with training, share best practices, and collaborate on educational programs and initiatives (A.3.13). This partnership will provide SLAM Nevada's administrator with an immediate knowledge base and support team that will facilitate early and consistent success.** The Principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board's operating policy and in compliance with district, state, and federal guidelines.

The School's on site administration (principal, assistant principal, and lead staff) will ensure the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the School. The principal, as the instructional leader, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The Principal will hire, oversee, and evaluate faculty and staff. The faculty and staff will be responsible for carrying out these procedures in their daily activities and interactions with students, parents' and the community.

B.3.2 Key management positions responsibilities

The School's on-site administration consists of the principal and/or administrative support staff that is responsible for the curriculum development, working with the teaching staff, and addressing student- related issues. The

administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The principal will be an employee of the school, not an employee of an Educational Management Organization. The principal, with the support of the administrative staff, will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school. The Principal will also be the person authorized to draw purchase orders for payment of the school's money. Background checks and fingerprinting will be completed in accordance with NRS 386.588.

The governing board will seek an individual who has: extensive administrative and teaching experience; experience working with school or advisory educational boards; strong managerial capabilities; knowledge of Sports Leadership and Management; the needs of diverse student population; positive evaluations from previous administrative position(s); letters of recommendation; and excellent communication skills.

The Principal will have authority to delegate additional administrative tasks to supporting administrating positions including but not limited to assistant principal, lead teacher, office manager, grade/department chairs, etc.

B.3.3 Organizational chart - Please See Attachment 30 B.3.3

B.3.4 How to carry out the laws

It is the responsibility of the Board of Directors to carry out the provisions of NRS 386.490 to 386.610. It shall be the responsibility of the Board of Directors to know the law and regulations governing the school, attend conferences and technical assistance meetings, avoid conflicts of interest, assign students' interests and academic achievement as the top priority of the school, maintain a diverse governing body, maintain accountability and transparency in all operations, and cooperate with the Board's Sponsor. The Board of Directors Chair will assure that the training and orientation set forth in the Bylaws of SLAM NV (Attachment 25 B.1.2) will focus on preparing the Board of Directors to fulfill these responsibilities. The Board will retain independent legal counsel and seek advice and assistance from legal counsel when any issue is in doubt. The Board's legal counsel will not be an employee or Board Member of Academics Nevada or SLAM, Inc.

B.3.5 Kind of school

The school intends to operate as a middle/high school in, according to the regularly adopted course of study for grades 6-12.

B.3.6 Lottery description - Please See Attachment 31 B.3.6

B.3.7 Outside help with application

The application was prepared with assistance from: Millie Sanchez (SLAM Liaison and Community Relations Director of Academica Florida), Alex Tamargo (SLAM Miami's Middle/High School Principal), from Academica Nevada Rebecca Fitzgerald, Clayton Howell, Robert Howell, Ryan Reeves, Corinne Wurm, and SLAM NV's Principal Daniel Triana. Their resumes are attached as Attachment 32 B.3.7.

B.3.8 Limiting Enrollment

School enrollment will not be limited, except as necessary to conform to the capacity of the school's facility and to designate the number of students per grade (which will be determined by the board based upon considerations such as staffing and demand for enrollment).

B. 3.1 Educational Management Organization

B.3.1.1 Existing Schools Information Template - Please See Attachment 33 B.1.1

B.3.1.2 Selection of EMO/model - Please See Attachment 34 B.3.1.2

B.3.1.3 Academic performance of EMO/ model - Please See Attachment 35 B.3.1.3

B.3.1.4 Financial performance of EMO/model - Please See Attachment 36 B.3.1.4.

B.3.1.5 Legal relationship with EMO/model - Please See Attachment 37 B.3.1.5.

B.3.1.6 Organizational structure - Please See Attachment 38 B.3.1.6

B.3.1.7 Contract/ management agreement - Please See Attachment 39 B.3.1.7 and Attachment 40 B.3.1.7

B.4 Staffing and Human Resources

B.4.1 Staffing plan Narrative

In the first year of operation, the school anticipates an initial enrollment of 360 students. To staff for this enrollment, the school anticipates hiring a principal, assistant principal, one administrative office manager, one secretary, 17 teachers, and one security/maintenance person. This staffing level provides for twelve core classroom teachers with a student ratio of 30 to 1, three specialists teaching the prescribed electives, two special education teachers. Each core and elective teacher will teach 6 out of 7 periods with a 30:1 ratio, approximately 180 students total. This staffing structure is sufficient for accomplishing the educational programs planned for the school.

The 30:1 target average is for students to licensed teachers. Numerous studies have yielded inconsistent results to the controversial class size debate. "A great deal of empirical data have been collected. However, they have so

far been less than convincing and not consistent enough to justify the expense of the additional classrooms and teachers that would be required....Targeted remedial programs are generally less costly and easier to deploy (Finn).” Moreover, a growing body of research indicates that teacher expertise is the most important factor in student achievement (What Matters Most: Teaching for America’s Future). “Even after controlling for prior achievement, student demographics, and geographic location, teacher quality at the school level is associated with student achievement (Fuller).” Since “the single largest factor in improving the educational outcome of a student is the effectiveness of that student’s teacher....the priority in a school should be to create a culture of effective teachers (Wong).” These studies have no doubt influenced policymaking at the federal level. The Effective Teaching and Leading Act, introduced in 2013, finds that “teacher quality is the single most important in-school factor influencing student learning and achievement (US Senate Bill 1063).” Research also indicates that the one of the greatest factors of a central office, or in this particular case the governing board, can contribute is to maintain a singular focus on improving instruction (Marzano and Waters).

The second year, the school anticipates an increase in enrollment to a total of 480 students. The increased enrollment will require one additional office-staff person, an additional security/maintenance person, 3 additional core/ elective , one additional special education teacher. This maintains a teacher student ratio of 30 to 1.

In subsequent years, the school hopes to continue to increase enrollment until it reaches the capacity of the school facility. As the school facility has not yet been located, additional increases in enrollment are difficult to predict. However, staffing increases will be proportionate to the increase in enrollment as set forth in the year two figures listed above.

Recruitment Plan - In order to recruit highly qualified and successful teachers, the school will: 1) Recruit teachers through the Nevada Department of Education and teacher recruitment websites such as Teacher to Teacher; 2) Seek to partner with community organizations (A.3.1, A.7.5) to recruit teachers that are familiar with sports, sports medicine, sports journalism, and sports leadership and management; 3) Seek to partner with Teach for America for the provision of a limited number of licensed staff (recognizing that Teach for America staff are on a short term commitment to the profession, the number of staff sought through this program will most likely be limited to avoid constant turnover); 4) Join with SLAM Inc.’s schools in recruiting qualified licensed staff through the Spanish Consulate’s Visiting Teachers Program, which provides highly skilled instructors; 5) Place advertisements in local publications; and 6) Coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns, whenever possible (as a

means to train and recruit potential future staff). Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth.

Teacher retention will be a focus and responsibility of both the board and the school administrator. Teachers will be paid salaries commensurate with their experience and comparable to the local school district. A competitive benefits program will be offered to teachers and staff to ensure their retention and employment satisfaction. Teacher's input will be valued. Accordingly, they will be provided opportunities for shared decision making with the school principal. All faculty and staff members employed by the school will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The school will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

B.4.2 Employment contract negotiation

SLAM NV will comply with NRS 386.595 in the negotiation of all contracts for employment with the school. A standard employment agreement will be developed with the assistance of legal counsel and utilized for the employment of licensed personnel. Individual variances in employment term or salary will be negotiated by the hiring authority, typically the school administrator, remaining within the budgetary parameters set by the board of directors.

B.4.3 Instructor qualifications

The school will ensure that persons who provide instruction at the school comply with Nevada licensure requirements. The U.S. Department of Education and the No Child Left Behind Act of 2001 require all core academic subject teachers be "highly qualified." To become "highly qualified", a teacher must hold a Nevada teaching license in the appropriate area. The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state.

All employees at the school will undergo screening and background checks in accordance with state and local school district laws and regulations. The school will seek candidates who demonstrate, at minimum, the following qualifications: 1) Educational background: Bachelor's degree or higher in field; 2) State certification for the required position; 3) Excellent presentation and interpersonal skills; 4) Satisfactory recommendation and/or evaluations from previous employer; 5) Personal characteristics, knowledge, and belief in the school's mission; 6) An ability and

motivation to work as part of a team in a small-school setting with parental involvement; and 7) Positive references/letters of recommendation.

A screening committee comprised of school administrators, teachers and lead staff will interview potential employees. Initial screening interviews will be held, credentials will be verified and official recommendations to hire will be made to the principal, who will make the final hiring decision for faculty and support staff.

B.4.4 Teacher evaluations Narrative

The teacher evaluation practices and procedures will comply with NRS 391.3125. The primary purpose of an evaluation is to provide a format for constructive assistance. The School principal will evaluate teachers regularly using both formative and summative evaluation tools. Evaluations, while not the sole criterion, must be used in the dismissal process. A conference and a written evaluation for a probationary employee must be concluded not later than ninety days after employment.

An administrator charged with the evaluation of a probationary teacher shall personally observe the performance of the teacher in the classroom for not less than a cumulative total of 60 minutes during each evaluation period, with at least one observation during that 60-minute evaluation period consisting of at least 45 consecutive minutes. The evaluation of a probationary teacher or a post probationary teacher must include, without limitation: (a) an evaluation of the classroom management skills of the teacher; (b) a review of the lesson plans and the work log or grade book of students prepared by the teacher; (c) an evaluation of whether the curriculum taught by the teacher is aligned with the standards of content and performance established pursuant to NRS 389.520, as applicable for the grade level taught by the teacher; (d) An evaluation of whether the teacher is appropriately addressing the needs of the students in the classroom, including, without limitation, special educational needs, cultural and ethnic diversity, the needs of students enrolled in advanced courses of study and the needs of students who are limited English proficient; (e) If necessary, recommendations for improvements in the performance of the teacher; (f) A description of the action that will be taken to assist the teacher in correcting any deficiencies reported in the evaluation; and (g) A statement by the administrator who evaluated the teacher indicating the amount of time that the administrator personally observed the performance of the teacher in the classroom.

The teacher must receive a copy of each evaluation not later than 15 days after the evaluation. A copy of the evaluation and the teacher's response must be permanently attached to the teacher's personnel file. Upon the request of a teacher, a reasonable effort must be made to assist the teacher to correct those deficiencies reported in the evaluation

of the teacher for which the teacher requests assistance. The school and its governing board shall not discriminate on the basis of race, color, religion, age, sex, national origin.

B.4.5 Administrator information

An administrator has been selected to lead the school. Daniel Triana, Principal, 5529 Magi Ranch Ct, Las Vegas, NV, 89131, (702) 378-0117. Mr. Triana is an experienced and highly-qualified administrator. (See Attachment 50 for Resume and References.) He was identified as a candidate for the administrator of SLAM Nevada by Committee to Form members Rodger Fairless and Ernie Jauregui. Mr. Fairless and Mr. Jauregui have spent decades serving as teachers, coaches and administrators in the Clark County School District, and saw in Mr. Triana a leader who possessed the skills, work ethic, and temperament to guide SLAM Nevada. (See Attachment 50 Reference Letter from Mr. Jauregui.)

The assessment of Mr. Triana by Mr. Fairless and Mr. Jauregui has been confirmed by the other members of the committee to form, who have (1) spent considerable time with Mr. Triana, discussing his educational philosophy, and work and life experience, and (2) reviewed letters of recommendation written on behalf of Mr. Triana (Attachment 50). In addition, the Board President (Rene Ruiz) and the Principal of SLAM Miami (Alex Tamargo) have met with Mr. Triana and agreed that he would make an excellent administrator of SLAM Nevada.

Mr. Triana, the proposed administrator, is not a member of the Committee to Form and will not be on the Board of SLAM Nevada. Notwithstanding this, the Committee to Form decided to involve Mr. Triana in the development of the School's Mission, Vision, Philosophy, and Curriculum so that he will fully understand them, embrace them, and be able to fulfill them. Thus, the Committee to Form believed it pertinent for Mr. Triana the prospective Principal to take part in the capacity interviews. As previously noted, Mr. Triana helped with the development of the application (B.3.7 Outside Help With The Application and Attachment 32 B.3.7).

B.4.6 Administrator position description

The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the governing board. The principal will maintain the day-to-day operations and serve as the instructional leader of the school.

The school's principal, administrative staff, and/or administrative support staff is responsible for the curriculum development, working with the teaching staff, completing all teacher evaluations, oversight of all state mandated testing, and addressing student-related issues.

The principal will be evaluated at least annually by the Board of Directors. The SLAM NV Board evaluation will include input from students, parents and staff and focus on the school's progress towards achieving the goals set forth in Section A.2.1 and A.2.2.

B.4.7 Employing administrators

At the time the school would need to consider a candidate for the principal position, the school's governing board will implement a plan to identify qualified candidates for the administrative positions at the school. Using job placement ads in national industry publications and local advertising/marketing such as Education Week and, teacher/non-profit recruitment websites such as Teacher-Teacher and Idealist, the school's governing body will develop a database of highly qualified candidates meeting all state and local school district standards and qualifications. Applicants will be screened by a team of professionals, including the governing board, trained to identify the individuals best suited to carry out the mission of the school. Background checks and fingerprinting will be completed in accordance with NRS 386.588.

At minimum, the governing board will seek an individual who has: extensive administrative (preferably in a school setting) and teaching experience; experience working with school or advisory educational boards; strong managerial capabilities; knowledge of the needs of diverse student population; positive evaluations from previous administrative position(s); letters of recommendation; and excellent communication skills.

In the event of a vacancy in an administrator position, the school will utilize the database used during the initial recruitment process to identify a suitable individual to fill the vacant position. In addition, the school will consider potential candidates who already work at the school.

The Board interviews and hires the school principal and will ensure that all administrators are highly qualified and match the needs of the school and its students. The principal will be an employee of the school, not an employee of the Educational Management Organization.

B.4.8 Employing instructors/others

The school will ensure that faculty members are highly-qualified, licensed and/or certified as applicable and appropriate within Nevada state laws and match the learning needs of its students. The school administrator will be

primarily responsible for interviewing teacher candidates. Considerable effort will be taken during interviews to hire the most qualified candidates that cumulatively represent the diverse racial/ethnic background of the local community and county that the school will serve. Also see B.4.1 above.

B.4.9 Licensed and non-licensed staff if applicable

Currently the board has not selected any licensed or non-licensed staff members.

C.1 Budget

C.1.1 Budget - Please See Attachment 41

C.1.2 Budget Narrative - Please See Attachment 42

C.1.3 Cash flow statement - Please See Attachment 43

C.1.4 Chart of Accounts assurance

The school will use the Nevada Chart of Accounts.

C.1.5 Pre-opening budget - Please See Attachment 44

C.1.6 Contingency plan for financial challenges

Please see attachment 45 for a break-even budget, budget narrative, and budget for required minimum enrollment which discuss a contingency plan for financial challenges. The fiscal year is from July 1 to June 30. All money received by the School will be deposited in a Nevada financial institution. The committee believes the school will need a minimum of 180 students in the first year of operation to start the school.

C.2 Financial Managements

C.2.1 Financial responsibility

The governing body will oversee all aspects of the fiscal management of the school. The auditors, accountants and educational management company retained by the board, will work as to team to develop financial statement and accounting reporting templates to ensure compliance with state and federal reporting guidelines.

Under the supervision of the Board's Treasurer and in conjunction with the School's audit firm, Academica Nevada will be responsible for the school's bookkeeping, financial reporting, and financial liability. The principal of the school (to be determined) will supervise the day to day cash collections at the school.

Audits will be conducted on a yearly basis in accordance with the Requirements of the Financial Accountability System Resource Guide (FASRG) as well as other required state reporting requirements. Guidelines for financial accounting and reporting to be followed are derived from generally accepted accounting principles (GAAP). The

Financial Accounting Standards Board (FASB) defines GAAP in statements of financial accounting standards and other pronouncements. Some of the FASB statements that apply specifically to charter schools are identified below. Other FASB statements, as applicable, may also apply to the school's financial accounting and reporting structure. Forthwith are some of the applicable standards and is not all-inclusive: Statement of Financial Accounting Standards No. 93, *Recognition of Depreciation by Not-for-Profit Organizations*; Statement of Financial Accounting Standards No. 116, *Accounting for Contributions Received and Contributions Made*; Statement of Financial Accounting Standards No. 117, *Financial Statements of Not-for-Profit Organizations*; Statement of Financial Accounting Standards No. 124, *Accounting for Certain Investments Held by Not-for-Profit Organizations*; and Statement of Financial Accounting Standards No. 136, *Transfers of Assets to a Not-for-Profit Organization or Charitable Trust That Raises or Holds Contributions for Others*. I

In the absence of other specific guidance, the charter holder will follow generally accepted accounting principles. A charter school management company will be the liaison and work with entities selected by the governing board to ensure completion of the annual audit of the financial and programmatic operations of the school. In preparing budgets for grant application, particular attention will be paid to proper coding to ensure that all expenses are allowable. There will be strict adherence to the designated use of restricted and temporarily restricted funds. There will be timely draw down of funds, report generation and filing. All parties will be held accountable for the results of the external audit. Exceptions noted by external auditor will be reported to the governing board and will be considered during the annual review of performance of the principal and contractors.

The primary aim of this collaborative work will be to ensure that generally accepted accounting principles and standards are adhered to. The governing board will use the information received from the annual audit to assess the performance of the school, the principal, and all other parties involved in providing services to the school. They will also use such information to ensure that such reporting is in compliance with generally accepted accounting principles and generally accepted standards of fiscal management. The audit will be presented no later than four months after the school's fiscal year-end.

C.2.2 Closing Procedures

The governing body of the school will comply with NAC 386.335 and NRS 386.536 upon closure of the charter school. The following procedures will be handled as follows:

1. The governing body of the School will appoint and administrator subject to the approval of the SPCSA to act as a trustee during the process of closure and for one year after the date of closure.

2. Not less than 30 days before the closure of the charter school, the governing body of the charter school will submit written notice of closure to the SPCSA and the employees of the charter school. The notice will include reason for the closure, date of said closure and date of the meeting of the governing body on which the determination was made to close the charter school. It will include the name of school administrator along with contact information.
3. Not less than 30 days before closure of the charter school, the governing body of the school will instruct the registrar of the charter school to complete the following:
 - a. Contact by regular mail the parent or legal guardian of each pupil enrolled in the charter school.
 - b. The notice to parents will include information on how the pupil may transfer to another public school and the manner in which records of that pupil will be transferred;
 - c. Contact the board of trustees of each school district in which a pupil in the charter school resides. This correspondence will include written notice of the closure of the charter school and notification that the school district may receive students for enrollment upon the closure.
 - d. The charter school registrar will ensure that all information required by NRS 386.650 for inclusion in the automated system of accountability information of Nevada is current to the date of the closure.
4. Not less than 30 days before the closure of the charter school, the governing body will submit to the sponsor of the charter school the following:
 - a. All records of indebtedness of the charter school, if any and any property of the charter school that is encumbered;
 - b. Return any remaining restricted assets to their source, such as grant money and money contained in restricted categorical funds;
 - c. Create a current and projected payroll and payroll benefits commitment, listing each employee, each employment position and the amount of money required to satisfy existing contracts;
 - d. Report of the income tax documentation for the employees of the charter school;
 - e. Ensure that outstanding obligations of the charter school are settled after closure of the charter school, including without limitation, unemployment compensation, employee benefits, and resolution of the lease agreement for the charter school, if applicable, and final balances for utilities and other costs.

5. Not later than 6 months after closure the charter school governing body will provide an independent audit, including, without limitation, the net assets and net liabilities of the charter school; and the annual report of budget required by NRS 386.600.
6. The governing body of the charter school shall ensure that all money received by the charter school from the state of Nevada that is unencumbered is returned to the Department and placed in an escrow account for the purpose of satisfying any outstanding obligations of the charter school. One year after the establishment of the escrow account, the Department will transfer the balance remaining in that account to the State Distributive School Account created pursuant to NRS 387.030.
7. The sponsor shall conduct a physical inspection upon closure of the charter school to confirm that all equipment, supplies and textbooks identified in the inventory of the charter school maintained pursuant to NAC 386.342 are on the premises of the charter school. A current copy of the written inventory is to be provided to the sponsor of the charter school. The inventory will identify the source of money used to purchase each item, the name of the entity that donated the item and/or the owner of the item, as applicable.
8. Upon closure of the charter school, the governing body will ensure that if the charter school used money received from the sponsor of the charter school, the State of Nevada or the federal government to purchase equipment or supplies, the equipment and supplies will remain on the premises of the charter school, unless the charter school is directed otherwise by the sponsor of the charter school, the State or the federal government, as applicable. Such equipment and supplies may only be removed by the charter school sponsor, the State, or the federal government.
9. Additionally, if a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the Sponsor of the School or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

C.2.3 Audit firm

The anticipated audit firm will be: L.L. Bradford & Company, CPAs, 8880 W. Sunset Road, Las Vegas, NV 89148, 702-735-5030.

C.2.4 Nevada bank

The anticipated local Nevada bank will be: Nevada State Bank, 750 E. Warm Springs Road, Las Vegas, NV 89119, 702-855-4612.

C.2.5 Fees, Charges

There will not be any tuition fees charged to students attending the school. Should the governing board determine to offer summer school or other after school programs not funded by the state, then parents will be notified as to the appropriate fees for these additional services.

C.2.6 Person to draw orders for payment of school's money

The person designated to draw all orders in pursuant to NRS386.573 for the payment of monies belonging to the charter school is to be determined by the governing body. It is contemplated that such person will be the principal, Daniel Triana. It is the intent of the school to engage Academica Nevada to help handle the school's financial liabilities. The school also intends to hire as part of the office staff, an individual with business experience who would interface with the EMO. The school has not yet contracted with an auditor but anticipates to do so with the firm listed above. The EMO, school-site person, and accounting firm will work at the direction of the board to handle the financial liabilities.

C.2.7 Approving Payment of Monies Narrative- Financial Policies Handbook

SLAM NV intends to adopt and comply with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA.

The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment and services. The purchasing agent will be appointed by the governing body. He/She will be responsible for developing and administering the charter school's purchasing program. No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase [with the exception of a petty cash purchase] will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders...The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate

administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

C.2.8 Minimum number of pupils necessary - Please see Attachment 45 C.2.8

The absolute minimum number of pupils necessary is 180.

C.3 Facilities

C.3.1 Facilities

The committee has not yet obtained a suitable facility and, as such, is currently seeking a Subsection 7 Charter. The following information is provided pursuant to NAC 386.140(4):

- (a) Given the state of the real estate market in Las Vegas it is difficult to find existing facilities that are zoned and school ready. Most existing facility owners are not willing to expend funds to build out and properly zone a facility for a start-up charter school. The committee members are currently working to identify a suitable location for the school. It is contemplated that the school will obtain a facility at the time it receives approval of its application.
- (b) The school has currently engaged a leasing agent and is looking for a suitable building to lease. There is no affiliation between the broker and any members of the formation committee. The board will require a clause in the lease and the management contract that one is not contingent upon the other. The market analysis the school considers to find a facility is four fold: first, the school will designate a specific area for the facility; second, a certain amount of acreage and square footage for the facility; third, the property has to be properly zoned and permitted; fourth, the lease rate has to fit the budget. This approach allows the school to quickly identify buildings and properties that work within the parameters set and provide a point of comparison to assess proper market values.
 1. The committee is currently considering many different sites but will select the appropriate site based upon size and affordability.
 2. The committee intends to identify the school location by May 1, 2015. All permits and inspections would be obtained by July 15, 2015. The equipment for the facility would be obtained by August 1, 2015 to furnish the school. The personnel to run the school would be selected by June 1, 2015 with a start date in August 2015.
- (c) The school plans to open in August 2015.

- (d) The equipment at the school will be typical of a middle high school. The school will have an administrative area with desks, phones and computers. Each class will have whiteboards, computers, desks for each student and teacher. The cafeteria will have a warming room to serve lunch and the facility will retain space for storage of supplies.
- (e) A written estimate by an authorized insurer is included herein as attachment ___.
- (f) Any leases will be conditioned on the approval of the school's application.

C.3.2 Insurance Proposal/Affidavit - Please See Attachment 46 C.3.2.

C.4 Transportation, Health Services, and Emergency Services

C.4.1 Transportation

The school will not provide transportation for the students to and from school. The school will work with the parents and guardians of students to facilitate parents interested in creating carpooling groups enabling other means of transportation to and from school.

C.4.2 Health Services

The school will provide health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained (A.3.13). A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract is not available at this time, but will be provided to the Authority upon its finality.

State required examinations will be conducted by the FASA as follows. Students will be screened for auditory and visual problems in Kindergarten, third grade, and sixth grade. Scoliosis screenings will be held in seventh grade. Height and weight evaluations will be conducted in fourth and seventh grade. The FASA will be responsible for notifying the parents/guardians of any student who has a problem in the visual, auditory, height and weight, or scoliosis screenings. Pursuant to NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the format prescribed by the State Health Officer.

C.4.3 Immunization Records

The school registrar will be responsible for reviewing, verifying, and maintaining immunization records. He/she will also be responsible for contacting the parents/guardians of students who are not in compliance with state regulations regarding immunizations and for informing school administrators of students who are not in compliance with state law. The principal will schedule parent conferences with students who are still not in compliance with state immunization laws after the first month of school. A student will be excluded from school until he/she has the proper immunizations, if the student has not provided the school with proof of immunization by the end of October. Immunization records will be kept in a secured cabinet in the school office along with the other student records. The records will be kept for five years after a student leaves the school. The registrar will participate in the DHHS immunization survey. Additional maintenance of student records is addressed in section A.9.

C.4.4 Emergency drills - Please See Attachment 47 C.4.4**C.4.5 Emergency management plan - Please See Attachment 43 C.4.5**

SLAM NV Attachments

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Attachment 2
Attachment A.3.2
Schedule of Courses

Pursuant to NRS 389.018, the school will offer the following courses of study for each grade level: English/Language Arts (including reading, composition and writing), Mathematics, Social Studies, Science, Computer Education and Technology, Health, and Physical Education. Pupils will also receive instruction in career exploration, and personal and social development in seventh or eighth grade. Other middle/high school course elective options are listed below.

To graduate from High School students must complete a minimum of 22.5 credits (see attachment 6 A.3. for specific graduation requirements). However, the school intends to prepare its students to meet the requirement of the Advanced High School Diploma (24 credits). In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, SLAM NV students will be scheduled into a fourth year of mathematics, a third year of science, and a third year of social studies. In alignment with SLAM NV's philosophy of providing a rigorous curriculum, the school's founders expect pupils to be meet the demands of the 21st Century by being globally competitive and academically prepared for post-secondary education and future careers.

The following is the proposed schedule of courses by grade level:

Grade Level	Schedule of Courses
6	<p>Required Courses</p> <ul style="list-style-type: none"> – English/Language Arts 6 Block English/Language Arts 6 Block Accelerated – Mathematics 6 Mathematics Accelerated 6 – Science 6 Science Accelerated 6 – World History 6 – Physical Education 6 (Semester) – Computer Literacy - HS credit (Semester) <p>Elective Course Options</p> <ul style="list-style-type: none"> – Spanish Spanish for Spanish Speakers I - HS Credit – Introduction to Dance – Intro to Biomedicine
7	<p>Required Courses</p> <ul style="list-style-type: none"> – English/Language Arts 7 Block English/Language Arts 7 Block Accelerated – Mathematics 7 Mathematics 7 Accelerated – Science 7 Science Accelerated 7 – U.S./Nevada History 7 U.S. /Nevada History Accelerated 7 – Physical Education 7 (Semester) – Career and Decision-Making Skills (Semester) <p>Elective Course Options</p> <ul style="list-style-type: none"> – Introduction to Media Technology Media Production – Spanish for Spanish Speakers I - HS Credit – Spanish I - HS Credit – French I - HS Credit Spanish for Spanish Speakers I - HS Credit – Photography (Semester) – Introduction to Dance Intermediate Dance – Biomedicine 7-8
8	<p>Required Courses</p> <ul style="list-style-type: none"> – English 8 English Accelerated 8 – Pre-Algebra 8 Algebra I (HS Credit) – Science 8 Science Accelerated 8 – World Geography 8 World Geography Accelerated 8

Attachment 2
Attachment A.3.2
Schedule of Courses

	<ul style="list-style-type: none"> – Health 8 (Semester) – Physical Education 8 (Semester) <p>Elective Course Options</p> <ul style="list-style-type: none"> – Introduction to Media Technology Media Production – Spanish I - HS Credit Spanish for Spanish Speakers I - HS Credit – French I - HS Credit – Photography (Semester) – Intermediate Dance – Biomedicine 7-8 Advanced Biomedicine 8
9	<p>Required Courses</p> <ul style="list-style-type: none"> – English 9 English 9 H – Algebra I Geometry Geometry H – Biology I Biology I H Chemistry Chemistry H – P.E. (Personal Fitness Team Sports I Team Sports II Individual and Dual Sports I Individual and Dual Sports II Beginning Weight Training Intermediate Weight Training) – Health I - Life Management Skills (semester) <p>Career Academy Elective Courses</p> <ul style="list-style-type: none"> – Principles of Business and Marketing – Sports and Entertainment Business – Health Science I – Video Production I <p>Elective Course Options</p> <ul style="list-style-type: none"> – Health II - Personal Health (semester) First Aid and Safety (semester) – Advanced Health Explorations (semester) – Dance I – Introduction to Biomedical Science – Principles of Anatomy/Physiology Principles of Anatomy/Physiology Honors – Journalism I – Yearbook or Newspaper – Computer Applications I (Semester) – Web Design – Speech and Debate I – Psychology I – French I French II Honors – Spanish I Spanish II Honors – Spanish for Spanish Speakers I Spanish for Spanish Speakers II or III Honors
10	<p>Required Courses</p> <ul style="list-style-type: none"> – English 10 English 10 H – Algebra I Geometry Geometry H Algebra II Algebra II H – Chemistry I Chemistry I H AP Chemistry AP Biology – World History World History H AP World History – P.E. (Personal Fitness Team Sports I Team Sports II Individual and Dual Sports I Individual and Dual Sports II Beginning Weight Training Intermediate Weight Training) <p>Career Academy Elective Courses</p> <ul style="list-style-type: none"> – Principles of Business and Marketing – Sports and Entertainment Business – Business Management I – Sports and Entertainment Marketing I or II

Attachment 2
Attachment A.3.2
Schedule of Courses

	<ul style="list-style-type: none"> – Health Science I or II – Sports Medicine I – Computer Applications I or II Web Design – Video Production I or II (LAB) <p>Elective Courses</p> <ul style="list-style-type: none"> – Introduction to Biomedical Science – Principles of Anatomy/Physiology Principles of Anatomy/Physiology Honors – First Aid and Safety (semester) Health II - Personal Health (semester) – Advanced Health Explorations (semester) – Dance I or II – AP European History Psychology I or II – French I French II or III, Honors – Spanish I Spanish II or III Honors – Spanish for Spanish Speakers I Spanish for Spanish Speakers II or III Honors – Photography I or II – Journalism I or Journalism II – Speech and Debate I or II
11	<p>Required Courses</p> <ul style="list-style-type: none"> – English 11 English 11 H AP English Language and Composition – Algebra I Geometry Geometry H Algebra II Algebra II H Pre-Calculus AB H Pre-Calculus BC H AP Calculus AB AP Calculus BC AP Statistics – Chemistry I Chemistry I H AP Chemistry AP Biology Physics I Physics I H AP Physics B – U.S. History U.S. History H AP U.S. History <p>Career Academy Elective Courses</p> <ul style="list-style-type: none"> – Sports and Entertainment Marketing I, II, or III – Business Management I or II – Health Science I or II – Sports Medicine I, II or Advanced Studies – Video Production II or III (LAB) – Computer Applications I or II Web Design – Executive Internship I (Semester) Executive Internship II (Semester) <p>Elective Courses</p> <ul style="list-style-type: none"> – First Aid and Safety (semester) Health II - Personal Health (semester) – Principles of Anatomy/Physiology Principles of Anatomy/Physiology Honors or Advanced Anatomy/Physiology Advanced Anatomy/Physiology Honors – Advanced Health Explorations (semester) – Personal Fitness Team Sports I Team Sports II Individual and Dual Sports I Individual and Dual Sports II Beginning Weight Training Intermediate Weight Training Advanced Weight Training – Dance I or II – Economics Economics Honors AP Macroeconomics AP Microeconomics AP European History Psychology I or II AP Psychology – French I French II, or III Honors AP French Language and Culture – Spanish I Spanish II or III Honors Spanish for Spanish Speakers I Spanish for Spanish Speakers II or III Honors AP Spanish Language and Culture – Photography I or II – Journalism II or III

Attachment 2
Attachment A.3.2
Schedule of Courses

	<ul style="list-style-type: none"> – Speech and Debate I, II or III
12	<p>Required Courses</p> <ul style="list-style-type: none"> – English 12/English 12 Honors/AP English Literature and Composition – Geometry Geometry H, Algebra II Algebra II H Pre-Calculus AB Pre-Calculus BC AP Calculus AB AP Calculus BC AP Statistics – Chemistry I Chemistry I H AP Biology AP Chemistry Physics I Physics I H AP Physics B – U.S. Government U.S. Government H AP U. S. Government & Politics <p>Career Academy Elective Courses</p> <ul style="list-style-type: none"> – Business Management II or Business Management Advanced Studies – Sports and Entertainment Marketing II, III or Sports and Entertainment Marketing Advanced Studies – Health Science II – Sports Medicine II, or Advanced Studies – Video Production III – Executive Internship III (Semester) Executive Internship IV (Semester) <p>Elective Courses</p> <ul style="list-style-type: none"> – P.E. (Personal Fitness Team Sports I Team Sports II Individual and Dual Sports I Individual and Dual Sports II Beginning Weight Training Intermediate Weight Training Advanced Weight Training) – Economics Economics Honors AP Macroeconomics AP Microeconomics AP European History Psychology I or II AP Psychology – French II, III Honors AP French Language and Culture – Spanish II or III Honors Spanish for Spanish Speakers II or III Honors AP Spanish Language and Culture AP Spanish Literature and Culture – Photography II – Dance II – Principles of Anatomy/Physiology Principles of Anatomy/Physiology Honors or Advanced Anatomy/Physiology Advanced Anatomy/Physiology Honors – Journalism III or IV – Speech and Debate II or III – Computer Applications II Web Design

Career Academies - Recommended Course of Study

The career elective course offerings afford students opportunities to explore sports leadership related career options, while meeting the requirements for promotion to high school and high school graduation. In middle school, students will have an opportunity to take Computer Literacy and Career and Decision Making Skills. The Career and Decision Making course will incorporate major concepts of sports leadership careers in medicine/health, marketing/entertainment, and business/management. Through these foundational courses, students in grades 6-8, will learn to use computer and keyboarding skills to accurately communicate as well as to create projects within their core classes, while exploring various careers in the sports leadership arena. Thus, these courses are intended to prepare students with the skills necessary to manage new and challenging coursework, to meet the demands of 21st Century technology, and to acquire the foundational skills to be eventually successful in the workplace.

In grades 9-12, the school professionals (administration and lead faculty) will develop standards-based pacing guides

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Schedule of Courses

for instruction in the career academy elective courses. Master scheduling of these course offerings will vary depending on student course selections. Below is a sample of recommended course of study in each program area:

Academy of Sports Medicine/Health Science

Middle School	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Suggested Pre Academy Courses: Career and Decision Making Skills Health 8 Biomedicine 7-8 Advanced Biomedicine 8	English 9 (Regular/Honors)	English 10 (Regular/Honors)	English 11 (Regular/Honors) AP Language & Comp	English 12 (Regular/Honors) AP Literature & Comp
	Algebra I Geometry (Regular/Honors)	Geometry (Regular/Honors) Algebra II (Regular/Honors)	Algebra II (Regular/Honors) Pre-Calculus AB/BC Honors AP Statistics	Pre-Calculus AB/BC Honors AP Calculus AB AP Calculus BC
	Health I (.5) / Computer Elective (if not taken in middle school)	World History (Regular/Honors/AP)	United States History (Regular/Honors/AP)	United States Govt. (Regular/Honors/AP)
	Biology (Regular/Honors)	Chemistry (Regular/Honors) AP Biology	Physics (Regular/Honors) AP Biology AP Chemistry	Physics (Regular/Honors) AP Biology AP Chemistry AP Physics
	Two consecutive levels of a Foreign Language (If not already taken in Middle School)		AP Foreign Language or other Elective	AP Foreign Literature or other Elective
	P.E. Elective	P.E. Elective	Sport Medicine Advanced Studies	Sports Med or Health Science Elective
	Sports Medicine I	Sport Medicine II	Executive Internship I (.5) / Executive Internship II (.5)	Executive Internship III (.5) / Executive Internship IV(.5)

Attachment 2
Attachment A.3.2
Schedule of Courses

Academy of Sports Marketing & Entertainment Media

Middle School	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Suggested Pre Academy Courses:	English 9 (Regular/Honors)	English 10 (Regular/Honors)	English 11 (Regular/Honors) AP Language & Comp	English 12 (Regular/Honors) AP Literature & Comp
Career and Decision Making Skills	Algebra I	Geometry (Regular/Honors)	Algebra II (Regular/Honors)	Pre-Calculus AB/BC Honors
Computer Literacy (Semester)	Geometry (Regular/Honors)	Algebra II (Regular/Honors)	Pre-Calculus AB/BC Honors AP Satitistics	AP Calculus AB AP Calculus BC
Introduction to Media Technology Media Production	Health I (.5) / Computer Elective (if not taken in middle school)	World History (Regular/Honors/AP)	United States History (Regular/Honors/AP)	United States Govt. (Regular/Honors/AP)
	Biology (Regular/Honors)	Chemistry (Regular/Honors) AP Biology	Physics (Regular/Honors) AP Biology AP Chemistry	Physics (Regular/Honors) AP Biology AP Chemistry AP Physics
	Two consecutive levels of a Foreign Language <i>(If not already taken in Middle School)</i>		AP Foreign Language or Sports Marketing & Entertainmnet Media Elective	AP Foreign Literature or Sports Marketing & Entertainment Media Elective
	P.E. Elective	P.E. Elective	Sports & Entertainment Marketing II or III	Sports and Entertainment Marketing Advanced Studies
	Principles of Business & Marketing	Sports & Entertainment Marketing I or II	Executive Internship I (.5) / Executive Internship II (.5)	Executive Internship III (.5) / Executive Internship IV(.5)

Attachment 2
Attachment A.3.2
Schedule of Courses

Academy of Sports Business and Management

Middle School	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Suggested Pre Academy Courses: Career and Decision Making Skills Computer Literacy Introduction to Media Technology Media Production	English 9 (Regular/Honors)	English 10 (Regular/Honors)	English 11 (Regular/Honors) AP Language & Comp	English 12 (Regular/Honors) AP Literature & Comp
	Algebra I	Geometry (Regular/Honors)	Algebra II (Regular/Honors)	Pre-Calculus AB/BC Honors
	Geometry (Regular/Honors)	Algebra II (Regular/Honors)	Pre-Calculus AB/BC Honors AP Statistics	AP Calculus AB AP Calculus BC
	Health I (.5) / Computer Elective (if not taken in middle school)	World History (Regular/Honors/AP)	United States History (Regular/Honors/AP)	United States Govt. (Regular/Honors/AP)
	Biology (Regular/Honors)	Chemistry (Regular/Honors) AP Biology	Physics (Regular/Honors) AP Biology AP Chemistry	Physics (Regular/Honors) AP Biology AP Chemistry AP Physics
	Two consecutive levels of a Foreign Language (<i>If not already taken in Middle School</i>)		AP Foreign Language or Sports Business & Management Elective	AP Foreign Literature or Sports Business & Management Elective
	P.E. Elective	P.E. Elective	Business Management II	Business Management Advanced Studies
Principles of Business & Marketing	Business Management I	Executive Internship I (.5) / Executive Internship II (.5)	Executive Internship III (.5) / Executive Internship IV (.5)	

Attachment 3
Attachment A.3.3
Course Descriptions and Alignment with Standards



COURSE DESCRIPTIONS

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Attachment A.3.3
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ENGLISH LANGUAGE ARTS COURSES

Overview

Teachers will provide instruction in English/Language Arts using the Nevada Academic Content Standards (Common Core Standards) in English Language Arts (ELA) to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. The College and Career Readiness (CCR) Anchor Standards will help teachers define college and career readiness expectations while the grade specific ELA standards will guide instruction at each grade level and help ensure that pupils gain adequate exposure to an increasing complex range of texts and tasks as they progress from grade 6 through 12. The courses will cover the application of the writing process, effective use of speaking and listening and language skills, higher-order critical thinking and literacy skills in preparation for overall post-secondary preparedness.

The reading standards focus on text complexity and the growth of comprehension in reading. The Reading standards place equal emphasis on the sophistication of what pupils read and the skill with which they read. Whatever they are reading, pupils must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

The writing standards focus mainly on text types, responding to reading, and research. To build a foundation for college and career readiness, pupils need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external audience and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources.

The speaking and Listening standards focus on flexible communication and collaboration including skills necessary for formal presentations. Speaking and Listening standards require pupils to develop a range of broadly useful oral communication and interpersonal skills. Pupils must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task. To build a foundation for college and career readiness, pupils must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that pupils contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

The language standards focus on effective use of language, conventions, and vocabulary. The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases. To build a foundation for college and career readiness in language, pupils must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.

Course content for the courses listed below will be aligned to the aforementioned Nevada Academic Content Standards (newly adopted Common Core Standards). The College and Career Readiness standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity that together define the skills and understandings that all pupils must demonstrate. Teachers will address all Common Core State Standards for Language Arts and Literacy instruction and will prepare pupils for mastery of those standards focusing on the following:

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Course Descriptions and Alignment with Standards

The ~~SLAM!~~ Connection: Student Self-Evaluation Goals - Below are examples of project-based task/learning activities related to the Sports Leadership theme to assist teachers in correlating real-world application activities to specific NACS in developing thematic lessons.

At the beginning of the school year, Pupils will create Career Portfolios in their Language Arts, which will follow them through the English Language Arts course as they progress from grade to grade. The career portfolio will comprise pupil-managed collection of accomplishments that show progress toward career goals. The portfolio will:

- Display pupil strengths and abilities.
- Highlights their accomplishments and assist them in planning for the future.
- Increases their self-esteem by showcasing their accomplishments.
- Portfolios will be presented as Binders, Scrapbook, CD-ROM or Video formats allowing for pupils to modify and update information as they progress through the program

Pupils at SLAM will be expected to create self-imposed annual goals for their career portfolios through Language Arts classes and build upon each goal every year thereafter as follows:

- **Academic and/or Career Goal** - Pupils will create a specific goal that they need to meet at the completion of the school year. Goals will be created under the direction of the Language Arts Teacher. These goals may range from “building and developing work habits necessary to effectively learn subject matter” or “increasing one letter grade in their lowest performing subject” etc. Through development of this goal, pupils will gain greater autonomy and realize their potential through the school year as they monitor and reflect on their progress through the school year. To supplement career exploration, pupils will have access to a career resources office through the school’s guidance counselor which will provide them with information about career pathways, industries, job markets and searches, mentoring, career development portfolios, co-operative education, internships, service learning etc.
- **Self -Esteem and Character Development Goal** – Pupils will be able to identify their learning strengths, challenges, and passions; evaluate this knowledge in terms of their short- and long-term goals; and create a plan of action for their life-long learning based on this evaluation. They will be challenged by their mentors and peers and will be expected to learn to take responsibility for managing their own behavior in these situations. Pupils will be given opportunities for leaderships and character building projects to attain their goal. Behavior management techniques are an important part of the curriculum and increase-self esteem by providing opportunities for academic success.
- **School and Community Service Goal** – SLAM expects all pupils to be active and contributing citizens of their school and community. Pupils will understand their responsibilities for learning, behavior, and service learning requirement. Pupils will understand the effect that they have upon the community, and will take the initiative to better themselves and the community as a whole. They will choose either a school-based or a community service project, depending on their grade level and reflect on the accomplishments of this project throughout the school year.

Courses

Course Title: English/Language Arts 6 Block
Grade Level: 6

This course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards (Common Core Standards) to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. Pupils will expand reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They will read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. The course will also build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas; and a range of collaborative discussions. The appropriate use

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Course Descriptions and Alignment with Standards

of technology and digital media are essential components integrated in the course. This course fulfills the 6th grade English requirement and the reading requirement for promotion.

Course Title: English/Language Arts 6 Block Accelerated
Grade Level: 6

This course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards (Common Core Standards) to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. This accelerated course will have augmented instructional pacing and greater depth of content and more rigorous expectation of pupil work. Pupils will expand reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They will read and comprehend level-appropriate text with fluency and expand their use of reading strategies and skills across content areas. The course will also build knowledge and critical thinking skills through close reading of texts; writing to support claims, to clarify ideas; and a range of collaborative discussions. The appropriate use of technology and digital media are essential components integrated in the course. This course fulfills the 6th grade English requirement and the reading requirement for promotion.

Course Title: English/Language Arts 7 Block
Grade Level: 7

This course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards (Common Core Standards) to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. Pupils will continue expanding reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. The appropriate use of technology and digital media are essential components integrated in the course. This course fulfills the 7th grade English requirement and the reading requirement for promotion.

Course Title: English/Language Arts 7 Block Accelerated
Grade Level: 7

This course provides instruction in the English Language Arts strands identified by the Nevada Academic Content Standards (Common Core Standards) to promote academic excellence in Reading, Writing, Speaking & Listening, and Language. This accelerated course will have augmented instructional pacing and greater depth of content and more rigorous expectation of pupil work. Pupils will continue expanding reading comprehension skills using structural analysis, vocabulary and knowledge of words through context, word study, and multi-media resources. They read and comprehend grade-appropriate text with fluency and expand their use of reading strategies and skills across content areas. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. Pupils revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. They participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. The appropriate use of technology and digital media are essential components integrated in the course. This course fulfills the 7th grade English requirement and the reading requirement for promotion.

Course Title: English 8
Grade Level: 8

This course emphasizes the development of critical reading and writing skills using a variety of literature and informational text of steadily increasing sophistication. Pupils conduct “close” readings, careful writing, in-depth class discussions and presentations, and deepen their ability to independently write, analyze, evaluate, and critique text. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. They revise drafts and

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Course Descriptions and Alignment with Standards

then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. Pupils participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. Technology integration in the course will enhance reading, writing, speaking, listening, and language use. They demonstrate increasing sophistication in all aspects of language use and actively seek to comprehend other perspectives and cultures through reading and listening. This course fulfills the 8th grade English requirement.

Course Title: English Accelerated 8
Grade Level: 8

This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. The course uses a variety of grade level and above grade level literature and informational text of steadily increasing sophistication. Pupils enrolled in this course read and write a variety of text independently and proficiently. They conduct “close” readings, careful writing, in-depth class discussions and presentations, and independently write, analyze, evaluate, and critique text. Pupils use the writing process to compose a variety of multi-paragraph texts with an awareness of audience and purpose. They revise drafts and then edit for mechanics, word usage, and sentence structure. They formulate questions, research a topic, and write multi-paragraph text to inform or persuade and also write summaries and may publish their work. Pupils participate in and sometimes lead group discussions. Pupils expand active listening skills and demonstrate public speaking techniques. Technology integration in the course will enhance reading, writing, speaking, listening, and language use. They demonstrate increasing sophistication in all aspects of language use and actively seek to comprehend other perspectives and cultures through reading and listening. This course fulfills the 8th grade English requirement.

Course Title: English 9
Credit: 1.00 Grade Level: 9-12

This course provides instruction in the all of the Common Core English language arts strands and domains. The course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational text, both classic and contemporary; delivering more extensive oral presentations; This course will offer instruction in reading and vocabulary strategies necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in timed and untimed assessments (prewriting, drafting, revising, editing, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics. This course satisfies one credit of the English graduation requirement.

Course Title: English 9 Honors
Credit: 1.00 Grade Level: 9-12

This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. This course provides instruction in the all of the Common Core English language arts strands and domains. The course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text; completing more complex writing assignments; reading and analyzing a range of literary and informational text, both classic and contemporary; delivering more extensive oral presentations; This course will offer instruction in reading and vocabulary strategies necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in timed and untimed assessments (prewriting, drafting, revising, editing, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics. This course satisfies one credit of the English graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Proficient on 8th grade standardized test scores in Reading/Writing & Teacher approval.

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Course Descriptions and Alignment with Standards

Course Title: English 10

Credit: 1.00 **Grade Level:** 9-12

This course provides instruction in all of the Common Core English language arts strands and domains. The Focus is on traditional, technical, and creative methods of composition. Instruction emphasizes the study of themes found universally in global text, both literary and informational, critical analysis of text, as well as author's historical, philosophical, cultural, and ethical perspectives. Content includes instruction in reading literature and in vocabulary strategies necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and nonliterary subjects; untimed and timed writings, utilizing all elements of the writing process where appropriate (prewriting, drafting, revising, editing and publishing); emphasis of applicable research; analysis of selections found in world literature; study of grammar, mechanics, usage and other conventions of standard written English in conjunction with writing; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations. This course satisfies one credit of the English graduation requirement.

PREREQUISITE: English 9

Course Title: English 10 Honors

Credit: 1.00 **Grade Level:** 9-12

This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work. This course provides instruction in all of the Common Core English language arts strands and domains. The Focus is on traditional, technical, and creative methods of composition. Instruction emphasizes the study of themes found universally in global text, both literary and informational, critical analysis of text, as well as author's historical, philosophical, cultural, and ethical perspectives. Content includes instruction in reading literature and in vocabulary strategies necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and nonliterary subjects; untimed and timed writings, utilizing all elements of the writing process where appropriate (prewriting, drafting, revising, editing and publishing); emphasis of applicable research; analysis of selections found in world literature; study of grammar, mechanics, usage and other conventions of standard written English in conjunction with writing; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations. This course satisfies one credit of the English graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: English 9 & Teacher approval

Course Title: English 11

Credit: 1.00 **Grade Level:** 9-12

This course provides instruction in all of the Common Core English language arts strands and domains. This course provides instruction in the English Language Arts strands reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around themes and perspectives found in literary, non-fiction, and expository texts by American authors. Composition instruction includes frequent practice in writing various types of multi-paragraph papers, including documented papers/projects. Referencing and summarizing skills will be stressed as well as all phases of the writing process (prewriting, drafting, revising, editing, and publishing). This study will include the analysis of representative examples of literary works in various genres, as they illustrate distinctive national qualities and ethnic and cultural diversity. Vocabulary, grammar, and usage are studied in conjunction with literature and writing. This course satisfies one credit of the English graduation requirement.

PREREQUISITE: English 10

Course Title: English 11 Honors

Credit: 1.00 **Grade Level:** 9-12

This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work.

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Attachment A.3.3
Course Descriptions and Alignment with Standards

This course promotes excellence in English language arts through enriched experiences in all of the Common Core English language arts strands and domains. This course provides instruction in the English Language Arts strands reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. The course is also structured around themes and perspectives found in literary, non-fiction, and expository texts by American authors. Composition instruction includes frequent practice in writing various types of multi-paragraph papers, including documented papers/projects. Referencing and summarizing skills will be stressed as well as all phases of the writing process (prewriting, drafting, revising, editing, and publishing). This study will include the analysis of representative examples of literary works in various genres, as they illustrate distinctive national qualities and ethnic and cultural diversity. Vocabulary, grammar, and usage are studied in conjunction with literature and writing. This course satisfies one credit of the English graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: English 10 and Teacher approval

Course Title: English 12

Credit: 1.00 **Grade Level:** 9-12

This course promotes excellence in English language arts through experiences in all of the Common Core English language arts strands and domains. Instruction will cover the written and oral analysis of major literary works of various genres in relationship to cultural influences and to the development of the literary traditions of the English language. Writing assignments will develop Pupils' abilities to interpret literature and analyze it critically. All phases of the writing process will be utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Pupils will also extend their speaking, researching, viewing, and listening, skills. Language study should include vocabulary and grammar in the context of literature and writing and an overview of the history of the language as reflected in literature. This course satisfies one credit of the English graduation requirement.

PREREQUISITE: English 11

Course Title: English 12 Honors

Credit: 1.00 **Grade Level:** 12

This accelerated course is designed for pupils who have demonstrated advanced reading and/or writing skill and will have augmented instructional pacing, greater depth of content, and more rigorous expectation of pupil work.

This course promotes excellence in English language arts through enriched experiences in all of the Common Core English language arts strands and domains. Instruction will cover the written and oral analysis of major literary works of various genres in relationship to cultural influences and to the development of the literary traditions of the English language. Writing assignments will develop Pupils' abilities to interpret literature and analyze it critically. All phases of the writing process will be utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Pupils will also extend their speaking, researching, viewing, and listening, skills. Language study should include vocabulary and grammar in the context of literature and writing and an overview of the history of the language as reflected in literature. This course satisfies one credit of the English graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: English 11 and Teacher approval

Course Title: Advanced Placement English Language and Composition

Credit: 1.00 **Grade Level:** 11-12

Advanced Placement English Language and Composition provides pupils with college-level curriculum to study the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. This college-level curriculum engages Pupils in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Examples of prose from various fields and periods serve as models of effective writing. This course provides a variety of writing opportunities that require the use of different styles and tones. Pupils develop individual writing styles adaptable to writing needs in college. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Language and Composition examination. This course satisfies one credit of the English graduation requirement. This course earns weighted GPA credit.

PREREQUISITES: English 10/H and teacher approval

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Attachment A.3.3
Course Descriptions and Alignment with Standards

Course Title: Advanced Placement English Literature and Composition

Credit: 1.00 Grade Level: 11-12

Advanced Placement English Literature and Composition provides pupils with college-level curriculum to study and practice writing and literature. Pupils learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Pupils acquire an understanding of the resources of the language and an understanding of the writer's craft. Pupils develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP English Literature and Composition examination. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies one credit of the English graduation requirement. This course earns weighted GPA credit.

PREREQUISITES: English 11/H and teacher approval.

English Electives

Course Title: Speech and Debate I

Credit: 1.00 Grade Level: 9-12

The purpose of this course is to provide instruction in the fundamentals of formal and informal oral communication, argumentation, and problem solving. The content includes, but is not limited to, the forms of oral communication, techniques of group discussion, techniques of effective listening, analysis of audience, and techniques of public speaking, logical thinking, organization of facts, speaking skills, research skills related to debate topics, and participation in frequent debate situations. This course fulfills one of the elective credits required for high school graduation.

Course Title: Speech and Debate II

Credit: 1.00 Grade Level: 10-12

The purpose of this course is to continue the development of skills related to formal and informal oral communication, debate and forensic activities. The content should include, but not be limited to, the following: formal class discussions, public speaking assignments, oral interpretation, elements of debate, principles of effective communication for specific purposes as they apply to argumentation and debate skills, research skills, critical thinking skills, listening and speaking skills, formal written preparation of materials for competitive speaking activities. This course fulfills one of the elective credits required for high school graduation.

PREREQUISITE: Speech and Debate I

Course Title: Speech and Debate III

Credit: 1.00 Grade Level: 11-12

The purpose of this course is to provide continuing instruction in the skills and techniques of debate. The content should include, but not be limited to, the following: selection of debate topics, elements of argumentation, the use of proof, preparation of debate briefs, cross-examination techniques, and practice in conventional cross-examination debates. This course fulfills one of the elective credits required for high school graduation.

PREREQUISITE: Speech and Debate II

Course Title: Journalism I – Yearbook

Course Title: Journalism I – Newspaper

Credit: 1.00 Grade Level: 9-12

This course provides instruction in aspects of journalism and workshop experience in journalistic production. Instruction will be given in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, pupils will receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layout, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more pupil journalistic productions may be included.

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Attachment A.3.3

Course Descriptions and Alignment with Standards

Course Title: Journalism I Honors – Newspaper

Course Title: Journalism I Honors – Yearbook

Credit: 1.00 Grade Level: 9-12

The purpose of this course is the same as Journalism I except that pupils seeking honors credit must have additional responsibilities for school publications and must attend workshops/competitions. **Special Note:** This course earns weighted GPA credit.

PREREQUISITES: Teacher approval

Course Title: Journalism II – Newspaper

Course Title: Journalism II – Yearbook

Credit: 1.00 Grade Level: 10-12

The content of this course includes, but is not limited to, the following: training necessary for successful news gathering for journalistic media, practice in gathering information, practice in writing news, sports, feature articles, and editorials, and exploration of career opportunities in journalistic fields through various media. Pupils will practice in the preparation of materials for publication in journalistic media.

PREREQUISITES: Journalism I

Course Title: Journalism II Honors – Newspaper

Course Title: Journalism II Honors – Yearbook

Credit: 1.00 Grade Level: 10-12

The purpose of this course is the same as Journalism II except that pupils seeking honors credit must have additional responsibilities for school publications and must attend workshops/competitions. This course earns weighted GPA credit.

PREREQUISITES: Journalism I and teacher approval.

Course Title: Journalism III – Newspaper

Course Title: Journalism III – Yearbook

Credit: 1.00 Grade Level: 11-12

The purpose of this course is to provide intermediate instruction in journalistic writing and production skills. The content includes, but is not limited to, instruction and practice in applying all aspects of the writing process, organization and management techniques relating to journalistic productions, including leadership skills, record keeping, time management, use of personnel, and task organization, and workshop experiences in producing various kinds of journalistic products.

PREREQUISITES: Journalism II

Course Title: Journalism III Honors – Newspaper

Course Title: Journalism III Honors – Yearbook

Credit: 1.00 Grade Level: 11-12

The purpose of this course is the same as Journalism III except that pupils seeking honors credit must have additional responsibilities for school publications and must attend workshops/competitions.

PREREQUISITES: Journalism II and teacher approval.

Special Note: This course earns weighted GPA credit.

Course Title: Journalism IV – Newspaper

Course Title: Journalism IV – Yearbook

Credit: 1.00 Grade Level: 12

The purpose of this course is to provide additional instruction in journalistic writing and production techniques. The content includes, but is not limited to, the following: writing, designing, and managing journalistic enterprises, implementing pupils' creative skills and talents in writing, graphic design, and/or photography, management skills, production techniques for printed journalistic media.

PREREQUISITES: Journalism III

Attachment 3

Attachment A.3.3

Course Descriptions and Alignment with Standards

Course Title: Journalism IV Honors – Newspaper

Course Title: Journalism IV Honors – Yearbook

Credit: 1.00 Grade Level: 12

The purpose of this course is the same as Journalism IV except that pupils seeking honors credit must have additional responsibilities for school publications and must attend workshops/competitions.

PREREQUISITES: Journalism III and teacher approval.

Special Note: This course earns weighted GPA credit.

Course Title: Reading/Language Arts Intervention Lab

Credit: 1.00 Grade Level: 6-12

This course is recommended for pupils who must develop basic reading skills/strategies. The purpose of this course is to provide remedial instruction and practice in reading and language arts skills. This course provides pupils with opportunities to develop reading skills/strategies at their individual instructional level. Pupils are assessed so that the content specifically focuses on those reading benchmarks for which pupils need extra support and practice. Emphasis is placed on mastery of those benchmarks. Skills/strategies may be taught within the context of a laboratory setting. The content should include, but not be limited to content identified by diagnosis of each pupil's needs for remedial instruction and test-taking skills and strategies for reading and writing. Instruction reviews all of the Common Core English language arts strands and domains.

Special Note: This course requires guidance placement. Elective credit only unless otherwise stipulated in IEP or 504. Elective credit is only available in grades 9-12.

MATHEMATICS COURSES

Overview

The purpose of the Mathematics program at SLAM is to provide instruction for mastery of the Nevada Academic Content Standards (NACS) in Mathematics, making pupils college- and/or career-ready at the conclusion of secondary school. The content standards will set the framework for instruction by course specific material for the courses listed below. Teachers will be expected to use the Nevada Academic Content Standards for Mathematics as the framework for developing lesson plans and pacing of instruction.

The content will be challenging for all pupils and based on the assumption that all pupils can achieve high standards if given stimulating opportunities to learn. The School will also infuse literature and technology into Mathematics instruction. This will provide for reinforcement of mathematical terminology, real world applications of mathematical concepts, and organization/visualization of mathematical concepts (e.g. word walls, journals for hypothesizing and/or subsequent reflection of mathematical conclusions, graphing software, interactive white boards, to name a few.)

Pupils will be placed in the appropriate mathematics course on the basis of scores on standardized tests, past performance in classes, and teacher approvals. For high school, the minimum 3 year recommended sequence will include Algebra I, Geometry, Algebra II and another equally rigorous Mathematics course, in fulfillment of graduation requirements). Three years of mathematics are required for high school graduation (Four years for and advanced diploma). However, the school will offer additional mathematics electives that pupils may elect to pursue whenever possible.

The NACS describe the mathematical skills and concepts all pupils need for success in college and careers, and are organized by grade level in middle school as follows:

6th Grade:

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

Attachment 3

Attachment A.3.3

Course Descriptions and Alignment with Standards

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions

7th Grade:

Ratios and Proportional Relationships

- Analyze proportional relationships and use them to solve real-world and mathematical problems.

The Number System

- Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

Expressions and Equations

- Use properties of operations to generate equivalent expressions.
- Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Geometry

- Draw, construct and describe geometrical figures and describe the relationships between them.
- Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

Statistics and Probability

- Use random sampling to draw inferences about a population.
- Draw informal comparative inferences about two populations.
- Investigate chance processes and develop, use, and evaluate probability models.

8th Grade:

The Number System

- Know that there are numbers that are not rational, and approximate them by rational numbers.

Expressions and Equations

- Work with radicals and integer exponents.
- Understand the connections between proportional relationships, lines, and linear equations.
- Analyze and solve linear equations and pairs of simultaneous linear equations.

Functions

- Define, evaluate, and compare functions.
- Use functions to model relationships between quantities.

Geometry

- Understand congruence and similarity using physical models, transparencies, or geometry software.
- Understand and apply the Pythagorean Theorem.
- Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.

Statistics and Probability

- Investigate patterns of association in bivariate data

Grades 9-12:

Attachment 3
Attachment A.3.3
Course Descriptions and Alignment with Standards

Teachers will be expected to use the NACS as the framework for developing lesson plans and pacing of instruction. The NACS describe the mathematical skills and concepts all pupils need for success in college and careers, and are organized by course in high school as follows:

Geometry Overview:

Congruence:	<ul style="list-style-type: none"> • Experiment with transformations in the plane • Understand congruence in terms of rigid motions • Prove geometric theorems • Make geometric constructions
Similarity, Right Triangles, and Trigonometry:	<ul style="list-style-type: none"> • Understand similarity in terms of similarity transformations • Prove theorems involving similarity • Define trigonometric ratios and solve problems involving right triangles • Apply trigonometry to general triangles
Circles:	<ul style="list-style-type: none"> • Understand and apply theorems about circles • Find arc lengths and areas of sectors of circles
Expressing Geometric Properties with Equations:	<ul style="list-style-type: none"> • Translate between the geometric description and the equation for a conic section • Use coordinates to prove simple geometric theorems algebraically
Geometric Measurement and Dimension:	<ul style="list-style-type: none"> • Explain volume formulas and use them to solve problems • Visualize relationships between two-dimensional and three-dimensional objects
Modeling with Geometry:	<ul style="list-style-type: none"> • Apply geometric concepts in modeling situations
Mathematical Practices:	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.

Attachment 3
Attachment A.3.3
Course Descriptions and Alignment with Standards

Algebra Overview:

Seeing Structure in Expressions:	<ul style="list-style-type: none"> • Interpret the structure of expressions • Write expressions in equivalent forms to solve problems
Arithmetic with Polynomials and Rational Functions:	<ul style="list-style-type: none"> • Perform arithmetic operations on polynomials • Understand the relationship between zeros and factors of polynomials • Use polynomial identities to solve problems • Rewrite rational functions
Creating Equations:	<ul style="list-style-type: none"> • Create equations that describe numbers or relationships
Reasoning with Equations and Inequalities:	<ul style="list-style-type: none"> • Understand solving equations as a process of reasoning and explain the reasoning • Solve equations and inequalities in one variable • Solve systems of equations • Represent and solve equations and inequalities graphically
Mathematical Practices:	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.

Statistics & Probability Overview

Interpreting Categorical and Quantitative Data:	<ul style="list-style-type: none"> • Summarize, represent, and interpret data on a single count or measurement variable • Summarize, represent, and interpret data on two categorical and quantitative variables • Interpret linear models
Making Inferences and Justifying Conclusions:	<ul style="list-style-type: none"> • Understand and evaluate random processes underlying statistical experiments • Make inferences and justify conclusions from sample surveys, experiments and observational studies
Conditional Probability and the Rules of Probability:	<ul style="list-style-type: none"> • Understand independence and conditional probability and use them to interpret data • Use the rules of probability to compute probabilities of compound events in a uniform probability model
Using Probability to Make Decisions:	<ul style="list-style-type: none"> • Calculate expected values and use them to solve problems • Use probability to evaluate outcomes of decisions
Mathematical Practices:	<ul style="list-style-type: none"> • Make sense of problems and persevere in solving them. • Reason abstractly and quantitatively. • Construct viable arguments and critique the reasoning of others. • Model with mathematics. • Use appropriate tools strategically. • Attend to precision. • Look for and make use of structure. • Look for and express regularity in repeated reasoning.

Attachment 3
Attachment A.3.3
Course Descriptions and Alignment with Standards

The Standards for Mathematical Practice describe the characteristics of mathematically proficient pupils. These standards describe how Pupils should use mathematics and provide a mechanism through which pupils engage with and learn mathematics.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

The Standards for Mathematical Practice remain the same at each grade level; however, pupils will engage with and master new and more advanced mathematical ideas as they progress through each grade level. Accordingly, the Practice Standards will be taught and practiced in conjunction with the Content Standards at each grade level. Through the implementation of the NACS and via the connections of the mathematical practice and content standards, pupils will grow their ability to engage mathematics to reason,

communicate, and problem solve (among other things) making them able to remain competitive in an ever changing, fast-paced and technology-rich society. The cultivation of skills and practices will help pupils develop a mathematical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to become a college and/or career ready contributor, and excel in our ever-changing world.

The ~~SLAM!~~ Connection: Below are some examples of project-based task/learning activities connecting mathematical skills to the Sports Leadership theme for teachers to align real-world application activities to specific NACS in developing thematic lessons.

Graphs and Statistical Data: Practicing skills while watching your next favorite sporting event

During the game pupils can:

1. Average each player's contribution (scores, yards, hits, etc.) in the game
2. Compare a team's final stats versus other games for the year (and make a performance graph)
3. Measure distances of important field placements (goal-to-goal, basket hoop rim circumference, etc.)
4. Calculate probability of each player's scoring potential (using past scoring numbers)
5. Create a geometry shape from a typical sports action (record average shape distances)
6. Make a pretend fantasy team and hire players using a mock budget
7. Figure percentages of increase or decrease of a league's performance (over one year or multiple years)
8. Find the mean, median, and mode of a team's players' weight and height

Creating and Applying Statistical Data: Using a Newspaper

1. Open the sports page of a newspaper, and find a box score. Discuss with the pupils the meaning of statistics. Break down each of the abbreviations in the box, so Pupils understand each the statistics in each section.
2. Ask the Pupils to calculate more statistics using the numbers in the box score. For baseball, have pupils calculate a player's batting average. Divide the hits by the number of times a player is at bat. Calculate the on-base percentage by adding the number of hits and walks with the number of times hit by a pitch, and dividing that number by the sum of the player's hits, walks, times hit by a pitch and sacrifice flies
3. Look at other percentages that can be calculated using sports statistics. Find different sports throughout the year.

SLAM Fantasy League

Attachment 3
Attachment A.3.3
Course Descriptions and Alignment with Standards

1. Assist pupils in drafting a fantasy basketball, football or baseball team. Look at the players' statistical track records and different salary-cap values to choose the right players for the team.
2. Look at the statistics for the starting players once or twice a week, depending on how often the players play. Look at how many points one player scores compared to another using the game statistics or calculate other statistics using the statistics you have.
3. Follow the team throughout the season, increasing the difficulty of the math questions, and incorporating multiplication, addition, subtraction, division, fractions and algebra as appropriate. Change the teams each season, using different statistics to help develop the pupils' mathematics skills.

The Three R's Framework –The activity below is an example of how the Rigor, Relevance and Relationship Model framework is applied to the curriculum. This lesson depicts how SLAM's engaging and innovative educational model can be applied in and out of the classroom. Pupils use complex material (Rigor) content that is relevant to their daily lives, offers value beyond the classroom (Relevance), and allows them to communicate and collaborate with people beyond their classroom (Relationships).

Algebra and Sports Stats

Pupils can use algebraic equations to interpret athletic performance by calculating statistics for any sport. Teachers first teach an equation used to find batting averages:

$$A = \frac{x S + K}{T + N}$$

In Baseball, if a batter goes into a game with a seasonal batting average of "S" after a total of "T" times at bat, and gets "K" hits in that game for "N" times at bat, the player's new batting average is determined by this algebraic equation.

The teacher then shows how the same equation could be used for other sports statistics:

In Basketball, a Miami HEAT player goes into a game with a seasonal free throw average of F after a total number T free throw shots, he scores M free throws in that game for N times at the foul line.

$$A = \frac{T x F + M}{T + N}$$

In Football, this equation will give you the total seasonal carries where:

"W" = player's average seasonal yards

"Y" = yards in that game

"C" = carries in that game.

$$A = \frac{SC x W + \#Y}{SC C}$$

PBL Activity - Pupils use the formula to practice solving equations by determining their favorite athlete's performance stats. They can also create equations for other sports.

Literacy Connection: Pupils write an explanation of how they determined the results and make predictions regarding next season's results or the probability of player's future status with the team.

Interdisciplinary Extension – Pupils prepare follow-up questions to conduct an interview a 51's baseball player about his seasonal batting average and overall performance and future plans. Through the school's partnerships with Major League Baseball, these opportunities will be afforded to pupils through career day visits at the schools.

Attachment 3
Attachment A.3.3
Course Descriptions and Alignment with Standards

Courses

Course Title: Mathematics 6

Grade Level: 6

This course will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division as well as using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Pupils evaluate and write formulas and algebraic expressions. In geometry, pupils determine complementary, supplementary, and missing angles. Pupils identify and locate points on a coordinate plane and plot geometric shapes in all four quadrants. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills the mathematics requirement for 6th grade.

Course Title: Mathematics Accelerated 6

Grade Level: 6

This accelerated course focuses on six critical areas: 1) connecting ratio and rate to whole number multiplication and division as well as using concepts of ratio and rate to solve problems; 2) completing and understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; 3) writing, interpreting, and using expressions and equations; 4) developing understanding of statistical thinking; 5) developing understanding of and applying proportional relationships; and 6) developing understanding of operations with rational numbers and working with expressions and linear equations. Algebraic concepts are developed as pupils create tables and charts to extend and describe a rule. Pupils evaluate and write formulas and algebraic expressions. In geometry, pupils determine complementary, supplementary, and missing angles. Pupils identify and locate points on a coordinate plane and plot geometric shapes in all four quadrants. Data analysis requires pupils to construct sample spaces and tree diagrams to find the number of outcomes for an event. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills the mathematics requirement for 6th Grade.

Course Title: Mathematics 7

Grade Level: 7

This course will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Pupils continue their development of the rational number system with the inclusion of integers. Algebraic sense develops as pupils analyze and extend patterns to describe the rule. Geometric skills include describing relationships between basic geometric elements, figures, and transformations on a coordinate plane. Pupils refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills the mathematics requirement for 7th Grade.

Course Title: Mathematics Accelerated 7

Grade Level: 7

This accelerated course will focus on six critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; 4) drawing inferences about populations based on samples; 5) formulating and reasoning about expressions and equations, including modeling an association in bivariate data

Attachment 3
Attachment A.3.3
Course Descriptions and Alignment with Standards

with a linear equation, and solving linear equations and systems of linear equations; and 6) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Pupils continue their development of the rational number system with the inclusion of integers. Algebraic sense develops as pupils analyze and extend patterns to describe the rule. Geometric skills include describing relationships between basic geometric elements, figures, and transformations on a coordinate plane. Pupils refine their understanding of data analysis by formulating their own questions, collecting and organizing data, and choosing the appropriate graphical representation. Identification, explanation, and application of mathematical concepts correspond with real-world situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills the mathematics requirement for 7th Grade.

Course Title: Pre-Algebra 8

Grade Level: 8

This course will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Pupils become proficient in working with various representations of and calculating with real numbers including scientific notation. Algebra skills extend in identifying missing terms in a sequence or representation. Pupils solve linear equations and graphically represent the solution. Measurement skills expand to include how changes in dimensions affect the perimeter, area, and volume. Pupils apply properties of equality and proportionality to similar and congruent shapes. Geometric concepts are extended to include the calculation of the measure of the interior angles of polygons. Pupils refine their understanding of data analysis as they include box-and-whisker plots to graphically represent a data set and then describe this data through the use of measures of central tendency. Pupils begin to evaluate statistical arguments based on accuracy and validity. Pupils synthesize, generalize, and apply knowledge and strategies to new situations. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills the mathematics requirement for 8th Grade.

Course Title: Algebra I

Credit: 1.00 Grade Level: 9-12

This course is designed to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. Through this course, pupils will increase mathematical fluency in problem solving, reasoning, modeling, and effective communication in the study of number, algebra, functions, and statistics. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course fulfills the Algebra I requirement and one of the mathematics credits required for high school graduation.

Course Title: Geometry

Credit: 1.00 Grade Level: 9-12

Geometry is a course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. The content will include, but not be limited to, geometric constructions, terminology and fundamental properties of geometry, deductive and inductive reasoning and their application to formal and informal proof, formulas pertaining to the measurement of plane and solid figures, coordinate geometry and transformations on the coordinate plane, exploration of geometric relationships such as parallelism, perpendicularity, congruence, and similarity, properties of circles, and right triangle trigonometry. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course satisfies the Geometry graduation requirement.

PREREQUISITE: Algebra I or Algebra I Honors and teacher approval.

Attachment 3

Attachment A.3.3

Course Descriptions and Alignment with Standards

Course Title: Geometry Honors

Credit: 1.00 **Grade Level:** 9-10

Geometry Honors is a rigorous course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. This course provides pupils with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformation, geometry, trigonometry, measurement, and probability. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an essential component of this course. This course satisfies the Geometry graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Algebra I or Algebra I Honors and teacher approval.

Course Title: Algebra II

Credit: 1.00 **Grade Level:** 10-12

Algebra II is a course designed to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. Topics shall include, but not be limited to, structure and properties of the complex number system, arithmetic and geometric sequences and series, relations, functions, and graphs extended to polynomial, exponential, and logarithmic functions, varied solution strategies for linear equations, inequalities, and systems of equations and inequalities, varied solution strategies including the quadratic formula for quadratic equations, conic sections and their applications, data analysis including measures of central tendency and dispersion, and probability, permutations, and combinations. This course satisfies one credit of the Mathematics graduation requirement.

PREREQUISITE: Geometry or Geometry Honors and teacher approval.

Course Title: Algebra II Honors

Credit: 1.00 **Grade Level:** 10-12

Algebra II Honors is a rigorous course designed to continue the study and expands upon the concepts and procedures learned in Algebra I H and Geometry H. It provides the foundation for applying these skills to other mathematical and scientific fields. Emphasis is on the study of polynomial, exponential, logarithmic, and trigonometric functions, systems of equations and inequalities, matrix algebra, sequences and series, conic sections, and proof of mathematical conjectures. Connection to other areas of mathematics and applications to other disciplines are integrated into the course. This course satisfies one credit of the Mathematics graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Geometry or Geometry Honors and teacher approval.

Course Title: Pre-Calculus AB Honors

Credit: 1.00 **Grade Level:** 10-12

The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational, exponential, inverse, logarithmic, and circular functions; sequences; series; theory of limits; vectors; conic sections; polar coordinates; symbolic logic; mathematical induction; and matrix algebra. This rigorous course is designed for pupils with a strong background in advanced algebra and will prepare the pupil for AP Calculus AB. In addition to reviewing topics from trigonometry, this course includes problem-solving techniques using analytical geometry, vectors, matrices, relations and functions and introductory concepts of calculus. This course satisfies one credit of the Mathematics graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Algebra II or Algebra II Honors and teacher approval.

Course Title: Pre-Calculus BC Honors

Credit: 1.00 **Grade Level:** 10-12

This one-year college level course is intended for pupils who have a thorough knowledge of Algebra II/Trigonometry and are going to take the second year course, AP Calculus BC. Students should have a strong background in functions, coordinate and analytical geometry, trigonometry, and advanced topics in algebra. This course includes a review of these topics, the study of limits, and the differentiation and integration of functions of a single variable. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course prepares pupils to sit for the AP Calculus BC College Board exam after taking the second year AP Calculus BC Course.

Attachment 3
Attachment A.3.3
Course Descriptions and Alignment with Standards

PREREQUISITE: Algebra II Honors and teacher approval.

Course Title: Advanced Placement Calculus AB

Credit: 1.00 Grade Level: 11-12

Advanced Placement Calculus AB provides pupils with college-level curriculum addressing single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral and the Fundamental Theorem of Calculus. Algebraic, numerical and graphical representations are emphasized throughout the course. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Calculus AB examination. This course satisfies one credit of the Mathematics graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Pre-Calculus AB and teacher approval.

Course Title: Advanced Placement Calculus BC

Credit: 1.00 Grade Level: 11-12

Advanced Placement Calculus BC provides pupils with college-level curriculum addressing single-variable calculus that includes all the topics of Advanced Placement Calculus AB (techniques and applications of the derivative, techniques and applications of the definite integral and the Fundamental Theorem of Calculus) plus additional topics in differential and integral calculus (including parametric, polar and vector functions) and series. This course is an extension of Advanced Placement Calculus AB. Algebraic, numerical and graphical representations are emphasized throughout the course.

This course will emphasize on meeting the requirements of the College Board Advanced Placement AP Calculus BC examination. This course satisfies one credit of the Mathematics graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Advanced Placement Calculus AB and teacher approval.

Course Title: Advanced Placement Statistics

Credit: 1.00 Grade Level: 11-12

This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Statistics Examination. The course provides pupils with college-level curriculum and addresses the major concepts and tools for collecting, analyzing and drawing conclusions from data. Pupils are exposed to four broad conceptual themes: exploring data; sampling and experimentation; anticipating patterns; and statistical inference. This course satisfies one credit of the Mathematics graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Algebra II or Algebra II Honors and teacher approval.

Course Title: Math Intervention Lab

Credit: 1.00 Grade Level: 6-12

The purpose of this course is to provide remedial instruction and practice in mathematics skills and concepts. The content should include, but not be limited to, mathematics content identified by diagnosis of each pupil's needs for remedial instruction identified, test-taking skills, and strategies for mathematics.

Special Note: This course requires guidance placement. This course is for elective credit only unless otherwise stipulated in IEP or 504. Elective credit is only available in grades 9-12

Attachment 3
Attachment A.3.3
Course Descriptions and Alignment with Standards

SCIENCE COURSES

Overview

The Science curriculum will prepare pupils to achieve mastery of the Nevada State Academic Content Standards for Science, which are based on the Next Generation Science Standards (NGSS). Pupils will participate in weekly hands-on science investigations/laboratory activities and school-based initiatives. These initiatives expose pupils to the scientific process and scientific thinking and allow teachers to motivate and mentor pupils. Science Courses are designed to promote a sense of inquiry and aim to develop higher-order critical thinking skills for overall post-secondary preparedness. The curriculum will emphasize the following Practices, Crosscutting Concepts and Core Ideas:

Disciplinary Core Ideas

- Earth & Space Science
- Engineering Design
- Life Science
- Physical Science

Crosscutting Concepts

- Patterns
- Cause and Effect: Mechanism and Explanation
- Scale, Proportion, & Quantity
- Systems & System Models
- Energy & Matter: Flows, Cycles, & Conservation
- Structure & Function
- Stability & Change

Science & Engineering Practices

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

Instructional Strategies for teaching essential science content include:

- **Preparing Pupils for Learning and Prior-Knowledge Assessment** - “frontloading” to elicit prior knowledge related to real-life experiences and applications. Strategies: Using graphic organizer, Concept Mapping, KWL, showing a video clip, conducting a demonstration, using literature.
- **Developing Active Learners** - Pupils can become active learners by providing opportunities for them to construct their own understanding. These situations require pupils to organize, classify, interpret, and draw conclusions about real-life mathematical and scientific problems. Strategies: Posing open-ended questions, real-life scenarios to solve, or situations requiring higher order thinking skills.
- **Differentiated Instruction** - A variety of instructional formats will be used in the classrooms to make sense of the content and to construct meanings from new situations. The School will provide opportunities for small-group work, individual exploration, peer instruction, and whole class discussion and inquiry-based instruction. Strategies: Using scientific laboratory equipment, hands-on activities, and technology-based activities.

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Course Descriptions and Alignment with Standards

- **Integrated Teaching** - Multi- and interdisciplinary activities will be included within the classroom that provides connections for pupils. Pupils must recognize the various roles that science plays in real life. The connection and application of science will motivate, give meaning to, and reinforce pupil learning. Strategies: Posing authentic problems to solve; bridging and activities that involve pupils in critical thinking, process skills, and product development.
- **Critical Thinking and Higher-Order Questioning** – Using effective, open-ended questioning techniques that encourage pupil inquiry. Encouraging pupils to pose their own questions, evaluate the information presented, and make informed decisions about the information. Examples include, “How would you solve a similar situation?” or “What criteria would you use to ...?” Strategies: Elaborating, analyzing, hypothesizing, and evaluating.

Instruction in Science will provide pupils with a broad knowledge of scientific concepts. All of the science courses are designed to promote a sense of inquiry through laboratory experiences and to develop critical thinking skills. The courses offer conceptual development in the earth, life, and physical sciences and will cover a gambit of topics therein.

The ~~SHAW!~~ Connection: Teachers can use real-world application activities that incorporate Essential Science Components in developing thematic lessons. Below is a sample project-based lesson activities connecting Science to the Sports Leadership theme.

Lesson: Science of NHL Hockey: Newton's Three Laws of Motion

Purpose: Pupils watch a video on the actions involved in playing hockey. Although all sports are subject to Newton's three laws of motion in one way or another, hockey shows particularly clear examples. The activity will help pupils understand Newton's three laws of motion and how they relate to the conservation of momentum.

Procedure: 1. After the pupils view the video, discuss Newton's three laws of motion. Have volunteers summarize the presentation of inertia and conservation of momentum in the video, and point out examples of the three laws as they view the video again - perhaps in slow motion or with the sound muted. Emphasize to pupils that a hockey puck obeys Newton's laws, just as colliding hockey players do. (The same is true for a ball in other sports, such as basketball, soccer, golf, or jai alai.) Pupils focus on exploring each of the laws, using guided questions to start the discussion.

2. Teacher guides pupils to design investigations for Newton's three laws by actually practicing with an object/hockey puck or ball in the school gymnasium or cafeteria. In areas where pupils are not involved with ice hockey, pupils could video record groups playing a few minutes of their favorite sport(s) and then analyze the motion in the video for examples of the three laws of motion and compare those with the motion in the ice hockey video.

Courses

Course Title: Science 6

Grade Level: 6

This course focuses on understanding the living systems on Earth. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Critical thinking, collaboration, accuracy, and communication skills will be used as pupils develop a foundation for scientific literacy in life, earth, and physical science content. For the nature of science unifying concept, pupils will learn that: scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations; and interactions of science and society in an ever-changing world. For the life science unifying concept, pupils will learn: the role of genetic information in the continuation of a species; that living things are composed of cells, which are specialized multicellular organisms to perform a variety of life functions; how living and non-living components of ecosystems interact; and that life forms change over time, contributing to the variety of life forms on the Earth. For the physical science unifying concept, pupil will learn: the properties and changes of property in matter; position and motion of an object result from the net effect of the

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Course Descriptions and Alignment with Standards

different forces acting on it; and the transfer of energy. Technology, history and nature of science will be essential components of this course. This course fulfills the science requirement for 6th grade.

Course Title: Science Accelerated 6
Grade Level: 6

This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced science activities. This course focuses on understanding the living systems on Earth. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understandings of living things and the interactions between living and non-living things. Pupils develop a foundation for scientific literacy in life, earth, and physical science content and are required to use critical thinking, collaboration, and communication skills. For the nature of science unifying concept, pupils will learn that: scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations; and interactions of science and society in an ever-changing world. For the life science unifying concept, pupils will learn: the role of genetic information in the continuation of a species; that living things are composed of cells, which are specialized multicellular organisms to perform a variety of life functions; how living and non-living components of ecosystems interact; and that life forms change over time, contributing to the variety of life forms on the Earth. For the physical science unifying concept, pupil will learn: the properties and changes of property in matter; position and motion of an object result from the net effect of the different forces acting on it; and the transfer of energy. Technology, history and nature of science will be essential components of this course. This course fulfills the science requirement for 6th grade.

Course Title: Science 7
Grade Level: 7

The purpose of this course is to build upon previously learned scientific concepts. The course focuses on understanding Earth and Space science systems. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth's structure and place in the Solar System, atmospheric processes, and composition of matter. For the earth and space science unifying concept, they will learn about: the relationship between the Earth's atmosphere, topography, weather, and climate; the characteristics of our solar system that is a part of the Milky Way galaxy; and that landforms result from a combination of constructive and destructive processes. Pupils develop a foundation for scientific literacy as they use critical thinking, collaboration, and communication skills. The appropriate use of technology will be an essential component of this course. This course fulfills the science requirement for 7th grade.

Course Title: Science Accelerated 7
Grade Level: 7

This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced science activities. The course focuses on understanding Earth and Space science systems. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth's structure and place in the Solar System, atmospheric processes, and composition of matter. For the earth and space science unifying concept, they will learn about: the relationship between the Earth's atmosphere, topography, weather, and climate; the characteristics of our solar system that is a part of the Milky Way galaxy; and that landforms result from a combination of constructive and destructive processes. Pupils develop a foundation for scientific literacy as they use critical thinking, collaboration, and communication skills. The appropriate use of technology will be an essential component of this course. This course fulfills the science requirement for 7th grade.

Course Title: Science 8
Grade Level: 8

This course provides the physical science explanations that extend understandings developed in previous science courses. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Pupils expand their scientific literacy and are required to use critical thinking, collaboration, and communication skills throughout the course activities. The appropriate use of technology will be an essential component of this course. This course fulfills the science requirement for 8th grade.

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Course Descriptions and Alignment with Standards

Course Title: Science Accelerated 8

Grade Level: 8

This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced science activities. Pupils will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Pupils expand their scientific literacy and are required to use critical thinking, collaboration, and communication skills throughout the course activities. The appropriate use of technology will be an essential component of this course. This course fulfills the science requirement for 8th grade.

Course Title: Biology I

Credit: 1.00 **Grade Level:** 9-12

This course is designed as a survey of the biological sciences. The emphasis is on developing inquiry skills and problem-solving techniques while developing an understanding of major biological concepts. The course also familiarizes pupils with the nature of science and technology. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance.

Course Title: Biology I Honors

Credit: 1.00 **Grade Level:** 9-12

Biology I Honors will provide opportunities to pupils for general exploratory experiences and activities in the fundamental concepts of life. Emphasis is placed on developing research skills, and laboratory techniques. Independent study projects and inquiry-based learning experiences are integral parts of the course requirements. Topics will include but not be limited to: the scientific method, laboratory apparatus usage and safety, biochemistry, cell biology, genetics, botany, zoology, human anatomy and physiology, and ecological relationships. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. This course earns weighted GPA credit.

PREREQUISITE: Algebra I & Teacher approval.

Course Title: Chemistry I

Credit: 1.00 **Grade Level:** 10-12

Chemistry I will provide opportunities for pupils to study the composition, properties, and changes associated with matter. Topics will include but not be limited to: classification and structure of matter, atomic theory, the periodic table, bonding, chemical formulas, chemical reactions, balanced equations, behavior of gases, physical changes, acids, bases, and salts. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course. This course satisfies one credit of the Science graduation requirement.

PREREQUISITE: Biology I and Algebra I.

Course Title: Chemistry I Honors

Credit: 1.00 **Grade Level:** 10-11

Chemistry I Honors will provide pupils with an opportunity to study the composition, properties and changes associated with matter. Topics will include but not be limited to: heat, changes of matter, atomic structure, bonding, the periodic tables, formulas, equations, mole concept, gas laws, reactions, solutions, equilibrium systems, and oxidation reduction reactions. This course satisfies one credit of the Science graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Biology I, Algebra I, and teacher approval.

Course Title: Advanced Placement Chemistry

Credit: 1.00 **Grade Level:** 10-12

Advanced Placement Chemistry provides pupils with college-level curriculum addressing the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of chemistry. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course.

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Course Descriptions and Alignment with Standards

PREREQUISITE: Chemistry I and teacher approval.

Special Note: This course will emphasize on meeting the requirements of the College Board examination. This course satisfies one credit of the Science graduation requirement. This course earns weighted GPA credit.

Course Title: Advanced Placement Biology

Credit: 1.00 **Grade Level:** 9-12

Advanced Placement Biology provides pupils with a college-level curriculum addressing the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Biology examination. The appropriate use of technology is an integral part of this course. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. This course earns weighted GPA credit.

PREREQUISITE: Biology H and Chemistry H and teacher approval.

Course Title: Physics I

Credit: 1.00 **Grade Level:** 10-12

Physics I will provide opportunities to pupil for an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work and power, heat, thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics. This course satisfies one credit of the Science graduation requirement.

PREREQUISITE: Algebra II (pupil may be concurrently enrolled).

Course Title: Physics I Honors

Credit: 1.00 **Grade Level:** 10-12

Physics I Honors will provide pupils with an in depth study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work, power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics. This course satisfies one credit of the Science graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Algebra II (pupil may be concurrently enrolled) and teacher approval.

Course Title: Advanced Placement Physics I

Credit: 1.00 **Grade Level:** 11-12

This one-year course is designed with an emphasis on meeting the requirements of the College Board Advanced Placement AP Physics I examination. This college-level curriculum is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics; work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. This course fulfills one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance. This course earns weighted GPA credit.

Other Science Electives

Course Title: Intro to Biomedicine 6

Grade Level: 6

This nine-week course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to biomedicine. This course introduces pupils to the field of medicine and provides a foundation for studies in medicine and allied health fields. Areas of study include anatomy, physiology, bioengineering, microbiology, and genetics. The course will introduce the concepts related to disease classification and origins and allow pupils to investigate different medical practices as they relate to human health. Pupils will explore the timeline of medical history, investigate the role of genetics in current and future medical issues and be able to use medical terminology in the study of biomedicine. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for 6th grade.

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Course Title: Biomedicine 7-8
Grade Level: 7-8

This course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to biomedicine. This course provides pupils the opportunity to gain a basic understanding of biomedical concepts. Areas of study include anatomy, physiology, bioengineering, microbiology, and genetics. Pupils will be able to investigate different medical practices as they relate to human health and use medical terminology in the study of biomedicine. They will integrate technology when measuring, exploring, modeling, and using computational capacity in scientific investigations. They will develop an understanding of diagnostic techniques as they apply to illness. The application of concepts applied to real-world situations is the focus throughout the year. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for 7-8th grades.

PREREQUISITE: Intro to Biomedicine

Course Title: Advanced Biomedicine 8
Grade Level: 8

This course is designed to integrate scientific and engineering practices, crosscutting concepts, and core ideas related to biomedicine. This course provides pupils the opportunity to gain an advanced understanding of biomedical concepts. Pupils will apply concepts of genetic technology in the diagnosis of specific medical conditions. They will synthesize information regarding the technologies that have changed the way humans influence the inheritance of desired traits in organisms. They will integrate technology when measuring, exploring, modeling, and using computational capacity in scientific investigations. Pupils will evaluate the current condition of infectious disease treatments and simulate future treatment practices. They will develop an understanding of diagnostic techniques as they apply to illness. The application of concepts applied to real-world situations is the focus throughout the year. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This is an elective course appropriate for 8th

PREREQUISITE: Intro to Biomedicine & Teacher approval

Course Title: Intro to Biomedical Science
Credit: 1.00 Grade Level: 9-12

This course introduces pupils to the biomedical sciences and focuses on the interrelationships of biological systems as they relate to a disruption in homeostasis. Through this course, pupils will be able to explore career opportunities in medicine and related fields. They will learn to apply scientific processes through inquiry and develop a working knowledge of terminology associated with the medical sciences. They will investigate how the interrelationship of body systems within an organism governs homeostatic processes. Pupils will understand how environmental and genetic factors can influence the health of living organisms. They will be able to experience authentic research practices; examine case studies related to biomedical issues; conduct practical laboratory experiences; and perform lab techniques essential to the biomedical science field. Pupils will also evaluate how biomedical engineering and related technological advancements have affected society; They will be able to assess how effective models are created to predict cause and effect relationships found within biological systems and investigate how advancements in our understanding of how organisms change through time have influenced modern medicine. Laboratory experiences, demonstrations, case studies, and mathematical integration are a fundamental component of this course. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Course Title: Principles of Anatomy/Physiology*
Credit: 1.00 Grade Level: 9-12

This course is a survey of the fundamentals of anatomy and physiology in order for pupils to develop an understanding of the organization of the human body. Topics focus on the interrelationships of human body systems. Pupils will explore career opportunities in medicine and related fields. They will analyze the relationship between tissue structure and function to the complexity of organ systems. They will examine the relationships among systems that provide protection, support, and movement; the relationships among systems that provide protection, support, and movement; the relationship between

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Course Descriptions and Alignment with Standards

integration and control systems; and the relationship between regulation and maintenance systems. They will develop an understanding of human development and reproduction and will understand the role of each body system in maintaining the homeostatic balance of the human body. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. The appropriate use of technology is an essential component of this course. This course fulfills one of the elective credits required for high school graduation.

* In accordance with NRS 389.065, the school will use approved materials for instruction on the human reproductive system, related communicable diseases, sexual responsibility, and Acquired Immune Deficiency Syndrome (AIDS). Active parent/guardian permission must be obtained prior to instruction in these topics.

Course Title: Principles of Anatomy/Physiology Honors*
Credit: 1.00 Grade Level: 9-12

This course is a survey of the fundamentals of anatomy and physiology in order for pupils to develop an understanding of the organization of the human body. This course is designated as honors level by the accelerated pacing and depth of content. Topics focus on the interrelationships of human body systems. Pupils will explore career opportunities in medicine and related fields. They will analyze the relationship between tissue structure and function to the complexity of organ systems. They will examine the relationships among systems that provide protection, support, and movement; the relationships among systems that provide protection, support, and movement; the relationship between integration and control systems; and the relationship between regulation and maintenance systems. They will develop an understanding of human development and reproduction and will understand the role of each body system in maintaining the homeostatic balance of the human body. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. The appropriate use of technology is an essential component of this course. This course fulfills one of the elective credits required for high school graduation.
PREREQUISITE: Teacher approval

* In accordance with NRS 389.065, the school will use approved materials for instruction on the human reproductive system, related communicable diseases, sexual responsibility, and Acquired Immune Deficiency Syndrome (AIDS). Active parent/guardian permission must be obtained prior to instruction in these topics.

Course Title: Advanced Anatomy/Physiology*
Credit: 1.00 Grade Level: 10-12

This course is designed for pupils with special interests in human anatomy and physiology and/or medicine. Topics include a continued, detailed study of the structures and functions of the organ systems of the body integrated with topics in pathology, epidemiology, microbiology, pharmacology, nutrition, medical ethics, genetics, medical specialties, diagnostics, alternative medicine, and community resources. Pupils will be able to use medical terminology, in verbal and written format, to accurately and effectively communicate information relevant to the human body. They will understand the effects and mechanisms of medicine upon the human body and understand the pathophysiology of diseases as they pertain to organ systems of the human body. They will be able to explore: 1) topics in epidemiology and microbiology as related to the health of the individual and the global community; 2) specialty areas within the field of medicine; 3) topics in medical ethics; 4) topics in genetics and genetic engineering; and 5) topics in alternative medicine. They will develop an understanding of the role of nutrition in health and disease; and understanding of the anatomical and physiological relationships of the organ systems of the human body and an awareness of community resources pertaining to medicine and related fields. Problem-based learning models involving case studies serve as a format for this class. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. The appropriate use of technology is an essential component of this course. This course fulfills one of the elective credits required for high school graduation.

* In accordance with NRS 389.065, the school will use approved materials for instruction on the human reproductive system, related communicable diseases, sexual responsibility, and Acquired Immune Deficiency Syndrome (AIDS). Active parent/guardian permission must be obtained prior to instruction in these topics.

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PREREQUISITE: Principles of Anatomy and Physiology

Course Title: Advanced Anatomy/Physiology Honors*

Credit: 1.00 Grade Level: 10-12

This course is designated as honors level by the accelerated instructional pacing and depth of content and intended for pupils with special interests in human anatomy and physiology and/or medicine. Topics include a continued, detailed study of the structures and functions of the organ systems of the body integrated with topics in pathology, epidemiology, microbiology, pharmacology, nutrition, medical ethics, genetics, medical specialties, diagnostics, alternative medicine, and community resources. Pupils will be able to use medical terminology, in verbal and written format, to accurately and effectively communicate information relevant to the human body. They will understand the effects and mechanisms of medicine upon the human body and understand the pathophysiology of diseases as they pertain to organ systems of the human body. They will be able to explore: 1) topics in epidemiology and microbiology as related to the health of the individual and the global community; 2) specialty areas within the field of medicine; 3) topics in medical ethics; 4) topics in genetics and genetic engineering; and 5) topics in alternative medicine. They will develop an understanding of the role of nutrition in health and disease; and understanding of the anatomical and physiological relationships of the organ systems of the human body and an awareness of community resources pertaining to medicine and related fields. Problem-based learning models involving case studies serve as a format for this class. Demonstrations and lab experiences that employ proper safety techniques are essential to this course. The appropriate use of technology is an essential component of this course. This course fulfills one of the elective credits required for high school graduation.

PREREQUISITE: Principles of Anatomy and Physiology & Teacher approval

* In accordance with NRS 389.065, the school will use approved materials for instruction on the human reproductive system, related communicable diseases, sexual responsibility, and Acquired Immune Deficiency Syndrome (AIDS). Active parent/guardian permission must be obtained prior to instruction in these topics.

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Course Descriptions and Alignment with Standards

SOCIAL STUDIES COURSES

Overview

The Social Studies curriculum is based on the Nevada Content Standards. Given instruction in the Nevada Social Studies Content Standards, pupils will be able to acquire the following 21st Century Skills:

Content Literacy

Grades 6-8

- Read texts by using reading strategies (i.e., prior knowledge, key vocabulary words, context clues, main ideas, supporting details, and text features: pictures, maps, text boxes).
- Read to identify cause and effect relationships, compare and contrast information, fact v. opinion, and author bias.
- Apply reading and writing strategies to construct and express knowledge.
- Use reading and writing to respond to historical literature.
- Gather information by taking notes, making outlines, and creating graphic organizers.
- Formulate essential questions on a given topic.

Grades 9-12

- Read texts by using reading strategies (i.e., prior knowledge, identify key vocabulary words, context clues, main ideas, supporting details, and text features: pictures, maps, text boxes).
- Read for a specific purpose (i.e., detect cause & effect relationships, compare & contrast information, identify fact v. opinion, and author bias).
- Respond to historical texts and various types of social studies literature by inferring, drawing conclusions, making predictions, and formulating historic, geographic, economic, and civic questions.
- Process or synthesize information through writing using note taking, graphic organizers, summaries, proper sequencing of events, and/or formulating thesis statements that examine why as well as how.
- Formulate appropriate research questions.
- Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources.
- Process and effectively communicate and present information orally, in writing, and through development of web sites, multimedia presentations, and other forms of technology.
- Critically analyze messages in the media to detect propaganda, censorship, and bias.
- Create, interpret, analyze and detect bias in maps, graphs, charts, diagrams.
- Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology.
- Collaborate with peers, experts, and others to contribute to a content related knowledge base, e.g., use of blogs, wikis, podcasts, etc. to compile, synthesize, produce, and disseminate information.

Information, Media, Technology and Literacy

Grades 6-8

- Formulate appropriate research questions.
- Conduct research by locating, gathering, organizing information and data, and evaluating online and print resources.
- Effectively communicate and present information orally, in writing, and through the development of multimedia presentations, and other forms of technology.
- Identify propaganda, censorship, and bias in the media.
- Explain content through the use of maps, graphs, charts, and diagrams.
- Use technology resources for problem solving, self-directed learning, and extended learning activities.
- Demonstrate positive social and ethical behaviors when using technology and discuss consequences of inappropriate use.
- Use content specific technology tools to support learning and research.

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- Evaluate the accuracy, relevancy, appropriateness, and bias of online and print sources.

Grades 9-12

- Formulate appropriate research questions.
- Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources.
- Process and effectively communicate and present information orally, in writing, and through development of web sites, multimedia presentations, and other forms of technology.
- Critically analyze messages in the media to detect propaganda, censorship, and bias.
- Create, interpret, analyze and detect bias in maps, graphs, charts, diagrams.
- Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology.
- Collaborate with peers, experts, and others to contribute to a content related knowledge base, e.g., use of blogs, wikis, podcasts, etc. to compile, synthesize, produce, and disseminate information

Historical Interpretation and Analysis

Grades 6-8

- Develop a clear sense of historical time, past, present, and future in order to identify the sequence in which events occurred.
- Identify primary and secondary sources as historical content.
- Identify historical myths and historical fact.
- Apply social studies (content & skills) to real life situations.
- Formulate historical questions.
- Interpret history through the use of primary and secondary sources.
- Identify multiple perspectives of historical events.
- Answer a historical question through the interpretation of primary source

Grades 9-12

- Analyze patterns of historical continuity and change to demonstrate chronological thinking.
- Analyze and evaluate primary and secondary sources for historical perspectives.
- Differentiate between historical memory and historical fact.
- Apply social studies (content & skills) to real life situations.
- Extract significant ideas from social studies sources and frame historical questions.
- Use primary and secondary sources to analyze and interpret history.
- Compare multiple perspectives of historical events, using a variety of sources.
- Analyze and interpret primary sources to answer a historical question

Civic Participation

Grades 6-8

- Accept responsibility for the well-being of oneself, family, and the community.
- Identify issues and events that have an impact on people at local, state, national, and global levels.
- Actively participate in civic and community life at local, state, national, and global levels.
- Ask meaningful questions to evaluate information.
- Use effective decision-making and problem-solving skills in public and private life.
- Collaborate effectively as a member of a group.

Grades 9-12

- Demonstrate responsibility for the well-being of oneself, family, and the community.
- Discuss issues and events that have an impact on people at local, state, national, and global levels.
- Actively participate in civic and community life at local, state, national, and global levels.
- Seek information from varied sources and perspectives to develop informed opinions and creative solutions.

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Course Descriptions and Alignment with Standards

- Ask meaningful questions and analyze and evaluate information and ideas.
- Identify sources and perspectives that influence the formation of opinions and creative solutions.
- Use effective decision-making and problem-solving skills in public and private life.
- Collaborate effectively as a member of a group.

Instructional Practices - Teachers will be encouraged to use the following instructional practices to increase pupil learning:

- Reading assignments from longer text passages as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring pupils to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

The ~~same~~ Connection: Below are examples of project-based task/learning activities connecting Social Studies skills to the Sports Leadership theme. Teachers can correlate real-world application activities to specific NACS in developing thematic lessons.

Sample Project-Based Activity: Recreation “Yesterday and Today” – Pupils view the Entertainment and Recreation Gallery ¹from the National Library of Congress online and select or get assigned primary sources for further analysis. Pupils analyze the primary sources to learn more about recreation in the early 20th century, recording their thoughts on the Primary Source Analysis Tool. Pupils will form groups of two or three, and use the resources to find two photos to illustrate an example of the same types of recreation that they studied. These photos will be reproduced and each group will present the photos and their analysis to the class. The photos may then be posted on the classroom bulletin boards to be viewed by the rest of the class. Following the presentations, the class will discuss similarities and differences in the conclusions reached by each of the groups about entertainment and recreation during the 1920s and 1930s, beginning with these questions: *What similarities in activities from one section of the country to another did you notice as you looked at the pictures? What differences? What differences do you see between rural entertainment and urban entertainment? What differences do you see between your recreational activities and those you studied? Is this a matter of generation or is there a different factor such as rural/urban or region?*

Other activities

1. Pupils conduct oral histories with local people in order to test their conclusion about recreation and entertainment in their community.
2. Pupils use population density maps or settlement maps to hypothesize about a connection between distance and entertainment. Changes in transportation technology could also be brought into this discussion.

Courses

Social Studies - World History

Grade Level: 6

The purpose of this course is for pupils to investigate the development of ancient civilizations and regions through the Age of Exploration. They compare and contrast the major religions of the world; characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures.

¹ <http://www.loc.gov/teachers/classroommaterials/lessons/recreation/gallery.html>

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Course Descriptions and Alignment with Standards

Social Studies - World History Accelerated 6

Grade Level: 6

This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. The purpose of this course is for pupils to investigate the development of ancient civilizations and regions through the Age of Exploration. They compare and contrast the major religions of the world, characteristics necessary for the development of sustainable civilizations, the role governments and ideologies play in societies, and the development of regional cultures.

Social Studies – US/Nevada History

Grade Level: 7

This course is a study of Nevada from statehood to present day and American history from the time of the American Revolution through World War II. Pupils explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. The history of Nevada is integrated throughout the year. This course fulfills the social studies requirement for 7th Grade.

Social Studies – US/Nevada History Accelerated 7

Grade Level: 7

This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. Pupils will study Nevada from statehood to present day and American history from the time of the American Revolution through World War II. Pupils explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. The history of Nevada is integrated throughout the year. This course fulfills the social studies requirement for 7th Grade.

World Geography 8

Grade Level: 8

The purpose of this course is for pupils to continue to investigate the world using knowledge and skills learned in previous grades. The pupils have learned about their home, neighborhood, community, county, and state. Now they will take this knowledge to a larger scale to explore the state, nation, countries, and continents of the world. They study of the world's cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Pupils examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. This course fulfills the social studies requirement for 8th grade.

World Geography Accelerated 8

Grade Level: 8

This accelerated course will have augmented instructional pacing, more rigorous expectation of pupil work and enhanced social studies activities. The purpose of this course is for pupils to continue to investigate the world using knowledge and skills learned in previous grades. The pupils have learned about their home, neighborhood, community, county, and state. Now they will take this knowledge to a larger scale to explore the state, nation, countries, and continents of the world. They study of the world's cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Pupils examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. This course fulfills the social studies requirement for 8th grade.

Course Title: World History

Credit: 1.00 Grade Level: 9-12

World History will provide pupils the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity. This course satisfies the World History/Geography or Social Studies graduation requirement.

Attachment 3

Attachment A.3.3

Course Descriptions and Alignment with Standards

Course Title: World History Honors

Credit: 1.00 Grade Level: 9-12

World History Honors will provide pupils the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it related to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation. This course satisfies the World History/Geography or Social Studies graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: Advanced Placement World History

Credit: 1.00 Grade Level: 9-12

Advanced Placement World History is a college-level course that offers motivated pupils the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. The course highlights six themes that allow the pupils, throughout the course, to make comparisons, construct and evaluate arguments, assess issues of change and continuity, handle diverse interpretations through analysis of context, bias and frame of reference, and using documents and primary data in developing the skills necessary to analyze point of view, context and bias. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies the World History/Geography or Social Studies graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: Advanced Placement European History

Credit: 1.00 Grade Level: 10-12

Advanced Placement European History provides pupils with college-level curriculum addressing the relevant cultural, economic, political, and social developments that played a fundamental role in shaping the European world. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. Pupils will also develop: an understanding of some of the principal themes in modern European History; an ability to analyze historical evidence and historical interpretation; and an ability to express historical understanding in writing. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies one credit of the Social Studies graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: United States History

Credit: 1.00 Grade Level: 11-12

United States History will provide pupils with the opportunity to acquire an understanding of the chronological development of the American people by examining the political economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation.

PREREQUISITE: None.

Special Note: This course satisfies the United States History graduation requirement.

Course Title: United States History Honors

Credit: 1.00 Grade Level: 11-12

United States History Honors will provide pupils with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity. This course satisfies the United States History graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Attachment 3
Attachment A.3.3
Course Descriptions and Alignment with Standards

Course Title: Advanced Placement United States History

Credit: 1.00 Grade Level: 11-12

Advanced Placement United States History is a college-level course designed to provide pupils with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares pupils for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Pupils should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. The course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies the United States History graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: United States Government

Credit: 1.00 Grade Level: 12

This course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. Pupils will acquire a comprehensive understanding of American government and political behavior. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes. This course satisfies the United States Government graduation requirement.

PREREQUISITE: None.

Course Title: United States Government Honors

Credit: 1.00 Grade Level: 12

Pupils will acquire a comprehensive understanding of American government and political behavior. This course is designated as honors level by the accelerated instructional pacing and depth of content. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes. This course satisfies the United States Government graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: Advanced Placement United States Government & Politics

Credit: 1.00 Grade Level: 12

Advanced Placement United States Government & Politics is a college-level course which provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies the United States Government graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Attachment 3

Attachment A.3.3

Course Descriptions and Alignment with Standards

Course Title: Economics

Credit: 0.50 Grade Level: 11-12

Economics will provide pupils the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. The pupil will be introduced to the major characteristics of the mixed market economic system in the United States and how the basic economic questions are answered. This course satisfies one-half credit of the Social Studies graduation requirement.

Course Title: Economics Honors

Credit: 0.50 Grade Level: 11-12

Economics Honors will provide pupils the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed system. This course satisfies one-half credit of the Social Studies graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: Advanced Placement Macroeconomics

Credit: 0.50 Grade Level: 11-12

Advanced Placement Macroeconomics is a college-level course designed to give pupils a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of national income and price determination, and also develops familiarity with economic performance measures, economic growth, and international economics. This course will prepare pupils for possible college credit. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies one-half credit of the Social Studies graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: Advanced Placement Microeconomics

Credit: 0.50 Grade Level: 11-12

Advanced Placement Microeconomics is a college-level course which provides pupils with a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. This course will prepare pupils for possible college credit. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies one-half credit of the Social Studies graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

Course Title: Psychology I

Credit: .50 Grade Level: 9-12

Psychology I will provide pupils with an understanding of human behavior, behavioral interaction, and the progressive development of individuals with an emphasis on sports psychology. Appropriate concepts and skills will be developed through the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health and therapy. **Special Note:** This course satisfies one-half credit of the Social Studies graduation requirement.

Course Title: Psychology II

Credit: .50 Grade Level: 10-12

Psychology II provides pupils an opportunity to expand their awareness of areas of psychology to include basic statistical research, memory and thought, sensation and perception, motivation and emotion, sleep and dreams, stress and conflict,

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Attachment A.3.3
Course Descriptions and Alignment with Standards

adjustment in society and human interaction. This course satisfies one-half credit of the Social Studies graduation requirement.

PREREQUISITE: Psychology I.

Course Title: Advanced Placement Psychology

Credit: 1.00 Grade Level: 10-12

Advanced Placement Psychology is a college-level course, which will introduce pupils to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Pupils also learn about the ethics and methods psychologists use in their science and practice. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies one credit of the Social Studies graduation requirement. This course earns weighted GPA credit.

PREREQUISITE: Teacher approval.

COMPUTER AND CAREER & TECHNICAL EDUCATION ELECTIVE COURSES

Overview

The following elective course offerings afford students opportunities to explore sports leadership related career options, while meeting the requirements for promotion to high school and high school graduation. In middle school, students will have an opportunity to take a Career and Decision Making Skills course. This course will incorporate major concepts of sports leadership careers in medicine/health, marketing and entertainment, and business/management. Students will also take Computer Literacy and/or Technology/media production courses while in middle school. Through these foundation courses, students will learn and apply such skills including but not limited to proper computer skills and safe internet usage, note-taking and marginal notes, study skills, group work, metacognition skills, speech and presentation skills, using presentation software (PowerPoint, Excel Charts and Graphs, Google Videos, GotoMeeting presentations) cooperative learning, organizational skills, and time management. Projects from core curriculum courses will help reinforce these skills in a practical setting. Students will be expected to use computer and keyboarding skills to accurately communicate as well as to create projects within their core classes. Thus, these courses are intended to prepare students with the skills necessary to manage new and challenging coursework, to meet the demands of 21st Century technology, and to acquire the foundation skills to be eventually successful in the workplace.

Courses

Course Title: Computer Literacy

Grade Level: 6-12

This semester course is designed to provide pupils with fundamental computing skills. Areas of emphasis include Internet use and safety, office productivity applications, and system fundamentals. The appropriate use of technology is an integral part of this course. This course fulfills the one-half computer credit required for high school graduation.

Course Title: Intro to Media Technology

Grade Level: 7-8

This course is designed to provide pupils with introductory skills and knowledge in media technology. Students gain the fundamentals of graphics, animation, video, and the creation and manipulation of multimedia. Pupils will be able to explore the history, evolution, current trends, and terminology of the media technology field. They will be able to discuss issues related to copyright, invasion of privacy, data security, and the ethical use of information. They will acquire and optimize media for use in various multimedia formats; employ the elements and principles of design in the creation of a multimedia project; and integrate multiple sources of digital information into a single multimedia presentation.

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Course Descriptions and Alignment with Standards

Media Production

Grade Level: 7-8

This advanced middle school class incorporates digital art into multimedia projects and presentations. Students will use a variety of graphic art techniques to produce projects combining sound, music, video, and art. The course will provide a culminating experience for pupils who have been who have excelled in their computer classes. Students will also get practical experience preparing materials for the school. Teacher approval required for admission.

PREREQUISITE: Introduction to Media Technology and Teacher approval

Course Title: Career and Decision-Making Skills

Grade Level: 7-8

The purpose of this course is to enable pupils to explore careers/career clusters, learn about the decision-making process and study skills. Activities will enable pupils to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Pupils will learn about their interests, values, skills, learning styles and personal and social development.

Course Title: Computer Applications I

Course Title: Computer Applications II

Credit: .50 Grade Level: 9-12

The purpose of Computer Applications I and II is to provide pupils with intensive hands-on experience with some commonly used software packages. Advanced applications of commercially available software will be emphasized.

PREREQUISITE: For Computer Applications II, Computer Applications I. Each of these courses satisfies the Use of Computers graduation requirement.

Course Title: Web Design

Credit: 1.0 Grade Level: 9-12

The purpose of this course is to enable pupils to plan, develop, and publish well-designed web sites that combine effective navigation with appropriate use of graphics, text, color, and sound. This course satisfies the Use of Computers graduation requirement.

Course Title: Video Production I

Credit: 1.00 Grade Level: 9-12

This course is designed to introduce pupils to the basic elements and skills needed to produce a video. Operating video cameras, script writing, editing equipment, microphones, and the process of On-Air program production are emphasized. Students will become familiar with video production techniques for a variety of purposes, including broadcast journalism.

This course satisfies the Career and Technical Education graduation requirement.

Course Title: Video Production II

Credit: 1.00 Grade Level: 10-12

This course is a continuation of Video Production I. This course provides intermediate video production pupils with instruction in advanced techniques and processes. Emphasis is placed on the advanced principles in pre/post-production, editing techniques, studio and engineering procedures, and live broadcast skills. The appropriate use of technology and industry-standard equipment is an integral part of this course. This course satisfies the Career and Technical Education graduation requirement.

PREREQUISITE: Video Production I and teacher approval.

Course Title: Video Production II LAB

Credit: 1.00 Grade Level: 10-12

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Attachment A.3.3

Course Descriptions and Alignment with Standards

This course is designed to expand the pupils' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage pupils to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

PREREQUISITE: Concurrent enrollment in Video Production II

Course Title: Video Production III

Credit: 1.00 **Grade Level:** 11-12

This course is a continuation of Video Production II. This course provides advanced video production pupils with instruction in advanced techniques and processes. Emphasis is placed on the advanced principles in pre/post-production, editing techniques, studio and engineering procedures, and live broadcast skills. Students will become familiar with video production techniques for a variety of purposes, including broadcast journalism. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, pupils will have acquired entry-level skills for employment and be prepared for postsecondary education

PREREQUISITE: Video Production II and teacher approval.

Course Title: Video Production III LAB

Credit: 1.00 **Grade Level:** 10-12

This course is designed to expand the pupils' opportunities for applied learning. This course provides an in-depth lab experience that applies the processes, concepts, and principles as described in the classroom instruction. The coursework will encourage pupils to explore and develop advanced skills in their program area. The appropriate use of technology and industry-standard equipment is an integral part of this course.

PREREQUISITE: Concurrent enrollment in Video Production III



Career Academy Elective Courses

Sports Marketing and Entertainment Media Academy

Course Title: Principles of Business and Marketing

Credit: 1.00 **Grade Level:** 9-10

This course introduces pupils to business and marketing concepts in the areas of business management, entrepreneurship, and marketing. Students gain an understanding of principles related to business law, communications, customer relations, economics, information management, and operations.

This course is an entry-level course in the Business Management and Sports & Entertainment Marketing academies that develops pupil understanding and skill in areas such as business law, communications, customer relations, economics, information management, marketing, and operations. Students acquire knowledge of fundamental sports business and marketing activities, factors affecting business, develop verbal and written communications skill, and participate in career exploration and planning in the sports business and marketing arenas. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Course Title: Sports and Entertainment Business

Credit: 1.00 **Grade Level:** 9-10

This course is designed for pupils interested in the sports and entertainment industry. Areas of emphasis include facility design, merchandising, advertising, public relations, event marketing, and developing sponsorships. Pupils will develop an understanding of business organization and terminology and explore the major concepts and functions of a business. They will differentiate among various types of business structures, examine the impact of technology on the sports and entertainment industry; and be able to explain concepts and skills associated with sports and entertainment business. They will analyze how publicity and public relations play a role in the promotion of sports and entertainment events and be able to describe legal and

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Course Descriptions and Alignment with Standards

ethical considerations associated with sports and entertainment business. The appropriate use of technology is an essential component of this course. This course fulfills one of the elective credits required for high school graduation.

Course Title: Sports and Entertainment Marketing I

Credit: 1.00 Grade Level: 10-12

This course is designed for pupils who have successfully completed Principles of Business and Marketing. Areas of emphasis include market research, advertising and promotion, sponsorship, public relations, legal contracts, agency, and event planning. Throughout the duration of the course, pupils will be able to apply the basic components of marketing to the sports and entertainment industry; interpret economic indicators as they relate to the sports and entertainment industry; compare marketing and research strategies relative to the sports and entertainment industry; explore banking and finance procedures as they relate to credit and cash handling; identify processes for implementing effective event and venue management; analyze promotional techniques with emphasis on advertising and branding; investigate sponsorships, endorsements, and licensing agreements; discuss legal and ethical issues within the sports and entertainment industry; and model positive customer and interpersonal relations. The appropriate use of technology is an essential component of this course. This course fulfills one of the elective credits required for high school graduation.

PREREQUISITE: Principles of Business and Marketing

Course Title: Sports and Entertainment Marketing II

Credit: 1.00 Grade Level: 10-12

This course is designed for pupils who have successfully completed Sports and Entertainment Marketing I. Areas of emphasis include pricing and promotion, information management, market research, and development of a marketing plan focused on the sports and entertainment industry. Throughout the duration of the course, pupils will be able to research how economic indicators affect marketing in the sports and entertainment industry; identify key components of a marketing plan; determine pricing structures related to products and services; evaluate the impact of technology on sales promotions; investigate distribution systems within the sports and entertainment industry; analyze the use of financial data in sales promotions; create a marketing plan related to sports and entertainment; utilize publicity and public relations concepts in the promotion of sports and entertainment events; explore legal and ethical issues associated with the sports and entertainment industry. The appropriate use of technology is an essential component of this course. This course fulfills one of the elective credits required for high school graduation.

PREREQUISITE: Principles of Business and Marketing & Sports and Entertainment Marketing I.

Course Title: Sports and Entertainment Marketing Advanced Studies

Credit: 1.00 Grade Level: 11-12

This course provides pupils who have achieved all content standards in Sports and Entertainment Marketing an advanced study through investigation and in-depth research. The pupil collaborates with the supervising teacher to design and implement the topic of study. Course work may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an essential component of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.

PREREQUISITE: Principles of Business and Marketing & Sports and Entertainment Marketing I & II.

Course Title: Executive Internship I

Course Title: Executive Internship II

Course Title: Executive Internship III

Course Title: Executive Internship IV

Credit: .50 Grade Level: 11-12

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Attachment A.3.3
Course Descriptions and Alignment with Standards

The Executive Internship I-IV are work-based exploration courses. They are designed to provide pupils with an opportunity to apply technical skills and competencies to real-life career processes and settings. Each of these courses satisfies one-half of the Career and Technical Education graduation requirement.

PREREQUISITE: Teacher approval. For Executive Internship II, Executive Internship I; for Executive Internship III, Executive Internship II; for Executive Internship IV, Executive Internship III.

Sports Business and Management Academy Courses

Course Title: Principles of Business and Marketing

Credit: 1.00 Grade Level: 9-10

This course introduces pupils to business and marketing concepts in the areas of business management, entrepreneurship, and marketing. Students gain an understanding of principles related to business law, communications, customer relations, economics, information management, and operations.

This course is an entry-level course in the Business Management and Sports & Entertainment Marketing academies that develops pupil understanding and skill in areas such as business law, communications, customer relations, economics, information management, marketing, and operations. Students acquire knowledge of fundamental sports business and marketing activities, factors affecting business, develop verbal and written communications skill, and participate in career exploration and planning in the sports business and marketing arenas. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Business Management I

Credit: 1.00 Grade Level: 10-12

This course addresses several types of management, including customer relationship management, human resources management, information management, knowledge management, project management, quality management, risk management, and strategic management. Economics, finance, operations, and professional development are also emphasized throughout the course. The appropriate use of technology and industry-standard equipment is an integral part of this course.

PREREQUISITE: Principles of Business and Marketing

Business Management II

Credit: 1.00 Grade Level: 11-12

This course focuses predominantly on financial analysis that supports economic decision-making in business. It includes specialist- and management-level skills such as interpreting financial statements; calculating financial ratios; developing budgets; forecasting sales; and much more. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, pupils will be prepared for postsecondary education.

PREREQUISITE: Business Management I

Business Management Advanced Studies

Credit: 1.00 Grade Level: 11-12

This course is offered to pupils who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the pupils' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

PREREQUISITE: Business Management II

Course Title: Executive Internship I

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Attachment A.3.3

Course Descriptions and Alignment with Standards

Course Title: Executive Internship II

Course Title: Executive Internship III

Course Title: Executive Internship IV

Credit: .50 Grade Level: 11-12

The Executive Internship I-IV are work-based exploration courses. They are designed to provide pupils with an opportunity to apply technical skills and competencies to real-life career processes and settings. Each of these courses satisfies one-half of the Career and Technical Education graduation requirement.

PREREQUISITE: Teacher approval. For Executive Internship II, Executive Internship I; for Executive Internship III, Executive Internship II; for Executive Internship IV, Executive Internship III.

Sports Medicine and Health/Science Academy Electives

Course Title: Health Science I

Credit: 1.00 Grade Level: 9-12

This course introduces pupils to health occupations with a clinical perspective. This course includes medical terminology, health care careers and systems, safety, legal responsibilities, wellness, and disease prevention. Student will be able to apply medical terminology to oral and written communications and practice healthcare skills including infection control, first aid, and cardiopulmonary Resuscitation. They will research the delivery of health care and be able to demonstrate techniques for gathering patient information. They will discuss ethical and legal responsibilities related to health care and explain the fundamentals of wellness and disease prevention. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Course Title: Health Science II

Credit: 1.00 Grade Level: 9-12

This course provides pupils who have successfully completed Health Science I with a clinical perspective of anatomy and physiology. Emphasis is placed on the organization, structure, and function of the human body, growth and development, wellness, and pathophysiology. Pupils will learn to apply medical terminology to anatomy and physiology and apply anatomical and physiological concepts to wellness and disease prevention. They will describe the organization of cells, tissues, and body systems; identify patterns of normal growth and development in humans; and compare normal anatomy and physiology to abnormal anatomy and pathophysiology as related to specific diseases. The appropriate use of technology is an integral part of this course. Upon successful completion of this program, pupils will be prepared for entry into a medical program at the college level. This course fulfills one of the elective credits required for high school graduation.

PREREQUISITE: Health Science I

Course Title: Sports Medicine I

Credit: 1.00 Grade Level: 10-12

This course is designed to introduce pupils to the field of sports medicine. It will provide pupils the opportunity to explore athletic training and sports medicine related fields. Students will receive instruction in sports medicine terminology, physical fitness, anatomy and physiology, kinesiology, injury evaluation and prevention procedures, and careers in sports medicine. Students will also demonstrate skills in cardiopulmonary resuscitation (CPR), first aid, and sports injury management and rehabilitation. The appropriate use of technology and industry-standard equipment is an essential component of this course.

PREREQUISITE: Health Science I

Course Title: Sports Medicine II

Credit: 1.00 Grade Level: 10-12

This course is a continuation of Sports Medicine I. This course provides advanced sports medicine pupils with instruction in advanced techniques and processes. This course will give pupils hands-on experience evaluating injuries commonly sustained by the competitive athlete. It includes all areas of sports medicine such as sports medicine terminology, musculoskeletal anatomy, evaluation, assessment, rehabilitation, and prevention of athletic injuries. Emphasis will be placed on evaluating and assessing athletic injuries. The appropriate use of technology and industry-standard equipment is an

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Attachment A.3.3
Course Descriptions and Alignment with Standards

integral part of this course. Upon successful completion of this course, pupils will be prepared for postsecondary education in this field. This course satisfies the Career and Technical Education graduation requirement.

PREREQUISITE: Sports Medicine I

Course Title: Sports Medicine Advanced Studies

Credit: 1.00 **Grade Level:** 11-12

This course is offered to pupils who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the pupils' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

PREREQUISITE: Sports Medicine II

Course Title: Executive Internship I

Course Title: Executive Internship II

Course Title: Executive Internship III

Course Title: Executive Internship IV

Credit: .50 **Grade Level:** 11-12

The Executive Internship I-IV are work-based exploration courses. They are designed to provide pupils with an opportunity to apply technical skills and competencies to real-life career processes and settings. Each of these courses satisfies one-half of the Career and Technical Education graduation requirement.

PREREQUISITE: Teacher approval. For Executive Internship II, Executive Internship I; for Executive Internship III, Executive Internship II; for Executive Internship IV, Executive Internship III.

PHYSICAL EDUCATION AND HEALTH ELECTIVE COURSES

State law requires all pupils to complete 2 credits (4 semesters) of physical education in grades 9-12. SLAM NV will strongly recommend that the requirement be met as early as possible during the first 8 semesters of high school. When the 2-credit requirement has been completed, additional courses in P.E. and Health may be taken as elective subjects. The School's physical education program will center on teaching students to cultivate a healthy and active lifestyle. Students will develop the motor skills necessary to participate successfully in a variety of physical activities, and will learn the benefits of a regular exercise regime. The physical education program will also expand beyond the school grounds, allowing students to experience and appreciate a wide range of physical activities outside of school, with support from SLAM's partnering organization.

The ~~SLAM!~~ Connection: The school will hold an annual School-wide "SLAM Olympics" (conducted in the Spring) where Pupils will compete and participate in selected sports and activities. In preparation for the event, pupils will work through their career elective courses to form committees as follows:

- **Business Management pupil committee** - Design fundraisers and coordinate event logistics including opening ceremonies and game scheduling
- **Sports Medicine/Health Science pupil committee** – Study "Care and Prevention of Injuries" and will assist athletic trainers during the event
- **Journalism/Marketing pupil committee** – Work on Advertisement and sponsor promotions for the event – provide media coverage during the event

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Attachment A.3.3
Course Descriptions and Alignment with Standards

Courses

Course Title: Physical Education

Grade Level: 6-8

This one-semester course focuses on the physical, mental, social, and emotional development of pupils in cooperative and competitive settings. Students develop psychomotor skills and engage in movement and lifetime fitness activities at moderate to vigorous levels for a minimum of 50% of the instructional time. Students participate in movement experiences found in team, individual, and dual sports; dance/rhythms; and lifetime recreational activities. Health and skill-related fitness concepts are explored through personal goal setting and self-evaluation. This course fulfills the physical education requirement for grades 6-8.

Course Title: Individual and Dual Sports I

Credit: .50 Grade Level: 9-12

Individual and Dual Sports I provides pupils with opportunities to acquire knowledge of strategies and develop skills in selected individual and dual sports, and maintain and/or improve their personal fitness. The content includes knowledge and application skills, techniques, strategies, rules, and safety practices. Individual and dual sports selected may include but not be limited to badminton, bowling, golf, gymnastics, handball, paddleball, racquetball, skating, swimming, table tennis, and tennis. This course satisfies one-half credit of the Physical Education graduation requirement.

Course Title: Individual and Dual Sports II

Credit: .50 Grade Level: 9-12

Individual and Dual Sports II provides pupils with opportunities to acquire knowledge of strategies and develop skills in selected individual and dual sports not addressed in Individual and Dual Sports I. This course satisfies one-half credit of the Physical Education graduation requirement.

PREREQUISITE: Individual and Dual Sports I.

Course Title: Personal Fitness

Credit: .50 Grade Level: 9-12

Personal Fitness provides pupils with opportunities to develop an individual optimal level of physical fitness. Acquire knowledge of physical fitness concepts, and acquire knowledge of the significance of lifestyle on one's health and fitness. The content includes knowledge of the importance of physical fitness, assessment of the health related components of fitness, health problems associated with inadequate fitness levels, application of biomechanical and physiological principles to improve and maintain fitness, safety practices and psychological values of fitness including stress management, and sound nutritional practices and consumer issues related to physical fitness. This course satisfies one-half credit of the Physical Education graduation requirement.

Course Title: Team Sports I

Credit: .50 Grade Level: 9-12

Team Sports I provides pupils with opportunities to acquire knowledge of strategies of team sport play, develop skills in selected team sports, and maintain and/or improve their personal fitness. The content includes knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports, which may include, but not be limited to, basketball, flag football, kickball, soccer, softball, speedball, track and field, and volleyball. This course satisfies one-half credit of the Physical Education graduation requirement.

Course Title: Team Sports II

Credit: .50 Grade Level: 9-12

Team Sports II provides pupils with opportunities to acquire knowledge of strategies of team sports play, develop skills in selected team sports not addressed in Team Sports I and maintain and/or improve their personal fitness. This course satisfies one-half credit of the Physical Education graduation requirement.

Attachment 3
Attachment A.3.3
Course Descriptions and Alignment with Standards

PREREQUISITE: Team Sports I.

Course Title: Beginning Weight Training

Credit: .50 Grade Level: 9-12

Beginning Weight Training provides pupils with opportunities to acquire basic knowledge and skills in weight training that may be used in physical pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image. **Special Note:** This course satisfies one-half credit of the Physical Education graduation requirement.

Course Title: Intermediate Weight Training

Credit: .50 Grade Level: 10-12

Intermediate Weight Training provides pupils with opportunities to extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve strength and endurance, and further enhance body image. **Special Note:** This course satisfies one-half credit of the Physical Education graduation requirement.

PREREQUISITE: Beginning Weight Training or teacher approval.

Course Title: Advanced Weight Training

Credit: .50 Grade Level: 11-12

Advanced Weight Training provides pupils with opportunities to further extend the acquisition of knowledge and the development of skills in weight training that may be used in physical pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image. This course satisfies one-half credit of the Physical Education graduation requirement.

PREREQUISITE: Intermediate Weight Training or teacher approval.

Course Title: Dance II

Credit: 1.00 Grade Level: 9-12

This course is designed to promote dance training for a higher level of achievement. This course will develop and extend the artistic, affective, cognitive, and psychomotor potentials of the advanced pupil. The pupil will be provided with opportunities to explore, create, organize, evaluate, and perform a variety of dance forms. This course may be repeated for elective credit and will fulfill the Physical Education II credit required for graduation.

PREREQUISITE: Dance I

Course Title: Health

Grade Level: 8

This course provides pupils an introduction to the mental, physical, social, emotional, and environmental aspects of human wellness. Goal setting and decision-making processes are the foundation of this course. Topics include wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. Pupils will learn about health and well-being and analyze the relationship between health behaviors and personal health. They will learn how behaviors, pathogens, genetic history, and other factors are related to illness/disease prevention. They will identify laws and regulations made to protect community health. They will explain how the perceptions of norms influence healthy and risky behaviors. They will examine how individual family, peers, and information influence the personal use, misuse, and abuse of substances. They will explain how local school and public health policies can influence health promotion and disease prevention. They will defend healthy alternatives over unhealthy alternatives when making a decision. This course fulfills the health requirement for 8th grade.

Course Title: Health I - Life Management Skills

Credit: .50 Grade Level: 9-12

Health I provides pupils with opportunities to develop and enhance critical life management skills necessary to make sound decisions and take positive actions for healthy and effective living. Topics of study include decision-making, wellness,

Attachment 3

Attachment A.3.3

Course Descriptions and Alignment with Standards

nutritional and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. This course satisfies the Health graduation requirement.

Course Title: Health II - Personal Health

Credit: .50 **Grade Level:** 9-12

Health II provides pupils with knowledge and skills related to health topics which will enhance their ability to make wise health decisions for themselves, their families and communities. The content includes diseases and disorders, safety, first aid, community health, environmental health, family life, human growth and development, personal hygiene, health systems and careers. This course satisfies the Health graduation requirement.

PREREQUISITE: Health I.

Course Title: Advanced Health Explorations

Credit: .50 **Grade Level:** 9-12

Advanced Health Explorations provides pupils with opportunities for in-depth instruction in health concepts, issues and careers. The content includes advanced study of structure and function of the body systems; diseases and disorders; major health problems in society; health promotion concepts; modern medical practices; health careers and future trends in health.

Course Title: First Aid and Safety

Credit: .50 **Grade Level:** 9-12

First Aid and Safety provides pupils with opportunities to acquire advanced skills in first aid, emergency care and personal, community and environmental safety. The content includes advanced first aid; one-rescuer, two-rescuer and infant cardiopulmonary resuscitation (CPR) relief of obstructed airway and safety.

Attachment 3
Attachment A.3.3
Course Descriptions and Alignment with Standards

ARTS & HUMANITIES ELECTIVE COURSES

Course Title: Photography

Grade Level: 7-8

This semester course is for pupils who have successfully completed beginning and intermediate art and will apply advanced skills in visual art techniques through an expanded variety of media and subject matter. Students will implement creativity, originality and innovation through problem solving and art making. Students will demonstrate an extended knowledge of aesthetics and will effectively critique their own work and the artwork of others. Through collaboration and production, connections will be made between visual art and disciplines outside of the arts.

Course Title: Photography I

Course Title: Photography II

Credit: 1.00 Grade Level: 9-12

The purpose of these courses is to enable pupils to develop basic skills and creative approaches in photographic imagery, processes, and techniques. These courses incorporate hands-on activities and consumption of relevant art materials. Access to appropriate photographic equipment is required. Digital cameras, computer hardware, software, peripheral devices and printers are required. Each of these courses satisfies the Arts and Humanities graduation requirement.

PREREQUISITE: For Photography II, Photography I.

Course Title: Introduction to Dance

Grade Level: 6-7

This introductory course is designed for middle school pupils as an experiential class for first year dance. This course will allow a pupil to develop an appreciation of dance as an art form. Students will be provided movement experiences that explore and extend artistic, affective, cognitive, and psychomotor potentials. Students will explore introductions to ballet, modern, jazz, tap, and theatrical dances. Fundamentals of dance theory and technique will provide pupils with a wide variety of experiences. A commitment to heritage of dance forms from various cultures will be an integral part of this introductory class. This course is a prerequisite for Intermediate Dance. Proper attire is required. This is an elective course for grades 6-7.

Course Title: Intermediate Dance

Grade Level: 7-8

This course provides an intermediate focus for second year dance pupils. This course is designed for pupils who have had experiences performing before audiences in an introductory dance class. Student's knowledge of the fundamentals of dance will be enhanced with an introduction to composition, choreography, and improvisation experiences. Students will have the opportunity to create, expand skills, and perform ballet, jazz, modern, tap, and theatrical dance forms. Students will begin to focus on personal preference dance forms to prepare for an in-depth study in dance. Students will continue to expand the artistic, affective, cognitive, and psychomotor potentials of their acquired skills. A continued focus on man's heritage will be utilized through experiences with dance forms from a wide variety of cultures. The prerequisite for this course is Introduction to Dance. Proper dance attire is required. This is an elective course for 7-8th grade pupils.

PREREQUISITE: Introduction to Dance

Course Title: Dance I

Credit: 1.00 Grade Level: 9-12

This course is designed to develop an appreciation of dance as an art form. Through movement experiences, pupils communicate in a way that is different from the written or spoken word, or even from other visual or auditory symbol systems. Students develop higher order thinking skills through perceiving, analyzing, and making discriminating judgments about dance. The pupil examines the role and meaning of dance in diverse social, cultural, and historical contexts through a variety of dance forms. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. This course fulfills either the one Arts/Humanities credit or one of the elective credits required for graduation.

Attachment 3
Attachment A.3.3
Course Descriptions and Alignment with Standards

WORLD LANGUAGE ELECTIVE COURSES

Two years of language other than English will be offered in grades 9-12, to afford students the opportunity to meet the world language entry requirement for state university system. Reading, speaking, and writing a language other than English will not only encompass enhancing students' functional ability with the language, but also will focus on viewing and using the knowledge of another world language as the gateway to the understanding and appreciation of another culture. Additionally, language courses will aim to reinforce and build grammar, vocabulary, comprehension and critical thinking skills that can be transferred to the English language. All language courses will address NACS. The following is a list of courses that the school intends to offer considering student need and interest:

Course Title: Spanish

Grade Level: 6-8

The purpose of this course is to develop communicative competence in the Spanish language. Pupils will be able to talk and write about activities of daily life, give and follow simple oral and written instructions and commands, recognize commonly used verbs and phrases, and participate in structured conversations in a variety of topics. Pupils will be able to tell and write a simple narrative about a personal experience or event. They will be able to recognize the standard rules of usage and grammar. They will demonstrate occasional creativity in the production of language. They will comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary. They will read and comprehend phrases, short sentences, written directions and narratives. They will identify important people, holidays, geography, and history of Latin America. They will analyze and compare the writing systems of both the English and Spanish language. They will learn about the cultural differences between the pupil's culture and that of Latin America.

Course Title: Spanish I

Credit: 1.00 Grade Level: 9-11

This course introduces pupils to the target language and its culture. Pupils will develop and communicative skills and cross-cultural understanding. Specific content includes, but is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture. The course provides practice in correct use of basic vocabulary and language structures to enable pupils to function effectively within realistic settings. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Course Title: Spanish II Honors

Credit: 1.00 Grade Level: 10-12

This course is for pupils who have successfully completed Spanish I. Students continue to refine proficiency in the target language with the end-of-course goal of demonstrating proficiency at the intermediate-low level. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable pupils to function effectively within realistic settings. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

PREREQUISITE: Spanish I or mastery of standards corresponding to Spanish I

Course Title: Spanish III Honors

Credit: 1.00 Grade Level: 10-12

This course is designed for pupils who have successfully completed Spanish II Honors. World Languages III provides mastery and expansion of skills acquired by the pupils in World Languages II. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Analyzing reading selections

Attachment 3
Attachment A.3.3
Course Descriptions and Alignment with Standards

strengthens pupils' acquisition of grammatical concepts. Students continue to refine proficiency in Spanish with the end-of-course goal of demonstrating proficiency at the intermediate- mid level. The focus is communication in Spanish incorporating understanding of Spanish cultures, connecting with other disciplines, comparing native language to Spanish, and participating in multicultural communities. This course satisfies the Arts and Humanities graduation requirement.

PREREQUISITES: Spanish II Honors or mastery of standards corresponding to Spanish II and teacher approval.

Course Title: Advanced Placement Spanish Language and Culture

Credit: 1.0 Grade Level: 11-12

This advanced placement course is comparable to an advanced level (fifth and sixth semester or the equivalent) college Spanish language course. This college-level curriculum prepares pupils to use the three modes of communication (interpersonal, interpretive, and presentational) in the Intermediate to Pre-Advanced range. This course engages pupils in an exploration of culture in both contemporary and historical contexts. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition. Special emphasis is placed on the use of authentic source materials and the integration of language skills. Pupils will combine listening, reading, and speaking (or listening, reading, and writing) skills in order to demonstrate understanding of authentic Spanish-language source materials. This course will emphasize on meeting the requirements of the College Board examination. This course satisfies the Arts and Humanities graduation requirement. This course earns weighted GPA credit.

PREREQUISITES: Spanish III Honors & Teacher approval.

Course Title: Advanced Placement Spanish Literature and Culture

Credit: 1.0 Grade Level: 11-12

This advanced placement course is designed to the pupil with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces pupils to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides pupils the opportunity to demonstrate proficiency in Spanish across the three modes of communication (interpersonal, interpretive, and presentational) and the five goal areas (communication, cultures, connections, comparisons, and communities). This course will emphasize on meeting the requirements of the College Board examination. This course satisfies the Arts and Humanities graduation requirement. This course earns weighted GPA credit.

PREREQUISITES: AP Spanish Language & Teacher approval.

Course Title: Spanish for Spanish Speakers I

Credit: 1.00 Grade Level: 9-11

This course is designed to provide Spanish-speaking pupils with an opportunity to develop proficiency in the skills of listening, speaking, reading, and writing in Spanish. The focus of the instruction will be on literacy (reading and writing in Spanish). This course will promote the development of oral and written communication. This course fulfills one elective credit required for high school graduation.

PREREQUISITES: Spanish Speaker

Course Title: Spanish for Spanish Speakers II Honors

Credit: 1.00 Grade Level: 10-12

This course is designed to provide Spanish speakers with the opportunity to develop proficiency in the skills of listening, speaking, reading, and writing in Spanish. The focus is on oral and written communication, incorporating an understanding of diverse Hispanic cultures, connections to other disciplines, comparing English to Spanish, and participating in multicultural communities. Knowledge of linguistic structures and vocabulary will be reviewed and expanded to allow pupils to communicate at the intermediate level in real-life situations. This course fulfills one elective credit required for high school graduation.

PREREQUISITES: Spanish for Spanish Speakers I

Attachment 3
Attachment A.3.3
Course Descriptions and Alignment with Standards

Course Title: Spanish for Spanish Speakers III Honors
Credit: 1.00 **Grade Level:** 11-12

This course is designed to provide Spanish speakers with the opportunity to develop a greater degree of proficiency in the areas of oral communication, reading comprehension, writing, and reasoning. It will increase the ease and confidence with which the pupil uses the language in the community. Connecting with other disciplines and comparing Spanish to English will be emphasized and expanded. The study of linguistics and literature will promote the understanding and appreciation of varied Hispanic cultures. This course will fulfill either one Arts/Humanities credit or one of the elective credits required for graduation.

PREREQUISITES: Spanish for Spanish Speakers II Honors

Course Title: French I
Credit: 1.00 **Grade Level:** 9-11

This one-year course is designed to facilitate a pupil's acquisition of French at the novice high level. The focus is communication in French incorporating an understanding of the French cultures, connecting with other disciplines, comparing native language to French, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable pupils to function effectively within realistic settings. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

Course Title: French II Honors
Credit: 1.00 **Grade Level:** 10-12

This course is for pupils who have successfully completed French I. Students continue to refine proficiency in French with the end-of-course goal of demonstrating proficiency at the intermediate-low level. The focus is communication in the target language incorporating understanding of the target cultures, connecting with other disciplines, comparing native language to the target language, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable pupils to function effectively within realistic settings. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one of the elective credits required for high school graduation.

PREREQUISITE: French I or mastery of standards corresponding to French I & teacher approval

Course Title: French III Honors
Credit: 1.00 **Grade Level:** 11-12

This course is designed for pupils who have successfully completed French II Honors. Students continue to refine proficiency in French with the end-of-course goal of demonstrating proficiency at the intermediate-mid level. The focus is communication in French incorporating understanding of French cultures, connecting with other disciplines, comparing native language to French, and participating in multicultural communities. The course provides practice in correct use of basic vocabulary and language structures to enable pupils to function effectively within realistic settings. This course fulfills either one of the elective credits or one Arts/Humanities credit required for high school graduation.

PREREQUISITE: French II Honors & teacher approval

Course Title: Advanced Placement French Language and Culture
Credit: 1.0 **Grade Level:** 11-12

This advanced placement course is designed to promote proficiency in French and to enable pupils to explore culture in contemporary and historical contexts. Pupils will demonstrate skills and abilities in the Interpersonal, Interpretive and presentational modes of communication. They will also develop an understanding and appreciation of various aspects of the cultures of the French-speaking world. This college-level curriculum prepares pupils to use the three modes of communication (interpersonal, interpretive, and presentational) in the Intermediate to Pre-Advanced range. This course will

Attachment 3
Attachment A.3.3
Course Descriptions and Alignment with Standards

Curriculum Alignment to Nevada Academic Content Standards

The Charter School governing board attests that SLAM Academy of Nevada is:
(Name of charter School)

- Currently fully aligned to the Nevada Academic Content Standards (Common Core Standards) in English Language Art (K-12).
- Currently fully aligned to the Nevada Academic Content Standards (Common Core Standards) in Mathematics (K-8) and working toward full implementation for grades 9-11 by 2014.
- Ready for the implementation of the Smarter Balanced Assessment Program.
- Moving toward full alignment to the new Nevada Academic Content Standards in Science (New Generation Science Standards).
- Currently fully aligned to the Nevada Academic Content Standards in Social Studies.

If you are unable to attest to these five things, please explain where in the process the school is currently, how full alignment will be obtained, and when full alignment will be completed.

N/A

The charter school governing board furthermore understands that changes to the curriculum that are of such a nature to cause the curriculum within the Charter Application to cease to be in operation are a material amendment. Material amendments require Authority approval. Pursuant to NRS 386.527(6) any material amendment to the Charter Contract or Written Charter will be effective only if approved in writing by the Authority. The proposed amendment must be submitted in a manner consistent with applicable law and regulation and defined in the Operations Manual. A material amendment shall not become effective and the Charter School shall not take action or implement the change requested in the amendment until the amendment is approved, in writing, by the Authority.

Charter School Name: Sports Leadership And Management (SLAM) Academy of Nevada


Board President Signature Date: 8/14/14


School Administrator Date: 8/14/14

Attachment 4
Attachment A.3.4
Typical Daily Schedule

<u>6-8 Grade (Mon, Wed, Fri)</u>	<u>Beginning</u>	<u>End</u>
Start of Day	8:30 am	
1 st Period	8:30 am	9:20 am
Passing	9:20 am	9:24 am
2 nd Period	9:24 am	10:14 am
Passing	10:14 am	10:18 am
3 rd Period	10:18 am	11:08 am
Lunch	11:08 am	11:38 am
Passing	11:38 am	11:42 am
4 th Period	11:42 am	12:32 pm
Passing	12:32 pm	12:36 pm
5 th Period	12:36 pm	1:26 pm
Passing	1:26 pm	1:30 pm
6 th Period	1:30 pm	2:20 pm
Passing	2:20 pm	2:24 pm
7 th Period	2:24 pm	3:15 pm
End of School		3:15 pm
<u>6-8 Grade (Tues)</u>	<u>Beginning</u>	<u>End</u>
Start of Day	8:30 am	
1 st Period	8:30 am	10:14 am
Passing	10:14 am	10:18 am
3 rd Period	10:18 am	12:02 pm
Passing	12:02 pm	12:06 pm
5 th Period	12:06 pm	12:56 pm
Lunch	12:56 pm	1:26 pm
Passing	1:26 pm	1:30 pm
7 th Period	1:30 pm	3:15 pm
End of School		3:15 pm
<u>6-8 Grade (Thurs)</u>	<u>Beginning</u>	<u>End</u>
Start of Day	8:30 am	
2 nd Period	8:30 am	10:14 am
Passing	10:14 am	10:18 am
4th Period	10:18 am	12:02 pm
Passing	12:02 pm	12:06 pm
5 th Period	12:06 pm	12:56 pm
Lunch	12:56 pm	1:26 pm
Passing	1:26 pm	1:30 pm
6 th Period	1:30 pm	3:15 pm
End of School		3:15 pm

Attachment 5
Attachment A.3.5
Courses to Complete for Promotion

To foster the academically rigorous environment emphasized in the school's mission, the promotion requirements for the school will follow the NAC and NRS prescribed promotion guidelines. Pupils must meet specific levels of performance in order to be promoted as outlined below. For each pupil who is not meeting grade level performance and is at risk for retention, the parent/guardian will be notified in a timely manner to provide opportunities for intervention and remediation. At the end of the year, the pupil's data will be reviewed in conjunction with the parent/guardian and a determination of grade level retention will be made.

SLAM NV Promotion Requirements:

Grades 6-8

Sixth to Seventh Grade

A pupil enrolled in sixth grade must complete one semester with a passing grade for the following subject areas: mathematics, English or reading, science, and social studies.

Seventh to Eighth Grade

A pupil enrolled in seventh grade must complete one semester with a passing grade for the following subject areas: mathematics, English or reading, science, and social studies.

Eighth Grade to High School (NAC 389.445 and NRS 385.080)

A pupil must earn at least the following units of credit during the seventh and eighth grades for promotion to high school:

- (a) One and one-half units of credit in English with a passing grade;
- (b) One and one-half units of credit in mathematics with a passing grade;
- (c) One unit of credit in science with a passing grade; and
- (d) One unit of credit in social studies with a passing grade.

Attachment 5
Attachment A.3.5
Courses to Complete for Promotion

Grades 9-12

A pupil enrolling in 9th grade must:

- (1) Earn a minimum of 5 units of credit or complete 2 semesters of high school to be promoted to the 10th grade.
- (2) Earn a minimum of 11 units of credit or complete 4 semesters of high school to be promoted to the 11th grade.
- (3) Earn a minimum of 17 units of credit or complete 6 semesters of high school to be promoted to the 12th grades
- (4) To graduate from High School students must complete a minimum of 22.5 credits. Please see attachment 6 A.3. for specific graduation requirements. Standard Diploma Requirements (NAC 389.664, NRS 389.018) and Advanced Diploma Requirements (NAC 389.663, NRS 389.018).

Attachment 6

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 9 (1), English 9 Honors (1), English 10 (1), English 10 Honors (1), English 11 (1), English 11 Honors (1), English 12 (1), English 12 Honors (1), AP English Language and Composition (1), AP English Literature and Composition (1)
Math	3	Algebra I (1), Algebra II (1), Algebra II Honors (1), Pre-Calculus AB (1) Pre Calculus BC (1), AP Calculus AB (1), AP Calculus BC (1), Geometry (1), Geometry Honors (1), AP Statistics (1)
Science	2	Biology I (1), Biology I Honors (1), AP Biology (1), Chemistry I (1), Chemistry I Honors (1), AP Chemistry (1), Physics (1), Physics I Honors (1), AP Physics (1)
Social Studies	2	United States Government (1), United States Government Honors (1), AP United States Government & Politics (1), United States History (1), United States History Honors (1), AP United States History (1)
Arts & Humanities OR Career & Tech. Ed.	1	Photography I or II (1), French III Honors (1), AP French Language and Culture (1), Spanish III Honors (1), Spanish for Spanish Speakers III Honors (1), AP Spanish Language and Culture (1), AP Spanish Literature and Culture (1) Photography I or II, Dance I Principles of Business and Marketing (1) Sports and Entertainment Business (1), Sports and Entertainment Marketing I (1), Sports and Entertainment Marketing II (1), Sports and Entertainment Marketing Advanced Studies (1), Business Management I (1), Business Management II (1), Business Management Advanced Studies (1), Sports Medicine I or II (1), Sports Medicine Advanced Studies (1), Video Production I, II, or III (1), Executive Internship I, II, III, or IV (.5)
Health	½	Health I – Life Management Skills (.5), Health II – Personal Health (.5).
Physical Ed.	2	Individual and Dual Sports I or II (.5), Personal Fitness (.5), Team Sports I or II (.5), Beginning Weight Training (.5), Intermediate Weight Training (.5), Advanced Weight Training (.5). Dance II
Computers	½	Computer Literacy (.5), Computer Applications I (.5), Computer Applications II (.5), Web Design (1)
Other Electives	7 ½	Health Science I or II (1), First Aid and Safety (.5), Intro to Biomedical Science (1), Principles of Anatomy/Physiology or Honors (1), Advanced Anatomy/Physiology (1), Health Science I or II, Speech and Debate I (1), Speech and Debate II (1), Speech and Debate III (1), AP European History (1), Journalism I – Newspaper (1), Journalism I – Yearbook (1), Journalism I Honors – Newspaper (1), Journalism I – Honors Yearbook (1), Journalism II – Newspaper (1), Journalism II – Yearbook (1), Journalism II – Honors Newspaper (1), Journalism II – Honors Yearbook (1), Journalism III – Newspaper (1), Journalism III – Yearbook (1), Journalism III Honors – Newspaper (1), Journalism III Honors – Yearbook (1), Journalism IV – Newspaper (1), Journalism IV – Yearbook (1), Journalism IV Honors – Newspaper (1), Journalism IV Honors – Yearbook (1), Language Intervention Arts Lab (1-4), AP Macroeconomics (1), Math Intervention Lab (1-4), AP Microeconomics (.5), Psychology I (.5), Psychology II (.5), AP Psychology (1), World History (1), World History Honors (1), AP World History (1)
TOTAL	22 ½	

Attachment 6

Attachment A.3.6 - Courses/Credits for Graduation

Advanced Diploma Requirements (NAC 389.663, NRS 389.018)		
Graduation Requirements	Credits Required for Standard HS Diploma	Charter School Courses that will meet this graduation requirement
English	4	English 9 (1), English 9 Honors (1), English 10 (1), English 10 Honors (1), English 11 (1), English 11 Honors (1), English 12 (1), English 12 Honors (1), AP English Language and Composition (1), AP English Literature and Composition (1),
Math	4	Algebra I (1), Algebra II (1), Algebra II Honors (1), Pre-Calculus AB (1) Pre Calculus BC (1), AP Calculus AB (1), AP Calculus BC (1), Geometry (1), Geometry Honors (1), AP Statistics (1)
Science	3	Biology I (1), Biology I Honors (1), AP Biology (1), Chemistry I (1), Chemistry I Honors (1), AP Chemistry (1), Physics (1), Physics I Honors (1), AP Physics (1)
Social Studies	3	United States Government (1), United States Government Honors (1), AP United States Government & Politics (1), United States History (1), United States History Honors (1), AP United States History (1) World History (1), World History Honors (1), AP World History (1)
Arts & Humanities OR Career & Tech. Ed.	1	Photography I or II (1), French III Honors (1), AP French Language and Culture (1), Spanish III Honors (1), Spanish for Spanish Speakers III Honors (1), AP Spanish Language and Culture (1), AP Spanish Literature and Culture (1) Photography I or II, Dance I Principles of Business and Marketing (1) Sports and Entertainment Business (1), Sports and Entertainment Marketing I (1), Sports and Entertainment Marketing II (1), Sports and Entertainment Marketing Advanced Studies (1), Business Management I (1), Business Management II (1), Business Management Advanced Studies (1), Sports Medicine I or II (1), Sports Medicine Advanced Studies (1), Video Production I, II, or III (1), Executive Internship I, II, III, or IV (.5)
Health	½	Health I – Life Management Skills (.5), Health II – Personal Health (.5).
Physical Ed.	2	Individual and Dual Sports I or II (.5), Personal Fitness (.5), Team Sports I or II (.5), Beginning Weight Training (.5), Intermediate Weight Training (.5), Advanced Weight Training (.5). Dance II
Computers	½	Computer Literacy (.5), Computer Applications I (.5), Computer Applications II (.5), Web Design (1)
Electives	6	Health Science I or II (1), First Aid and Safety (.5), Intro to Biomedical Science (1), Principles of Anatomy/Physiology or Honors (1), Advanced Anatomy/Physiology (1), Health Science I or II, Speech and Debate I (1), Speech and Debate II (1), Speech and Debate III (1), AP European History (1), Journalism I – Newspaper (1), Journalism I – Yearbook (1), Journalism I Honors – Newspaper (1), Journalism I – Honors Yearbook (1), Journalism II – Newspaper (1), Journalism II – Yearbook (1), Journalism II – Honors Newspaper (1), Journalism II – Honors Yearbook (1), Journalism III – Newspaper (1), Journalism III – Yearbook (1), Journalism III Honors – Newspaper (1), Journalism III Honors – Yearbook (1), Journalism IV – Newspaper (1), Journalism IV – Yearbook (1), Journalism IV Honors – Newspaper (1), Journalism IV Honors – Yearbook (1), Language Intervention Arts Lab (1-4), AP Macroeconomics (1), Math Intervention Lab (1-4), AP Microeconomics (.5), Psychology I (.5), Psychology II (.5), AP Psychology (1)
TOTAL	24	

* In addition to the three years of mathematics and two years of science necessary to graduate with a high school standard diploma, SLAM NV students will be scheduled into a fourth year of mathematics, a third year of science, and a third year of social studies. In alignment with SLAM's philosophy of providing a rigorous curriculum, the school's founders expect pupils to be meet the demands of the 21st Century by being globally competitive and academically prepared for post- secondary education and future careers.

Sports Leadership and Management Academy Of Nevada

Las Vegas, Nevada

This Certifies That

Student Name

Has satisfactorily completed the Course of Study prescribed for
Graduation from the State of Nevada and is therefore awarded this

Diploma

Dated this day of month, year

Principal's Signature

Board Chair's Signature

*Sample Diploma, this is subject to change based on the graphic designer and printer.

Attachment 8
Attachment A.3.9
Transcript

OFFICIAL TRANSCRIPT*

SLAM Academy of Nevada
 A NWAC Accredited Institution
 1234 Some Street
 Las Vegas, NV 890##
 000-000-0000

Student Name: John Smith
 Grade: 7 Birthdate: 09/12/1999

	SEM 1	SEM 2	SUMMER	
13-14 SLAM				
Reading 7	A			
English/LA 7	A			
Science 7	A			
Mathematics 7	A			
US/Nevada History 7	B			
Physical Education 7	A			
Career and Decision-Making Skills	B			
Beginning Art	B			
13-14 SLAM				
Reading 7		A		
English/LA 7		A		
Science 7		A		
Mathematics 7		A		
US/Nevada History 7		B		
Physical Education 7		A		
Career and Decision-Making Skills		B		
Beginning Art		B		
				A - 4.00 CRT
				B - 3.00 Reading
				C - 2.00 Math
				D - 1.00
				F - 0.00
				P - Pass
				WF - With/Fail
				NC - No Credit

Total Units Earned
 Cumulative GPA: 3.89
 Rank: Not Ranked
 Graduated Date:

 Signature Date

This transcript is only valid when the SLAM NV school seal is placed upon this document.

*Official transcripts will be generated by the school's Student Information System required by SPCSA

Attachment 9
Attachment A.3.11
Textbooks

As stated in SLAM's Educational Philosophy (A.1.4), "in order to produce college bound and career-oriented graduates, the founders of SLAM NV believe that the School must deliver *Rigor and Relevance* while cultivating *Relationships* in the educational program. These attributes - incorporated in the specific instructional strategies and in the academies - in addition to differentiated instructional techniques in the core curriculum, will serve to achieve the school's mission. Based on the R's model, SLAM NV teachers will develop thematic lessons (as described in Attachment 3, herein) to provide real-world relevance to core subject matter while addressing rigorous content and key areas of the curriculum in alignment with Nevada Academic Achievement Standards (NACS). The school administrator in collaboration with the faculty will select the text books that will best support the core curriculum.

Due to the changing nature of publications, textbooks listed may not adequately provide the intended curriculum. For example, several Nevada schools adopted McGraw-Hill's Lead 21 textbooks (2011), and subsequently discovered that the phonics was grossly lacking. Accordingly, much school's transitioned into McGraw-Hill's Wonders textbooks (2013). The principal and faculty need to have the discretion to choose their textbooks to select the best curriculum for specific student needs.

The textbooks will be chosen at the discretion of the principal and faculty to allow for the flexibility of keeping the textbooks current. Texts will be aligned to Nevada State Standards. Texts to be used may include but are not limited to the following:

Content Area	Proposed Textbook	Publisher	Year
Grade 6			
English	<i>Springboard ELA 1</i> <i>Literature-Language and Literacy (for Reading)</i>	College Board Pearson Prentice Hall	2011 2010
Science	<i>Integrated Science Course 1</i>	McGraw-Hill	2012
Math	<i>Springboard Math 1 or</i> <i>Glencoe Math Course 1</i>	College Board McGraw-Hill Education	2011
World History	<i>Discovering Our Past: A History of the World</i>	McGraw-Hill	2011
Grade 7			
Reading	<i>Literature-Language and Literacy</i>	Pearson Prentice Hall	2010
English	<i>Springboard ELA 2</i> <i>Literature-Language and Literacy (for Reading)</i>	College Board Pearson Prentice Hall	2011 2010
Science	<i>Integrated Science Course 2</i>	McGraw-Hill	2012
Math	<i>Springboard Math 2</i> <i>Springboard Math 3</i> <i>Or Glencoe Math Course 2</i>	College Board College Board McGraw-Hill Education	2011
US History/ Nevada History	<i>The American Journey/ Nevada, A Journey of Discovery</i>	McGraw-Hill/ Gibbs-Smith Education	2012 2005
Grade 8			
English	<i>Springboard ELA 3</i>	College Board	2011
Math	<i>Springboard Math 3</i> <i>Springboard Algebra</i> <i>Or Glencoe Math Course 3</i>	College Board College Board McGraw-Hill Education	2011
Geography	World Geography and Cultures	School Education Group/McGraw-Hill Education	2012
Science	<i>Integrated Science Course 3</i>	McGraw-Hill	2012
Health	<i>Glencoe Teen Health Nevada Edition</i>	McGraw-Hill	

Attachment 9
Attachment A.3.11
Textbooks

Content Area	Proposed Textbook	Publisher	Year
Grade 9			
English Language Arts	<i>Springboard English Textual Power 4</i>	College Board	2011
Mathematics	<i>Springboard Mathematics with Meaning: Algebra 1</i> <i>Springboard Mathematics with Meaning: Geometry</i>	College Board College Board	2011
Science	<i>Miller & Levine Biology</i> <i>Campbell Biology, AP edition, 9th edition</i>	Pearson Prentice Hall Pearson Prentice Hall	2014 2011
Health	<i>Prentice Hall Health</i>	Pearson Education Inc., publishing as Prentice Hall	2012 2013
Grade 10			
English Language Arts	<i>Springboard English Textual Power 5</i>	College Board	2011
Mathematics	<i>Springboard Mathematics with Meaning: Geometry</i> <i>Springboard Mathematics with Meaning: Algebra 2</i>	College Board College Board	2011
Science	<i>Miller & Levine Biology</i> <i>Campbell Biology, AP edition, 9th edition</i>	Pearson Prentice Hall Pearson Prentice Hall	2014 2011
Social Studies	<i>Glencoe World History</i> <i>Traditions and Encounters, AP edition, 5th edition</i>	Glencoe McGraw-Hill Glencoe McGraw-Hill	2010 2011
Grade 11			
English Language Arts	<i>Springboard English Textual Power 6</i> AP - Language of Composition 2008	College Board Bedford, Freeman	2011
Mathematics	<i>Springboard Mathematics with Meaning: Algebra 2</i> <i>Springboard Mathematics with Meaning: Precalculus</i>	College Board College Board	2011
Science	<i>Pearson Chemistry</i> <i>Chemistry: The Central Science, AP edition, 12th edition</i>	Pearson Prentice Hall Pearson Prentice Hall	2012 2012
Social Studies	<i>The American Vision</i> <i>American History: Connecting with the Past, 14th edition (for AP)</i>	Glencoe McGraw-Hill Glencoe McGraw-Hill	2010 2012
Grade 12			
English Language Arts	<i>Springboard English Textual Power Senior English</i> <i>AP Literature - Bedford Intro to Literature 8th Ed.</i>	College Board Bedford, Freeman	2011
Mathematics	<i>Springboard Mathematics with Meaning: Precalculus</i> <i>Calculus: Graphical, Numerical, Algebraic: AP Edition, 4th edition</i>	College Board Pearson Prentice Hall	2011 2012
Science	<i>Pearson Physics</i> <i>Physics: Principles with Applications, AP edition, 7th edition</i>	Pearson Prentice Hall Pearson Prentice Hall	2014 2014
Social Studies	<i>United States Government: Democracy in Action</i> <i>American Democracy Now, 3rd edition (for AP)</i>	Glencoe McGraw-Hill Glencoe McGraw-Hill	2010 2013

Attachment 10
Attachment A.4.1
Assessment Plan and Instruments

In order to have a holistic approach to assessment, multiple school level assessments, both formative and summative, will be utilized to measure specific learning outcomes. Other of forms of assessment and data collection will include the State standardized assessment. At this time, it is expected that the assessment will be provided by the Smarter Balanced Assessment Consortium. SLAM NV will administer whichever assessment is chosen to be utilized within the State's accountability system.

The School will participate in the statewide assessment program and comply will all applicable requirements under NAC 386.150(7), NRS 386.550 (1)(g-h), and NAC 389.048-.083. The School will also participate in all federal and state required assessment programs as directed by the Sponsor following all required policies and procedures with regard to administration of tests and standardized practices.

The types and frequency of assessments will include:

All Required State Assessments

Teachers will provide a variety of assessments to determine student growth and progress monitoring.

School-Based Assessments in all Courses will include:

- Weekly teacher-generated quizzes
- Monthly teacher-generated and textbook-adopted assessments
- Quarterly Exams
- Portfolios and presentations
- Class participation/presentation and PBL rubrics
- Quarterly projects /investigations
- Teacher Made Performance-Based Assessments
- UDL Design Framework*

*Universal Design for Learning supports teachers' efforts to meet the challenge of diversity by providing flexible assessment strategies that help teachers differentiate instruction to meet varied needs, especially for Special

Attachment 10
Attachment A.4.1
Assessment Plan and Instruments

Education and ELL student populations. It does this by providing options for Instruction (Presenting information and content in different ways) and Assessment (Differentiating the ways that students can express what they know).

In alignment with Common Core Assessments, performance tasks elicit a demonstration of the student's mastery of one or more benchmark standards; they may require students to create a product, demonstrate a process and/or perform an activity. Performance tasks will be evaluated with teacher customized scoring rubrics/exemplars.

SLAM NV's mission is to expose students to careers in the sports leadership arena, therefore Career Portfolios, Performance-Based Learning Task and Assessments, Exhibitions and Presentations, and, Peer and Self-Assessments will also be considered when assessing student performance and progress. Additionally, since SLAM NV's mission is to prepare students for college, the students will participate in college preparation exams.

College Preparation Examinations include:

- Preliminary ACT (PLAN) – curriculum-based test to be administered to interested 10th graders - covers skills and knowledge commonly taught in the nation's schools. This timed test consists of four subtests: English, Mathematics, Reading, and Science.
- Advanced Placement Examinations (AP) – administered to eligible students taking AP courses in order to receive advanced placement and/or credit for college-level studies.
- College Board Preliminary SAT/National Merit Scholarship Qualifying Test PSAT/NMSQT – administered to all students in Grade 10, and optional for Grades 9 and 11. PSAT will compare a student's abilities and general academic development with other students throughout the nation who are planning to attend college.

In addition, the school will comply with all required state assessments and administration dates will be aligned with schedules provided by the Nevada Department of Education and any other authority as may be applicable.

Attachment 10
 Attachment A.4.1
 Assessment Plan and Instruments

Nevada Testing Calendar for the Year 2015-2016 TBD

Program	Grades	Testing Windows/Dates***
Middle School		
SBAC ELA/Math	6 – 8	April 7 – May 5
NAA Reading, Math, Science, and Writing	6 – 8	February 4 – April 3
CRT Science	8	April 7 – May 5
NAEP	8	January 24 – March 4
WIDA ACCESS	6 – 8	January 20 – February 27
High School		
End of Course Exams**	9 – 12	TBD By the NDE
NAA**	11	Feb 2 – May 1
NAEP**	12	Jan 26 – March 13
WIDA ACCESS	9 – 12	January 20 – February 27

** SLAM NV will open with grades 6 – 9, and subsequently add an addition grade each year resulting in 6 – 12. Beginning in SLAM NV’s inaugural year, educators will be professionally developed to receive tools and resources to ensure their ability to begin to instruct and monitor student achievement in the Nevada Standards and Common Core Standards (A.3.13)
***SLAM NV will follow all the Nevada Department of Education’s testing date windows and State assessments that they choose in future years.
*In the school year 2015 – 2016, the SBAC Common Assessments will be operational and included in Nevada’s system of accountability, if funded.

Additional assessment information regarding the implementation of non-mandated assessments and the school’s approach to assessments is respectively found in sections A.4.2 and A.4.3.

Attachment 11
Attachment A.5.1
Calendar

Start Date: 08/24/15
End Date: 06/07/16

	Mon	Tue	Wed	Thu	Fri	School Days	Accumulated School Days
August 2015			19 Teacher Return	20 Teacher Workday	21 Teacher Workday		
	24 Classes Begin	25	26	27	28	5	
	31					1	
						6	6
Sept 2015		1	2	3	4	4	
	7 DH	8	9	10	11	4	
	14	15	16	17	18	5	
	21	22	23	24	25	5	
	28	29	30			3	
						21	27
Oct 2015				1	2		
	5	6	7	8	9		
	12	13	14	15	16		
	19	20	21	22	23		
	26	27	28	29 PD	30 DH		
						20	47
Nov 2015	2	3	4	5	6		
	9	10	11 DH	12	13		
	16	17	18	19	20		
	23	24	25	26 DH	27 DH		
	30						
						18	65
Dec 2015		1	2	3	4		
	7	8	9	10	11		
	14	15	16	17	18		
	21 WB	22 WB	23 WB	24 WB	25 WB		
	28 WB	29 WB	30 WB	31 WB			

						14	79
	Mon	Tues	Wed	Thurs	Fri		Accumulated School Days
Jan 2016					1 WB		
	4	5	6	7	8		
	11	12	13	14	15		
	18 DH	19 PD	20	21	22		
	25	26	27	28	29		
						18	97
Feb 2016	1	2	3	4	5		
	8	9	10	11	12 PD		
	15 DH	16	17	18	19		
	22	23	24	25	26		
	29						
						19	116
Mar 2016		1	2	3	4		
	7	8	9	10	11		
	14	15	16	17	18		
	21 SB	22 SB	23 SB	24 SB	25 SB		
	28	29	30	31			
						18	134
April 2016					1		
	4	5	6	7	8		
	11	12	13	14	15 SD		
	18	19	20	21	22		
	25	26	27	28	29		
						20	154
May 2016	2	3	4	5	6		
	9	10	11	12	13		
	16	17	18	19	20		
	23	24	25	26	27		
	30 DH	31					
						21	175

June 2016			1	2	3		
	6	7	8 CD	9 CD	10 CD		
						5	180

Key

PD-Professional Development

WB-Winter Break

SB-Spring Break

CD-Contingency Day

DH-District Holiday

School Holidays

Labor Day 09/07/2015

Nevada Day 10/30/15

Veterans Day 11/11/15

Thanksgiving Day and Family Day 11/26-27/15

Winter Break 12/21/15 to 1/1/16

Martin Luther King Jr. Day 01/18/16

Presidents' Day 02/15/16

Spring Break 03/21-25/16

Memorial Day 05/30/16

Notable Days

Start of school year: 08/24/15

End of first grading period: 10/23/15 (44 days)

End of second grading period: 1/15/16 (46 days)

End of first semester: 01/15/16 (90 days)

End of third grading period: 03/18/16 (43 days)

End of fourth grading period: 06/01/16 (47 days)

End of school year 06/01/16 (180 days)

Attachment 12
Attachment A.6.3
Discipline Policy/Code of Conduct

Research has shown that teachers who have positive relationships with their students have 31% fewer discipline problems and rule violations (Marzano, 2003). As part of SLAM NV's Educational Philosophy (A.1.4), the third R, relationships, focuses on fostering positive relationships with teachers, peers, and the community. To further empower student's positive behavior the school has adopted a positive behavioral support discipline policy (A.) that will be done through a three-tier Response to Intervention (RTI) Model. The school-wide positive behavioral support model will create a safe and positive school climate. The RTI Model is a researched-based, problem solving process that provides a continuum of tiered interventions with increasing levels of intensity and duration to prevent inappropriate behavior by means of teaching and reinforcing appropriate behavior. With the school's mission and philosophy in mind, this Problem Solving approach is intended to assist and support students in fostering positive relationships; avoiding, whenever possible, the necessity for punitive measures that will interrupt the integrity of the everyday academic or social setting of each student.

The goal of Positive Behavioral Support is to encourage appropriate behaviors through the use of positive reinforcement techniques in order to reduce further disciplinary consequences. Students that are struggling with appropriate behavior will be monitored frequently through the use of an individual behavior plan/contract. Since inappropriate behavior is a reflection of a multitude of variables from life at home to school, it is important to understand all aspects contributing to the inappropriate behavior. Since each child has different social and emotional needs, it is vital that the behavior plan be unique to those needs. The overarching goal of utilizing a positive behavioral support philosophy is to reduce the number of expulsions and suspensions that often serve as a gateway to the justice system. However, there are circumstances which necessitate further consequences and disciplinary response.

Students are expected to show respect for themselves and others. Each classroom has a climate in which optimal learning can take place. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Misbehavior on the part of students can be generally corrected when parents and teachers work together.

Attachment 12
Attachment A.6.3
Discipline Policy/Code of Conduct

The rules, regulations and due process procedures are designed to protect all members of the educational community in the exercise of their rights and responsibilities. Methods of positive reinforcement/rewards and/or loss of privileges will be utilized as described in our discipline philosophy (A.6.2). Administration will make the final decision on disciplinary actions.

The school will adopt the Nevada Code of Honor which provides a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing or using information unethically in any way. Expectations of behavior apply to every student: 1) who is on the school property; 2) who is in attendance at school or any school-sponsored activity; and, 3) whose conduct at any time or in any place has a direct and immediate effect on maintaining order and discipline in school.

Types of Disciplinary Action include, but are not limited to Verbal reprimand; Teacher or counselor and student conference; Written reprimand/referral; Administrator and student conference; Contact with parent; Loss of privileges; Detention - student will be issued a morning or afternoon detention to be served in school; Work Duty on Campus - student is assigned to a designated staff member to engage in active work such as cleaning, picking up, and organizing; In-School Suspension - removal from class; Out of School Suspension - absence from school - student is not allowed on school grounds or at any school-related function; and, Expulsion - student removed from school for the remainder of the school year.

Determination of disciplinary actions will be made by the administration after careful review of specific incidents. Disciplinary referrals will be issued at the discretion of the administration. The decision regarding the consequence will be based on circumstances unique to each individual incident of inappropriate behavior. Factors such as the cause and severity of the offense, the pupil's attitude, length of time since the last incident, and the pupil's past

Attachment 12
Attachment A.6.3
Discipline Policy/Code of Conduct

behavior records may influence the disciplinary action to be taken. A good record of behavior can result in the administration of minimal disciplinary actions while the student who is more frequently involved in problem behavior can expect more severe consequences. A single incident of severe inappropriate behavior may require the application of a more severe consequence. Crimes such as arson, assault/battery on a school employee, possession of drugs/alcohol, immoral conduct, and possession of a weapon are grounds for expulsion.

When a student receives a consequence of suspension (either in-school or out of school) or recommendation for expulsion, the parent(s) or guardian(s) will be provided notice in writing. The student will be afforded an opportunity to his explain his or her conduct. The parent(s) or guardian(s) will have an opportunity to appeal said decision with the school administrator. No student will be suspended, expelled, or otherwise removed from the school without the parent's consent, except for reasons for expulsion and suspension stated in Nevada law. Students cannot be removed from the school against the parent's wishes for offenses that fail to meet the standard for expulsion or suspension identified in Nevada law.

When inappropriate behavior violates law, school officials will take appropriate disciplinary action as well as make a referral to law enforcement and Clark County Juvenile Justice Services authorities for criminal misconduct. Any action law enforcement authorities might take such as a citation or arrest is separate from any action taken by the school. If the student is arrested, law enforcement officials may transport the student to the Clark County Juvenile Detention Center. In accordance with juvenile court practices, the parent is notified by the Clark County Juvenile Justice Services personnel when a child is detained.

Items Permitted/Not Permitted in School

Students are expected to bring school supplies listed on the official school supply list, homework, lunch money or lunch from home and any other items requested by the teacher. Students are not permitted to bring toys, games or other items not of value to the learning process unless authorized by administration.

The school will not be responsible for any lost or stolen items brought to school or that may have been taken away by school personnel. Students who violate this policy may be issued a disciplinary referral. In addition, electronic devices used in violation of the Code of Student Conduct will be confiscated and will remain in the office

Attachment 12
Attachment A.6.3
Discipline Policy/Code of Conduct

until the end of the following day after which a parent or guardian must come to the office to retrieve it . The school is not responsible for any inconvenience this may cause.

Wireless Communication Devices

Wireless communication devices include two-way communication devices, including cellular phones, mobile phones, beepers, pagers, portable computers, personal organizers, and similar wireless devices. Possessing a wireless communication device is not a violation of the Code of Student Conduct. However, a student should not disrupt the educational process or interfere with the safety-to-life issues of students by using a wireless communication device. The following rules must be followed regarding the possession, use, and display of wireless communication devices:

- ◆ Students may possess, display and use wireless communication devices before or after the instructional day.
- ◆ Students shall avoid classroom disruptions, by not displaying, using, or activating wireless communication devices during the instructional day, unless such use is deemed educational and authorized by the teacher. This includes on the school bus, during class, in the library, during lunch breaks, during class changes and during any other structured activity.
- ◆ Students must ensure that devices are turned off during the instructional day.
- ◆ Students must conceal wireless communication devices in a backpack, pocket, purse or other container during the instructional day.
- ◆ The school is not responsible if a student's wireless communication device is lost or stolen.

When is an absence considered truancy?

When a pupil is absent from school without a valid excuse, did not secure prior permission for the absence or did not make-up the class work for an excused absence, the absence is deemed unexcused. In addition, failure to provide an excuse within three (3) school days will result in an unexcused absence. In accordance with NRS 392.130, an unexcused absence is deemed truancy.

What happens if a pupil continues to be truant?

Pursuant to NRS 392.140, when a pupil exceeds three (3) unexcused absences (truancies), the pupil is declared a habitual truant. Typically, declaring a student habitually truant will allow the school to focus more attention to the individual student's attendance pattern. SLAM NV intends to provide interventions with the family to reduce unexcused absences. After the student's first unexcused absence and after a student is declared habitually truant, a parent conference will be held to determine what types of interventions the family may need. The family may be referred to outside resources such as social services. An intervention plan will be developed with the family with the goal of reducing truancy. For example, parents may be referred to a Reset Your Life, an organization that provides counseling and mentoring services for families.

In addition, if a student continues to be habitually truant and accumulates more than 20 unexcused absences the student may be retained. However, it is the goal of SLAM NV to work with the families to reduce unexcused absences so that students will be successful.

Attachment 14
Attachment A.6.5
Absence Policy

Regular attendance at school is a necessity if pupils are to achieve to their fullest potential. Parents/Guardians are urged to work with school personnel to resolve issues that may interfere with their child's school attendance.

Who must attend school?

Pursuant to Nevada revised Statute (NRS) 392.040, pupils between the ages of 7 and 17 years of age must enroll and attend school for the entire time the school is in session. Pupils who are 6 years of age must attend school, if enrolled, for the entire time the class in which they are enrolled is in session. Enrolled pupils who are 17 years of age are subject to the state truancy laws until they reach their eighteenth birthday. All pupils enrolled must follow the rules of the school including those relating to school attendance.

What is the procedure that should be followed after an absence?

Pupils who have been absent must provide written notice (email is acceptable) from the parent/guardian to the school explaining the reason for the absence within three (3) school days after their return from the absence. Parent/Guardian explanations should include the following information:

1. The first and last name of the pupil;
2. The date(s) the pupil was absent; and
3. The reason the pupil was physically or mentally unable to attend, how the absence was related to the pupil's disability, or the nature of the emergency.

The principal/designee will determine whether the absence is classified as excused or unexcused. Pupils or parents/guardians are allowed three school days after the return from a pupil's absence to request homework. Schools must provide at least three school days for the assignment to be completed and submitted.

What happens if notification regarding the absence is not provided to the school within three (3) school days?

If an acceptable explanation of the absence is not provided within three school days, the absence is unexcused and, in accordance with NRS 392.130, is deemed a truancy.

How do parents/guardians arrange an absence?

Parents/guardians must submit a written request to the school prior to the absence(s). The maximum number of pre-arranged absences is 10 per school year. Forms to request a pre-arranged absence are available at the school.

What happens if a pupil is late to school or class?

Attachment 14
Attachment A.6.5
Absence Policy

Pupils who are late are marked tardy. Secondary pupils who miss more than 30 minutes of any class period are counted absent for that period only.

What is the limitation of absences?

The limitation of absences for elementary pupils is twenty (20) unexcused total absences per year. The limitation of absences for secondary pupils is ten (10) unexcused total absences per semester. Pre-arranged absences in excess of 10 during the school year and any pre-arranged absences for which the makeup work was not completed and submitted, as required by the teacher, count toward the limitation of absences.

What are the consequences for exceeding the limitation of absences?

Elementary pupils may be retained in the current grade. Secondary pupils will not receive credit for any course in which the limitation of absences has been exceeded. For secondary pupils, the school is required to provide written documentation to pupils and parents/guardians regarding options for making up deficient credits.

Is there an appeal process to address possible retention and denial of credit?

The school is required to provide a written copy of the appeal process procedures to parents/guardians. If a parent/guardian believes that extenuating circumstances, issues that may have led to the excessive absence and/or mistakes in the record have been made, the parent may appeal to the principal/designee.

Attachment

Attachment A.7.3

Community Demographics: Enrollment Data of Community Public Middle and Schools

School Name	Grade Level	Zip	Students Enrolled	Average Class Size Reading Math Science	ELL %	IEP %	FRL %	Violent Incidents	% Student Tranciency	% of teachers not HQ	Designation	Reading ED + AS	Writing ED + AS	Math ED + AS	Science ED + AS			
Fertitta	MS	89148	1475	31 31 32	5.36%	7.46%	40.20%	44	22.4%	0.0%	5 Star	31%	33%	41%	39%			
Guinn	MS	89103	800	27 29 31	18.00%	10.38%	70.88%	19	33.9%	4.3%	3 Star	47%	100%	59%	53%			
Lawrence	MS	89147	1472	33 34 32	9.92%	10.12%	53.74%	126	23.9%	4.9%	4 Star	39%	100%	46%	48%			
Sawyer	MS	89118	1349	27 29 29	15.42%	8.23%	65.16%	52	27.2%	11.4%	3 Star	45%	0%	59%	42%			
School Name	Grade Level	Zip	Students Enrolled	Average Class Size Reading Math Science	Drop Out Rate %	Graduation Rate %	Higher Education Enrollment #	ELL %	IEP %	FRL %	Violent Incidents	% Student Tranciency	% of teachers not HQ	Designation	Reading ED + AS	Writing ED + AS	Math ED + AS	Science ED + AS
Bonanza	HS	89146	2025	21 26 23	5.9%	63.11%	118	8.35%	11.60%	55.65%	30	28.0%	1.6%	2 Star	24%	24%	31%	32%
Clark	HS	89102	2992	25 31 30	2.8%	59.63%	161	16.14%	7.45%	63.20%	61	22.7%	3.6%	2 Star	29%	26%	29%	31%
Durango	HS	89113	2244	29 29 29	2.2%	70.65%	167	7.62%	10.03%	50.58%	63	25.2%	1.5%	3 Star	22%	20%	27%	24%
Spring Valley	HS	89147	1961	26 31 31	4.7%	68.35%	191	6.32%	11.37%	45.03%	57	29.9%	6.8%	3 Star	24%	21%	26%	23%

Attachment 15

A.7.3 Enrollment Projections/Justification

The “Community Demographics: Enrollment Data of Community Public Middle and High Schools Chart” above outlines the demographics in the community the proposed school may serve. SLAM NV anticipates success with these enrollment targets based upon: A). SLAM NV’s anticipated enrollment is anticipated to be a broad cross-section of the Las Vegas Valley thus resulting in a Bell Curve of student abilities; B). Enrollment is weighted towards lower grade levels thus allowing the school to grow into the more complex structures of the High School Curriculum Plan; C). The Educational Management Organizations’, Academica/ Academica NV, history of opening high performing schools using the 6th- 9th enrollment model.

A). The School’s enrollment may be reflective of the neighborhood it is located. However, the demographics do not represent students who may be willing to commute to attend SLAM NV.

SLAM NV will have an anti-discriminatory, open admissions policy serving any student in grades 6-12 (grades 6th -9th in its inaugural year) who would qualify to attend a traditional public school in Nevada. The program, by design, is intended to attract students seeking career/vocational programs in the sports leadership and management arena. Furthermore, as indicated in the Student Recruitment Plan (Attachment 16, A.7.5), SLAM NV has official national partnerships with the NBA, MLB, Nascar, and Pitbull Productions, Inc./Mr. 305, Inc. Mr. Perez’s (“Pitbull”) involvement with SLAM has been featured on numerous national radio and television shows including National Public Radio, Good Morning America, Today Show, The Katie Couric Show, and The Tonight Show with Jay Leno. Locally, SLAM NV plans on partnering with UNLV, UFC, local businesses, and community organizations. Due to the nature of such high profile partnerships as well as a unique focus, it is expected that SLAM NV will receive student applications from throughout the Las Vegas Valley. It is assumed that there will be Bell Curve of student needs which will be supported by the School’s Academic Philosophy of Rigor, Relationships, and Relevance as well as its Data Driven Instructional Model.

Due to the intense demand of student applications, SLAM Miami opened with grades 6-11. SLAM Miami has been successful in academic achievement (A.2.3 and Attachment 33 B.3.1.1). SLAM Miami first graduating class is set for 2015 with one-hundred percent (100%) of its Seniors expected to graduate. SLAM NV intends to replicate SLAM Miami’s successful model through the support provided by the Affiliation Agreement (Attachment 40 B.3.1.7).

B). Enrollment is weighted towards lower grade levels thus allowing the school to grow into the more complex structures of the High School Curriculum Plan. In its inaugural year, SLAM NV plans to open with 360 students as identified in Attachment 42 C.1.2 Budget Year 1 Narrative. The breakdown of the enrollment plan per grade level is as follows:

<u>Grade Level</u>	<u>Goal Number of Students</u>
<u>6</u>	<u>120 Students</u>
<u>7</u>	<u>90 Students</u>
<u>8</u>	<u>90 Students</u>
<u>9</u>	<u>60 Students</u>
<u>Total</u>	<u>360 Students</u>

In its opening year, SLAM NV may enroll sixty 9th Grade Students. The 9th grade students will be an important part of the school culture serving as mentors to Middle School aged students. Starting with a 9th grade class at 60 students allows the school to pilot the Junior and Senior Year Internship Programs to build capacity and adjust for more students in future years. Through SLAM NV's Data Driven Instructional Model (A.4.2) and Philosophy of Rigor, Relationships and Relevance (A.1.4), the School believes they are more than capable of supporting the enrollment of 9th graders.

In year one with total 360 students and four grade levels (6th-9th), the School will be financially viable, able to provide higher teacher salaries, and extra supports to ensure student success as compared to Attachment 45 C.2.8 Break-Even Budget for 180 Students.

In year two, the School will have 480 Students as described in Attachment 42 C.1.2 Budget Year 2 Narrative. The School will add a new class of 120 students in 6th grade. The breakdown of the enrollment plan for Year 2 per grade level is as follows:

<u>Grade Level</u>	<u>Goal Number of Students</u>
<u>6</u>	<u>120 Students</u>
<u>7</u>	<u>120 Students</u>
<u>8</u>	<u>90 Students</u>

<u>9</u>	<u>90 Students</u>
<u>10</u>	<u>60 Students</u>
<u>Total</u>	<u>480 Students</u>

C. The Educational Management Organizations', Academica/ Academica NV, history of opening high performing schools using similar enrollment models. The EMO provides supports in building management and operations thus freeing the Administrative Team's hands from tasks which typically consume administrators in comprehensive high schools. The Administrative Team can focus on instructional leadership and pay more attention to teaching and learning goals.

The Enrollment Plan (justified above) and Staffing Plan (B.4.1) remain the same as previously submitted. Therefore, there were no structural changes necessary to the budget and operational plans only minor revisions.

Attachment 16
Attachment A.7.5
Student Recruitment Plan

The School will market via multiple modes to ensure that all families are informed of their educational options. A grassroots recruitment campaign is especially important to make sure that “harder-to-reach” families (e.g. single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility to apply for enrollment. A grassroots marketing campaign includes: school website, social media such as Facebook, flyers, direct mailers, advertisements in varying media, building relationships with community groups, and a “door to door” approach. The School will post flyers in local public facilities such as the post office, community centers and other locations of public access. The goal is to reach parents by using various means of information delivery. Promotional flyers and/or postcards will be distributed via direct mail and/or directly to community groups and churches to ensure that harder-to-reach families are aware of the school and their eligibility to apply for enrollment.

Materials like flyers, mailers, advertisements, etc. will be produced in Spanish and English. In addition, SLAM NV’s Committee to Form (CTF) will build relationships with community groups and organizations. In partnership with community organizations, informational events at open forums such as community centers, parks, and libraries will be held to inform the public. All of these methods are key to successful recruitment.

It is expected that many of the organizations committed to partnering with the school will help with student recruitment. Locally, the school founders have received numerous expressed commitments to partner with this community-building initiative. Some of these organizations and partners include Joel Vidana, M.D.. Director of Physical Therapy at Centennial Hills Hospital; Cheree Sandness, M.D., Chiropractic Healing Center; Michael Crovetti Jr., D.O. Orthopedics and Sports Medicine; and, Dan Dolby, Branch Executive, YMCA, UNLV Allied Sciences. It is expected that many more organizations will partner with SLAM NV in the coming months.

Nationally, SLAM has official partnerships with the the NBA, MLB, and Nascar. In addition, they have a partnership with Pitbull Productions, Inc./Mr. 305, Inc., Mr. Armando Perez, the global recording artist professionally known as "Pitbull." The original SLAM school is located in one of the inner city Miami neighborhoods where Mr. Perez grew up and he has become active in promoting the school nationally. Mr. Perez's involvement with SLAM has been featured on numerous national radio and television shows including National Public Radio, Good Morning America, Today Show, The Katie Couric Show, and The Tonight Show with Jay Leno. Pitbull has partnered with

Attachment 16
Attachment A.7.5
Student Recruitment Plan

SLAM to participate in the implementation of the educational program and afterschool initiatives at the school. Mr. Perez and his production team will provide access to motivational speakers, celebrities, and sports figures to further engage students in school and career initiatives.

Working with the local and national partnerships will provide the students with an invaluable real-world experience and will promote the school to organizations and other students. Utilizing all of the connections SLAM has and applying them locally will ensure that SLAM NV will recruit a diverse student body.



English Language Learners Manual

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English Language Learners Manual

SECTION I: IDENTIFICATION, REGISTRATION, INITIAL ASSESSMENT AND PROGRAM PLACEMENT

A. Identification and Registration of English Language Learner Students

The Nevada Department of Education (NDOE) regulations require schools to identify the primary language of each student who enrolls in a school for the first time. (NAC 388.620). According to the regulations, a student's "...primary language will be deemed to be other than English if:

1. The pupil first spoke a language other than English;
2. The primary language spoken in the home of the pupil is not English; or
3. The language most often spoken by the pupil is not English."

To meet the NDOE requirements, parents or guardians of students enrolling in SLAM NV for the first time shall complete the Home Language Survey (HLS) as part of the registration process. The HLS is included in the registration package and is used to determine whether students need to be tested for English language proficiency. Based on the results, the student may qualify for ELL services. SLAM NV will use the HLS provided by the Authority. The questions are:

1. Is your child's first language a language other than English?
2. Is a language other than English spoken at home?
3. Does your child speak a language other than English with his peers?

The Principal will designate a person who is responsible for registration (designee) as the individual to ensure that all parents or guardians enrolling students for the first time complete the HLS at the time of registration. If the parent or guardian needs help in completing the HLS or any other part of the registration process, the designee will seek assistance from other staff in the school.

Based on the responses on the HLS, the designee will enter the appropriate code in PowerSchool for English exclusive or route for testing.

Student's registration and class assignment will not be denied while the language proficiency assessment is pending.

B. Initial Assessment of ELL Students

1. Initial Assessment for all Potential ELL Students

Title III of the Elementary and Secondary Education Act (ESEA) requires schools to assess the English proficiency and notify the parent/guardian of any student pending assessment within 30 calendar days from the beginning of the school year. Students enrolling after the start of the school year must be tested within 10 days, and parents/guardians notified within 15 days of enrollment. (See ESEA Title III, Sections 3302.a and 3302.d). NDOE regulations further require that this assessment "must be administered by a person who is proficient in English and who has successfully completed training in the administration and scoring of the examination required for the assessment."

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English Language Learners Manual

(NAC 388.625)

a. Special Rule Applicable During School Year

If a child is pending assessment at the time of placement, the parents or guardians will be apprised of the student's language proficiency status and program placement within 15 calendar days of testing.

b. Initial Assessment of Students with Disabilities

As required by state regulation, once the school has assessed and classified a student whose primary language is not English and a concern is raised that the student may have a disability, that student will be referred for assessment as provided under the Individual with Disabilities Education Act (IDEA) and the Nevada Administrative Code.

In conducting an initial assessment, the school is required to use an examination approved by the State Department of Education and to determine fluency in English as established by the publisher of the examination. (NAC 388.625.1) The tests to be administered and the scores to be used for determining fluency in English, are outlined below.

2. Steps to be Completed after Initial Assessment

a. Students Classified as Non-English or Limited English Proficient

For students who are coded as non-English or limited English proficient as a result of the initial assessment, the following steps are completed within the mandated timelines:

- 1) Classify students who are eligible for ELL services as non- English or limited English proficient. The students eligible for ELL services.
- 2) Prepare a Parent Notification Letter if a student qualifies for ELL services. Once the parent receives the letter, they may choose to receive ELL instructional services. If the parent or guardian refuses ELL instructional services, the school will meet with the parent or guardian to ensure that the parent or guardian understands what is being waived. Parents or guardians may only waive ELL instructional services – not testing. The school will document the parent conference, and place a copy of the waiver in the cumulative student folder.
- 3) Create a binder for each student classified as non-English, limited English proficient, or fully English proficient. The school will maintain the binder and will make it available to the teachers.

b. Students Classified Fully English Proficient

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English Language Learners Manual

For students coded as fully English Proficient, as a result of the initial assessment, the school will ensure that the following steps are taken within the mandated timelines:

- 1) Assign students who are not eligible for ELL services the appropriate code; and,
- 2) Create a binder for each student classified as non-English, limited English proficient, or fully English proficient. The school will maintain the binder and will make it available to the teachers.

Students will be evaluated with the World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS). Students will receive an English Language Proficiency Level on a scale of 1-6 (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching). Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.

c. Program Placement

Once students are assessed, the Principal will ensure that eligible students are provided appropriate ELL services. In addition, Principals or designees will ensure that ELL students and their parents or guardians are aware of school activities and other opportunities at the school in a language they understand. Students who are eligible for ELL services will receive these services until it is determined, through reevaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

SECTION II: ELL INSTRUCTIONAL PROGRAM MODELS, EFFECTIVE ELL PRACTICES, AND STUDENT EVALUATION

A. Program Models

As allowed by state regulation, the school offers Content-Based ELL at the elementary level. At the secondary level, the school offers Sheltered-Content ELL. The goals of all of these programs are to: (1) help ELL students achieve comprehension, speaking, reading, and writing competence in the English language; (2) enable students to achieve and maintain grade level status; and (3) enable students to meet graduation standards. Below is a description of the programs. Appendix A includes effective instructional strategies for English Language Learners. English Language Learners should be provided with appropriate testing accommodations. See Appendix B.

The principal will determine if there is a need for self-contained ESL classrooms. All teachers in self-contained ESL classrooms will hold either an endorsement to teach English as Second Language (TESL) pursuant to NAC 391.237, or an endorsement to teach a program of bilingual education pursuant to NAC 391.242.

1. Secondary Sheltered Content-Based ESL Instruction

The Sheltered Content-Based ESL Instruction Model is an integrated content language approach. The goal of the Sheltered Content-Based Instruction Model is for ELL students to develop English language skills in content classes. Secondary ELL students have a limited time to become academically proficient in English. Therefore, ELL students must learn both English and academic content as quickly as possible. English is taught through content areas by including a strong language development component. The purpose of the language development component is to teach English language learners to communicate (listen, speak, read, and write) in English. This component takes into account the ELL student's current English language proficiency level and guides the teacher in providing the appropriate instruction for each level. This model is implemented in an integrated classroom. An integrated classroom consists of students who need ELL services and native English speakers. At the high school level, this model also allows students to earn credit toward graduation in required core subject areas. Emphasis is on cooperative learning, hands-on activities, visuals, demonstrations, modeling, and sheltered vocabulary.

Teachers using the Self-Contained Sheltered Content-Based model should have a TESL or bilingual endorsement and be endorsed in the content areas. Teachers using the Integrated Sheltered Content-Based model must be endorsed in the content areas and be encouraged to obtain their TESL or bilingual endorsements.

B. Student Performance Evaluation

1. Grading and Reporting Guidelines

Secondary teachers working with ELL students are required to teach the objectives stated in the Common Core State Standards, ELD Common Core Standards, and specific content area. Teachers of ELL students will determine grades based on their progress toward, and achievement of, objectives.

2. Promotion and Retention

The Principal at each school will ensure appropriate policies are followed. As with non-ELL students, ELL students may be retained. In the case of ELL students, the Principal will ensure that ELL students are not retained based solely on the student's inability to perform in the English language. In making a determination of whether an ELL student should be retained, the Principal will ensure that careful consideration is given to the range of services and options available prior to making the decision to retain a student. Response to Instruction (RTI) data should be used to assist the principal in making retention decisions regarding an ELL student. Adjustments or changes to the student's educational program may be necessary in order to avoid retention. As with English exclusive students, retention concerns should be ongoing throughout the year. If the decision is made to retain an ELL student, the Principal will ensure that the student receives different services during the year following the retention.

SECTION III: REASSESSMENT, RECLASSIFICATION, AND MONITORING

A. Reassessment

NDOE regulations require that ELL students be reassessed every year “to determine whether the pupil’s proficiency in English is fluent and he is able to succeed in courses of study that are taught only in English.” (NAC 388.645) As per the NDOE (ESL Technical Advice Bulletin Number 05-1 dated September 8, 2005), when a student is identified as Limited English Proficient (LEP), the student must be given the test Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) every year until the student exits the ESL program, graduates from high school or withdraws from school. Parents or guardians of LEP children do not have the option of withdrawing their student from participating in the ACCESS for ELLs.

B. Reclassification

NDOE regulations state that the school may reclassify an ELL student only if the school administers the Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) to assess the pupil’s proficiency to comprehend, speak, read and write English and the pupil obtains a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading and writing English, as established by the publisher of the examination. (NAC 388.645.2).

The school will monitor any student reclassified as English proficient who has not yet met exit criteria. The school will ensure that reclassified students are appropriately placed in general education classes.

C. Methods for Reclassification

Consistent with NDOE regulations, ELL students may be reclassified using the recommended language proficiency assessment. The school will reclassify students using the ACCESS for ELLs for a student classified as limited-English proficient that obtains an overall level 5 language proficiency score. The school will monitor a student reclassified as fluent-English proficient, but who has not yet met exit criteria, for no less than two years.

D. Monitoring Progress of Students who are Mainstreamed

The school will monitor all reclassified students for a minimum of two years after they have met language proficiency. The purpose of this monitoring is to ensure that the students have no grades below a “C” in any academic class and are no longer in need of language acquisition assistance.

The monitoring from the school will include periodic contact with the student’s teacher(s) to ascertain student progress. The school will also review the student’s report card annually to review the student’s attendance, academic and citizenship grades. To be considered academically successful, a student should have no grades below a “C” in English, reading, math, science, or social studies.

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The ELL monitoring process information should be included in any RTI interventions that are determined by the school. Specific consideration for language proficiency must be taken into consideration in planning specific interventions for the student.

If, as a result of monitoring, evidence indicates that the student is not being successful in English-only classes and needs further language acquisition assistance, the school shall administer the initial assessment test to ascertain the student's current English proficiency. A meeting will be held with the student's parents or guardians and the student will be considered for reinstatement into the ELL program, into an academic remediation program, or the student will remain in English-only classes. The school will continue to monitor the student for language and academic progress. If the student is determined to be academically unsuccessful, the school and the appropriate teachers will seek out other services for the student in order to address any academic deficiencies. Prior to making any changes, the principal or designee will meet with the parents or guardians to discuss the recommended changes.

E. Exited Students

The school will reclassify a student as an exited ELL student if the following criteria are met:

According to Nevada State Department of Education ESL Technical Advice Bulletin Number 05-1 (dated March 19, 2008) Limited English Proficient (LEP) students are exited from the English as a Second Language (ESL) program by having achieved "proficiency", the sum of the Oral, Reading, and Writing scores as designated by grade level on the state's Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs), and have been monitored for a minimum of two years to ensure learning success.

All LEP students enrolled in school who have exited an ESL program are considered former LEP students.

F. Reinstatement of ELL Students

Students are reinstated to receive ELL services as stated above in Section D, but are also considered for reinstatement when referred by appropriate school personnel if the student's parent or guardian had previously waived ELL services, or have been found fluent English proficient but are not currently succeeding academically.

Appendix A: Effective Instructional Practices for English Language Learners

<p>1. <u>Lesson Preparation</u></p> <ul style="list-style-type: none"> • Content Objectives and Language Objectives • Supplementary materials for clarity and meaning (hands-on manipulatives, realia, pictures, visuals, multimedia, demonstrations, related literature, adapted text, graphic organizers) • Adaptation of content (graphic organizers, outlines, leveled study guides, highlighted text, taped text, adapted text, jigsaw text reading, marginal notes) 	<p>5. <u>Interaction</u></p> <ul style="list-style-type: none"> • Questioning to elicit ideas, opinions, answers and to encourage elaboration • Balance of talk between teacher and students • Talk among students – pairs, triads, small groups • Wait time for student response Varied grouping configurations that support the language and content objectives of the lesson
<p>2. <u>Building Background</u></p> <ul style="list-style-type: none"> • Concepts linked to the student’s background • Links between past learning and new concepts • Explicit teaching of key vocabulary 	<p>6. <u>Practice/Application</u></p> <ul style="list-style-type: none"> • Hands-on materials and/or manipulatives for practice activities to apply content and language knowledge • Activities to integrate all language skills
<p>3. <u>Comprehensible Input</u></p> <ul style="list-style-type: none"> • Appropriate rate of speech • Explanation of tasks • Techniques (modeling, visuals, hands- on, demonstrations, gestures, body language) 	<p>7. <u>Lesson Review and Assessment</u></p> <ul style="list-style-type: none"> • Review of key vocabulary Review of key content concepts Regular feedback to students Assess student comprehension and learning of all lesson objectives throughout the lesson (spot checking, group response)
<p>4. <u>Strategies</u></p> <ul style="list-style-type: none"> • Metacognitive – matching, problem- solving, clarifying • Cognitive – individual mental or physical manipulation of material for learning • Social/Affective – Interaction with a group <p><u>Scaffolding</u></p> <ul style="list-style-type: none"> • Verbal – paraphrasing, think aloud, defining • Procedural – explicit teaching, modeling, practice with others, independent application 	<p>8. <u>Effective Lesson Delivery</u></p> <ul style="list-style-type: none"> • Content objectives supported by lesson delivery • Language objectives clearly supported by lesson delivery • Students engaged 90% to 100% of the time • Pacing of the lesson appropriate to the students’ ability level <p>From: Echevarria, Jana, et. al. <u>Making Content Comprehensible for English Language Learners</u>, Allyn and Bacon, 2000. ISBN 0-205-29017-5</p>

**Accommodations Form for Students Identified as Limited English Proficient (LEP)
Nevada Proficiency Examination Program (NPEP)/Smarter Balance/End of the Year Exams
Effective for the 2011-2012 School Year Only**

First Name: _____ Last Name: _____ MI: _____ DOB: _____

Native Language: _____ ELP Level: _____ Student ID #: _____

School: _____ District: _____

Use this form to document the need for testing accommodations for students identified as Limited English Proficient (LEP). Accommodations are linguistic based and specific for each student. **Relevant information from this form must be provided to the appropriate test administrator(s).** Test security procedures must be strictly adhered to in the administration of NPEP testing for all students.

I. NO ACCOMMODATIONS

_____ This Limited English Proficient (LEP) student will participate in all Nevada Proficiency Examination Program (NPEP) assessments **WITHOUT** LEP accommodations.

II. ACCOMMODATIONS

The accommodations for the Nevada Proficiency Examination Program, listed below, apply to the Criterion-Referenced Tests (CRT), the Fifth and Eighth Grade Writing Assessments, and the High School Proficiency Examinations (HSPE), unless otherwise indicated. Standard test administration procedures, such as providing additional time (only afforded within the same day and as long as the student is working productively), reading/rereading directions at the beginning of the test aloud **in English**, and reading/rereading a writing prompt aloud **in English** are afforded to **all** students and are not considered accommodations.

Accommodations in Test Setting (check if applicable):

_____ Small-group (1-20 students) administration (e.g., to facilitate the read-aloud accommodation)

Accommodations in Test Scheduling (check if applicable):

_____ **Monitored** breaks to allow for second-language processing

STUDENT MAY NOT RETURN TO A PREVIOUSLY-ADMINISTERED PART (PART 1, PART 2) ON A SUBSEQUENT DAY.

Accommodations in Test Administration (check only those that apply to this student):

_____ Bilingual dictionary on the CRT/HSPE in Mathematics and/or Science (all grades)

_____ Bilingual dictionary on the **Fifth/Eighth** Grade Writing Assessment

BILINGUAL DICTIONARIES (WHEN PERMISSIBLE) MUST BE RESTRICTED TO SINGLE WORD-TO-WORD TRANSLATION, WITHOUT PARAPHRASING OR EXPLAINING. ELECTRONIC TRANSLATORS ARE PROHIBITED.

DICTIONARIES OF ANY KIND ARE PROHIBITED ON THE READING TEST (ALL GRADES) AND ON THE HSPE IN WRITING.

Test administrator or proctor may (**as needed**)

_____ read/reread the words of the math and/or science test(s), **in English**, to the student. **Verbalizing, explaining, signing, or defining mathematical or scientific symbols (including numerals) is PROHIBITED.** Paraphrasing or explaining **ANY** part of the test is **PROHIBITED.**

READING THE READING TEST (PASSAGES, QUESTIONS, ANSWER CHOICES) IN ANY LANGUAGE BY THE TEST ADMINISTRATOR OR PROCTOR IS PROHIBITED. EXCEPTION: DIRECTIONS LOCATED AT THE BEGINNING OF THE TEST MAY BE READ TO THE STUDENT IN ENGLISH ONLY.

TRANSLATION BY THE TEST ADMINISTRATOR OR PROCTOR OF ANY TEST MATERIAL (DIRECTIONS, PASSAGES, QUESTIONS, ANSWER CHOICES) TO ANOTHER LANGUAGE IS PROHIBITED.

Use of accommodations **not** listed on this form may result in invalid scores. (See *Procedures for the Nevada Proficiency Examination Program 2013-2014, Students with Special Needs*, for more information.)

Completed by (Name) _____

Title _____

Date _____

Initial	Assurances Title III Program
Ⓢ	The school has processes in place to annually measure the English proficiency of English language learners.
Ⓢ	The school's educational program design include provisions for English language learners to meet state academic content and performance standards required of all students. [NCLB Sec. 3116]
Ⓢ	The school has procedures to determine the effectiveness of programs and activities in assisting English language learners in achieving state content standards and attaining English language proficiency. [NCLB Sec. 3121]
Ⓢ	The school has a clear process for handling complaints related to services to ELLs. [Title VI – OCR Guidelines]
Ⓢ	The school has documentation to support eligible immigrant students. Sec 3301(6)(A-C)
Ⓢ	The school will ensure that every K-12 student has completed home language surveys. [NCLB Sec. 3127 Title VI - OCR Guidelines]
Ⓢ	The school will ensure that all students with home or primary language other than English will be assessed for English proficiency within thirty days at the beginning of the school year or within two weeks if enrolled during the school year. [NCLB Sec. 3115]
Ⓢ	The school has procedures for determination of language proficiency by trained personnel. [NCLB Sec. 3122]
Ⓢ	The school will have an effective means of parent outreach to ELL parents. [NCLB Sec. 3302]
Ⓢ	The school will provide parental information in an understandable format and, to the extent possible, in a language that the parent can understand. [NCLB Sec. 3302 (c)]
Ⓢ	The school will have procedures to notify parents promptly (within 30 days after the beginning of the school year or two weeks during the school year after their student enrolls regarding: 1) the reasons for the identification of the student as ELL; 2) the student's level of English language proficiency; 3) the method of instruction that will be used to increase language proficiency; 4) the exit requirements of the program; 5) how the program meets the needs of an ELL with disabilities; and 6) the parent's right to refuse service. [NCLB Sec. 3302 (a)]
Ⓢ	The school will have evidence that parents who did not wish language support signed an informed refusal of service. [NCLB Sec. 1112]
Ⓢ	The school will have documentation of appropriate programs, activities, and procedures for the participation of parents of ELLs, family literacy, parent outreach and parent training activities. [NCLB Sec. 3116]
Ⓢ	The school has a program of service that provides coherent, sustained English language development based on research or accepted theories. [NCLB Sec. 3115]
Ⓢ	The school ensures that the language instruction program focuses on the development of English language proficiency and academic content. [NCLB Sec. 3116 (b)(2)]
Ⓢ	The school will have documentation of proper certification / license / endorsements for instructional staff of ELLs in school office.
Ⓢ	The school established an annual review process to determine whether each school is making adequate yearly progress toward attaining English proficiency. [NCLB Sec. 3122]

Administrator/ Principal Don J. [Signature] Date 8/14/14
 ELL Coordinator _____ Date _____

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

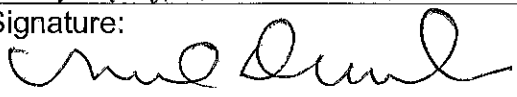
ASSURANCES

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 100.163 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.

- 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).

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:	
MATTHEW DURHAM	
Signature:	Date:
	8/14/14



Response to Intervention Procedures Manual

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Overview of Response to Intervention

Response to Intervention (RtI) is defined as the change in behavior or performance as a function of an intervention (Gresham, 1991).

In addition, The National Association of State Directors of Special Education in 2005 defined RtI as the practice of:

- (1) providing **high-quality instruction/intervention** matched to student needs and
- (2) using **learning rate** over time and level of performance
- (3) to make **important educational decisions** to guide instruction.

RtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. It is “data-based decision making” applied to education.

The essential components of RtI include:

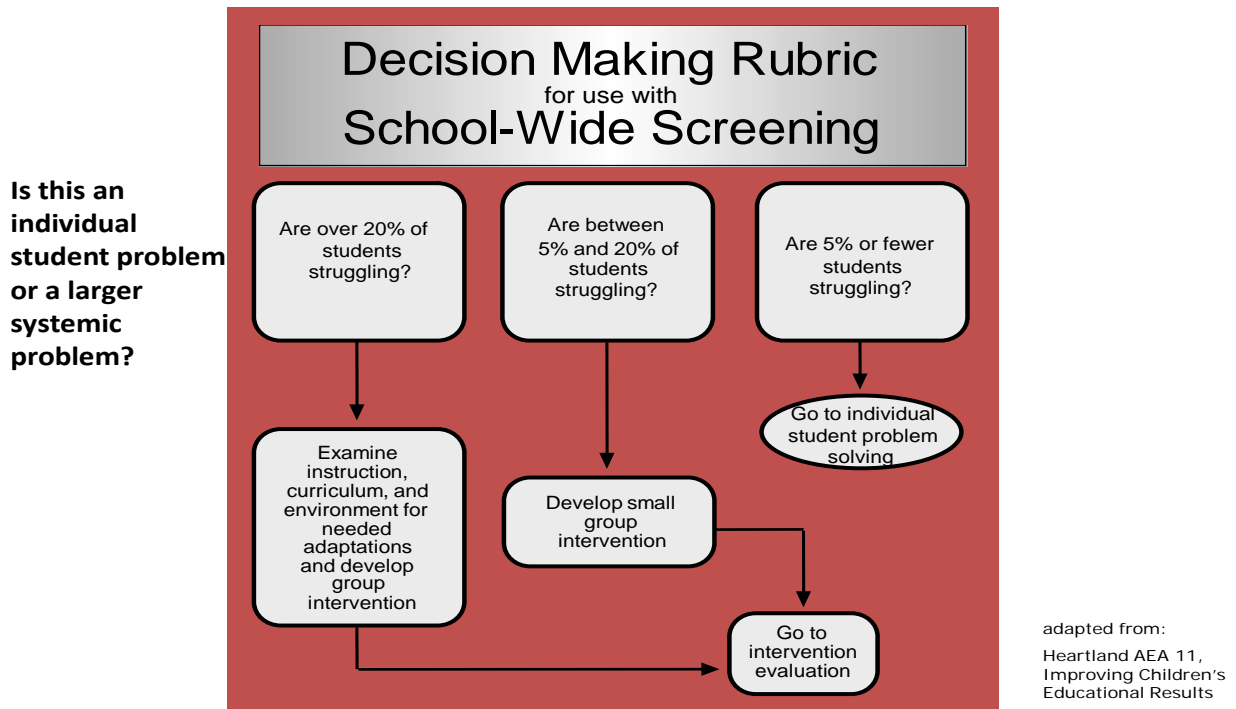
- Multiple tiers of evidence-based instruction service delivery
- A problem-solving method designed to inform the development of interventions
- An integrated data collection/assessment system to inform decisions at each tier of service delivery

RtI Academics and Core Principles

RtI is comprised of core principles that represent recommended RtI practices (Mellard, 2003). These core principles represent systems that must be in place to ensure effective implementation of RtI systems and to establish a framework to guide and define the practice. The following are Response to Intervention core principles.

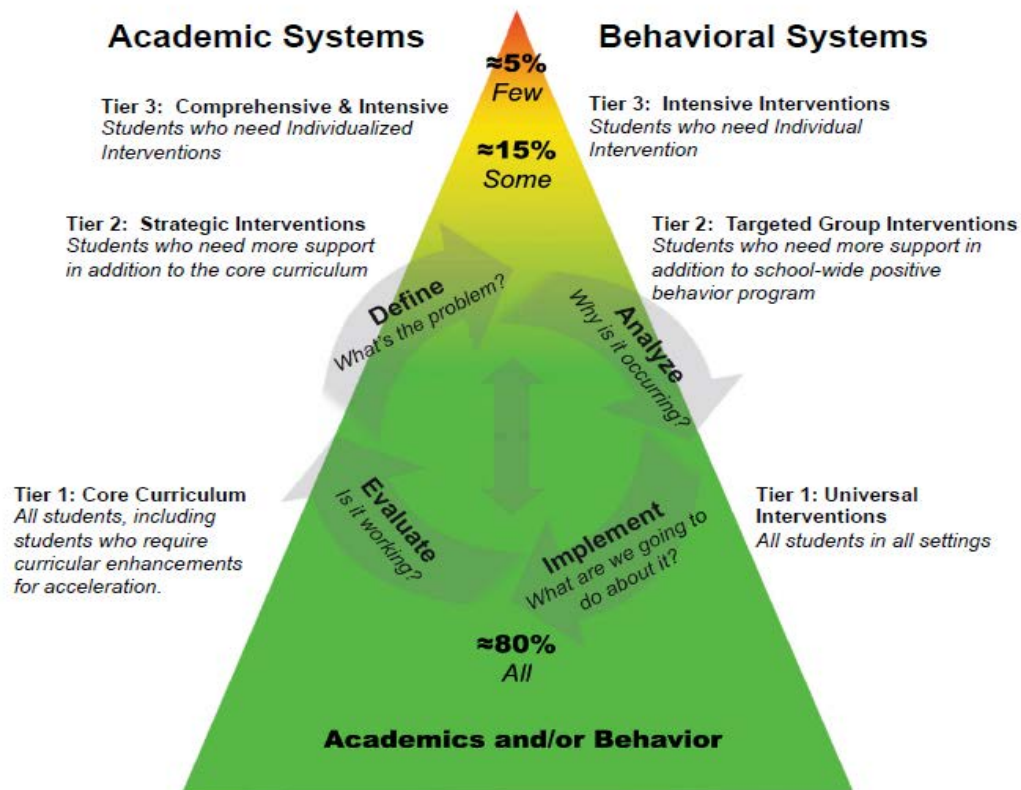
- 1. Use scientific, research-based interventions/instruction.** The critical element of RtI systems is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. This means that the curriculum and instructional approaches must have a high probability of success for the majority of students. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions. Schools should implement interventions, monitor the effectiveness, and modify implementation based on the results.
- 2. Monitor core curriculum classroom performance.** General education teachers play a vital role in designing and providing high quality instruction. Furthermore, they are in the best position to assess students' performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress rather than waiting to determine how students are learning in relation to their same-aged peers based on results of state-wide or other standardized assessments.
- 3. Conduct universal screening/benchmarking.** School staff will conduct universal screening in core academic areas. Screening data on all students can provide an indication of an individual student's performance and progress compared to the peer group's performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions). Universal screening is the least intensive level of assessment completed within an RtI system and helps educators and parents identify students early who might be "at-risk." Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students "at risk."

Problem Identification: What is the problem?



4. **Use a multi-tier model of service delivery.** The RtI approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intense level of services associated with increasing levels of learner needs. SLAM NV has adopted a three-tier approach.

In the RtI system, all students receive instruction in the core curriculum, supplemented by strategic and intensive interventions when needed. Therefore, all students, including those with disabilities, may be found in Tier 1. Important features, such as universal screening, progress monitoring, fidelity of implementation and problem solving occur within each tier.



5. Monitor intervention progress frequently. In order to determine if the intervention is working for a student, the RtI Teams must establish and implement progress monitoring. Progress monitoring is the use of assessments that can be conducted frequently and are sensitive to small changes in student behavior. Data collected through progress monitoring will inform the RtI Teams whether changes in the instruction or goals are needed. Informed decisions about students' needs require frequent data collection to provide reliable measures of progress. Various curriculum-based measurements are useful tools for monitoring students' progress.

6. Implement all instruction with fidelity. Fidelity refers to the implementation of instruction and interventions as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring. Successful RtI systems must consistently maintain high levels of fidelity in the implementation of both interventions and progress monitoring. This means that the intervention plans are applied consistently and accurately. It is the responsibility of an administrator at each school to ensure fidelity by monitoring the delivery of instruction (e.g., Principal's Walk Through and observation data).

The Problem Solving Process

Problem Solving is a data-based decision making process that is used to identify needed interventions for students in Tiers 1, 2, and 3. Decisions are made by different RtI Teams that are composed of individuals who are qualified to make important educational decisions and to determine the allocation of resources. As a general rule, the composition of an RtI Team changes by adding specialists' expertise as services are delivered from tier to tier. Whether the team is the school leadership team, teacher team, or multidisciplinary (individual) problem solving team, the problem solving process is applied in a systematic process in order to analyze the data. The Problem Solving Method is simply an organized way for the team to make decisions using available data.

- ▶ The School-based Leadership Team uses the Problem Solving Process to inform decisions concerning school wide implementation of all areas of Response to Intervention, including changes to instruction, curriculum, and environment.
- ▶ The Teacher Data Team uses the Problem Solving Process to inform decisions about grade level and classroom level progress in the core curriculum (tier 1 progress), as well as intervention grouping. The Problem Solving Process helps the team use their time efficiently and increases the probability that the right instructional or intervention decision will be made the first time.
- ▶ The Individual Problem Solving Team (IPST) uses the Problem Solving Process to inform decisions about individual student academic and/or behavioral deficits.

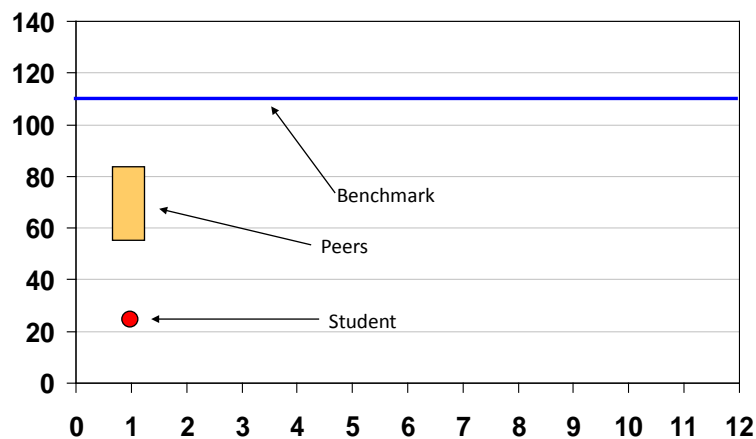
The following four steps can be applied to any type of RtI meeting and documented:



1. Define the Problem

- ▶ The problem should be stated in objective measurable terms.
- ▶ The defined problem must focus on teachable skills.
- ▶ A problem is defined by the difference between what was measured and what was expected.
- ▶ To determine the extent of the problem, the expected benchmark for the assessment must be known.
- ▶ Once the benchmark is known, a comparison is made between the grade level, class average, and possible individual student average. This information will determine if the problem should be addressed as a Tier 1, Tier 2, or Tier 3 concern.

Problem ID Review Individual Student Data



(Ex: This problem needs to be addressed for both an individual student and an entire grade level.)

2. Analyze the Problem

- ▶ Ask “Why is the problem occurring?”
- ▶ What are all of the relevant hypotheses?
- ▶ Use all available information to confirm your hypothesis. This includes looking at the whole picture of **ICEL**, a process for considering the interaction between the **I**nstruction, **C**urriculum, **E**nvironment, and **L**earner domains. It is possible that more data might be needed in one or more domains to support hypothesis generation.

Domains for Hypotheses

HYPOTHESIS DOMAINS	Examples
I Instruction	Frequency of interaction, Reinforcement, Presentation Style
C Curriculum	Difficulty, Presentation, Length, Format, Relevance
E Environment	Peers (Expectations, Reinforcement, Values, Support), Classroom (Rules, Distractions, Seating, Schedule, Physical Plant), Home/Family Support
L Learner	Skills, Motivation, Health

ICEL Domains (examples)

INSTRUCTION

- instructional decision-making regarding selection and use of materials, placement of students in materials
- differentiation according to student needs
- frequency of interaction/reinforcement
- clarity of instructions
- communication of expectations and criteria for success (behavioral and academic)
- direct instruction with explanations and criteria for success (behavioral and academic)
- sequencing of lessons designs to promote success
- variety of practice activities (behavioral and academic)

CURRICULUM

- long range direction for instruction
- instructional materials
- arrangement of the content/instruction
- pace of the steps leading to the outcomes
- stated outcomes for the course of study
- general learner criteria as identified in the school improvement plan and state benchmarks (behavioral and academic)

ENVIRONMENT

- positive learning climate
- physical arrangement of the room
- furniture/equipment – floor plan design matches instructional focus
- clear classroom expectations and classroom management plans
- peer interaction, expectations, reinforcement, support
- schedule
- task pressure
- home/family/community support in the classroom

LEARNER

- skills
- motivation
- health
- prior knowledge

Problem Solving Plan for Student Success ICEL Worksheet

Domains: Instruction, Curriculum, Environment, and Learner

INSTRUCTION: Questions to consider when evaluating the INSTRUCTION Domain:

1. Is effective instruction being provided in all critical areas related to this concern?
2. Is enough instructional time being allocated to ensure student success?
3. Are the teachers working with this student using the effective practices to differentiate instruction?

For the questions above, when observing or interviewing staff, what instruction seems to work for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

CURRICULUM: Questions to consider when evaluating the CURRICULUM Domain:

1. Are the curriculum and/or intervention research based and validated?
2. Do the curriculum and/or intervention address all critical areas related to the current concern?
3. Is the curriculum or current intervention being implemented with fidelity?

For curriculum, when reviewing data, student records, observing, or interviewing staff, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

ENVIRONMENT: Questions to consider when evaluating the ENVIRONMENT Domain:

1. Is there a positive climate for learning?
2. Is the problem more prevalent in a certain area of the school or classroom?
3. Are both whole group instruction and small group differentiated instruction being delivered to this student?

Learning environment: when reviewing data, student records, observing, or interviewing staff, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

LEARNER: Questions to consider when evaluating the LEARNER Domain:

1. How might the traits/skills of the student be contributing to the problem?
2. What student factors are relevant and alterable in addressing this concern?

When reviewing data, curriculum, or student records, observing, interviewing staff, or testing, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

3. Develop a Plan

A good instructional/intervention plan:

- ▶ Explicitly defines the skills to be taught
- ▶ Focuses on measurable objectives
- ▶ Defines the who, what, when, where, and how of the intervention
- ▶ Describes how the instruction/intervention will be progress monitored.
- ▶ Includes a Goal Statement and Aim Line with clear numerical measures that define success. A goal statement helps to identify the necessary gain a student needs to make to close the gap.
- ▶ Begin by subtracting the student's current performance (or group average of current performance) from the expected benchmark in the next benchmark period. This number will tell you how big the gap is.
- ▶ Determine what progress is realistic for the student. If the gap is extremely large you may have to adjust what growth is expected between benchmarks. Divide the necessary gain by the number of weeks for intervention. This calculation will help the team determine the level of intensity necessary to achieve the goal. At this point the Aim Line can be set.



4. Evaluate the Response to Instruction/Intervention

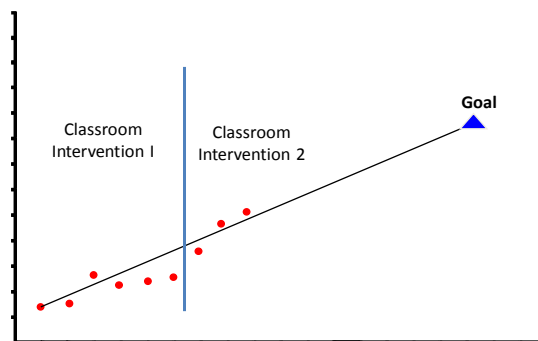
- ▶ Answer the question, “Is it working?”
- ▶ Make sure that the growth rate is sufficient and that the gap is not getting larger when compared to peer data
- ▶ Progress Monitor throughout the intervention. The team should assess whether the data shows the student/s are progressing sufficiently along the Aim Line.

Step 4- Is it working?

Progress Monitoring

Making instructional decisions based on the review and analysis of student data

Progress monitoring always includes graphing

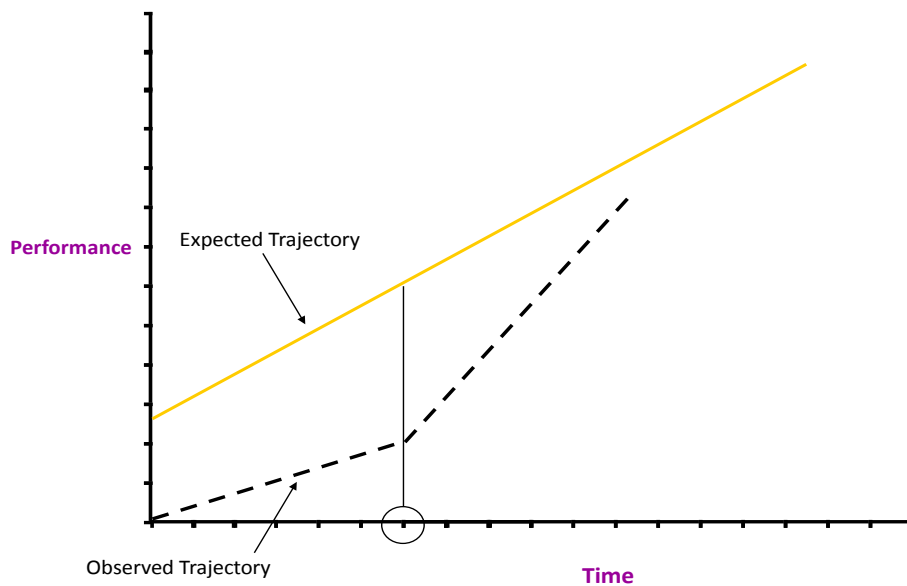


- ▶ Modify Plan based on Progress Monitoring data by determining the response.

Positive Response

- Gap is closing
- Can extrapolate the point at which the target student will “come in range” of peers-- even if this is long range.

Positive Response to Intervention



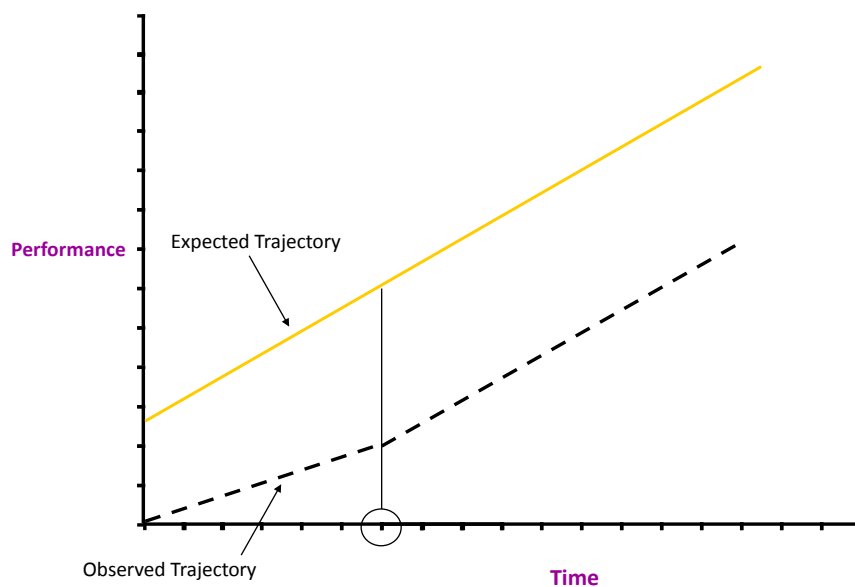
What do I do if the response is positive?

- Continue intervention with current goal
- Continue intervention with goal increased
- Fade intervention to determine if student(s) have acquired functional independence.

Questionable Response

- A questionable response is one in which the *rate* at which gap is widening slows considerably, but gap is still widening or one in which the gap stops widening but closure does not occur.

Questionable Response to Intervention



What do I do if the response is questionable?

- Was the intervention implemented as intended? (Fidelity).

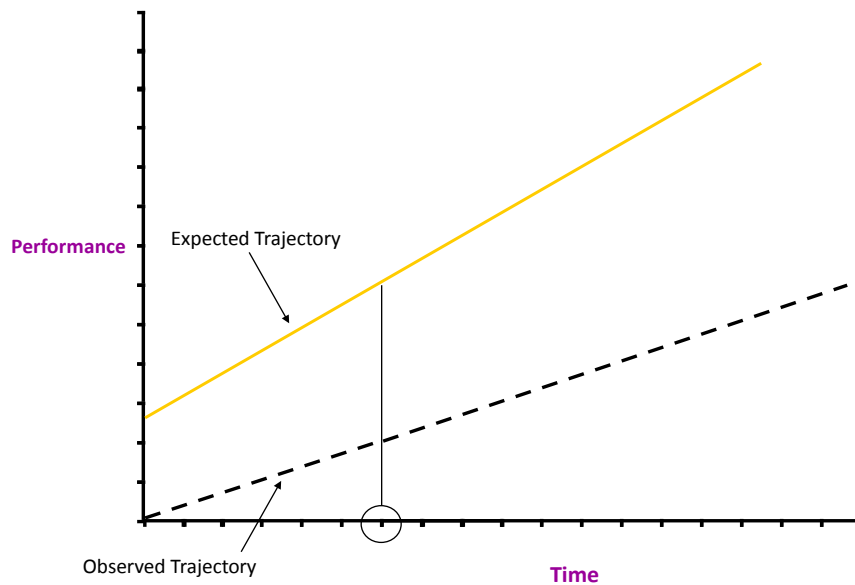
If no, employ strategies to increase implementation integrity of the intervention.

If yes, increase intensity of current intervention for a short period of time and assess the impact. If the rate improves, continue this course of instruction and monitor progress. If the rate does not improve, return to problem solving.

Poor Response

- Gap continues to widen with no change in the learning rate (as identified by progress monitoring points).

Poor Response to Intervention



What do I do if the response is poor?

- Consider the question, “Was the intervention implemented as intended?” (Fidelity)

If no - employ strategies in increase implementation integrity of the intervention.

If yes - Is intervention aligned with the verified hypothesis? (Intervention Design)

Are there other hypotheses to consider? (Problem Analysis)

Was the problem identified correctly? (Problem Identification)

RTI TEAM Process

1. School Leadership Team
2. Teacher Data Teams
3. Individual Problem Solving Team

SCREENING – ALL STUDENTS
 All students enter differentiated core instruction and Tier 1 data collection (3 to 4 times a year).

YES

1) School Leadership Team: (meets monthly)
 Uses Tier 1 Data to track school-wide trends, student progress, monitor curriculum articulation, map existing resources, determine staff development needs, etc.
 Monitors fidelity of instruction and interventions, as well as length of time students need

2) Teacher Data Teams
 Use Tier 1 Data to determine core instructional and curricular effectiveness; monitors changes across assessment windows.
 Uses Tier 2 data to determine intervention effectiveness, progress of individual students in interventions, monitors fidelity of interventions.

DECISION RULE:
 Did the student score above the predetermined benchmark score?

NO

STEP 1 Historical Data
 At the onset of a concern, teacher gathers historical data on student.

STEP 2 Parent Communication
 Teacher documents parent communication and professional collaboration.

INTERVENTION (TIER 2)
 Intervention instruction based on K-12 Plan, problem solving. Decision Trees, and diagnostic assessment data. Continue until Tier 1 Data is sufficient.

DECISION RULE:
 TIER 2 Intervention Data shows sufficient student growth

YES

3) Individual Problem Solving Team (IPST)
 Use Tier 1 and Tier 2 Data for gap analysis, apply problem solving process, develop hypothesis, goals statement and Tier 3 Intervention.
 Assess Tier 3 intervention fidelity and progress

NO

STEP 3A Current Data
 Interventions are continuing, but student is showing slower rate of growth compared to peers in intervention as well as Tier 1 gap. Teacher refers to IPST with Steps 1 and 2 (above) complete.

STEP 3B: IPST reviews and confirms:

- ❖ Gap in Tier 1 data from student to peers.
- ❖ Gap in learning rate in intervention data
- ❖ Collects behavior data if necessary
- ❖ Reviews Tier 2 Interventions
- ❖ Gathers more data if needed

IPST applies Problem Solving Process:

- ❖ Generates Hypothesis and Goal Statement based on data and needs

STEP 4: INTERVENTION (TIER 3)
 Intervention – instruction based IPST design from goal statement.

STEP 5 DECISION RULE:
 Analyze Tier 3 Intervention data to determine the next course of action

The Problem Solving Process

Within Three School-based Teams

Leadership Teams: Use the problem solving process to inform decisions concerning school-wide implementation of RtI (academic and behavior) and changes to instruction, curriculum, environment, and resources.

Teacher Data Teams: Use the problem solving process to inform decisions about grade level data and instruction, intervention instruction, and grouping. The problem solving process helps this team use their time efficiently and increases the probability that accurate instructional or intervention decisions will be made the first time.

Individual Problem Solving Team (IPST): Uses the problem solving process to inform decisions about individual student academic or behavioral situations.

Steps in Problem Solving



1. Define the Problem
2. Analyze the Problem
3. Develop a Plan
4. Evaluate the Response to Instruction/Intervention

School Leadership Team

MEMBERS

- Administrator (facilitator)
- Guidance Counselor/Guidance Service Professional
- Instructional Coach(es)
- Classroom teachers, Department representatives, ESE teacher, activity teachers

FUNCTION

- Provides the vision for the leadership for the school in terms of academic and behavioral success in the RtI Process (building and maintaining consensus, infrastructure, and implementation of RtI)
- Plans, implements, and monitors the progress of school improvement
- Implements Response to Instruction/Intervention as a school-wide method of raising student achievement outcomes for all students
- Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and school procedures as RtI is implemented in the building

PROCESS

The process of Problem Solving at the Leadership Team level includes meeting monthly to assess implementation of RtI in each Tier.

Consensus:

- Integrate RtI Principles and beliefs with school values, mission, and vision
- Provide information, training, and resources to school staff continually to establish a rationale and provide leadership for implementing RtI in the building

Infrastructure and Implementation:

- Establish and maintain school leadership team, action plan, and monitor timeline for implementation of RtI
- Develop school-wide system for collecting, organizing, summarizing, and displaying data (Tier 1 universal screening data and Tier 2 intervention progress monitoring data)
- Using Tier 1 data, apply the Problem Solving Process to the entire school as well as specific grade levels and/or departments to determine effectiveness of core instruction
- Review available assessments, curriculum and standards, and instruction – check for alignment
- Map existing and potential curriculum and personnel resources using the data (trends and patterns)

- Review Universal Assessment Data and Tier 1 Walk through data to make collaborative decisions in both academic and behavioral areas
- Monitor the process of supplemental interventions throughout the school
- Determine Professional Development needs, addressing new staff hires as well as continual development for all staff
- Examine the fidelity of the supplemental intervention (Tier 2 data) using Principal Walk Through and observation data
- Examine Progress Monitoring data to determine the effectiveness of interventions at each tier
- Examine effectiveness of all tier instruction by tracking students in each tier

School Leadership Team	
Use this type of data	To discuss ...
Tier 1 Screening data (3-4 times per year).	Analyze data to determine if core instruction is effective at each grade/department level <i>Guideline – 80% students meeting proficiency</i>
Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)	Analyze Data to determine if Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade/department level. <i>Guideline – At least 70% of students should be making progress in the intervention</i>
Tier 1 and Tier 2 Data by subgroups, classes, grade levels, departments, content areas, MESH teams, etc.	Prioritize the needs of the students, sub groups, grade levels, etc., and match the core curriculum and supplemental interventions to these needs
Survey Data: Ex: Staff Needs Survey or Beliefs Survey	Analyze data to determine professional development that may be needed for teachers for core instruction needs and intervention instruction needs
Using the school data (time of year will determine what data is analyzed): - CRT as a summative one time measure - TIER 1 (3-4 times a year screening data) - TIER 2 (Intervention data) - ongoing, every 2/3 weeks) - TIER 3 (Intervention data) – weekly - TIER movement report – Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly	Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school). Discuss movement within and among the levels of tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3).
Referral Data, Behavioral Documentation	Analyze effectiveness of school-wide positive behavior support

School Leadership Team Guiding Questions

Consensus:

- Do our RtI processes match our school's mission, vision, values, and long-term goals?
- Are we making sure we model, teach, and expect a climate of collegiality among our staff?
- Have teachers received adequate training in implementing core and intervention curriculum they are asked to deliver?
- Do we have a plan to communicate the RtI Process to our parents/families?

Infrastructure and Implementation:

- Have we analyzed the weaknesses in the core curriculum, supplemental intervention curriculums, and school wide positive behavior programs? (based on data)
- Where can we summarize and display our data so it is readily available to teams for making decisions, without compromising privacy?
- Is our data representative of assessments that are reliable, valid, and sensitive measures that define student achievement over time?
- Looking at Tier 1 Broad Screening Data, what types of instruction and intervention do our students need? School level? Grade levels? Classroom levels? Sub group levels?
 - Based on the instructional needs of our students, where do we need to focus professional development for our staff?
- What kinds of professional development do we need to offer for teachers to increase knowledge of the characteristics of our student learners (ELL needs, ESE student needs, SES student needs, ADHD learners, etc.)
- Where should we 'spend' or place our resources (money and personnel)?
- Based on Tier 1 data (trends, patterns), what are the strategies and skills we need to provide so all students receive the Differentiated Instruction that they need?
- What skills and strategies can we learn about in professional development to enhance our instruction and intervention?
- For which students is the core instruction sufficient or not sufficient? Why or why not?
- What specific supplemental and intensive instruction is needed at each level? How will these be delivered?
- How will we measure the effectiveness of core instruction? Supplemental intervention? Intensive instruction?
- How will we monitor fidelity of core, supplemental, and intensive instruction?
- How will we determine which students need to receive a different level of instruction? How will we monitor this?
- When will we meet to analyze data and monitor implementation of RtI?
- How will we celebrate success with staff, parents, and students?

School-Based Leadership Team Quick Reference

Members	Problem Solving Tasks		
	Uses this type of data	To discuss ...	Guiding Questions
<p>Administrator(s) - facilitate</p> <p>Guidance Counselor/Service Professional</p> <p>Instructional/Curriculum Coach(es): Reading/Math/Writing</p> <p>Elementary/Intermediate Teacher (s)</p> <p>Middle/High School Teacher (s)</p> <p>Exceptional Education Teacher(s)</p> <p>Activity Teacher(s)</p> <p style="text-align: center;">Team Function</p> <p>Plan, implement and monitor the progress of school improvement</p> <p>Implement Response to Instruction/Intervention as a school-wide method of raising student achievement outcomes for all students</p> <p>Provides the vision for the leadership for the school in terms of both academic and behavioral success in the RtI Process</p> <p>Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and school procedures as RtI is implemented in the building</p>	<p>Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).</p> <p>Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)</p> <p>Data that is specifically measuring the intervention used and is targeted to a specific skill or area, such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill.</p> <p>Needs survey at the teacher level</p> <p>Using the school data (time of year will determine what data is analyzed):</p> <ul style="list-style-type: none"> - CRT as a summative one time measure - TIER 1 (3 to 4 times a year screening data, all subjects as available) - TIER 2 (Intervention data, ongoing every 2 weeks or so) - TIER 3 (Intervention data) – ongoing every 1 week or so) - TIER movement report <p>Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly.</p>	<p>Analyze data: Core instruction is effective at each grade level/department level. Guideline: 80% students meeting proficiency in Tier 1 Core).</p> <p>Analyze Data: Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade level/department level. Guideline: 70% of Intervention students making satisfactory progress in intervention.</p> <p>If no to any of the above, diagnose the problem as a team. Prioritize the needs of the students, sub groups, grade levels, departments, etc., and match the core curriculum and supplemental interventions to these needs.</p> <p>What kinds of professional development are needed for teachers for core instruction needs and intervention instruction needs?</p> <p>Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school</p> <p>Discuss movement between the tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3)</p>	<p>Have we established our school’s mission, vision, values, and long-term goals? And are we making sure RtI is matching these?</p> <p>Are we making sure we model, teach, and expect a climate of collegiality among our staff?</p> <p>Have our teachers received adequate training in implementing the core and supplemental instruction?</p> <p>Do we have a plan to communicate the RtI Process to our families/parents?</p> <p>Have we analyzed the weaknesses in the core and supplement the core as needed?</p> <p>Looking at Tier 1 Screening Data, what type of instruction and intervention do our students need?</p> <p>Based on data, where do we see the need for staff development in the school? In a grade level? In a classroom?</p> <p>Based on data, where should we ‘spend’ or place our resources (money and personnel?)</p> <p>What skills and strategies can we learn about in professional development that will enhance our instruction and intervention?</p> <p>Based on Tier 1 data (trends, patterns), what are the strategies and skills we need to provide so all students receive the Differentiated Instruction that they need?</p> <p>Is our data representative of assessments that are reliable, valid, and sensitive measures that define student achievement over time?</p>

Teacher Data Team

MEMBERS

- Administrator (recommended facilitator)
- Guidance Counselor/Guidance Service Professional
- Instructional Coach(es)
- Elementary: Grade Level Teachers
- Middle School: MESH Teachers
- High School: Departments and/or Grade Level Teachers
- ESE teachers and others as needed

FUNCTION

- Utilize the problem solving process to meet academic and behavioral needs of students
- Analyze data from Tier 1 and Tier 2 assessments to monitor the effectiveness of core instruction (Tier 1) and supplemental instruction (Tier 2) across the grade level or department
- Monitor fidelity of core Tier 1 instruction
- Monitor fidelity of supplemental (Tier 2) instruction
- Brainstorm needs, curriculum, resources, effective schedules, etc.
- Using Tier 1 and Tier 2 data, address the curriculum, instructional practices, and optimal learning environment conducive to student achievement

PROCESS

Throughout each year, the Teacher Data Team will use the Problem Solving Method to complete each one of the following tasks. Problem Solving Steps are utilized as the vehicle or process for accomplishing the team tasks. These tasks are part of a continuous improvement cycle and should be revisited in an on-going dialogue.

- Evaluate universal assessment data within specific grade levels/departments and classrooms
- Determine instructional, curricular, and environmental changes that may need to occur in order to increase the achievement of all students
- Discuss Tier 1 Core instruction effectiveness (academic and behavioral) in terms of meeting standards as well as shorter term objectives
- Monitor the progress of the Tier 1 changes using data to determine effectiveness
- Continually reevaluate Best Practices as new data is collected
- Examine both universal assessment data and specific student diagnostic data to place students in appropriate Tier 2 intervention based on their needs.
- Discuss student needs and potential hypothesis for why students are struggling when forming groups

- Determine group membership for interventions. (This may require gathering additional diagnostic information to make sure students are placed in an intervention group which specifically addresses their deficit area.)
- Monitor the progress of intervention data to determine which students have an adequate growth rate and which students need their intervention adjusted or changed.
- Groups should be fluid as the Teacher Data Team adjusts intervention based on data.
- Assess Tier 2 effectiveness by reviewing progress monitoring data for adequate growth rates. If growth is not sufficient the team evaluates the intervention instruction, curriculum, environment and fidelity.

Teacher Data Team	
Use this type of data	To discuss ...
Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).	Analyze data to determine if core instruction is effective at your grade/department level <i>Guideline – 80% students meeting proficiency</i>
Tier 1 Classroom common assessment data – assessments that every student receives (classroom unit tests, weekly tests, classroom management logs, etc.)	Analyze data to determine Tier 1 Core instruction effectiveness (academic and behavioral) in terms of meeting standards and shorter term objectives. <i>Guideline – 80% students meeting proficiency.</i>
Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks) from the supplemental interventions provided to <i>some</i> students.	Analyze data to determine Tier 2 intervention (instruction) effectiveness. <i>Guideline – 70% intervention students making progress.</i> Consider: Students groups, alignment of intervention to core, intensity, number of students in each intervention, movement into and out of interventions, articulation of scope and sequence of skills between grade levels, etc.
Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks) from the supplemental interventions provided to <i>some</i> students.	Analyze data to determine if the intervention is accurately measuring, is aligned to, and is <u>targeted</u> to a specific skill or area; such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill, etc.

Tier 1 and Tier 2 Individual student data	Analyze individual student data in tier 1 and tier 2 data points to determine student growth rates and response to instruction and intervention.
Tier 1 and Tier 2 Data by subgroups, classes, grade levels, departments, content areas, MESH teams, etc.	Analyze individual student data in tier 1 and tier 2 data points to determine student growth rates and response to instruction and intervention within these subgroups.
Referral Data, Behavioral Documentation	Analyze effectiveness of classroom management within School-wide Positive Behavior Support system and trends in students, classes, times of day, etc.

Teacher Team Guiding Questions

Tier 1:

- Are 75-80% of the students meeting proficiency based on the screening data or the common assessment (core curriculum) data?
- Is the core curriculum meeting the needs of most (75-80%) of my class? The grade level? What curriculum is successful with our students? What is not successful?
- Are the core instructional methods meeting the needs of most (75-80%) of the class? The grade level? What instructional methods are successful with our students? What methods are not successful?
- Is the classroom environment effective so that 75-80% of students respond to the classroom rules, procedures, and routines?
- Looking at Tier 1 Broad Screening Data, what types of instruction and intervention do our students need?
- At the school level and the classroom levels, where do we see the need for professional development and support?
- What do we need to do/address as a grade level for our inclusion classes?
- How is the data from the classes within our grade level similar?
 - How is the data different?

Tier 2:

- According to our Tier 2 Ongoing Progress Monitoring (OPM) data, are about 70% of the students showing growth (positive response – see problem solving steps, pages 22-24)
- According to our Tier 2 Ongoing Progress Monitoring data, if students do not show a positive response, why? Should we move the students to another intervention? Smaller group?
- Is our Tier 2 supplemental material meeting the needs of our students?
- How are the intervention teachers communicating with the classroom teachers?

Teacher Data Team Quick Reference

Members	Problem Solving Tasks		
	Uses this type of data ...	To discuss ...	Guiding Questions
<p>Administrator(s) - facilitate</p> <p>Instructional/Curriculum Coach(es): Reading/Math/Writing</p> <p>Elementary Teacher (s) on grade level</p> <p>Middle/High School Teacher (s) MESH or Department</p> <p>Exceptional Education Teacher(s) associated with grade level or dept.</p> <p>Guidance Counselor/Service Provider , School Psychologists, etc., as needed</p> <p style="text-align: center;"><u>Function</u></p> <p>Utilize the problem solving process to meet academic and behavioral needs of students</p> <p>Analyze data from Tier 1 and Tier 2 assessments to monitor the effectiveness of core instruction (Tier 1) and supplemental instruction (Tier 2) across the grade level or department</p> <p>Monitor fidelity of core Tier 1 instruction</p> <p>Monitor fidelity of supplemental (Tier 2) instruction</p> <p>Brainstorm needs, curriculum, resources, effective schedules, etc.</p> <p>Using Tier 1 and Tier 2 data, address the curriculum, instructional practices, and optimal learning environment conducive to student achievement</p>	<p>Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).</p> <p>Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)</p> <p>Data that is specifically measuring the intervention used and is targeted to a specific skill or area, such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill.</p> <p>Data at all levels</p> <p>Individual student data</p> <p>TIER movement report – Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly.</p>	<p>Analyze data: Core instruction is effective at each grade level/department level. Guideline: 80% students meeting proficiency in Tier 1 Core).</p> <p>Analyze Data: Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade level/department level. Guideline: 70% of Intervention students making satisfactory progress in intervention.</p> <p>If Tier 1 and Tier 2 data are showing need, diagnose the problem as a team. Prioritize the needs of the students, sub groups, grade levels, departments, etc., and match the core curriculum and supplemental interventions to these needs.</p> <p>What kinds of professional development are needed for teachers for core instruction needs and intervention instruction needs?</p> <p>Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school</p> <p>To move students within Tier 2 interventions</p> <p>Discuss movement between the tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3)</p>	<p>Based on the tier 1 data, are 75-80% of the students meeting proficiency?</p> <p>Is the core curriculum meeting the needs of 75-80% of my student in my class? The grade level?</p> <p>Are the core instructional methods meeting the needs of 75-80% of my students in the class? Grade level?</p> <p>Is the classroom environment effective so that 75-80% of the students respond to the classroom rules, procedures, and routines?</p> <p>What do we need to do/address as a grade level for our inclusion classes?</p> <p>According to the data, how are our classes within our grade level / MESH team / departments alike? Different?</p> <p>According to Tier 2 data, are about 70% of the students making progress in the intervention?</p> <p>Do we see any students not responding to the tier 2 ongoing progress monitoring data?</p> <p>Do we need to look at different supplemental material to meet the needs of our students?</p> <p>How are the intervention teachers communicating with the classroom teachers?</p> <p>Are the ongoing progress monitoring assessments aligned to the targeted skill needed for intervention?</p>

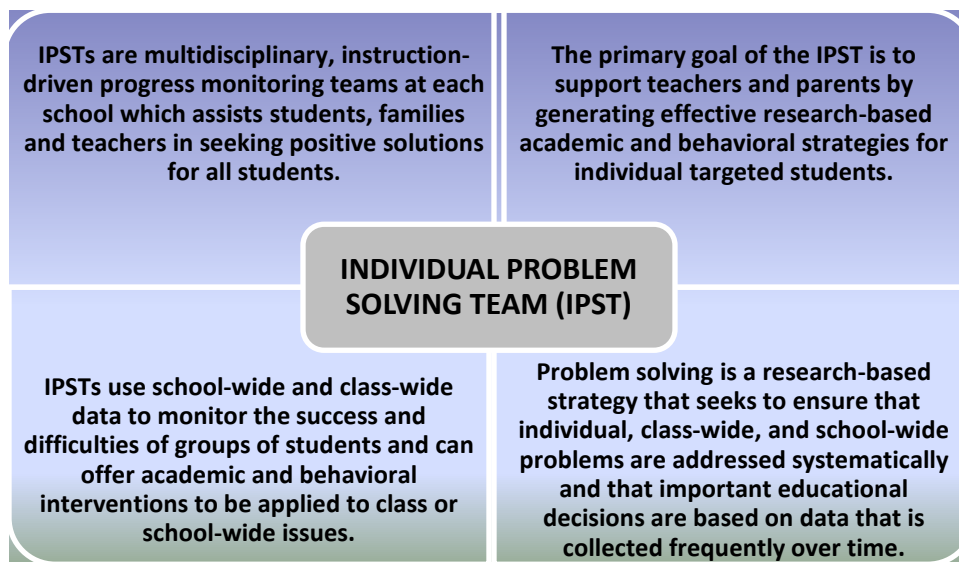
IPST Individual Problem Solving Team

MEMBERS

- Administrator
- Guidance Counselor (recommended facilitator)
Or Guidance Service Professional
- Teacher(s)
- School Psychologist
- ESE teachers and others as needed
- Parent/Guardian

Other members as needed:

Speech/Language Pathologist
Staffing Specialist
Instructional Staff (coaches)
Gifted Teacher
Behavioral Analyst
Occupational Therapist
Physical Therapist, Social Worker



FUNCTION

Individual Problem Solving meetings are designed to be an extremely diagnostic and prescriptive process. This team should examine prior intervention data and all relevant cumulative history in order to problem-solve at the most intense level. A student should not be referred to Individual Problem Solving Team if the problem is a systemic instructional, curricular, or environmental problem. The IPST therefore functions best when specialists are able to collaborate on learner centered problems.

PROCESS

The Individual Problem Solving Team revisits each step of the Problem Solving Method to determine why the learner has not yet responded to the instruction and intervention. This step is critical since the children referred to IPST are students who already have data that confirms they are not responding to intervention.

- Step 1: Review historical data (Gathered by the teacher teams)
- Step 2: Review parent contacts and professional collaboration (teacher teams)
- Step 3: Current data – review and collect:
 - Academic enablers
 - Academic behavior and performance
 - Peer/Benchmark Comparisons
 - Develop Hypothesis and Goal Statement
- Step 4: Intervention Design and Monitoring
- Step 5: Check the data, monitor the intervention progress and decide the next steps to take

(See the IPST User's Guide in this implementation manual Appendix for Gap Analysis Steps and detailed problem solving process at this level).

PROBLEM SOLVING PROCESS

1. Define the Problem

- The problem should be stated in objective measurable terms.
- The defined problem must focus on teachable skills.
- A problem is defined by the difference between what was measured and what was expected.

2. Analyze the Problem

- Ask “Why is the problem occurring?”
- Think of all relevant hypotheses using data available

3. Develop a Plan

- A good instructional/intervention plan:
- Explicitly defines the skills to be taught
- Focuses on measurable objectives
- Defines the who, what, when, where, and how of the intervention
- Describes how the instruction/intervention will be progress monitored.
- Includes a Goal Statement and Aim Line with clear numerical measures that define success. A goal statement can be formed using steps 3 and 4 of the Gap Analysis process.

4. Answer the question, “Is it working?”

- Modify Plan based on Progress Monitoring data:
 - **Continue** on if the growth rate is adequate
 - **Increase** intensity, frequency, or duration if growth rate is improving, but not significantly enough.
 - **Change** the intervention if the response is poor.

Individual Problem Solving Team Guiding Questions

In Teacher Data Meetings a general hypothesis will have been discussed for the purpose of grouping students in appropriate interventions. However, at this stage, the IPST should ask questions that dig deeper into the reason the student is not performing such as:

- Was the problem identified at the most foundational cause (Problem Analysis)?
- Is there enough diagnostic assessment data to be sure the intervention was correctly aligned and targeted to the specific problem?
- Is there a need to do observations or other assessments to gather more information before suggesting a different Tier 3 intervention?
- Did the student have enough Academic Engaged Time (AET) in the intervention?
- Considering the growth rate of the intervention data, how does this student compare to the peers in the same interventions?
- What is it about the interaction of the instruction, curriculum, environment, and learner that could help the team develop an individualized intervention? Does the team need more information about any of these?

(See the IPST User’s Guide in this implementation manual Appendix for Gap Analysis Steps and detailed problem solving process at this level).

Individual Problem Solving Team (IPST) Quick Reference

Members	Function	Tasks	
		Uses this type of data	To discuss ...
Administrator (s) Guidance Counselor/Service Provider (recommended facilitator) School Psychologist Classroom Teacher(s) Parents ESE contact/teacher Interventionalist/Title 1 Teacher Additional Members as needed: Speech/Language Pathologist Staffing Specialist Instructional Staff (coaches) Gifted Teacher Behavioral Analyst Occupational Therapist Physical Therapist Social Worker Activity or Specials teachers	<p>Individual Problem Solving meetings are designed to be an extremely diagnostic and prescriptive process.</p> <p>The IPST fully engages in the Problem Solving Method at each stage.</p> <p>The IPST should examine prior intervention data and all relevant cumulative history in order to problem-solve at the most intense level.</p> <p>A student should not be referred to Individual Problem Solving Team if the problem is instructional, curricular, or environmental in nature.</p> <p>The criteria for a child to be referred from the Teacher Data Team to the Individual Problem Solving Team is that data must show a <u>significant discrepancy</u> between the student and the benchmark, a significant discrepancy between the student and their peers, and an <u>insufficient learning growth rate</u> from previous Tier 2 interventions.</p> <p>The reason students should not be referred to the Individual Problem Solving Team without meeting the discrepancy or growth rate criteria is because the IPST only handles individual learner-centered problems.</p>	<p>Gap Analysis: Divide the expected benchmark score by the current student performance. This is your benchmark comparison. Ex: $70\% \div 35\% = 2.0$</p> <p>Divide the average peer performance by the student performance on the grade level. This is your peer grade level comparison. Ex: $81\% \div 35\% = 2.3$</p> <p>Divide the average performance score of a selected subgroup (such as SES) by the student performance. This is your Subgroup Peer Comparison. Ex: $65\% \div 35\% = 1.8$</p> <p>Determine the Gain the student needs to make to close the GAP. To identify the necessary gain subtract the student's current performance from the expected benchmark in the next benchmark period. Ex: $90\text{ wpm} - 56\text{wpm} = 34\text{wpm}$</p> <p>Now evaluate the students growth as evidenced in progress monitoring data in comparison to the growth needed to close the gap. Determine what progress was realistic for the student. Assess the growth rate. Ex: If the expected growth rate for second grade students is 5 words per minute per week on oral reading fluency, then set your expected growth rate in accordance with that rate.</p> <p>Progress Monitor throughout the intervention. The team should assess whether the data shows the student/s are progressing sufficiently along the Aim Line.</p>	<p>1). Define the Problem</p> <p>The problem should be stated in objective measurable terms. The defined problem must focus on teachable skills. A problem is defined by the difference between what was measured and what was expected.</p> <p>2). Analyze the Problem</p> <p>Ask "Why is the problem occurring?" Think of all relevant hypotheses</p> <p>3). Develop a Plan</p> <p>A good instructional/intervention plan: Explicitly defines the skills to be taught</p> <p>Focuses on measurable objectives</p> <p>Defines the who, what, when, where, and how of the intervention</p> <p>Describes how the instruction/intervention will be progress monitored.</p> <p>Includes a Goal Statement and Aim Line with clear numerical measures that define success. A goal statement can be formed using steps 3 and 4 of the Gap Analysis process.</p> <p>Answer the question, "Is it working?" Modify Plan based on Progress Monitoring data:</p> <p>4). Evaluate the Plan: Continue on if the growth rate is adequate Increase intensity, frequency, or duration if growth rate is improving, but not significantly enough. Change the intervention if the response is poor.</p>

Appendix

School Leadership Team Resources

School-Based Leadership Team – Quick Reference
RtI Quick Reference Guide
Self Assessment of Problem Solving Implementation (SAPSI) – PS/RtI
Tier I and II Critical Components Checklist - PS/RtI
Tiers I & II Observation Checklist (Initial) - PS/RtI
Problem Solving Team Checklist (Initial Version) - PS/RtI
Problem Solving Team Checklist (Follow-Up Version) - PS/RtI

Teacher Data Team Resources

Teacher Data Team Quick Reference
Example: Meeting Record
Problem Solving for Success Worksheet (ICEL)- PS/RtI

Individual Problem Solving Team Resources

Individual Problem Solving Team Quick Reference
Individual Problem Solving Team User's Guide and Forms

School Leadership Team Resources

Resources

- School-Based Leadership Team – Quick Reference
- RtI Quick Reference Guide
- Self Assessment of Problem Solving Implementation (SAPSI) – PS/RtI
- Tier I and II Critical Components Checklist - PS/RtI
- Tiers I & II Observation Checklist (Initial) - PS/RtI
- Problem Solving Team Checklist (Initial Version) - PS/RtI
- Problem Solving Team Checklist (Follow-Up Version) - PS/RtI

School-Based Leadership Team Quick Reference

Members	Problem Solving Tasks		
	Uses this type of data	To discuss ...	Guiding Questions
<p>Administrator(s) - facilitate</p> <p>Guidance Counselor/Service Professional</p> <p>Instructional/Curriculum Coach(es): Reading/Math/Writing</p> <p>Elementary/Intermediate Teacher (s)</p> <p>Middle/High School Teacher (s)</p> <p>Exceptional Education Teacher(s)</p> <p>Activity Teacher(s)</p> <p style="text-align: center;">Team Function</p> <p>Plan, implement and monitor the progress of school improvement</p> <p>Implement Response to Instruction/Intervention as a school-wide method of raising student achievement outcomes for all students</p> <p>Provides the vision for the leadership for the school in terms of both academic and behavioral success in the RtI Process</p> <p>Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and school procedures as RtI is implemented in the building</p>	<p>Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).</p> <p>Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)</p> <p>Data that is specifically measuring the intervention used and is targeted to a specific skill or area, such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill.</p> <p>Needs survey at the teacher level</p> <p>Using the school data (time of year will determine what data is analyzed): CRT as a summative one time measure - TIER 1 (3 to 4 times a year screening data, all subjects as available) - TIER 2 (Intervention data, ongoing every 2 weeks or so) - TIER 3 (Intervention data) – ongoing every 1 week or so) - TIER movement report Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly.</p>	<p>Analyze data: Core instruction is effective at each grade level/department level. Guideline: 80% students meeting proficiency in Tier 1 Core).</p> <p>Analyze Data: Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade level/department level. Guideline: 70% of Intervention students making satisfactory progress in intervention.</p> <p>If no to any of the above, diagnose the problem as a team. Prioritize the needs of the students, sub groups, grade levels, departments, etc., and match the core curriculum and supplemental interventions to these needs.</p> <p>What kinds of professional development are needed for teachers for core instruction needs and intervention instruction needs?</p> <p>Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school</p> <p>Discuss movement between the tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3)</p>	<p>Have we established our school's mission, vision, values, and long-term goals? And are we making sure RtI is matching these?</p> <p>Are we making sure we model, teach, and expect a climate of collegiality among our staff?</p> <p>Have our teachers received adequate training in implementing the core and supplemental instruction?</p> <p>Do we have a plan to communicate the RtI Process to our families/parents?</p> <p>Have we analyzed the weaknesses in the core and supplement the core as needed?</p> <p>Looking at Tier 1 Screening Data, what type of instruction and intervention do our students need?</p> <p>Based on data, where do we see the need for staff development in the school? In a grade level? In a classroom?</p> <p>Based on data, where should we 'spend' or place our resources (money and personnel?)</p> <p>What skills and strategies can we learn about in professional development that will enhance our instruction and intervention?</p> <p>Based on Tier 1 data (trends, patterns), what are the strategies and skills we need to provide so all students receive the Differentiated Instruction that they need?</p> <p>Is our data representative of assessments that are reliable, valid, and sensitive measures that define student achievement over time?</p>

RtI

Response to Intervention Quick Reference Guide

Self-Assessment of Problem Solving Implementation (SAPSI)*

PS/RtI Implementation Assessment

Directions:

In responding to each item below, please use the following response scale:

Not Started (N) — (The activity occurs less than 24% of the time)

In Progress (I) — (The activity occurs approximately 25% to 74% of the time)

Achieved (A) — (The activity occurs approximately 75% to 100% of the time)

Maintaining (M) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

For each item below, please write the letter of the option (N, I, A, M) that best represents your School-Based Leadership Team’s response in the column labeled “Status”. In the column labeled “Comments/Evidence”, please write any comments, explanations and/or evidence that are relevant to your team’s response. When completing the items on the SAPSI, the team should base its responses on the grade levels being targeted for implementation by the school.

<u>Consensus: Comprehensive Commitment and Support</u>	Status	Comments/Evidence
1. Board level leadership provides active commitment and support (e.g., meets to review data and issues at least twice each year).		
2. The school leadership provides training, support and active involvement (e.g., principal is actively involved in School-Based Leadership Team meetings).		
3. Faculty/staff support and are actively involved with problem solving/RtI (e.g., one of top 3 goals of the School Improvement Plan, 80% of faculty document support, 3-year timeline for implementation available).		
4. A School-Based Leadership Team is established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and teachers from representative areas (e.g., general ed., special ed.)		
5. Data are collected (e.g., beliefs survey, satisfaction survey) to assess level of commitment and impact of PS/RtI on faculty/staff.		

Additional Comments/Evidence:

* Adapted from the IL-ASPIRE SAPSI v. 1.6
Center for School Evaluation, Intervention and Training (CSEIT)
Loyola University Chicago 1

PS/RtI Implementation Assessment (Cont'd)

Scale: **Not Started (N)** — (The activity occurs less than 24% of the time)
 In Progress (I) — (The activity occurs approximately 25% to 74% of the time)
 Achieved (A) — (The activity occurs approximately 75% to 100% of the time)
 Maintaining (M) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Infrastructure Development: Data Collection and Team Structure	Status	Comments/Evidence
6. School-wide data (e.g., AIMSweb, Curriculum-Based Measures, Office Discipline Referrals) are collected through an efficient and effective systematic process.		
7. Statewide and other databases (e.g., SAIN) are used to make data-based decisions.		
8. School-wide data are presented to staff after each benchmarking session (e.g., staff meetings, team meetings, grade-level meetings).		
9. School-wide data are used to evaluate the effectiveness of core academic programs.		
10. School-wide data are used to evaluate the effectiveness of core behavior programs.		
11. Curriculum-Based Measurement (e.g., AIMSweb) data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for academics.		
12. Office Disciplinary Referral data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior.		
13. Data are used to evaluate the effectiveness (RtI) of Tier 2 intervention programs.		
14. Individual student data are utilized to determine response to Tier 3 interventions.		
15. Special Education Eligibility determination is made using the RtI model for the following ESE programs: a. Emotional/Behavioral Disabilities (EBD) b. Specific Learning Disabilities (SLD)		

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 Center for School Evaluation, Intervention and Training (CSEIT)
 Loyola University Chicago 1

PS/RtI Implementation Assessment (Cont'd)

Scale: **Not Started (N)** — (The activity occurs less than 24% of the time)
 In Progress (I) — (The activity occurs approximately 25% to 74% of the time)
 Achieved (A) — (The activity occurs approximately 75% to 100% of the time)
 Maintaining (M) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Infrastructure Development: Data Collection and Team Structure	Status	Comments/Evidence
16. The school staff has a process to select evidence-based practices.		
a. Tier 1		
b. Tier 2		
c. Tier 3		
17. The School-Based Leadership Team has a regular meeting schedule for problem-solving activities.		
18. The School-Based Leadership Team evaluates target student's/students' RtI at regular meeting.		
19. The School-Based Leadership Team involves parents.		
20. The School-Based Leadership Team has regularly scheduled data day meetings to evaluate Tier 1 and 2 data.		

Additional Comments/Evidence:

* Adapted from the IL-ASPIRE SAPSI v. 1.6
 Center for School Evaluation, Intervention and Training (CSEIT)
 Loyola University Chicago 1

Tiers I and II Critical Components Checklist

School: _____ Target Area: Reading Math Behavior

Window: 1 2 3

Grade Level (if applicable): _____

Directions: For each selected target area and grade-level, please use the scale provided to indicate the degree to which each critical component of a Problem-Solving/Response to Intervention (PS/RtI) model is present in paperwork (i.e., permanent products) derived from data meetings (i.e., meetings in which the PS/RtI model is used to examine Tier I and/or II instruction). See the attached rubric for the criteria for determining the degree to which each critical component is present in the paperwork.

Component	0 = Absent 1 = Partially Present 2 = Present N/A = Not Applicable	Evidence/Comments
Problem Identification		
1. Data were used to determine the effectiveness of core instruction	0 1 2	
2. Decisions were made to modify core instruction or to develop supplemental (Tier II) Interventions	0 1 2	
3. Universal screening (e.g., AIMSweb) or other data sources (e.g., AIMSweb assessments) were used to identify groups of students in need of supplemental intervention	0 1 2	
Problem Analysis		
4. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks	0 1 2 N/A	
5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks	0 1 2 N/A	
6. Modifications were made to core instruction		
a. A plan for implementation of modifications to core instruction was documented	0 1 2 N/A	
b. Support for implementation of modifications to core instruction was documented	0 1 2 N/A	
c. Documentation of implementation of modifications to core instruction was provided	0 1 2 N/A	

Tiers I and II Critical Components Checklist, continued.

Component	0 = Absent 1 = Partially Present 2 = Present N/A = Not Applicable	Evidence/Comments
7. Supplemental (Tier II) instruction was developed or modified		
a. A plan for implementation of supplemental instruction was documented	0 1 2 N/A	
b. Support for implementation of supplemental instruction was documented	0 1 2 N/A	
c. Documentation of implementation of supplemental instruction was provided	0 1 2 N/A	
Program Evaluation/Rtl		
8. Criteria for positive response to intervention were defined	0 1 2 N/A	
9. Progress monitoring and/or universal screening data were collected/scheduled	0 1 2 N/A	
10. A decision regarding student Rtl was documented	0 1 2 N/A	
11. A plan for continuing, modifying, or terminating the intervention plan was provided	0 1 2 N/A	

Additional Comments:

Tiers I & II Observation Checklist

School Name: _____ Target Area: Reading Math Behavior

Date: _____ Grade Level: _____

Directions: Prior to the Problem-Solving Team/Data meeting, check whether each of the personnel identified in items 1-9 were present or absent. For items 10-20, please check whether the critical component of problem-solving/Response to Intervention was present or absent during the Problem-Solving Team/Data meeting. This form should only be used for problem solving/data meetings focusing on Tier I and/or II issues.

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Reading Coach)			
6. Special Education Teacher			
7. Facilitator			
8. Recorder (i.e., Notetaker)			
9. Timekeeper			
Problem Identification			
10. Data were used to determine the effectiveness of core instruction			
11. Decisions were made to modify core instruction and/or to develop supplemental (Tier II) interventions			
12. Universal screening (e.g., AIMSweb) or other data sources were used to identify groups of students in need of supplemental intervention			
Problem Analysis			
13. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks			
14. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks			
Intervention Development/Support			
15. Modifications were made to core instruction (Note: Circle N/A under the Evidence/Notes column for a-c if defensible decision was made to NOT modify core instruction)			
Critical Component			
a. A plan for implementation of modifications to core instruction was documented			N/A
b. Support for implementation of medications to core instruction was documented			N/A
c. Documentation of implementation of medications to core instruction was provided			N/A

Tiers I & II Observation Checklist, continued

16. Supplemental (Tier II) instruction was developed or modified (Note: Circle N/A under the Evidence/Notes column for a-c if a defensible decision was made to NOT modify supplemental instruction)			
17.			
a.	A plan for implementation of supplemental instruction was documented		
b.	Support for implementation of supplemental instruction was documented		
c.	Documentation of implementation of supplemental instruction was provided		
Program Evaluation/Rtl			
18.	Criteria for positive response to intervention were defined		
19.	Progress monitoring and/or universal screening data were collected/scheduled		
20.	A decision regarding student Rtl was documented		
21.	A Plan for continuing, modifying, or terminating the intervention plan was provided		

Additional Comments:

Problem-Solving Team Checklist – Initial Version

School Name: _____ Student ID: _____

Date: _____ Concerns: Reading Math Behavior

Grade Level: _____

Directions: Prior to the Problem-Solving Team meeting, check whether each of the personnel identified in items 1-9 were present or absent. For items 10-26, please check whether the critical component of problem-solving/Response to Intervention was present or absent during the Problem-Solving Team meeting. This form should only be used for initial individual student focused problem-solving sessions.

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Reading Coach)			
6. Special Education Teacher			
7. Facilitator			
8. Recorder			
9. Timekeeper			
Problem Identification			
10. Replacement			
11. Data were collected to determine the current level of performance for the replacement behavior			
12. Data were obtained for benchmark (i.e., expected) level(s) of performance			
13. Data were collected on the current level of peer performance or the data collected adequately represents average peer performance			
14. A gap analysis between the student's current level of performance and the benchmark, and the peers' current level of performance (or adequate representation of peer performance) and the benchmark was conducted			
Problem Analysis			
15. Hypotheses were developed across multiple domains (e.g., curriculum, classroom, home/family, child, teacher, peers) or a functional analysis of behavior was completed			
Critical Component			
16. Hypotheses were developed to determine if the student was not performing the replacement behavior because of a performance and/or skill deficit			
17. Data were available or identified for collection to verify/nullify hypotheses			
18. At least one hypothesis was verified with data available at the meeting			

Intervention Development/Support			
19. Goals were clearly selected and related directly to benchmarks			
20. Interventions were developed in areas for which data were available and hypotheses were verified			
21. At least some discussion occurred about the use of evidence-based interventions			
22. A plan for assessing intervention integrity was agreed upon			
23. Frequency, focus and dates of progress monitoring were agreed upon			
24. Criteria for positive response to intervention were agreed upon			
25. An intervention support plan was developed (including actions to be taken, who is responsible, and when the actions will occur)			
26. A follow-up meeting was scheduled			

Additional Comments:

Problem-Solving Team Checklist-Follow-Up Version

School Name: _____ Student ID: _____

Date: _____

Directions: Prior to the Problem-Solving Team meeting, please indicate whether the personnel identified in items 1-9 were present or absent at the meeting. For items 10-15, please indicate whether the critical components of problem-solving/Response to Intervention identified was present or absent during the meeting. This form should only be used for individual student focused follow-up problem-solving sessions.

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Reading Coach)			
6. Special Education Teacher			
7. Facilitator			
8. Recorder			
9. Timekeeper			
Problem Evaluation			
10. Progress monitoring data were presented graphically			
11. Documentation of implementation of the intervention plan was presented			
12. A decision regarding good, questionable, or poor Rtl was made			
13. A decision to continue, modify, or terminate the intervention support plan was made			
14. A decision to continue, modify, or terminate the intervention support plan was made			
15. A follow-up meeting was scheduled			

Additional Comments:

Teacher Data Team Resources

Resources

- Teacher Data Team Quick Reference
- Example: Meeting Record
- Problem Solving for Success Worksheet (ICEL)- PS/RtI

Teacher Data Team Quick Reference

Members	Problem Solving Tasks		
	Uses this type of data ...	To discuss ...	Guiding Questions
<p>Administrator(s) - facilitate</p> <p>Instructional/Curriculum Coach(es): Reading/Math/Writing</p> <p>Elementary Teacher (s) on grade level</p> <p>Middle/High School Teacher (s) MESH or Department</p> <p>Exceptional Education Teacher(s) associated with grade level or dept.</p> <p>Guidance Counselor/Service Provider , School Psychologists, etc., as needed</p> <p style="text-align: center;"><u>Function</u></p> <p>Utilize the problem solving process to meet academic and behavioral needs of students</p> <p>Analyze data from Tier 1 and Tier 2 assessments to monitor the effectiveness of core instruction (Tier 1) and supplemental instruction (Tier 2) across the grade level or department</p> <p>Monitor fidelity of core Tier 1 instruction</p> <p>Monitor fidelity of supplemental (Tier 2) instruction</p> <p>Brainstorm needs, curriculum, resources, effective schedules, etc.</p> <p>Using Tier 1 and Tier 2 data, address the curriculum, instructional practices, and optimal learning environment conducive to student achievement</p>	<p>Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).</p> <p>Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)</p> <p>Data that is specifically measuring the intervention used and is targeted to a specific skill or area, such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill.</p> <p>Data at all levels</p> <p>Individual student data</p> <p>TIER movement report – Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly.</p>	<p>Analyze data: Core instruction is effective at each grade level/department level. Guideline: 80% students meeting proficiency in Tier 1 Core).</p> <p>Analyze Data: Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade level/department level. Guideline: 70% of Intervention students making satisfactory progress in intervention.</p> <p>If Tier 1 and Tier 2 data are showing need, diagnose the problem as a team. Prioritize the needs of the students, sub groups, grade levels, departments, etc., and match the core curriculum and supplemental interventions to these needs.</p> <p>What kinds of professional development are needed for teachers for core instruction needs and intervention instruction needs?</p> <p>Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school</p> <p>To move students within Tier 2 interventions</p> <p>Discuss movement between the tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3)</p>	<p>Based on the tier 1 data, are 75-80% of the students meeting proficiency?</p> <p>Is the core curriculum meeting the needs of 75-80% of my student in my class? The grade level?</p> <p>Are the core instructional methods meeting the needs of 75-80% of my students in the class? Grade level?</p> <p>Is the classroom environment effective so that 75-80% of the students respond to the classroom rules, procedures, and routines?</p> <p>What do we need to do/address as a grade level for our inclusion classes?</p> <p>According to the data, how are our classes within our grade level / MESH team / departments alike? Different?</p> <p>According to Tier 2 data, are about 70% of the students making progress in the intervention?</p> <p>Do we see any students not responding to the tier 2 ongoing progress monitoring data?</p> <p>Do we need to look at different supplemental material to meet the needs of our students?</p> <p>How are the intervention teachers communicating with the classroom teachers?</p> <p>Are the ongoing progress monitoring assessments aligned to the targeted skill needed for intervention?</p>

Student Data Meetings

Name _____ Grade Level _____ Teacher _____

Meeting # _____ Date: _____	Meeting # _____ Date: _____	Meeting # _____ Date: _____
Student Strengths: Academic/Behavioral Concern:	Updates: Additional personnel invited to next meeting: ___ Guidance ___ Language ___ Other:	Updates:
Data to Support Concern: Please attach the following: <ul style="list-style-type: none"> • Student Membership Record (SAR card) • Running Record Data (K-3/4-6 as needed) • "Compare" Graphs • PASI/PSI data (K-3/4-6 as needed) • Classroom Assessment Data • Work Samples • PMP • Most current Report Card/Interim Report • Other 	Data to Support Concern: Please attach the following: <ul style="list-style-type: none"> • Student Membership Record (SAR card) • Running Record Data (K-3/4-6 as needed) • "Compare" Graphs • PASI/PSI data (K-3/4-6 as needed) • Classroom Assessment Data • Work Samples • PMP • Most current Report Card/Interim Report • Other 	Data to Support Concern: Please attach the following: <ul style="list-style-type: none"> • Student Membership Record (SAR card) • Running Record Data (K-3/4-6 as needed) • "Compare" Graphs • PASI/PSI data (K-3/4-6 as needed) • Classroom Assessment Data • Work Samples • PMP • Most current Report Card/Interim Report • Other
Team Suggestions:	Team Suggestions:	Team Suggestions:
Chosen Intervention: Status of Intervention: ___ Successful ___ Ongoing ___ Insufficient ___ Continue with Intervention ___ New Intervention **Attach INTERVENTION LOG and PROGRESS MONITORING DATA (i.e. Voyager charts, PASI etc.)	Intervention Progress/Progress Monitoring Data: Status of Intervention: ___ Successful ___ Ongoing ___ Insufficient ___ Continue with Intervention ___ New Intervention **Attach INTERVENTION LOG and PROGRESS MONITORING DATA (i.e. Voyager charts, PASI etc.)	Intervention Progress/Progress Monitoring Data: Status of Intervention: ___ Successful ___ Ongoing ___ Insufficient ___ Continue with Intervention ___ New Intervention **Attach INTERVENTION LOG and PROGRESS MONITORING DATA (i.e. Voyager charts, PASI etc.)
Chosen Method of Progress Monitoring:	Chosen Method of Progress Monitoring:	Chosen Method of Progress Monitoring:
Follow Up: In ___ weeks Date:	Follow Up: In ___ weeks Date:	Follow Up: In ___ weeks Date:

After 3 data meetings:

Problem Solving Plan for Student Success ICEL Worksheet

Domains: Instruction, Curriculum, Environment, and Learner

INSTRUCTION: Questions to consider when evaluating the INSTRUCTION Domain:

1. Is effective instruction being provided in all critical areas related to this concern?
2. Is enough instructional time being allocated to ensure student success?
3. Are the teachers working with this student using the effective practices to differentiate instruction?

For the questions above, when observing or interviewing staff, what instruction seems to work for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

CURRICULUM: Questions to consider when evaluating the CURRICULUM Domain:

1. Are the curriculum and/or intervention research based and validated?
2. Do the curriculum and/or intervention address all critical areas related to the current concern?
3. Is the curriculum or current intervention being implemented with fidelity?

For curriculum, when reviewing data, student records, observing, or interviewing staff, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

ENVIRONMENT: Questions to consider when evaluating the ENVIRONMENT Domain:

1. Is there a positive climate for learning?
2. Is the problem more prevalent in a certain area of the school or classroom?
3. Are both whole group instruction and small group differentiated instruction being delivered to this student?

Learning environment: when reviewing data, student records, observing, or interviewing staff, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

LEARNER: Questions to consider when evaluating the LEARNER Domain:

1. How might the traits/skills of the student be contributing to the problem?
2. What student factors are relevant and alterable in addressing this concern?

When reviewing data, curriculum, or student records, observing, interviewing staff, or testing, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

Individual Problem Solving Team (IPST) Resources

Resources:

- Individual Problem Solving Team Quick Reference
- Individual Problem Solving Team User's Guide and Forms

Individual Problem Solving Team (IPST) Quick Reference

Members	Function	Tasks	
		Uses this type of data	To discuss ...
<p>Administrator (s) Guidance Counselor/Service Provider (recommended facilitator) School Psychologist Classroom Teacher(s) Parents ESE contact/teacher Interventionalist/Title 1 Teacher</p> <p>Additional Members as needed: Speech/Language Pathologist Staffing Specialist Instructional Staff (coaches) Gifted Teacher Behavioral Analyst Occupational Therapist Physical Therapist Social Worker Activity or Specials teachers</p>	<p>Individual Problem Solving meetings are designed to be an extremely diagnostic and prescriptive process.</p> <p>The IPST fully engages in the Problem Solving Method at each stage.</p> <p>The IPST should examine prior intervention data and all relevant cumulative history in order to problem-solve at the most intense level.</p> <p>A student should not be referred to Individual Problem Solving Team if the problem is instructional, curricular, or environmental in nature.</p> <p>The criteria for a child to be referred from the Teacher Data Team to the Individual Problem Solving Team is that data must show a <u>significant discrepancy</u> between the student and the benchmark, a significant discrepancy between the student and their peers, and an <u>insufficient learning growth rate</u> from previous Tier 2 interventions.</p> <p>The reason students should not be referred to the Individual Problem Solving Team without meeting the discrepancy or growth rate criteria is because the IPST only handles individual learner-centered problems.</p>	<p>Gap Analysis: Divide the expected benchmark score by the current student performance. This is your benchmark comparison. Ex: $70\% \div 35\% = 2.0$</p> <p>Divide the average peer performance by the student performance on the grade level. This is your peer grade level comparison. Ex: $81\% \div 35\% = 2.3$</p> <p>Divide the average performance score of a selected subgroup (such as SES) by the student performance. This is your Subgroup Peer Comparison. Ex: $65\% \div 35\% = 1.8$</p> <p>Determine the Gain the student needs to make to close the GAP. To identify the necessary gain subtract the student's current performance from the expected benchmark in the next benchmark period. Ex: $90 \text{ wpm} - 56 \text{ wpm} = 34 \text{ wpm}$</p> <p>Now evaluate the students growth as evidenced in progress monitoring data in comparison to the growth needed to close the gap. Determine what progress was realistic for the student. Assess the growth rate. Ex: If the expected growth rate for second grade students is 5 words per minute per week on oral reading fluency, then set your expected growth rate in accordance with that rate.</p> <p>Progress Monitor throughout the intervention. The team should assess whether the data shows the student/s are progressing sufficiently along the Aim Line.</p>	<p>1). Define the Problem The problem should be stated in objective measurable terms. The defined problem must focus on teachable skills. A problem is defined by the difference between what was measured and what was expected.</p> <p>2). Analyze the Problem Ask "Why is the problem occurring?" Think of all relevant hypotheses</p> <p>3). Develop a Plan A good instructional/intervention plan: Explicitly defines the skills to be taught Focuses on measurable objectives Defines the who, what, when, where, and how of the intervention Describes how the instruction/intervention will be progress monitored. Includes a Goal Statement and Aim Line with clear numerical measures that define success. A goal statement can be formed using steps 3 and 4 of the Gap Analysis process. Answer the question, "Is it working?" Modify Plan based on Progress Monitoring data:</p> <p>4). Evaluate the Plan: Continue on if the growth rate is adequate Increase intensity, frequency, or duration if growth rate is improving, but not significantly enough. Change the intervention if the response is poor.</p>

Individual Problem Solving Team (IPST) USER'S GUIDE

SLAM NV

Individual Problem Solving Team (IPST)

In the Response to Intervention/Instruction model, the three tiers are levels of services of instruction and support for students. The tiers of services are not placements for students, but represent a continuum of increasing levels of support that students may receive and have access to.

Tier 1 services are core instruction in any content area that all students receive. In addition to the core instruction, some students may require additional supplemental instruction (Tier 2) or intensive and target instruction (Tier 3).

The Response to Instruction/Intervention model uses data to answer questions about the effectiveness of all Tiers and levels of instruction, beginning with Tier 1. Before teams look at individual students for problem solving, which takes place in the Individual Problem Solving Team (IPST), schools should have two other teams in place analyzing and considering student data.

- The School Leadership Team uses school wide data, grade level/department data, and classroom data to determine the effectiveness of the core Tier 1 instruction monthly as new data is collected.
- Teacher Data Teams use individual, classroom, grade level, and department wide data to determine effectiveness of core Tier 1 instruction, with a specific focus on data trends indicating student need and the need for differentiated instruction.

In order to individually problem solve one student's situation, the Response to Instruction/Intervention model requires schools to determine how many other students are in the same situation. If more than 20% of a class or of a group of students are experiencing a similar problem, the way to address this problem is addressing Tier 1 instruction since Tier 1 instruction should be effective for 80% of students. If 5% - 20% of students in the class or group are experiencing a similar problem, the way to address this problem is through Tier 2 supplemental instruction. If less than 5% of students are experiencing a similar problem, then it is prudent to individually problem solve this situation.

In summary, the identification of the problem and how to approach it is:

How many students have this problem?	Problem Identification and possible action	Teams needed to take action	What to use to monitor
≥ 20% of class/subgroup/grade level	Tier 1 – address instruction that everyone is receiving	Teacher Data Teams and School Leadership Team	Tier 1 data
Between 5% - 20% of class/subgroup/grade level	Tier 2 - develop small group Intervention and support	Teacher Data Teams and School Leadership Team	Biweekly or tri-weekly progress monitoring data
≤ 5% of class/subgroup/grade level	Individual Student – develop intensive, targeted intervention	IPST	Weekly ongoing progress monitoring data

This IPST USER GUIDE is to be used as a reference for IPST (Individual Problem Solving Teams) as needed when seeking to problem solve an individual student situation.

To be clear, this team looks at individual problem solving when $\leq 5\%$ of the class/subgroup or grade level is experiencing the same problem and the other two school based teams (School Leadership and Teacher Data teams) have evaluated at Tier 1 Differentiation and Tier 2 Supplemental Instruction.

In order to proceed to the IPST, it is assumed that the student is receiving Effective Differentiated Core Instruction at Tier 1 and Effective Supplemental Instruction at Tier 2 and is still showing a need in comparison to the peers in the class and grade level / department.

A summary of the forms and five steps are below:

STEP 1: IPST FORM 1: *Historic and Cumulative Review.*

This form is the basic review of the student's history. At the onset of teacher concern in academic and/or behavior areas, the teacher gathers historical data on the student. This history helps create a full picture of the student and helps provide information of historic trends, student strengths, and student needs. This may be taken from the cum folder or an electronic source.

STEP 2: IPST FORM 2: *Parent Contact and Staff Consultations.*

At the onset of a teacher concern, it is best practice to always inform the parent/guardians of the concern. This form documents when and how this notification of concern occurred. Additionally, the Rtl process encourages professional collaboration, and this form also documents a teacher's collaborative effort to inform instruction and address student needs through professional collaboration.

STEP 3A: IPST FORM 3A: *Academic Data Collection*

At this step in the process, current student data is collected and the problem identification phase is confirmed. There may be a need to gather more data, however, but once sufficient data is gathered and the problem is confirmed (Tier 1, Tier 2, Tier 3), the data is analyzed.

STEP 3B: IPST FORM 3B: *Problem Identification, Gap Analysis, Hypothesis, Goal Statement*

This form collects essential information regarding a student's level of performance compared to benchmarks and peers. In addition, this data on this form identifies enablers and inhibitors to academic and/or behavioral success. Successful identification of enablers and inhibitors will better guide teams to develop effective interventions. In order to complete a GAP analysis, the student data, class data, grade level, and benchmark data on the same measure should be collected. This will help determine the magnitude of a gap from individual student to the benchmark or peers. Based on this data, a hypothesis and goal statement is generated to inform intervention.

STEP 3C: IPST FORM 3C: *Behavior Data Collection*

If the problem does not consist of entirely academic concerns or behavior is a concern as well, this form is one example of a data collection tool that gathers information about student behavior to determine trends or patterns. In order to develop a meaningful intervention plan, it is important to identify the function (pay-off) of the interfering behavior and the environmental condition in which the behavior is most likely to occur. By having the teacher(s) provide this type of information before or during the IPST meeting, the team is more likely to generate targeted and useful interventions linked to the specific problem area

STEP 4: IPST FORM 4: *Individual Student Intervention Design and Evaluation*

The individual student intervention design should be completed by the IPST team. The classroom teacher, intervention teacher, or person providing targeted intervention to the student will provide input and documentation regarding the data points and progress monitoring. A fidelity log may also be attached for evaluation purposes by the IPST. The intervention teacher provides documentation as to the intervention itself (absences, frequency, etc.) and the ongoing progress monitoring data (OPM). The IPST team evaluates the effectiveness of the intervention and makes decision accordingly. Step 4 is to document individual interventions attempted and the student's response. Data will indicate if the research-based intervention should be continued, modified or if other intervention(s) may be more effective. See form directions for specific instructions.

Step 5: IPST FORM 5: *Analysis of Interventions and Recommendations*

This form will be completed by the IPST Chair with input from the team. Consideration is given to data collected throughout the problem solving process, and the IPST team determines educational needs based on the student's response to interventions. Data drives the problem solving process. Through accurate progress monitoring, the team will have sufficient data to make important educational decisions about the student. These decisions may include maintaining the current intervention, modifying the intervention, terminating the intervention, or referring to alternate programs or for a social history and/or psychoeducational evaluation.

SLAM NV

Individual Problem Solving Team (IPST)

Team Process Steps 1 – 5

Note: The following documents represent a framework and process to document the Response to Instruction/Intervention process. The five step process is as follows:

Step 1: At the onset of teacher concern in academic and/or behavior areas, the teacher gathers historical data on the student. (Teacher fills out this form).

Hard Copy: Use IPST *FORM 1: Historic and Cumulative Review*.

Step 2: The teacher notifies parent/guardian of the concern, continues instruction, and seeks professional collaboration as necessary. (Teacher fills out this form).Hard Copy:

Use IPST *FORM 2: Parent Contact and Staff Consultations*.

Generally, Rtl Steps 1 and 2 are before any IPST meetings and are part of the Rtl referral process when moving to IPST from the teacher data team meetings. Steps 3-5 are facilitated by the IPST team chair and the multidisciplinary team provides input. Teachers are not to complete Rtl steps 3-5 on their own.

Step 3: Current data is collected and the Problem Identification phase begins. Problem Identification may include the need to gather more data. Once sufficient data is gathered, data is analyzed and the problem is identified. Based on this information, a hypothesis and a goal statement are generated. Hard Copy: Use: Documentation form:

IPST FORM 3A = Academic Data Collection

IPST FORM 3B = Problem Identification, Gap Analysis, Hypothesis, Goal Statement

IPST FORM 3C = Behavior Data Collection

Step 4: Intervention design. The IPST team will design an intervention to address the goal.

Hard Copy: *IPST FORM 4: Individual Intervention Design and Evaluation*.

Step 5: Evaluation of steps 1 – 4 to determine next course of action.

Hard copy: Use *IPST FORM 5 Analysis of Interventions and Recommendations*.

SLAM NV

Individual Problem Solving Team (IPST) Documentation Process – Quick Reference

Form	Title	Who/When	What
IPST FORM 1	<i>Historic and Cumulative Review</i>	Classroom teachers complete this prior to any IPST team data meetings. Usually teachers begin to collect this when concerns begin to develop.	When a teacher has a concern about a student academically or behaviorally that warrants further investigation, this form serves to collect this information.
IPST FORM 2	<i>Parent Contact and Staff Consultations</i>	Classroom teachers complete this prior to any individual problem solving team data meetings.	This form documents parent and professional contact for academic and behavioral concerns.
IPST FORM 3A	<i>Academic Data Collection</i>	IPST Team is responsible for this form. Classroom teachers complete the individual student and classroom peer data. Grade level, school, and district data provided by guidance and/or school psychologist.	This form documents the student level of performance compared to benchmarks and peers (Beginning of Gap Analysis).
IPST FORM 3B	<i>Problem Identification, Gap Analysis, Hypothesis, and Goal Statement</i>	IPST Team is responsible for this form. School Psychologist should be responsible for both academic and behavioral gap. Behavior analyst should also be involved if available.	This form documents the student level of performance compared to benchmarks and peers in terms of magnitude. Additionally, this form documents observation of instruction, curriculum, environment and learner information..
IPST FORM 3C	<i>Behavior Data Collection</i>	IPST Team is responsible for this form. Depending on the issue, it may involve the School Psychologist, Behavior Analyst, and/or Social Worker.	This form is for situations which include behavior concerns and the information is used to determine cause and function of behavior.
IPST FORM 4	<i>Individual Intervention Design and Evaluation</i>	The IPST Team and classroom teachers design Tier 3 interventions. The classroom teacher is responsible for monitoring progress and reporting on this form for next IPST review.	This form documents the fidelity and progress monitoring during intervention, including attendance, etc.
IPST FORM 5	<i>Analysis of Interventions and Recommendations</i>	IPST Team is responsible for this form. However, School Psychologist and Staffing Specialist must attend. Eligibility may be determined at this time.	This form documents the determination of response to interventions during entire process; analysis of fidelity of interventions, and recommendations based on the analysis.

SLAM NV

IPST FORM 1

Individual Problem Solving Team (IPST)

History and Cumulative Review

Student:

DOB:

ID:

Grade:

Teacher:

	YES	NO	COMMENTS
Attendance Concerns			
Multiple School Enrollment History			
Vision Concerns			
Hearing Concerns			
Speech/Language Concerns			
Medical, mental health or health concerns			
Academic Concerns			
Behavior Concerns			
Previous Screenings (KBIT, KTEA, etc.)			
Previous Psychological and/or Social History Written report			
Retentions If yes, indicate grade level(s) retained			
PMP, CST, or Problem Solving Team History			
IEP History			
504 Plan			
ESOL / LEP			
Other Concerns:			

Completed by: _____ Title: _____

Date: _____ School: _____

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IPST FORM 1

Individual Problem Solving Team (IPST)

History and Cumulative Review

Directions

WHO: Step 1 is to be completed by the classroom teacher or other staff as appropriate (e.g., guidance counselor, school psychologist, school social worker).

WHAT: Step 1 is a review of the cumulative record (may be electronic) to address areas of attendance, enrollment history, academic history, retentions, previous psycho-educational testing, etc.

WHEN: The form is to be completed when a teacher has concerns about a student academically or behaviorally that warrants further investigation of the problem. This is the first information to **be gathered before collaborative meetings** (grade level meetings, department meetings, before any problem solving meetings).

WHERE: The cumulative record and IPST file are resources for obtaining the requested information.

WHY: A cumulative review can assist with identifying why a student is having academic or behavioral problems. Information that is obtained through the cumulative record can help identify areas that may be impacting performance (e.g., history of attendance problems, high mobility, sensory concerns, a 504 plan, etc.).

HOW: Teachers can fill out RtI Step 1 with information from the cumulative record. When available, an electronic print out can be attached to relieve the teacher from re-copying information. When completing RtI Step 1, simply attach the print-out and complete other areas specified on RtI Step 1 that are not contained within the printed information. **Add comments if needed when the response to any item is "yes."**

SLAM NV **IPST FORM 2**
 Individual Problem Solving Team (IPST)
Parent and Staff Consultations

Student: _____ DOB: _____ ID: _____ Grade: ____

Teacher: _____ School: _____

Parent/Guardian Consultation(s): _____

At least one parent contact must be recorded before moving to Individual Problem Solving.

	Date(s)	Plan/Outcome
1st Contact Phone _____ In person _____ Email _____ Name of Parent/Guardian: _____		 Signature of parent if in person: _____
2nd Contact Phone _____ In person _____ Email _____ Name of Parent/Guardian: _____		 Signature of parent if in person: _____

School Staff Consultations:

	Date(s)	Plan/Outcome
PLC or other teacher collaboration		
Content Area Contact and/or Specialist (reading coach, Title 1, ESE teacher, specify content area)		
Building Supports: Guidance (Suggested for behavioral concerns), Speech/Language Path., Administration		
Other County Supports: School Psychologist, Social Worker, etc.		

Parent and Staff Consultations

WHO: Step 2 is completed by the classroom teacher.

WHAT: Step 2 Documents parent/guardian and staff consultations. In addition, the form documents plan of action and outcomes of consultations.

WHEN: Step 2 should be initiated when a teacher identifies an academic or behavioral problem that may benefit from communication with the parent. The staff consultations section is accessed when the teacher needs support or assistance from other professionals within the school community. BOTH PARENT CONTACTS DO NOT NEED TO BE MADE BEFORE BRINGING TO TEAM. One parent contact should be initiated when concerns arise and it is always best practice. Usually this is when a PMP is initiated, but can be sooner as well.

WHERE: When consultations with itinerant professionals may be needed, simply e-mail the school psychologist, school social worker, or other professional to request a consultation or leave a note in their mailbox at the school. For consultations with staff at the school, simply arrange a meeting. The teacher can document parent contact via a parent conference, phone call, email, etc.

WHY: The purpose of Step 2 is to document that the parent is notified and current with their child's progress. In addition, this form allows for flexibility and precision in consultation with colleagues and relieves the teacher of scheduling a large group meeting when problems first arise. ~~Furthermore, if the student is eventually referred to the IPST team and an evaluation is requested, State Board Rules indicate that at least two parent conferences must be held with the parent prior to considering eligibility for exceptional student education.~~ This form easily documents these contacts with parents.

HOW: Indicate date of contacts/consultations with parents and staff. For the "plan/outcome" section of the Parent/Guardian contacts, indicate what the teacher and parent agree to do to address the student's issue. For follow-up parent contacts, indicate the outcome of the prior plan.

If the previous teacher is on-site, consulting to determine if the student had similar problems in the past can be helpful. If so, determine if the previous teacher had a plan to help the student be successful and utilize a similar plan if appropriate.

For the "plan/outcome" section of the Staff Consultations, indicate what the teacher and staff agree to implement in order to address the student's issue. Provide outcome anecdotal information and data as appropriate.

SLAM NV

IPST FORM 3A

Individual Problem Solving Team (IPST)

Academic Data Collection

Directions

WHO: Step 3A should be completed by the IPST Team and classroom teacher for elementary students. At IPST meeting, the team may request that another teacher/professional provide input who currently works with the student. For middle and high school students, at least 2 teachers currently working with the student within an area of concern should provide input.

A second IPST observation form is required by federal statutes and State Board Rules if the student is referred for a comprehensive evaluation. Statutes further specify that the second observer must be a member of the multi-disciplinary team.

WHAT: Step 3A provides essential information regarding a student's level of performance compared to benchmarks and peers. In addition, this form identifies enablers and inhibitors to academic and/or behavioral success.

WHEN: Step 3A is used when a teacher considers developing group or (more intensive) individual interventions for students and wants to isolate factors that may lead to successful problem identification and analysis.

WHERE: Step 3A should be accomplished through direct observation of the student within the classroom regarding work habits and by reviewing sources of class-wide data and grade level data. In addition, formative assessments provide information regarding academic performance compared to benchmarks and peers.

WHY: Successful identification of enablers and inhibitors will better guide teachers to develop effective interventions. In order to complete a GAP analysis, the student data, class data, grade level, and benchmark data on the same measure must be collected. This will help determine the magnitude of a gap from individual student to the benchmark or peers. Additionally, questions 3 and 4 will help determine how many other students are experiencing the same gap or situation.

HOW: For item 1, simply place a check mark by the section indicating how the student is performing compared to expectancy. Utilize data from Tier 1 Core assessments such as FAIR, District assessments, common assessments in the school or district within the curriculum, etc., and formative assessments to determine the student's academic performance level. For items 3 and 4, determine what percentage of the class has similar problems. Do not make subjective judgments about the percentage of students having similar problems; rather use your class-wide data and/or grade level data to make this determination.

Student: _____ **DOB:** _____ **School:** _____

5). Problem Identification: WHAT is the problem in terms of the gap? (use information on form CST/IPST STEP 3B)

Specify the area of concern: _____

➤ **Benchmark Comparison – Gap Analysis (Part 1):**

- Accurately define the problem in measureable terms from the benchmark. (How large is the gap?)
 - $\text{Benchmark} \div \text{student performance} = \text{GAP}$. _____ \div _____ = _____ (GAP)
 - Is the gap above significant? Yes / No (Circle)

➤ **Peer Comparison – Gap Analysis (Part 2):**

- Accurately define the problem in measureable terms from the peer group (class or grade level or sub group). (How large is the gap?)
 - $\text{Peer Average} \div \text{student performance} = \text{GAP}$. _____ \div _____ = _____ (GAP)
 - Is the gap above significant? Yes / No (Circle)

6). Problem Analysis: WHY is the problem happening? Focus on the cause of the problem.

Attach observation/review documents. (Use **ICEL worksheet in appendix**)

ICEL	Instruction	Curriculum	Environment	Learner
Review				
Interview				
Observe				
Test				

7). Intervention Design: Determine the gains the student needs to make

➤ **Gap Analysis (Part 3):** Accurately define the necessary growth for the student.

- Next Expected Benchmark – current student performance = Growth needed
 - _____ - _____ = _____ (Growth Needed)

➤ **Gap Analysis (Part 4):** Accurately define what time period is realistic for the growth needed as determined in Part 3 above. Growth Needed _____ can happen across _____ weeks.

8). Hypothesis: What is the most likely reason the problem is occurring? (Tip: utilize the Problem Analysis worksheet to guide formation of a hypothesis):

The problem is occurring because _____.

9. Goal statement: (Write a specific attainable goal in observable and measureable terms related to the problem).

By (Date), (Student name) will (what) as evidenced by % on (Progress monitoring tool).

By _____, _____ will _____ as evidenced by _____ on _____.

Signature: _____ Date: _____

SLAM NV

IPST FORM 3B

Individual Problem Solving Team (IPST)

Problem Analysis, Gap Analysis, Hypothesis, Goal Statement Directions

WHO: Completed **by the TEAM** at an individual IPST team meeting. The team may request that another teacher/professional provide input who currently works with the student.

WHAT: Provides essential information regarding a student's level of performance and rate of progress compared to benchmarks and peers in terms of magnitude.

WHEN: When a team is considering developing Tier 3 or more intensive interventions for individual students and wants to begin isolating factors that may lead to successful problem identification and analysis.

WHERE: By direct observation of the student within the classroom regarding work habits and by reviewing sources of class-wide data. In addition, observing the environment and instruction will provide information to develop the goal statement.

WHY: Using STEP 3A, STEP 3B and/or STEP 3C, successful identification of enablers and inhibitors will better guide teachers to develop effective interventions. Furthermore, if the student is eventually referred and an evaluation is requested, federal regulation and State Board Rules indicate that at least two observations of the student must be completed by educators prior to considering eligibility for exceptional student education. This form easily documents those observations.

HOW: For item 5, determine the Gap. The Gap is the answer found when dividing the expected benchmark score by the current student performance. (This would be a discrepancy between the individual student and the benchmark on a certain test or criteria, or between the individual student and peers on certain measures). For example, to determine Tier 1 effectiveness, divide the expected benchmark score by the average of student performance on the grade level instead of one student score. For individual student gaps, divide the expected benchmark score by the individual student score. The score reflects the gap the student needs to close to be on grade level. Determine if the Gap is significant. A Gap above 2.0 is *usually considered statistically significant*, however guidelines will be determined by the district as interpretation of the state statute continues.

For item 6, utilize the directions for the RIOT by ICEL form and the worksheet and attach. Other observation forms of the instructional practices, curriculum, environment, and learner may be attached in place of RIOT by ICEL as long as the areas are all considered (not just the learner).

For item 7, determine the Gain the student needs to make to close the GAP. To identify the necessary gain subtract the student's current performance (or group average of current performance) from the expected benchmark in the next benchmark period. The Team determines what progress is realistic for the student. Divide the necessary gain by the realistic progress to determine the number of weeks for intervention. This calculation will help the team determine the level of intensity necessary to achieve the goal. At this point the Aim Line can be set. Ex: 30 words per minute / 3 words per week expected growth = 10 weeks for the intervention. Given the current student performance of 30 words per minute, and growth of 3 words per minute per week, ten weeks from intervention implementation would set the aim line.

For item 8, write a hypothesis statement to indicate likely causes of why the problem is occurring (i.e., is the problem likely to be related to instruction, curriculum, environment, or learner domains).

For item 9, write a specific goal statement linked to the specific area of concern identified. Write the goal in observable and measurable terms and always include a timeframe. It is important to remember that the goal is not necessarily the benchmark where the student should be performing at that time. You want to ensure that the student is given a goal that is ambitious yet attainable. For more information on developing the hypothesis and the goal statement, consult with your school psychologist.

Goal Statement Template:

By *(Date)*, *(Student name)* will *(what)* as evidenced by *%* on *(Progress monitoring tool)*.

"In 10 weeks or by 11/28/2009, student will correctly read consonant blends in word list and target words in sentences as evidenced by 90% correct on the Phonics Screener for Intervention (PSI) Form B, Skill 3."

"By 11/28/2009, secondary student will correctly apply the reading strategy of making connections as evidenced by 90% (or 5/6) on Weekly Mini Assessments."

SLAM NV IPST FORM 3C
 Individual Problem Solving Team (IPST)
Behavior Data Collection

Student: _____ DOB: _____ ID: _____ Grade: _____
 Teacher: _____ School: _____ Date: _____
 Person(s) completing form: _____

Describe the SPECIFIC BEHAVIOR that interferes with the student's learning and/or the learning of his/her peers.

Environmental Conditions:

WHEN is the interfering behavior most likely to occur?

<input type="checkbox"/> Before/After School	<input type="checkbox"/> Lunch/Recess	<input type="checkbox"/> Subject/Class Changes
<input type="checkbox"/> Morning	<input type="checkbox"/> Afternoon	<input type="checkbox"/> Missed Medications(s)
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

WHERE is the interfering behavior most likely to occur?

<input type="checkbox"/> Bus/Walking to or from school	<input type="checkbox"/> Cafeteria/Lunch	<input type="checkbox"/> Hallways/changing classes
<input type="checkbox"/> Regular Education class(es)	<input type="checkbox"/> Special Education classes	<input type="checkbox"/> Playground/Common areas
<input type="checkbox"/> Other (specify)		

During what SUBJECT/ACTIVITY is the interfering behavior most likely to occur?

<input type="checkbox"/> Academic SUBJECTS (specify)		
<input type="checkbox"/> Oral Instruction by Teacher	<input type="checkbox"/> Task/Assignment Directions	<input type="checkbox"/> Starting Assigned Work
<input type="checkbox"/> Individual Seat Work	<input type="checkbox"/> Group Work	<input type="checkbox"/> Transition
<input type="checkbox"/> Unstructured Time	<input type="checkbox"/> Other (specify)	<input type="checkbox"/>

What INTERACTIONS/PEOPLE are most likely to be present, or contribute to, the interfering behavior?

<input type="checkbox"/> Teacher	<input type="checkbox"/> Classmates	<input type="checkbox"/> Other Peers
<input type="checkbox"/> Staff	<input type="checkbox"/> Other (specify)	

WHERE is the interfering behavior most likely to occur?

<input type="checkbox"/> Bus/Walking to or from school	<input type="checkbox"/> Cafeteria/Lunch	<input type="checkbox"/> Hallways/changing classes
<input type="checkbox"/> Regular Education class(es)	<input type="checkbox"/> Special Education classes	<input type="checkbox"/> Playground/Common areas
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

OTHER Contributing Factors?

<input type="checkbox"/> Adult Requests/Directives	<input type="checkbox"/> Changes to the Routine/Schedule
<input type="checkbox"/> Teasing from Other Students	<input type="checkbox"/> Limit Setting/Imposing Consequences
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>

Is there a documentation of a medical concern that explain the behavior? ___Y ___N

If yes, what is the documented medical concern? _____

Hypothesizing the Function of the Interfering Behavior: _____ is occurring because _____.

If _____ would occur, the current problem would be reduced.

What possible purpose might the interfering behavior serve the student? What is the "pay off" for continuing to use the interfering behavior?

SEEKING:

<input type="checkbox"/> Teacher/Adult Attention	<input type="checkbox"/> Peer Attention	<input type="checkbox"/> Social Status
<input type="checkbox"/> Freedom/Fun	<input type="checkbox"/> Empowerment/Choice	<input type="checkbox"/> Desired Activity
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

AVOIDANCE, ESCAPE, PROTEST:

<input type="checkbox"/> Sensory Overload	<input type="checkbox"/> Teacher Interaction	<input type="checkbox"/> Peer Interaction(s)
<input type="checkbox"/> specific Subject/Activity	<input type="checkbox"/> Class Work	<input type="checkbox"/> Environment of Failure
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

SLAM NV IPST FORM 3C

Individual Problem Solving Team (IPST)

Behavior Data Collection

Directions

WHO: This form (or one like it) is to be completed by the team with input of classroom teacher, school psychologist, guidance counselor, or school social worker. If completed by a professional other than the classroom teacher, the teacher must provide input.

WHAT: Step 3C includes information to determine cause and function of behavior (functional behavioral assessment).

WHEN: Step 3C should be used when a student is exhibiting behavioral difficulties that are not responding to Tier 1 and Tier 2 behavior interventions. In addition, it is recommended that RtI Step 3C is completed prior to completing RtI Step 3b, as the information will be useful in developing goal statements.

WHERE: Behavioral concerns may be manifested in multiple settings. RtI Step 3C readily captures the settings and activities in which these behaviors are most likely to occur.

WHY: In order to develop a meaningful behavioral intervention plan, it is important to identify the function (pay-off) of the interfering behavior and the environmental condition in which the behavior is most likely to occur. By having the teacher orally respond during the IPST meeting to the questions embedded in this form, the team is more likely to generate interventions linked to the specific problem area.

HOW: At the IPST meeting, the IPST Chair will ask the teacher the questions designated on RtI Step 3C. The chair will fill in 3C based on the teachers' and other responses to the data.

SLAM NV IPST FORM 4
 Individual Problem Solving Team (IPST)
Individual Intervention Design and Evaluation

Student Name: _____	Student #: _____	Birth Date: _____
Current School: _____	Grade: _____	Date: _____

Intervention #: _____ Setting of intervention: Classroom: _____ Other (specify) _____

Focus of Intervention (specific academic or behavioral target): _____

Monitor Progress: _____ x per month Who will monitor progress? _____

Start Date: _____ Specific intervention: _____ Progress Monitoring Tool: _____

<u>Group size: Individual:</u>	<u>Frequency</u>	<u>Duration</u>	<u>Intervention Provider</u>
_____ 2-3	_____ 1 x/wk	_____ 15 min	_____ Gen Ed Teacher
_____ 4-8	_____ 2 x/wk	_____ 20 min	_____ ESE Teacher
_____ >8 but no whole class	_____ 3 x/wk	_____ 30 min	_____ Counselor
_____ Whole class	_____ 4 x/wk	_____ 45 min	_____ Title One Teacher
	_____ Daily	_____ 60 min	_____ Other (Specify)

End date: _____ (should be at least 5 weeks of interventions after start date)

Progress Data: (baseline and include a minimum of 5 data points and attach graph):

Data/baseline point: _____	Data/baseline point: _____	Data/baseline point: _____
Data/baseline point: _____	Data/baseline point: _____	Data/baseline point: _____
Data/baseline point: _____	Data/baseline point: _____	Data/baseline point: _____

Based on attached data from the intervention, the problem.... _____ stayed the same _____ increased _____ decreased
 (circle one)

Are you continuing this intervention: _____ yes _____ no

If no, what did not work? _____

Intervention #: _____ Setting of intervention: Classroom: _____ Other (specify): _____

Focus of Intervention (specific academic or behavioral target): _____

Monitor Progress: _____ x per month Who will monitor progress? _____

Start Date: _____ Specific intervention: _____ Progress Monitoring Tool: _____

<u>Group size: Individual:</u>	<u>Frequency</u>	<u>Duration</u>	<u>Intervention Provider</u>
_____ 2-3	_____ 1 x/wk	_____ 15 min	_____ Gen Ed Teacher
_____ 4-8	_____ 2 x/wk	_____ 20 min	_____ ESE Teacher
_____ >8 but no whole class	_____ 3 x/wk	_____ 30 min	_____ Counselor
_____ Whole class	_____ 4 x/wk	_____ 45 min	_____ Title One Teacher
	_____ Daily	_____ 60 min	_____ Other (Specify)

End date: _____ (should be at least 5 weeks of interventions after start date)

Progress Data: (baseline and include a minimum of 5 data points and attach graph):

Data/baseline point: _____	Data/baseline point: _____	Data/baseline point: _____
Data/baseline point: _____	Data/baseline point: _____	Data/baseline point: _____
Data/baseline point: _____	Data/baseline point: _____	Data/baseline point: _____

SLAM NV IPST FORM 4
Individual Problem Solving Team (IPST)
Individual Intervention Design and Evaluation
Directions

WHO: The Intervention Design and Evaluation Form will be completed by the team. The classroom teacher, intervention teacher, or person providing targeted intervention to the student will provide input regarding the data points and progress monitoring. A fidelity log may also be attached for evaluation purposes. The intervention teacher provides documentation as to the intervention itself (absences, frequency, etc.), the TEAM evaluates the effectiveness of the intervention and makes decision (in the middle of the page).

WHAT: Step 4 includes information to identify the specific intervention(s) being implemented as well as the provider of the intervention, the group size, the frequency of the intervention, the duration of session (time), the begin/end date of intervention, the baseline data, and progress data toward goal.

WHEN: Step 4 will be used when intervention is started. Only include interventions during current school year. In addition to the identified intervention, teachers may be utilizing another intervention. In other cases, teachers may be implementing a second intervention because of poor response to the initial intervention.

WHERE: The person directly providing the intervention will have the information to complete this form.

WHY: Step 4 is used to document interventions attempted and the student's response. Data will indicate if the research-based intervention should be continued or if other intervention(s) may be more effective.

HOW: Indicate the specific intervention that has been utilized, the beginning and ending date, and the length of the intervention when meeting (e.g., 15 minutes, 30 minutes, etc). Indicate group size, how often (frequency) the intervention group meets, the intervention provider, and the actual performance in the form of a data point. Indicate how often intervention will be progress monitored and who will progress monitor. When graphing progress, make sure that data points are entered on a pre-determined regular basis (e.g., every Wednesday) and ensure that the time between the data points is equidistant. Remember that interventions need time to work so after establishing baseline, it is recommended that at least 5 data points over a 5 week intervention period are collected. However, frequent progress monitoring allows for more frequent modifications of interventions and analysis of rate of progress. If during the first 5 weeks you are finding that the intervention is not working, the intervention should be modified accordingly.

See your school psychologist or RtI Coach for more information on graphing and for help in determining if your student is making progress toward the goal.

SLAM NV IPST FORM 5

Individual Problem Solving Team (IPST) *Analysis of Interventions and Recommendations*

Student Name: _____ ID: _____

Birth Date: _____ Teacher: _____ Grade: _____

Today's Date: _____ Initial Meeting: _____ Follow-up Meeting _____

Summary of Concerns:

Student's current level of support: _____ Tier 1 _____ Tier 2 _____ Tier 3

Was attendance during the intervention sessions as issue? Yes/No (circle one)

Were the interventions aligned to the problem/concern? Yes/No (circle one)

Is there documentation that the intervention was implemented with fidelity? Yes/No (circle one)

Based on attached data from the interventions, did the problem... _____ stay the same? _____ increase? _____ decrease?

Which interventions worked? _____

Which interventions did not work? (If any) _____

Team Decision(s):

- _____ Discontinue intervention(s) goal achieved
- _____ Continue current intervention(s) Follow-up Meeting: _____
- _____ Modify current intervention(s) Follow-up Meeting: _____
- _____ Place in alternative programs: _____
- _____ Complete further Psycho-educational Assessment
- _____ Develop 504 Plan (if student meets eligibility criteria)
- _____ Refer to school social worker for Social/Developmental History
- _____ Refer to Certified Behavioral Analyst
- _____ Perform Additional Assessment _____
- _____ Other: _____

Team Member Signatures:

IPST Chair: _____ Date: _____

Administrator: _____ Date: _____

Teacher: _____ Date: _____

Parent/Guardian: _____ Date: _____

Other: _____ Date: _____

Other: _____ Date: _____

SLAM NV IPST FORM 5

Individual Problem Solving Team (IPST) *Analysis of Interventions and Recommendations*

WHO: Step 5 is completed by the IPST Chair with input from the teacher/ intervention provider and other team members.

WHAT: Based on data collected throughout the problem solving process, the team determines educational needs based on the student's response to interventions.

WHEN: RtI updates and recommendations are made when the data is sufficient to indicate a response. IPST 5 occurs as the final stage of the IPST meeting.

WHERE: The necessary data is documented throughout the entire process and specifically is identified on the *Intervention Design and Evaluation Plan* (IPST FORM 4).

WHY: Data drives the problem solving process. Through accurate progress monitoring, the team will have sufficient data to make important educational decisions about the student. These decisions may include maintaining the current intervention, modifying the intervention, terminating the intervention, or referring to alternate programs or for a social history and/or psychoeducational evaluation.

HOW: The IPST Chair will guide the team through this phase of the process by asking guiding questions. The data that is collected throughout Step 4 will be used to determine if the problem has decreased, stayed the same, or increased.

All attendees at the meeting will sign on the bottom of Step 5 on the designated lines. It is important for the IPST Chair to determine at the meeting the date/time of the next meeting (if applicable) to discuss response to intervention (RtI). The parent should be provided with a copy of Step 5 when completed as it will provide them with the team decision(s) and the date/time of the follow-up RtI meeting (if needed).

The IPST Chair should maintain an on-going log of the dates/outcomes of the IPST meetings. The log should include the name of the student, teacher, dates, and type of problem (e.g., reading, behavior, etc.). Recording the number on a log that corresponds to the "Team Decision(s)" section of Step 5 is an easy method to track the team based decisions at a school building.

SLAM NV

Individual Problem Solving Team (IPST) User's Guide

Appendix

IPST User's Guide Appendix Forms

The appendix forms may be utilized to gather data before or during the IPST process.

APPENDIX 1: Group Intervention Form Weekly Progress Monitoring Form	79
(May be used for group intervention documentation)	
APPENDIX 2: Group Intervention Form Two Week Progress Monitoring Form	80
(May be used for group intervention documentation)	
APPENDIX 3: Group Intervention Form Tri-Weekly Progress Monitoring Form	81
(May be used for group intervention documentation)	
APPENDIX 4: ICEL Worksheet	82
(Use with Form IPST Step 3B and Step 3B)	
APPENDIX 5: Tier 1 Observation Form (Classroom Observation)	83
(May use the ICEL in Step 3B in addition to other times)	
APPENDIX 6: Tier 2 Intervention Observation Form	84
(May be used to check fidelity of Tier 2 Implementation and verify student placement in intervention)	

Group Intervention Forms may be useful for collecting data during RtI Tier 1 and Tier 2 targeted intervention process. These forms document student attendance as well as ongoing progress monitoring data (OPM) in a targeted, small group intervention. This data is useful to the IPST process when comparing individual student response to peer response within targeted, small group interventions. Data analysis of individual response compared to peer response will reveal information about if the intervention is working for the peers (is it effective?) and will also give information about the learning rate of individual students and peers in the intervention.

SLAM NV

Group Intervention Form- Student Data Collection
Ongoing Progress Monitoring (OPM) Weekly

Intervention # _____ Setting of intervention: (specify): _____

Focus of Intervention (specific academic or behavioral target): _____

Monitor Progress: Weekly Who will monitor progress? _____

Start Date: _____ Specific intervention: _____

Group Size: Individual:

- _____ 2-3
- _____ 4-8
- _____ > 8 but not whole class
- _____ Whole class

Frequency

- _____ 1 x/Wk
- _____ 2 x/Wk
- _____ 3 x/Wk
- _____ 4 x/Wk
- _____ Daily

Duration

- _____ 15 min
- _____ 20 min
- _____ 30 min
- _____ 45 min
- _____ 60 min

Intervention Provider

- _____ Gen Ed Teacher
- _____ ESE Teacher
- _____ Counselor
- _____ Title 1 Teacher
- _____ Other (Specify)

End Date/Cycle/Anticipated Duration: _____ Progress Monitoring Tool/Assessment: _____

	ATTENDANCE and OPM Every Week																		
	Baseline	Week 1			Week 2			Week 3			Week 4			Week 5			Week 6		
		OPM		OPM		OPM		OPM		OPM		OPM		OPM		OPM		OPM	
Date																			
STUDENT NAME																			

SLAM NV

ICEL Worksheet

Domains: Instruction, Curriculum, Environment, and Learner

INSTRUCTION: Questions to consider when evaluating the INSTRUCTION Domain:

Is effective instruction being provided in all critical areas related to this concern?
 Is enough instructional time being allocated to ensure student success?
 Are the teachers working with this student using the effective practices to differentiate instruction?

For the questions above, when observing or interviewing staff, what instruction seems to work for students?	What doesn't work?
4.	1.
5.	2.
6.	3.

CURRICULUM: Questions to consider when evaluating the CURRICULUM Domain:

Are the curriculum and/or intervention research based and validated?
 Do the curriculum and/or intervention address all critical areas related to the current concern?
 Is the curriculum or current intervention being implemented with fidelity?

For curriculum, when reviewing data, student records, observing, or interviewing staff, what works for students?	What doesn't work?
1.	1.
2.	2.
3.	3.

ENVIRONMENT: Questions to consider when evaluating the ENVIRONMENT Domain:

Is there a positive climate for learning?
 Is the problem more prevalent in a certain area of the school or classroom?
 Are both whole group instruction and small group differentiated instruction being delivered to this student?

Learning environment: when reviewing data, student records, observing, or interviewing staff, what works for students?	What doesn't work?
1.	1.
2.	2.
3.	3.

LEARNER: Questions to consider when evaluating the LEARNER Domain:

How might the traits/skills of the student be contributing to the problem?
 What student factors are relevant and alterable in addressing this concern?

When reviewing data, curriculum, or student records, observing, interviewing staff, or testing, what works for students?	What doesn't work?
1.	1.
2.	2.
3.	3.

SLAM NV

Tier 1 Classroom Self-Assessment/Observation Form

Student Name:	Student #:	Time of day:
Observer's Name:	Grade:	Date:

Reason for Observation (List academic areas or behavior concerns: _____)

COMPARISON OF PERFORMANCE:

Compare this student's performance with that of the majority of other students in the classroom – check for each category

How the student:	More slowly	More quickly	About the same
Focus and attention span			
Activity level of the student			
Language Skill			
Demonstration of interest/engagement			
Difficulty/frustration with content			
Emotional/social maturity			
Other: (specify)			

STYLE OF LEARNING

Which style of learning seems to benefit the student? (check all that apply)

visual auditory large group small group peer tutoring Other : _____
 Conceptual Content: concrete abstract both
 Behavior Reinforcement: positive negative ignored other: _____

IN THIS CLASSROOM:

How much movement/activity is allowed: a great deal some minimal none
 How much talking/noise is tolerated? a great deal some minimal none

STUDENT BEHAVIOR:

This student: (please answer every question)	(CHECK)	Yes	No	Not observed
Performs with the group				
Voluntarily participates in activities				
Follows written instructions				
Follows oral instructions				
Is responsive to other students				
Interacts with peers appropriately				
Appears prepared and organized				
Starts and stays on task				
Finishes what is started				
Responds appropriately to correction				
Shows independence				
Seems alert				

Based on this observation, check area(s) of concern:

Behavior Academic level environment Developmental concerns
 motor skills emotional development psychological concerns giftedness
 family focus health/medical issues
 other (describe): _____

STUDENT STRENGTHS: (What strengths observed in this student could be used in designing interventions?)

SLAM NV

Tier 2 Classroom Observation Form

Student Name:	Student #:	Time of Day:	
Subject Area:	Grade:	Date:	
Learning Situation (please check all that apply)			
<input type="checkbox"/> Regular classroom	<input type="checkbox"/> Single teacher	<input type="checkbox"/> Self-contained classroom	<input type="checkbox"/> Multiple teachers in room
<input type="checkbox"/> Homeroom grouping	<input type="checkbox"/> Direct instruction (<i>lecture</i>)	<input type="checkbox"/> Ability grouping	<input type="checkbox"/> Cooperative learning (<i>group</i>)
<input type="checkbox"/> Whole class	<input type="checkbox"/> Independent work	<input type="checkbox"/> Small group	<input type="checkbox"/> One-on-one tutor/assistance
Student Behaviors Observed (please check all that apply)			
<input type="checkbox"/> Aggressive toward children	<input type="checkbox"/> Controls discussions	<input type="checkbox"/> Easily distracted	<input type="checkbox"/> Sits quietly
<input type="checkbox"/> Asks for help	<input type="checkbox"/> Daydreams	<input type="checkbox"/> Easily frustrated	<input type="checkbox"/> Speech problems
<input type="checkbox"/> Attentive	<input type="checkbox"/> Demands excessive attention	<input type="checkbox"/> Friendly	<input type="checkbox"/> Talks excessively
<input type="checkbox"/> Avoids eye contact	<input type="checkbox"/> Difficulty copying from board	<input type="checkbox"/> Immature behavior	<input type="checkbox"/> Talks out of turn
<input type="checkbox"/> Avoids groups	<input type="checkbox"/> Disorganized work habits	<input type="checkbox"/> Neat appearance	<input type="checkbox"/> Trouble finding place
<input type="checkbox"/> Careless mistakes	<input type="checkbox"/> Displays leadership ability	<input type="checkbox"/> Obscene/inappropriate speech	<input type="checkbox"/> Unusual language
<input type="checkbox"/> Completes work on time	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Overactive, restless	<input type="checkbox"/> Withdrawn
<input type="checkbox"/> Constantly out of seat	<input type="checkbox"/> Does not complete tasks	<input type="checkbox"/> Perseverates/repeats behavior	<input type="checkbox"/> Works well by self
<input type="checkbox"/> Contributes to class discussion	<input type="checkbox"/> Does not follow directions	<input type="checkbox"/> Short attention span	<input type="checkbox"/> Works well with others

Learning Environment (please check only one description for each environmental factor)			
<input type="checkbox"/> <i>Classroom design:</i>	<input type="checkbox"/> Traditional four-wall & door	<input type="checkbox"/> Open/pod design	<input type="checkbox"/> Other
<input type="checkbox"/> <i>Classroom lighting:</i>	<input type="checkbox"/> Bright	<input type="checkbox"/> Moderate	<input type="checkbox"/> Inadequate
<input type="checkbox"/> <i>Seating arrangement:</i>	<input type="checkbox"/> Rows facing front	<input type="checkbox"/> Desk groupings	<input type="checkbox"/> U-shaped facing front
<input type="checkbox"/> <i>Student placement:</i>	<input type="checkbox"/> Back / middle of room	<input type="checkbox"/> Front of room	<input type="checkbox"/> Near teacher's desk
<input type="checkbox"/> <i>Temperature:</i>	<input type="checkbox"/> Hot / stuffy	<input type="checkbox"/> Comfortable	<input type="checkbox"/> Chilly
<input type="checkbox"/> <i>Noise levels:</i>	<input type="checkbox"/> Quiet	<input type="checkbox"/> Moderate	<input type="checkbox"/> Noisy
Were there hallway noises or other distractions? <input type="checkbox"/> yes <input type="checkbox"/> no	Did visitors interrupt the lesson? <input type="checkbox"/> yes <input type="checkbox"/> no		

Student Responses to Teacher and Peers (all that apply)		Student Communication with Teacher (all that apply)	
<input type="checkbox"/> Fast	<input type="checkbox"/> Well organized	<input type="checkbox"/> Frequently	<input type="checkbox"/> Infrequently
<input type="checkbox"/> Moderate	<input type="checkbox"/> Clear and understandable	<input type="checkbox"/> Voluntary	<input type="checkbox"/> Teacher-initiated
<input type="checkbox"/> Slow	<input type="checkbox"/> Difficulty expressing self	<input type="checkbox"/> Interrupts teacher	<input type="checkbox"/> Interrupts peers
<input type="checkbox"/> With prompting	<input type="checkbox"/> Spoke softly	<input type="checkbox"/> Ignores teacher	<input type="checkbox"/> Ignores peers
<input type="checkbox"/> Blurted out-of-turn	<input type="checkbox"/> Off the subject of discussion	<input type="checkbox"/> Attention-seeking	<input type="checkbox"/> Enjoys argument/goading

_____ Y/N I have observed this interventionist during at least one intervention session.	_____ Y/N The intervention is being delivered according to the intervention plan determined by the team.
_____ Y/N The materials have been provided to this interventionist in order to perform the intervention.	_____ Y/N The teacher is actively monitoring the engagement of each student in the intervention.
_____ Y/N The management of behavior of each child is satisfactory for the group.	_____ Y/N The attendance of the student in the intervention is satisfactory.

Signature of person completing this integrity check

Title/Position

Date



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Web-Based Resources

Accommodations Form for Students Participating in Special Education Programs

http://www.doe.nv.gov/SpecialEdResources/IEP_Accommodations_Form.doc

Due Process Timelines and Procedures

http://www.doe.nv.gov/SpecialEdResources/2010-06_updated_Timelines-IDEA_2004.pdf

Due Process Model Form

http://www.doe.nv.gov/SpecialEdResources/model_DP_requestform.pdf

Due Process Model Form (Spanish)

http://www.doe.nv.gov/SpecialEdResources/Model_Due_Process_Spanish.pdf

Highly Qualified Special Education Teachers in Nevada http://nde.doe.nv.gov/SpecialEdResources/HQ_SpEd_TA.pdf

IEP Guidelines http://www.doe.nv.gov/SpecialEdResources/IEP_Guidelines.pdf

IEP http://www.doe.nv.gov/SpecialEdResources/IEP_Form.pdf

Modifications, Accommodations, and Supports <http://www.doe.nv.gov/SpecialEdResources/iepformmodifications.pdf>

NAA Participation Guidelines http://nde.doe.nv.gov/Assessment/NAA/NAA_ParticipationGuidelines.pdf

Nevada Department of Education Special Education Resources

http://www.doe.nv.gov/SpecialEducation_Resources.htm

Nevada State-Sponsored Charter Schools and the Education of Students with Disabilities

<http://www.doe.nv.gov/SchoolsDistricts/Charter/CharterSchoolManual.pdf>

Section 504 Accommodations Form http://www.doe.nv.gov/SpecialEdResources/504_Accommodations_Form.doc

Special Education Rights of Parents and Children/Procedural Safeguards

<http://www.doe.nv.gov/SpecialEdResources/Rightsrev2009.pdf>

Special Education Rights of Parents and Children/Procedural Safeguards (Spanish)

http://www.doe.nv.gov/SpecialEdResources/2009_Spanish_Rights.pdf

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CONFIDENTIALITY

The confidentiality of personally identifiable information about students with disabilities is protected through the Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and the Nevada Administrative Code (NAC). Except under limited circumstances, confidential information contained in education records cannot be accessed or disclosed without the consent of the parent or the student, if not a minor. Confidentiality is critical to the special education process and must be strictly observed. This policy is not intended to inhibit professional communication, but rather to ensure that confidential information about students and their families is treated appropriately.

Definitions

1. Directory information. Information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Directory information may be released to agencies, institutions, the military or businesses for the purpose of providing students with yearbooks, class rings, graduation announcements, athletic apparel, school pictures, scholarship opportunities, or other purposes that benefit the student and/or school. Directory information will not be released when the purpose is primarily for commercial or sectarian use.
2. Disclosure. To permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.
3. Education records. Records that are directly related to a student and maintained by an educational agency or institution, or by a party acting for the agency or institution. The term does not include records that are kept in the sole possession of the maker of the record, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record; certain law enforcement unit records; certain employment records; certain records on a student 18 years of age or older; certain records created or received by an educational agency after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student; and grades on peer-graded papers before they are collected and recorded by a teacher.

The following types of documents represent common information of this nature:

- a. Written assessment and diagnostic findings and other documentation (medical, sociological, psychological, or academic) that is used for determining eligibility for special education or for determining an appropriate program. This includes test protocols utilized during the assessment process.
- b. Official correspondence that includes information about the student or the student's family.
- c. Confidential documents provided by other agencies or programs that were provided through a written release of information by the parents or specifically identified as confidential information.
- d. Written information provided by the parents that is included in the student's confidential special education records at the request of the parents.

*This is not an exclusive list, and there are other types of information that may qualify as confidential information.

4. Eligible student. A student who has reached 18 years of age or is attending an institution of post-secondary education.
5. Personally identifiable information. Includes but is not limited to the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the educational agency reasonably believes knows the identity of the student to whom the education record relates.
6. Record. Any information recorded in any way, including but not limited to, handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche.

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Maintenance of Records

The records custodian must ensure that all educational records are maintained in a secure location. File cabinets and other storage containers that are used to store such records and documents must be locked and remain locked except for access by authorized personnel. The school principal is responsible for security of special education records and management of confidential information at the school site; however, he/she may designate a staff person to assist with this responsibility. Files may be kept in a central location or in more than one location in the school as long as security is maintained. Confidential special education files must not be mixed with other types of records on the student (e.g., cumulative school records, files maintained by teachers of students' school work).

Directory Information

The school may disclose directory information without written consent if a notice has been given to parents or eligible students regarding the types of information that will be disclosed, as well as notification of their right to refuse disclosure of any or all information that the school considers directory information.

Although directory information may be disclosed without consent, great care should be taken as to the method of disclosure. For example, identifying special education students as such in a list posted in school hallways, the faculty lounge, or in school bulletins would violate FERPA.

Parents may prohibit the disclosure of directory information by providing a written request to this effect.

Inspection and Review of Educational Records

1. Timelines for access. Parents have the opportunity to inspect and review any educational records relating to their child who are collected, maintained or used by the school. The school must comply with a request to inspect and review without unnecessary delay and in any event before any meeting regarding an IEP or a due process hearing relating to identification, evaluation, educational placement, or the provision of a free appropriate public education, and not later than 45 days after the request has been made. It is the policy of the school to respond to a request to inspect and review records within ten (10) working days after the request has been made.
2. Interpretations and explanations. Parents have the right to obtain reasonable interpretations and explanations of the information contained in the educational records. The parents may make reasonable requests for the school to explain and interpret the records, and to have their representative inspect and review the records.
3. Copies of records. The parents may request that the school provide them with copies of the records, if, without the copies, any meaningful review of the records is impractical. The school may charge a reasonable fee for photocopying records.
4. Authority of parent. The school may presume that the parent has the authority to inspect and review records relating to the student unless the school has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation or divorce. The school will require a copy of any such legal document prior to denying a parent access to the records.
5. Record of access. The school shall keep a record of the persons other than parents and authorized employees given access to educational records. The record must include the person's name, date of access, and purpose for which the person is authorized to use the records.
6. Records on more than one student. If any educational record contains information on more than one student, the parents may inspect and review only the information relating to their child or be informed of that specific information.
7. List of types and locations of records. Upon request, the school shall maintain and provide to parents a list of the types and locations of educational records it collects, maintains or uses relating to students.

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8. Fees. If the school charges a fee for copies of records made for parents, the amount of the fee cannot effectively prevent the parents from exercising the right to inspect and review those records. No fee may be charged for the search or retrieval of the information.

Generally, the school will provide copies of special education records on request. In most instances, the school will not charge a fee for duplication of special education records provided to the parent or guardian; exceptions may be made in appropriate circumstances.

Amendment of Educational Records

1. A parent who believes that information in educational records is inaccurate, misleading or violates the privacy or other rights of the student may request an amendment of that information. The school shall determine whether to amend the information within a reasonable period of time after receipt of the request. If the decision is to refuse to amend the information, the school shall inform the parent of the refusal in writing, including the reason for the refusal and the right to a hearing.
2. Upon request, the school shall provide an opportunity for a hearing to challenge information in educational records.
3. If, as a result of the hearing, it is decided that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, the school shall amend the information accordingly and inform the parents in writing.
4. If it is decided that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, the parent may place in the records a statement commenting on the information or setting forth any reasons for disagreeing with the decision.

The school shall notify the parent that the parent has a right to include such a statement in the record.

The school shall retain any such explanation placed in the records as part of the records as long as the record or contested portion is maintained. If the records are disclosed to any person, the explanation must also be disclosed.

5. Any hearing held regarding the amendment of records must be conducted in accordance with FERPA and other applicable procedures.

Safeguards

The school shall not disclose personally identifiable information except as authorized by law.

Each principal/designee must ensure that all school staff that collect or use personally identifiable information receives training to ensure the confidentiality of such information. The school shall:

1. Protect the confidentiality of personally identifiable information at its collection, storage, disclosure and destruction;
2. Appoint one official to assume responsibility for ensuring the confidentiality of any personally identifiable information;
3. Train or instruct all persons collecting or using personally identifiable information regarding confidentiality procedures; and
4. Maintain a current listing for public inspection of the names and positions of those employees within the school who may have access to personally identifiable information.

Storage of Inactive Confidential Records

Inactive special education records and all confidential information maintained on students must be maintained in a secure

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location. Files of students who have left the school site will be kept for storage until requested by another school.

Destruction of information

The school shall also:

1. Inform parents when the personally identifiable information is no longer needed to provide educational services to the student;
2. Maintain a permanent record of the student's name, address, telephone number, grades, attendance, classes attended, grades completed and the year completed; and
3. Upon the request of the parent, destroy any personally identifiable information except the information listed in (2), which is no longer necessary to provide educational services.

When destroying personally identifiable information, the school will confer and/or coordinate with the school principal or Special Education Designee. The notice and destruction process will be conducted in accordance with the record retention schedules established in state law.

Consent Required for Access to Records

Parental consent will be obtained before personally identifiable information is disclosed to anyone other than authorized individuals or agencies; or used for any purpose other than meeting a requirement under IDEA. The school will not release information from education records to participating agencies without parental consent unless authorized to do so under FERPA (see *EXCHANGE OF CONFIDENTIAL INFORMATION*).

Who May Access Records Without Consent

There are several situations where the school may disclose education records of a student without written consent of the parent or eligible student. The most common situations affecting special education students are explained below:

1. To school officials with a legitimate educational interest, including any administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); student teachers and related service interns; a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The principal or Special Education designee is the school official in charge of educational records and shall determine whether a school official is seeking information to carry out his/her official duties and whether the specific information sought is necessary in carrying out those duties.

2. To comply with a judicial order or lawfully issued subpoena. If the education records of a student are subpoenaed, the school needs to make a reasonable effort to notify the parent or student (if 18 years of age or older) before complying with the subpoena. This is intended to allow the parent/student the opportunity to quash or challenge the subpoena.
3. To authorized representatives of federal or state agencies who are engaged in audit or compliance activities. In such a case, the representatives must sign a record of access stating the purpose of their need to access the education record.
4. The school may disclose personally identifiable information about a student from confidential records in an emergency if the information is necessary for the health or safety of the student or other individuals.

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5. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
6. To other entities specified in FERPA, 34 CFR Part 99, §99.31.

Procedural safeguards are specific rights and guarantees given to parents and students through state and federal laws to protect them in matters related to identification, evaluation, educational placement, and the provision of a free appropriate public education. Collectively, these rights and guarantees are referred to as procedural safeguards, and are described for parents in a document disseminated by the Nevada Department of Education entitled "Special Education Rights of Parents and Children."

The IDEA requires that parents be given an opportunity to participate in meetings with respect to the identification, evaluation, educational placement, and provision of a free appropriate public education for students with disabilities. A meeting does not include informal or unscheduled conversations involving school personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that school personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

Definitions

1. Consent. Parents must give informed written consent, which means that they have been fully informed of all information relevant to the activity for which consent is sought, in their native language or other mode of communication. Parents must understand and agree in writing to the carrying out of the activity for which their consent is sought. The request for consent must describe the activity and list the records (if any) which will be released and to whom. Parents must also be informed and understand that the granting of consent is voluntary on their part and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). If the parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the school is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.
2. Evaluation. Evaluation procedures are used to determine if a student has a disability and the nature and extent of special education and related services that are needed by that student. The term refers to procedures that are individually administered and used selectively with a student and does not include basic tests or procedures used with all students in school (e.g., group achievement tests, general screenings of all students).
3. Notice. The school must provide the parents with prior written notice (see *PARENTAL PRIOR WRITTEN NOTICE*) a reasonable time before proposals or refusals to initiate or change the identification, evaluation, educational placement, or provision of a free appropriate public education to a student. The notice must be written in language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the school must translate the notice orally so that the parent understands the content of the notice and maintain written evidence that these steps were taken.

The notice must contain the following information:

- a. A description of the action proposed or refused by the school;
- b. An explanation of why the school proposes or refuses to take the action;
- c. A description of other options the school considered and the reasons why those options were rejected;
- d. A description of each evaluation procedure, assessment, record, or report used by the school as the basis for the proposed or refused action;
- e. A description of the factors that are relevant to the school's proposal or refusal;
- f. A statement that the parents of a child with a disability have protection under the procedural safeguards of IDEA and, if the notice is not an initial referral for an evaluation, the means by which a copy of the description of the procedural safeguards can be obtained; and
- g. Contact sources for parents to obtain assistance in understanding the provisions of special education law.

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4. Procedural safeguards. A copy of procedural safeguards (the "rights" document) must be provided to parents **AT LEAST ONCE PER YEAR** and at the following junctures:
- Initial referral for evaluation or upon parent request for an evaluation
 - Upon the first request for a due process hearing in a school year
 - Upon the first request for a complaint investigation in a school year (the Nevada Department of Education provides this copy to the parent)
 - Upon request by the parent
 - On the date a decision is made to make a removal that constitutes a disciplinary change of placement
5. Parent. As used in this section, the term **parent** refers to biological or adoptive parents, a foster parent, a guardian generally authorized to act as the child's parent (but not the state if the child is a ward of the state), an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare, a surrogate parent, or a person identified through judicial decree or order to act as the "parent" of a child or to make educational decisions on behalf of a child, or the student, if he or she has reached the age of 18. A non-custodial divorced parent also has the right to participate in special education proceedings regarding his or her children. All of the rights that are afforded to parents transfer to the student when he or she is age 18, unless a court of competent jurisdiction has adjudged the student incompetent and a guardian has been appointed.
- Unless a judicial decree or order has identified a person to act as the parent, the biological or adoptive parent, when attempting to act as the parent under this part and when more than one party is qualified to act as a parent, is presumed to be the parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.
6. Surrogate parent. A surrogate parent is a person appointed by the school to represent the interests of a student when neither of the student's parents can be identified or located, or the student is a ward of the State of Nevada, or the student is an unaccompanied homeless youth. A surrogate parent has all the special education rights and authority ordinarily afforded to other parents. In the case of a child who is a ward of the State, the judge overseeing the child's case alternatively may appoint the surrogate parent, provided that the surrogate meets the requirements described below. If the student is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents.

Informed Written Consent

1. Reasonable steps to obtain consent. The school must take and document reasonable steps to obtain parent consent when consent must be obtained before the school can proceed with its evaluation and service provision responsibilities. Reasonable steps which must be taken and carefully documented include:
- Detailed records of telephone calls made or attempted and the results of those calls
 - Copies of correspondence sent and responses received
 - Detailed records of visits to home or place of employment and results
2. Consent requirements. Informed written consent from a student's parents is required in the following instances:
- When the school initially proposes to evaluate a student to determine his or her eligibility for special education and related services (see *CONSENT FOR EVALUATION*)
 - If the parent refuses to consent to an initial evaluation, or fails to respond to a request to obtain consent, the school may but is not required to pursue the evaluation through mediation and/or due process. If the school does not initiate mediation or due process proceedings, the school will not be found to have violated its obligations for child find/identification or evaluation, and the school will not be deemed to have knowledge the student was a student with a disability for discipline purposes.
 - When the school proposes the initial provision of special education and related services for the first time (see *PARENT CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES*)
 - If the parent refuses to consent, or fails to respond to a request to obtain consent for the initial provision of special education and related services, the school **MAY NOT** use mediation and/or due process in order to obtain agreement or a ruling that the services may be provided to the student. The

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school will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with the special education and related services for which the parent refuses to or fails to provide consent, and the school will not be deemed to have knowledge the student was a student with a disability for discipline purposes. The school is also not required to convene an IEP committee meeting or develop an IEP, although the school may choose to do so for the purpose of making clear its offer of FAPE to the parent.

- If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the school may not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services (see *PARENTAL PRIOR WRITTEN NOTICE*); MAY NOT use mediation and/or due process procedures to obtain agreement or a ruling that the services may be provided to the child; will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and is not required to convene an IEP committee meeting or develop an IEP for the child for further provision of special education and related services.
- When the school conducts a reevaluation that requires assessment(s) in addition to information already available to the team (see *CONSENT FOR EVALUATION*)
 - If the parent refuses to consent, the school may but is not required to pursue the reevaluation through mediation and/or due process. If the school does not initiate mediation or use process proceedings, the school will not be found to have violated its obligations for child find/identification or evaluation, and the school will not be deemed to have knowledge the student was a student with a disability for discipline purposes. If the parent has not responded to a request for consent for reevaluation, the school may proceed with the reevaluation if the school can document it has taken reasonable measures to obtain consent and the student's parent has failed to respond.

CONTACT THE PRINCIPAL OR SPECIAL EDUCATION DESIGNEE IN ALL INSTANCES WHERE PARENTS REFUSE TO CONSENT OR FAIL TO RESPOND TO REQUESTS TO OBTAIN CONSENT.

3. Additional information: Consent for initial provision of special education services. Informed written consent for initial provision of special education services must be obtained from parents before a student may receive services. Consent is obtained using the *PARENT CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES* form.

In most circumstances, parents sign this form when they attend the student's initial IEP meeting. However, in instances where the parents refuse or do not attend after reasonable attempts are made to involve them in the initial IEP meeting, the school must take reasonable steps to attempt to obtain written consent for initial provision of services through other means. This might include telephone calls, correspondence, and sending the proposed IEP and consent form to the parents through the mail with a pre-addressed and postage paid envelope enclosed. When possible, school staff may also take the form to the parent's home or place of employment. Each of these attempts must be carefully documented. If the parent withholds consent for the initial provision of special education and related services, IEP services CANNOT be provided.

Although federal law does not require that the school prepare an IEP prior to obtaining consent for the initial provision of special education and related services, the school will draft a proposed IEP if parents will not participate in the IEP development, and send the proposed IEP to the parent along with the consent form and a *PARENTAL PRIOR WRITTEN NOTICE* proposing development and implementation of IEP services as described in the attached IEP.

The school is only required to obtain *CONSENT FOR THE INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES* once, before the student is initially placed in a program of special education. Thereafter, the procedures regarding notice and IEP development, review, and revision apply.

4. Reevaluations requiring additional data. Parent consent is not required before reviewing existing data as part of an evaluation or reevaluation, or before administering a test that is administered to all children unless consent is required of all parents. If the IEP Committee and eligibility team need additional data before completing a reevaluation, consent

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must be obtained.

5. Withdrawing consent. Consent for evaluation, reevaluation, or the initial provision of special education services may be revoked at any time. However, revocations are not retroactive. A revocation will not negate an action that has occurred after the consent was given and before the consent was revoked. For example, if a parent wishes to revoke consent for an initial evaluation, and the evaluation has already been completed, the revocation is ineffective.

If, at any time subsequent to the initial provision of special education and related services, the parent of a student revokes consent in writing for the continued provision of special education and related services, the school may not continue to provide special education and related services to the student, but must provide prior written notice before ceasing the provision of special education and related services. The school may not use mediation or due process procedures in order to obtain agreement or a ruling that the services may be provided to the student. The school will not be considered to be in violation of the requirement to make FAPE available to the student because of the failure to provide the student with further special education and related services. Finally, the school is not required to convene an IEP meeting or develop an IEP for the student for further provision of special education of the student.

If a parent who revoked consent for special education and related services later requests that his or her child be re-enrolled in special education, the school must treat this request as a request for an initial evaluation, rather than as a reevaluation. IF A PARENT WHO REVOKED CONSENT REQUESTS RE-ENROLMENT IN SPECIAL EDUCATION, CONTACT THE SCHOOL PRINCIPAL OR SPECIAL EDUCATION DESIGNEE.

6. Subsequent to the initial evaluation and the initial provision of special education and related services, the school must use written notice to ensure that parents understand any action the school proposes or refuses. This might include the need for assessments determined necessary by the student's IEP Committee in order to provide appropriate services, or completion of a functional behavioral assessment at a time not consistent with the three-year reevaluation juncture.
7. Consent is also required in certain circumstances before the school discloses personally identifiable information. See Confidentiality section for further information.

Prior Written Notice and Notification Regarding ET/IEP Meetings

1. Prior Written Notice. In general, prior written notice is required whenever the school proposes or refuses to take an action related to the identification, evaluation, educational placement, or provision of a free appropriate public education for a student (see *PARENTAL PRIOR WRITTEN NOTICE*).

The following list identifies common situations where the school is required to provide parents with prior written notice:

- The school proposes to evaluate or reevaluate the student
- The school proposes to develop the student's initial or annual IEP and has specific proposals for content
- The school proposes to implement an IEP
- The school proposes to conduct an initial evaluation or reevaluation without obtaining additional data
- The school proposes to change the student's special education placement or IEP services
- The school proposes to terminate special education services (including termination of eligibility through a reevaluation process, or graduation from high school)
- The school proposes to cease special education and related services after receiving a written request by the parent revoking consent for continued provision of special education and related services
- The school proposes to change or terminate a student's related services (e.g., speech therapy, occupational or physical therapy, counseling)
- The school proposes a suspension or expulsion of a special education student which will constitute a change in placement

2. Notification regarding the student's IEP meeting. Since the IEP meeting is the most important mechanism for involving parents in educational decision-making, parents must receive written notification of this meeting. The importance of parental involvement at the IEP meeting is so significant, in fact, that the case manager must take specific action to notify the parents and make reasonable attempts to assure their participation, even when they cannot be present for the meeting in person. It should be noted that the school must proceed with the IEP development without the parents if they refuse or do not attend after reasonable attempts to involve the parents have been made. See *NOTIFICATION OF*

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MEETING.

3. Notice regarding evaluation and reevaluation. The school is required to send *PARENTAL PRIOR WRITTEN NOTICE* when it proposes an initial evaluation of the student's eligibility for special education and related services. Also, the school is required to reevaluate each eligible student at least every three years unless the school and parent agree otherwise. Parent notice of reevaluation is provided by sending the *PARENTAL PRIOR WRITTEN NOTICE*. Parents are also requested (by letter, telephone, or in person) to provide input as to the need for, and scope of, any additional assessments that may be needed. IDEA regulations permit the IEP Committee members and eligibility team members to review the existing evaluation data to determine whether additional assessments are needed, without a team meeting required. If additional assessments are needed, the school must ask the parent to provide written consent for any additional assessments that have been determined to be necessary in order to complete the reevaluation. If no additional assessments are needed, *PARENTAL PRIOR WRITTEN NOTICE* of the proposal to conduct a reevaluation without obtaining additional data is sent to the parents, notifying them of their right to request further assessments.
4. Notice regarding proposed changes to IEP or placement. Since the IEP Committee must make all decisions affecting a student's special education services or placement, the *PARENTAL PRIOR WRITTEN NOTICE* sent to the parents must explain the proposed changes. Again, the school must make reasonable efforts to involve the parents in the IEP process. When parents do not respond to requests to attend IEP meetings, the school must seek to include them through other means (e.g., via telephone). Parents must receive a copy of the amended IEP developed by the IEP Committee. When parents are not in attendance, parents will be provided with *PARENTAL PRIOR WRITTEN NOTICE* of the school's proposal to implement the IEP.

A change in placement to a more or less restrictive setting is considered a "change in placement." Such changes in a special education student's program or placement require prior written notice and will only occur through the IEP process (*PARENTAL PRIOR WRITTEN NOTICE* and *NOTIFICATION OF MEETING*).

5. Notice regarding termination of eligibility/services. If the student's services are being terminated because the student is no longer eligible for services, the following procedure must be followed:
 - a. The eligibility team must conduct a reevaluation and determine whether the student is no longer eligible for special education services. See Reevaluation section for all reevaluation procedures, which must be strictly followed.
 - b. If the eligibility team finds the student no longer eligible, *PARENTAL PRIOR WRITTEN NOTICE* of the proposal to discontinue services based upon ineligibility must be provided to parents.

If the student's services are being terminated because the parent has revoked consent in writing for the continued provision of special education and related services, the school must provide prior written notice of its proposal to discontinue special education and related services based on receipt of the written revocation of consent. Within a reasonable time after providing prior written notice, the school must discontinue all special education and related services to the student.

6. Notice regarding proposals to change or terminate a student's related services. Prior written notice must be provided of the school's proposals or refusals to initiate, change, or terminate a student's related services. Related services (e.g., speech therapy, occupational and physical therapy, counseling) are an important part of a student's IEP. Without these services, many students would not benefit from the special education program provided. For this reason, any decision to initiate, change, or terminate related services must be made by the IEP Committee. If at all possible, it is advisable to have the related service provider participate as a member of the IEP Committee. However, when this is not possible, he or she must supply the rationale for initiating, changing, or discontinuing the services. The IEP Committee determines a student's need for related services.
7. Notice requirements for parental requests. Parents are encouraged to present any requests for changes in eligibility, IEP services or placement in writing. For example, parents may request that the school pay for an independent educational evaluation. They may also request that the school provide additional services for their child. Whether the parents' requests are made in writing or not, parents must be given *PARENTAL PRIOR WRITTEN NOTICE* of the school's decisions in response to such requests by parents. **CONTACT THE PRINCIPAL OR SPECIAL EDUCATION DESIGNEE FOR ASSISTANCE IN RESPONDING TO PARENTAL REQUESTS.**

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8. Notice regarding suspension/expulsion. There are specific procedures that must be followed when a special education student is suspended or expelled for more than ten (10) days from school. The basic procedures that must be followed regarding notice are outlined below:
- a. On the date a decision is made to implement a disciplinary removal that will result in a change of placement, the school must provide *PARENTAL PRIOR WRITTEN NOTICE* of this decision and of the intent to conduct a manifestation determination prior to implementing the removal.
 - b. If the IEP Committee determines that the behavior is not a manifestation of the student's disability, the school must provide *PARENTAL PRIOR WRITTEN NOTICE* to the parents of the IEP Committee's decision and the school's intent regarding further disciplinary action.
 - c. If the IEP Committee determines that the behavior is a manifestation of the student's disability, the student generally remains in the placement identified in the student's IEP (unless the student is placed in a 45-school-day interim alternative educational setting for conduct involving weapons, drugs/controlled substances, or infliction of serious bodily injury). The school provides *PARENTAL PRIOR WRITTEN NOTICE* of its intention to conduct a functional behavioral assessment (unless one has already been done) and to develop a behavior intervention plan (or review/revise an already existing plan).

Appointment of Surrogate Parents

1. Requirement to appoint surrogate parent. A surrogate parent be appointed by the school district when neither of the student's parents can be identified or located, or the student is a ward of the State of Nevada, or the student is an unaccompanied homeless youth. In the case of a child who is a ward of the State, the surrogate parent alternatively may be appointed by the judge overseeing the child's case, provided that the surrogate meets the requirements described below.

A student who is eligible for special education at the school and meets any of these conditions will be appointed a surrogate parent to represent him or her in all matters related to special education.

2. Qualifications for serving as a student's surrogate parent. A surrogate parent cannot be an employee of the Nevada Department of Education, the school district, the school, or of any other agency involved in the education or care of the student. The surrogate must have no personal or professional interest that conflicts with the interest of the student, and the surrogate must have knowledge and skills that ensure adequate representation of the student. If the student is an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents without regard to whether those staff are employees of agencies involved in the care of the student, until a surrogate parent can be appointed that meets all of the requirements outlined above.
3. Rights and privileges of surrogate parents. Surrogate parents have all the same rights and privileges of biological parents pertaining to the identification, evaluation, educational placement, and the provision of a free appropriate public education for the student he or she represents. As such, surrogate parents must give consent before initial evaluation, initial provision of special education and related services, and reevaluation of the student if the reevaluation requires additional assessments. They must also be given prior written notice for any proposed or refused action by the school as described in this section. Surrogate parents have all the due process rights of natural parents in a dispute with the school regarding the student's special education program.

Independent Educational Evaluation

A parent has the right to request an independent educational evaluation (IEE) at public expense if the parent disagrees with an evaluation obtained by the school. However, the school may initiate a hearing to show that its evaluation is appropriate. If the final decision is that the school's evaluation is appropriate, the parent still has the right to an IEE, but not at the public expense. Information regarding where an IEE may be obtained will be provided to the parent upon request for an IEE, along with the school's criteria for conducting such an evaluation. Whenever an IEE is conducted at the school's expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, will be the same as the criteria the school uses when it initiates an evaluation. Whether or not the school pays for an IEE, the IEE must be considered in decisions regarding the student's special education program.

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An IEE is an evaluation conducted by an examiner who is not employed by the school or the school district, but possesses qualifications similar to those of examiners employed by the school district. Parents should be encouraged but are not required to notify the school before they obtain an IEE. All parent requests for an IEE should be forwarded to the principal or Special Education designee for review. He/she will tell the parents where an IEE may be obtained and will provide notice of the school's decision regarding their request for an IEE.

When an IEE has been requested, the school must without unnecessary delay either provide (pay for) the IEE, or request a due process hearing to establish that its evaluation is appropriate. If the hearing officer determines that the school's evaluation is appropriate, the parent may still obtain an IEE, but at the parent's personal expense. A parent is entitled to only one IEE at public expense each time the public agency conducts an evaluation with which the parent disagrees.

Mediation

Mediation is a process where an impartial person participates in a meeting between parents and representatives of the school in an attempt to resolve issues of disagreement about the student's special education program. Most often mediation is used as an informal method of conflict resolution when parents have filed a request for an impartial due process hearing. Mediation may not be used in place of a hearing nor can it delay the parent's right to a hearing. When disagreements between parents and school personnel over special education issues rise to the level of an impasse, the principal or Special Education Designee should be involved. At his/her discretion, mediation may be requested, although other methods of resolution will probably be used prior to taking this step. Mediation usually produces at least some agreement between the parties. Even when parents proceed to a hearing, mediation often reduces or clarifies the issues to be heard.

The Nevada Department of Education has established a mediation system, maintains a pool of trained mediators, and will pay for the costs incurred by the mediation. Either party (the school or the parents) can request mediation although both parties must agree to participate. Each session of mediation must be scheduled in a timely manner and must be held at a location that is convenient for the parties to the dispute. If the parties reach an agreement, the agreement must be set forth in writing and the agreement is enforceable in court.

Impartial Due Process Hearings

Although a due process hearing may be necessary to resolve a disagreement between parents and the school, there are often other effective methods of resolution (e.g., informal negotiation or mediation). Parents and the school should pursue alternatives to due process whenever possible as a way of reaching an agreement about the student's special education program.

1. Impartial due process hearing. Due process is a formal means provided in the law for resolving disputes between the school and parents. Either the school or a parent may initiate a request for a hearing on issues related to identification, evaluation, educational placement or the provision of a free appropriate public education (FAPE) for a student with disabilities (although the school may not request a hearing to dispute a parent's refusal to consent to the initial provision of special education and related services). When a due process hearing is requested, an impartial hearing officer is appointed by the State Superintendent of Public Instruction to hear the case and render a decision. In Nevada, either party may appeal the hearing officer's decision to a state-level review officer. If the matter is not resolved at either of these levels, either party may appeal the case to a state court of competent jurisdiction or a U.S. district court.
2. Requesting an impartial due process hearing. Parents may request an impartial due process hearing by writing a letter to the school principal or Special Education Designee. A model form is available to assist parents in requesting a due process hearing (see *MODEL DUE PROCESS HEARING REQUEST*). Within five days of receiving the request, the school must transmit the letter to the State Superintendent of Public Instruction with a request that the Superintendent appoint a hearing officer.

Response to request.

- Within 10 days of receipt of the request for the hearing, if the school DID NOT already send a prior written notice to the parent regarding the subject matter of the hearing request, the school shall send

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notice that includes:

- o explanation of why the school proposed/refused action
- o description of other options the IEP team considered and why rejected
- o description of each evaluation procedure, assessment, record or report used as a basis for proposed/refused action
- o description of the factors relevant to school's proposal or refusal
- Within 10 days of receipt, if the school DID already send prior written notice, the school shall send the parent a response that specifically addresses the issues raised in the request for a hearing. A response by the school does not preclude the school from asserting that the parent's due process complaint was insufficient.

If the school files the hearing request, the parent must send the school a response that specifically addresses the issues raised in the request for a hearing within 10 days of receipt of request for hearing.

Sufficiency challenge.

- Within 15 days of receipt, the nonfiling party may notify the Hearing Officer and the filing party that the receiving party believes the notice has not met content requirements
- Within 5 days of receipt of notification of insufficiency, the Hearing Officer makes determination based on the face of the request for hearing and immediately notifies parties in writing
- If insufficient, the filing party must refile and the request is treated like a new request

Resolution meetings.

- Within 15 days of receiving notice of the parents' request for a hearing, the school must convene a resolution session UNLESS the school and the parents agree in writing to waive the session, or agree to use mediation process
- Resolution session participants:
 - o Parents and relevant member(s) of IEP Committee (parent and school determine relevant members to attend meeting) who have specific knowledge of the facts identified in the hearing request
 - ! Includes representative of the school with decision making authority
 - ! May not include attorney of district unless parent is accompanied by attorney
- Parents discuss request for hearing and the facts that form the basis of the complaint, and the school is provided the opportunity to resolve

If a resolution agreement is reached, the parties execute a legally binding agreement that is signed by the parent and a representative of the school who has authority to bind the school. The resolution agreement is enforceable in any state court of competent jurisdiction or in a U.S. district court. A party may void the executed agreement within 3 business days of the agreement's execution.

Resolution period.

- If the school has not resolved the complaint to the satisfaction of the parents within 30 days of the receipt of the complaint, the due process hearing may occur
- The timeline for issuing a final decision begins at the expiration of this 30-day period
- Except where the parties have jointly agreed to waive the resolution process or to use mediation, the failure of the parent filing a due process complaint to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until the meeting is held
- If the school is unable to obtain the participation of the parent in the resolution session after reasonable efforts have been made and documented, the school may, at the conclusion of the 30-day period, request that a hearing officer dismiss the parent's due process complaint
- If the school fails to hold the resolution session within 15 days of receiving notice of a parent's due process complaint or fails to participate in the resolution meeting, the parent may seek the intervention of a hearing officer to begin the due process hearing timeline

Adjustments to 30-day resolution period. The 45-day timeline for the due process hearing starts the day after one of the following events:

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- Both parties agree in writing to waive the resolution meeting
- After either the mediation or resolution meeting starts but before the end of the 30-day period, the parties agree in writing that no agreement is possible
- If both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later, the parent or school withdraws from the mediation process

4. Stay put.

As required by state and federal law, under most circumstances when a due process hearing has been requested, the student “stays put” in the last agreed-upon placement until the issue is resolved, unless the parents and the school agree on an alternative placement. In limited circumstances (e.g., students who exhibit behavior that is harmful or dangerous to self or others), the school may seek a court injunction to bar the student’s attendance at school and maintain an alternative placement until the dispute is resolved through the hearing process. An Interim Alternative Educational Setting (IAES) may become the "stay put" placement for a student who has engaged in behavior involving weapons, drugs, controlled substances, or infliction of serious bodily injury. Also, in cases where a review officer agrees with the parents of the pupil that a particular change in the current placement is appropriate, the change in placement must be treated as an agreement between the school and the parents, for purposes of "stay put" through any continuing litigation.

5. Procedures for a due process hearing.

- a. The parent shall submit in writing to the principal or Special Education Designee any request for fair and impartial due process hearing in accordance with IDEA, stating the name of the student, the residence address of the student, in the case of a homeless child or youth, available contact information for the child the name of the school the student is attending, a description of the nature of the problem including relevant facts, and a proposed resolution of the problem to the extent known and available to the parents at the time. A copy of the request for a hearing must also be submitted by the parent to the Nevada Department of Education.
- b. The school principal or Special Education Designee, within five working days of the receipt of a hearing request from the parent, shall ask the State Superintendent of Public Instruction to appoint an impartial hearing officer.
- c. The State Superintendent of Public Instruction will officially appoint the impartial hearing officer and notify the parties in writing of the appointment. The hearing officer must not have a conflict of interest or be an employee of any public agency involved in the education or care of the student. A person is not an employee of a public agency solely because the public agency compensates the person for the person's services as a hearing officer.
- d. The school must also take the following additional actions upon receipt of a request for a hearing:
 1. The parent shall be notified by certified mail of the time and place of the hearing.
 2. The parent shall be informed of any free or inexpensive legal services and other relevant services in the area.
 3. The parent shall be informed of the right to request a resolution of the dispute through a mediation process.
 4. The parent shall be informed of all procedural safeguards, including the rights listed below:
 - a. At the hearing, a party to the hearing may: (1) Be represented by counsel;
(2) Be accompanied by and advised by persons who have special knowledge of or training regarding the problems of students with disabilities;
(3) Present evidence;
(4) Call, examine and compel the attendance of witnesses; and
(5) Cross-examine witnesses.
 - b. At the hearing, the parent has the right to:
 - (1) Have the pupil present;
 - (2) Have the hearing open to the general public; and
 - (3) Have the record of the hearing and findings of fact provided at no cost to the parent.
 - c. The parent may examine all pertinent school records before the hearing.
 - d. A party to the hearing may object to the introduction of evidence or evaluations, including recommendations based upon evaluations that have not been disclosed to the opposing party at

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- least five business days before the hearing. The hearing officer may bar the introduction of such evidence without the consent of the other party.
- e. The school shall make a verbatim record of the hearing either in writing or, at the option of the parent, by electronic means. The record must be made available to any party to the hearing.
 - f. The school shall take whatever action is necessary to ensure that the parent understands the written notice and the proceedings at the hearing, including arranging for an interpreter for a parent who is deaf or whose native language is not English.
 - g. The hearing must be held at a time and place reasonably convenient to the parent and student involved.
 - h. The hearing officer shall base the decision solely on the evidence presented at the hearing. In addition:
 - A hearing officer's determination of whether a child received FAPE must be based on substantive grounds
 - In matters alleging a procedural violation, a hearing officer may find that a child did not receive a FAPE only if the procedural inadequacies:
 - o Impeded the child's right to a FAPE;
 - o Significantly impeded the parent's opportunity to participate in the decision-making process regarding the provision of a FAPE to the child; or
 - o Caused a deprivation of educational benefit
 - A hearing officer may order a school to comply with procedural requirements
 - A parent may file a separate due process complaint on an issue separate from a due process complaint already filed
 - i. The hearing officer shall render the findings of fact and decision in writing and mail a copy of the decision to the parties within 45 days after commencement of the hearing timeline. A hearing officer may extend the time for rendering a decision for a specific number of days upon the request of either party, except for expedited hearings. The written findings of fact and decision must be made available to any party to the hearing. At the option of a parent, findings of fact and decision must be made available to the parent by electronic means.
 - j. The school shall pay the expenses of the hearing officer and any other expenses of the hearing.
 - k. At a minimum, the Hearing Officer:
 - o must not be an employee of the NDE or the school that is involved in the education or care of the child; or a person having a personal or professional interest that conflicts with the person's objectivity in the hearing
 - o must possess knowledge of, and the ability to understand, the provisions of the IDEA, federal and state regulations pertaining to the IDEA, and legal interpretations of the IDEA by federal and state courts;
 - o must possess the knowledge and ability to conduct hearings in accordance with appropriate, standard legal practice; and
 - o must possess the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice

A person who otherwise qualifies is not an employee of the agency solely because he or she is paid by the agency to serve as a hearing officer.
 - l. The decision of a hearing officer is final unless the decision is appealed.
 - m. In regard to due process hearings, "business day" means Monday through Friday, excluding federal and state holidays.

Appeal from decision of hearing officer

The parent and the school have the right to appeal the decision of the hearing officer to the State Superintendent of Public Instruction. The appeal must be made within 30 days after receiving the hearing officer's decision; a party to the hearing may file a cross appeal within ten (10) days after receiving notice of the initial appeal. If there is an appeal, a state review officer appointed by the State Superintendent of Public Instruction shall conduct an impartial review of the hearing.

The review officer shall:

1. Examine the entire record of the hearing;

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2. Ensure that the procedures of the hearing were consistent with the requirements of due process;
3. Seek any additional evidence necessary and, if a hearing is held to receive additional evidence, afford the parties the rights set forth in NAC 388.310;
4. Afford the parties an opportunity for oral or written argument, or both, at the discretion of the reviewing officer;
5. Schedule any oral arguments at a time and place which is reasonably convenient to the parent and student involved;
6. Make an independent decision on the completion of the review; and
7. Mail copies of the written findings and decision to the parties within 30 days after receipt of a written request for review. The review officer may extend the time for rendering a decision for a specific number of days upon the request of either party. At the option of the parent, the findings of fact and decision must be made available to the parent by electronic means.

The decision of a review officer is final unless a party brings a civil action.

Civil action. A party may appeal from the decision of the review officer by initiating a civil action in a court of competent jurisdiction within 90 days after receipt of the decision of the review officer.

Expedited hearings. A parent's request for a hearing is expedited under the following disciplinary situations:

- a. Disagreement with the manifestation determination (the decision regarding the relationship of misconduct to the student's disability); and
- b. Disagreement with the decision regarding the placement of a student with a disability who violates a code of student conduct.

The school may request an expedited hearing to change the placement of a student to an appropriate interim alternative educational setting based upon substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or to others. This process may be repeated as necessary.

An expedited hearing must be conducted within 20 school days of the date the hearing is requested and the determination must be made within 10 school days after the hearing. The resolution session must be held within 7 days and the resolution period is 15 days.

Transfer of Rights at Age 18

In general, the school shall assure that all rights of the parent shall transfer to the student upon reaching majority, at age 18. The exceptions are in the cases where such children are legally determined to be incompetent to make related decisions. In these instances, the legally established guardian will continue to maintain the rights outlined in this document.

On or before the date when the student turns 17 (during the annual IEP meeting when the student is 16), the student's IEP must include a statement that the student has been informed of the rights that will transfer at age 18.

Application for Parents to Represent Educational Interests of NAA Students

The 2007 Nevada State Legislature passed a state statute to allow parents of students with significant cognitive impairments who participate in NAA (the state's alternative assessment) to submit an application to the school district seeking authority to represent the student's special education interests after the student turns 18 (see *NOTICE OF APPLICATION, APPLICATION, NOTICE OF DETERMINATION*). This is the **ONLY APPLICATION** which may be used for this purpose in the school. This process

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applies ONLY to the parents of students with significant cognitive impairments who participate in NAA. **Do not** provide this application to the parents of any other students.

Process

State and federal law require that at least one year prior to the student's 18th birthday, parents and students must be notified that the parent's special education rights will transfer to the student at age 18. This step is accomplished the school by explaining that rights will transfer during the annual IEP meeting held when the student is age 16.

For NAA students ONLY:

1. Explain that state law allows parents of NAA students to apply to represent the student's special education interests after the student turns 18.
2. Provide the parent with the NOTICE OF APPLICATION form.
3. Retain a copy of the NOTICE OF APPLICATION and note the "Date NOTICE OF APPLICATION was provided to parent and student (prior to 18th birthday)" – see second line from bottom.
4. Explain that if the parent wishes to represent the student's special education interests, the application **MUST BE SUBMITTED no later than 90 days before the student's 18th birthday**.
5. The parent must complete the middle APPLICATION section of the document AND provide a copy of the student's IEP reflecting participation in NAA.
6. Within 30 days after receiving the APPLICATION, the school must review the application and determine whether to approve or deny the application. A decision to approve or deny must be made in consultation with the school principal or Special Education Designee. If the application is complete and the student fits within the specific criteria (**students with significant cognitive impairments who participate in NAA**) the application should be approved
7. Immediately after decision to approve or deny, return a copy of the APPLICATION which was submitted by the parent to the parent and the student with the bottom box completed. **RETAIN A COMPLETED COPY IN THE STUDENT'S SPECIAL EDUCATION FILE.**

Unless the parents have been appointed by the school to represent the educational interests of the pupil, or a court has adjudicated the student incompetent to make decisions, the school must notify the student and parent that a transfer of rights has occurred when the student reaches ages 18. Whether the student's educational rights have transferred to the student or remain with the parents, the school shall provide any required notice thereafter to the student and the student's parents.

IDENTIFICATION

Identifying students with disabilities is the first step in providing appropriate educational services to students who are eligible for special education and related services.

Child Find

The school's "Child Find" program is responsible for locating, identifying and evaluating all individuals suspected of having a disability from the ages of birth through 21 who are not receiving early intervention or special education services.

The school works in cooperation with other agencies in Clark County to:

1. Locate all children and youth with disabilities from the ages of birth through 21 in Clark County.
2. Identify and refer individuals suspected of having a disability for evaluations.
3. Provide information to the community about the Child Find project and increase awareness about the educational rights of individuals with disabilities and their parents, through the following methods:
 - a. Newspaper articles and other media
 - b. Correspondence with community members
 - c. Annual screenings in schools and in the community

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- d. Teacher training on identifying potential disabilities
- 4. Maintain a child identification log indicating which children 3-21 years of age are receiving special education and related services and which children were found to be not eligible for service. The log contains the following information, if applicable, on all children referred for evaluation:
 - a. Student Name
 - b. Age
 - c. Date Referred
 - d. Date Evaluated
 - e. Date Service Initiated
 - f. Disability Category
 - g. Reason for Not Serving
- 5. Coordinate with other agencies providing services to children. The principal or Special Education Designee will make at least two contacts per school year with local agencies to find out if they may have knowledge of children with disabilities who are not being served, explain the referral process, and request that they refer students under the age of 22 to the school district.

Before Making a Referral

When a child is having difficulty learning in a regular education classroom, it is often assumed that the child should be referred for a special education evaluation to determine any learning problems. But before a referral is made, the teacher should attempt a variety of strategies designed to facilitate the child's learning within that classroom.

The Individuals with Disabilities Education Act (IDEA) requires that children with disabilities be educated as much as possible with their nondisabled peers. By modifying what takes place in the classroom to meet a child's needs, we are addressing the spirit of the law. Frequently, such modifications are effective and may eliminate or diminish the need for special education services.

General Education Intervention

If a student is experiencing an educational or behavioral difficulty but is not suspected of having a disability by the school, the school may attempt to remediate such difficulty through providing scientific, research-based interventions in general education environments.

The Nevada Administrative Code (NAC) §388.325 defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. The following procedures shall be used by the school whenever targeted scientific, research-based interventions are provided to a particular student who is experiencing academic or behavioral difficulty:

- 1. Develop an intervention plan for the student, to include:
 - a. A description of the academic or behavior concerns, and the degree to which the student's academic or behavior performance fails to meet the demands of the educational setting;
 - b. The interventions to be provided, which are targeted toward improving performance and increasing the rate of learning;
 - c. The data to be collected to measure the student's level of performance and rate of learning;
 - d. The frequency of data collection; a description of how the data will be summarized; a description of how intervention effectiveness will be evaluated; a schedule for evaluating intervention effectiveness.
- 2. Provide a copy of the intervention plan to the student's parents.
- 3. If the eligibility team intends to determine eligibility for SPECIFIC LEARNING DISABILITIES based upon the child's RESPONSE TO INTERVENTION, provide the "NEVADA DEPARTMENT OF EDUCATION POLICY STATEMENT – RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION" document to the student's parents. This Policy Statement is not required if the student's eligibility for SPECIFIC LEARNING DISABILITIES will be determined based upon the discrepancy analysis model.

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4. Based in part on the results of the targeted, scientific, research-based intervention, determine whether the student is suspected of having a disability and should be evaluated for special education eligibility.
5. If the parent requests an initial evaluation for special education eligibility while interventions are being attempted, the school must:
 - a. Conduct the initial evaluation if the school that the student is suspected of having a disability; or
 - b. Provide *PARENTAL PRIOR WRITTEN NOTICE* of its refusal to conduct the initial evaluation (if the school does not agree that the student is suspected of having a disability). Any proposed refusal to evaluate a student must be discussed with the principal or Special Education Designee

If the school determines that the educational difficulty or behavior of the pupil is resistant to general education intervention, or if the school determines that the intervention requires continued and substantial effort and may require the provision of special education and related services to be effective, the school may refer the student for an initial evaluation.

REFERRAL

A student qualifies for all the rights and benefits of IDEA once he or she is determined to be a child with a disability as defined in the Nevada Administrative Code (NAC). Generally, students are evaluated when either the parents of the child request an evaluation, or when, as a result of the school's "child find" or general education intervention activities, school personnel recommend an evaluation.

If the school proposes to conduct an initial evaluation of a student, parents must be provided with prior written notice of the proposed evaluation and a copy of the Parent Rights document. Next, consent for the evaluation must be obtained before the evaluation may begin. See PROCEDURAL SAFEGUARDS section.

In conducting the evaluation, the school must use a variety of assessment tools and strategies to gather relevant functional and developmental information on the child, including information supplied by the child's parents. Further, the information gathered should relate to enabling the child to be involved in and progress in the general curriculum. If appropriate, because there are existing evaluation data (e.g., a student who moved to the school from out of state and evaluation information from the other state was available in a timely manner, or a student making the transition from infant/toddler early intervention services at age three), the school must review existing evaluation data and determine what, if any, additional assessments are necessary. See *EVALUATION/REEVALUATION REPORT*. On the basis of this review, the school must identify and gather the additional data needed to determine:

1. Whether the child has a disability.
2. The child's present levels of performance and educational needs.
3. Whether the child needs special education and related services.

The initial referral process is as follows:

1. Identify the student's problem and initiate the special education referral process.
 - a. Complete the Special Education *REFERRAL FORM* and include the following:
 - Copy of emergency card front and back
 - Vision and hearing results (must be a pass)
 - Developmental history completed
 - Student observation form completed
 - Attendance information
 - Copy of educational intervention(s) and modification(s)
 - Academic results, sample of classroom work, test scores, etc.

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- b. Provide prior written notice of the proposal to evaluate the student (*PARENTAL PRIOR WRITTEN NOTICE*) with a copy of Parent Rights
 - c. Obtain parent consent to evaluate the student (*CONSENT FOR EVALUATION*)
 - Academic results
 - Behavior assessment
 - d. Principal's signature on referral form authorizing the initial referral process.
2. Review referral packet for appropriateness and completeness.
 - a. Parent has been given written notice of the school's proposal to evaluate the student.
 - b. Parent has provided consent to evaluate prior to any individually administered assessments given on the basis of the suspicion of disability.
 - c. Parent has been given a copy of Parent Rights, and rights have been explained in their primary language (e.g., Spanish)
 - d. Student has passed the vision and hearing tests,
 - or has been treated by a physician to correct problem area.
 - or a copy of the "passed" or "normal" results are provided.
 - e. Copies of data are legible and included.
 - f. Principal has signed referral.
 - g. Assign designee or case manager for referral.
3. Process referral packet.
 - a. Send copies to the school principal or Special Education Designee who will forward to psychologist or other evaluation coordinator (e.g., speech therapist) to initiate the evaluation.
 - b. Collect further data if needed.
 - c. Send copies of referral page, copy of consent for evaluation, and relevant information to related service provider if assessment is needed and is indicated on referral form (speech therapist, occupational therapist, or physical therapist).
4. If applicable, a psychologist will complete the evaluation, write the report, and forward copies to the case manager. If a speech therapist has been the evaluation coordinator, the therapist also serves as the case manager. *See Evaluation section of this Manual for further information.*
5. Schedule a meeting to determine eligibility (*PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING*). See Eligibility section of this Manual for further information.
 - a. Meeting must include required Eligibility Team members, including, for example:
 - LEA representative
 - Special education teacher (for student with speech/language impairment, speech therapist is the special education teacher)
 - Regular education teacher
 - Parent(s) and/or guardian(s)
 - School psychologist if applicable
 - b. Meeting could also include:
 - Speech therapist
 - Occupational therapist
 - Physical therapist
 - School nurse
6. Once eligibility is determined and if student is found eligible, an IEP must be written. The IEP Committee may include, and is not limited to:
 - a. Parent(s)*
 - b. Regular education teacher*
 - c. Special education teacher*
 - d. LEA representative*
 - e. School psychologist
 - f. Related service provider (speech therapist, occupational therapist, physical therapist, assistive technology representative,

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transportation representative, school nurse, etc.)

*Required members, in addition to a person who can interpret the instructional implications of the evaluation.

7. Transfer students:

Transfers within Nevada. Students with disabilities transferring into the school from another school district in Nevada remain eligible for special education, related services, and supplementary aids and services. Documentation of previous evaluation(s) and eligibility determination(s) must be obtained from the previous school district. If such documentation cannot be obtained, school staff should contact the Director of Special Services at the district. When the parents register their child for school and indicate the student was receiving special education services at his/her previous school in Nevada, a form indicating the name and location of the previous school will be completed and faxed to the school secretary. Records will requested and sent to the special education office. Attempts to locate/obtain records will be documented.

Records received will be provided to the evaluation coordinator. A copy of the IEP will be sent to the case manager.

If the student's previous IEP is available, the school must provide the student with a free appropriate public education, including services comparable to those described in the previous IEP, in consultation with the parents, for a period no longer than 30 calendar days, until the school adopts the previous IEP, or develops a new IEP.

If no IEP is available, the student should be receiving services under a 30-calendar-day interim IEP. Upon the expiration of 30 days after the development of the interim IEP, a complete IEP must be developed. Because the student is already eligible in Nevada, a reevaluation is usually not needed.

Transfers from Out-of-State. Students with disabilities transferring into the school from another state must be evaluated to determine whether they meet Nevada's eligibility requirements. The school principal or Special Education Designee is responsible for coordinating the process needed to ensure that Nevada eligibility is confirmed, whether under the 30-day interim IEP timeline (in circumstances when no IEP is available from the previous district), or under the 45-school day timeline when the school is providing services comparable to the services provided under the student's out-of-state IEP.

Parental consent must be obtained using the *CONSENT FOR EVALUATION* form. If evaluation information is available, the combined members of the eligibility team and IEP Committee must complete the *EVALUATION/REEVALUATION REPORT* form. If no additional data are needed, provide *PARENTAL PRIOR WRITTEN NOTICE* of this decision. The eligibility team must meet to determine eligibility within 45 school days of obtaining the parent's written consent.

If the student's previous IEP is available, the school must provide the student with a free appropriate public education, including services comparable to those described in the previous IEP, in consultation with the parents, until eligibility in Nevada has been determined and until the school develops a new IEP, if appropriate.

If no IEP is available, the student should be receiving services under a 30-calendar-day interim IEP. If a 30-day interim IEP has been developed, the student's eligibility must be confirmed and a complete IEP must be developed prior to the expiration of the 30 days. During the 30-day period, the student should be receiving services either under an interim IEP.

Obtaining/Reviewing Records

1. The case manager is responsible for obtaining all IDEA records relative to a student
2. If the case manager has difficulty obtaining a student's IDEA records, the case manager will forward a records release to the school secretary asking for assistance in obtaining the records.
3. Once the IDEA records have been obtained, the case manager will:

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- a. Initiate a records review referral by completing the top portion of the Psychologist Report/Review of Records form
 - b. Copy records for psychologist c.
Maintain copies for IDEA file
 - d. Send review of records form attached to psychologist's copies to Special Services
4. The case manager will:
- a. Date stamp the records review referral attached to the students' records. b.
Log the referral date into the computer database.
5. The case manager will forward the referral packet to the school psychologist via mail.
6. The school psychologist will complete the Psychologist Report/Review of Records form which will address issues of:
- a. Eligibility, including date of an existing Eligibility Statement
 - b. Current psychologist report, including an existing date of evaluation c.
Provide further instructions to the case manager
 - d. Forward copies to the school, parent, and the school secretary
7. The school secretary will log any existing and acceptable dates into database which may include:
- a. Eligibility determination date
 - b. Evaluation report date (e.g., school psychologist report, speech language therapist report)
 - c. IEP date (if applicable)

EVALUATION

Definitions

1. Eligibility team (ET). A team of professional staff, including the parents who plan the assessment for a student, collect the appropriate information through formal and informal assessment methods, and make a determination of eligibility based on the criteria set forth in state regulations (Nevada Administrative Code [NAC] §388.330-440).
2. Academic achievement. The possession of basic reading skills and skills relating to oral expression, listening comprehension, written expression, reading fluency, reading comprehension, mathematics calculation, and mathematics reasoning. For students ages three to five years, this term includes academic readiness and mastery of language concepts (NAC §388.005).
3. Adaptive skills. Communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work (NAC §388.015).
4. Assistive technology device. Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability (NAC §388.023). Cochlear implants are not considered assistive technology devices.
5. Assistive technology service. Any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device (i.e., piece of equipment or product system that is used to increase, maintain, or improve the functional capabilities of a student). This includes the evaluation of the need for such devices and services; providing for the acquisition of devices; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing devices; coordinating and using other therapies, interventions, or services; and training or technical assistance for students, families, professionals, employers, or others (NAC §388.024).
6. Scientific, research-based intervention. The modification of the classroom environment, curriculum or delivery of instruction in general education settings, which is based upon an examination of characteristics of the student as a learner, the instruction being provided and the curricular tasks to be accomplished, and targeted toward improving the

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student's level of performance and rate of learning. The modification of the classroom environment, curriculum or delivery of instruction is demonstrated through scientifically based research and practice to have a positive impact on a pupil's academic achievement or behavior.

7. Intervention. Strategies developed on the basis of individual need which are designed to have a remedial effect upon any academic or behavioral problems of a student. This does not ordinarily include general disciplinary procedures unless these have a demonstrated superior effect over individually designed strategies (NAC §388.085).
8. Social and emotional condition. The present thoughts, feelings, and interactive behavior of the student (NAC §388.111).
9. Eligibility Determination. A determination by an eligibility team that the student qualifies for special education, related services, and/or supplementary aids and services in the school environment in accordance with the eligibility criteria established in NAC §388.330-440.
10. Evaluation procedures.

Assessments/evaluation materials must be:

- o selected and administered so as not to be discriminatory on a racial or cultural basis;
- o provided and administered in the child's native language or other mode of communication, and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so
- o used for the purposes for which the assessments are valid and reliable
- o administered by trained and knowledgeable personnel
- o administered in accordance with any instructions provided by the producer of the assessments

Assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.

Assessments are selected and administered so as best to ensure that if an assessment is administered to a child with limited sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).

The child must be assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

Assessments of children who transfer from one district to another in the same school year must be coordinated with those children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of full evaluations.

The evaluation must be sufficiently comprehensive to identify all of the child's special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.

11. Primary diagnostician. A diagnostic professional who is assigned to lead the eligibility team (ET) in planning and conducting the evaluation and interpreting the results. Most often this will be the member of the ET who is most responsible for the evaluation (e.g., school psychologist, speech/language therapist).

Purpose

The purpose of gathering diagnostic data pertaining to the special student is to accomplish the following:

1. Determine whether the student has a particular category of disability, or in the case of a reevaluation whether the student

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continues to have such a disability;

2. Identify the present levels of academic achievement and related developmental needs of the student;
3. Determine whether the student needs special education and related services, or in the case of a reevaluation whether the student continues to need special education and related services;
4. Determine whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP and to participate as appropriate in the general education curriculum; and
5. Formulate possible courses of action.

Principles

Throughout the evaluation process, the following principles should be emphasized:

1. Multidisciplinary team approach.
2. Confidentiality.
3. Nondiscriminatory testing.
4. Adherence to all procedural safeguards.

Process

Students who may be referred for special education services are those whose learning and/or behavior problems appear to be beyond the scope of the general educational setting or whose problems have previously not been solved through general education interventions.

Students at the school	1) Students enrolled at the school are processed through interschool channels according to the referral procedures outlined in sections: Intervention, Referral, and Evaluations.
Students From Other Counties or States	2) Students having received special education services in another school district in Nevada or outside of the state of Nevada are processed according to procedures outlined under "Transfer Students" in the Referral section.

Consultation with Parents

After determining that the student will be referred for a special education evaluation, the principal/designee meets with parents to discuss the school's proposal for evaluation, as described below.

Meet With Parents	Holds a meeting with the parent/guardian to discuss in detail the student's educational difficulties.
Provide Notice of Proposed Evaluation	Completes <i>PARENTAL PRIOR WRITTEN NOTICE</i> to advise parents of the proposed evaluation of the student.
Advise Parents of Rights	Advises the parent of special education rights and provides a copy of Parent Rights document.
Explain Evaluation Procedures	Explains evaluation procedures.
Obtain Signatures on Consent for Evaluation	Obtains parent/guardian signature on <i>CONSENT FOR EVALUATION</i> form.
If Parent Refuses to Authorize	If the parent/guardian refuses to authorize an evaluation, contacts Special Services for assistance

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Obtain Signatures for Exchange	Obtains signature on the <i>EXCHANGE OF CONFIDENTIAL INFORMATION</i> , if appropriate.
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The Principal or his/her designee is responsible for collecting all forms required in the referral process as follows:

1. The principal/designee should have received documentation of interventions relative to meeting the educational needs in the general curriculum.
2. If the student cannot meet the demands of the general curriculum and is suspected of having a disability, the process of completing the entire referral packet will commence.
3. All necessary referral forms (e.g., Referral Form, Consent for Evaluation, Vision and Hearing, Student Observation Report, Attendance Data, Confidential Developmental History, and Exchange of Information/Records) must be completed and forwarded to the Special Services Office.

The completed referral packet is then submitted to the Special Services Office.

Eligibility Team Members – Roles in Evaluation

An eligibility team (ET) must be based upon the required membership for the suspected disability. (See Table 4 for a summary of ET members, per disability category.) The ET reviews all available referral information and gathers additional data, as necessary, to determine which assessment instruments and methods will be utilized. Following this determination, the ET will assign specific responsibilities to team members for each part of the evaluation. Assessment planning is conducted so as to avoid duplication, to ensure that the evaluation is complete and comprehensive, and to get multiple perspectives relative to the needs of the student.

The appropriate ET members conduct assessments and gather other information according to the established plan. If it appears to any member of the team that additional assessments are necessary, (e.g. to determine the student’s need for related services or to explore other student characteristics) he/she should share these observations with other team members and obtain consensus on the need for additional assessments. Use *REQUEST FOR ADDITIONAL ASSESSMENT* to obtain additional assessment data and consider consent requirements. Roles and expectations of team members in the evaluation are as follows:

Special Education Teacher	The special education teacher must provide specific evaluative information regarding oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, math calculation and math reasoning.
School Psychologist	<p>The school psychologist assesses:</p> <ol style="list-style-type: none"> 1) The academic potential of the student by utilizing tests that are administered individually with a wide variety of tasks presented with the resultant expectation that an adequate sampling of important intellectual functions will be covered. The measures used are global measures of intelligence. The psychologist makes a determination as to what tests are to be used based upon the child’s needs. 2) The achievement of the student is measured by using tests that are designed to measure the effects of a specific program of instruction or training. The emphasis is placed upon what the individual can do at the time. It provides an analysis of individual accomplishment. 3) The social maturity and/or adaptive behavior of the student is measured by utilizing scales designed for assessing the individual’s ability to look after his/her practical needs and for taking responsibility, as well as assessing the effectiveness of the individual in coping with natural and social demands in his/her environment. 4) The development of sensory of information skills using instruments assessing visual, perceptual and motor development.

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School Nurse	The school nurse must screen the student for vision, hearing, and health difficulties. It is recommended that additional information be provided regarding recent physicals, medications, and evaluations relative to possible attention deficit disorders, or neurological screenings. Whenever significant alcohol or drug treatment information is available, the nurse should obtain from the parent an Authorization for Use or Release of Information with all appropriate health providers.
Other Professionals	Other professionals (the speech/language specialist, Adaptive PE teacher, Occupational Therapist, Physical Therapist, Vision Specialist, etc.) complete assessments as requested or required under NAC 388. These results will be presented at the Eligibility Team meeting.

Case Manager	The case manager may need to collect other information as appropriate: Parent-furnished data; behavioral or social checklists, pre-vocational/vocational, perceptual-motor, etc. This information is to be included as part of the Eligibility Team meeting.
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Evaluation Steps

A timetable for completing the evaluation is established that includes the anticipated date of the ET meeting where assessment information regarding the student will be reviewed and eligibility will be determined. The assessment must be completed and eligibility determined within forty-five (45) school days from the date that the parent signs the *CONSENT FOR EVALUATION*. This date may be extended only upon written permission from the parent.

Gathering the diagnostic data is an integral part of the process leading to provision of special education services. The purpose of this data is to define current student performance levels, identify strengths and weaknesses, establish cause-related factors that affect an individual’s performance, and to make recommendations for courses of action. Confidentiality and adherence to procedural safeguards are imperative throughout the process.

1. Designate school psychologist (or other primary diagnostician)
 - a. When appropriate, student is assigned to school psychologist to complete a psycho-social- educational evaluation.
 - b. Whenever an individual intelligence test is administered, the psychologist must be the primary diagnostician.

2. Gather evaluation data
 - a. Gather initial data
 1. Review all available information.
 - a. Confidential folder.
 - b. Cumulative file.
 - c. Personal interviews with appropriate staff relating to referred individuals.
 - d. Additional information from parent (see *CONFIDENTIAL DEVELOPMENTAL HISTORY*)
 2. If appropriate in instances where there is evaluation information available (e.g., out-of- state transfers, or infant/toddlers transitioning to school services at age three), determine whether additional data are needed by meeting with or contacting combined members of ET and IEP Committee (see *EVALUATION/ REEVALUATION REPORT*). Parents are contacted by letter, telephone, or in person to review existing data and ascertain whether they believe additional data are needed. Members are not required to sign the form; if the special education teacher contacts them by telephone he or she can simply note the name of the person, the date contacted, and

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whether or not that person thinks additional data are needed. Consensus is not required. If any one member of the evaluation team believes additional data are required, the issue must be addressed by the team in designing the scope of the evaluation.

- b. Collect new information
 - 1. Obtain *CONSENT FOR EVALUATION*.
 - 2. If needed, conduct a classroom observation (or utilize observation data previously collected) to include:
 - a. A description of the relevant behavior noted during the observation of the student.
 - b. A statement of the relationship of that behavior to the academic functioning of the student.
 - c. Record observation on the *STUDENT OBSERVATION REPORT*.
- c. Administer tests as appropriate to disability category
 - 1. Appropriate achievement tests
 - 2. Behavior rating scales
 - 3. Other measures as needed
- d. Formal data may include standardized assessment in the following areas of functioning

The evaluation provided by the school psychologist will be combined with the diagnostic information gathered previously at the school to constitute the educational evaluation. Eligibility for special education services will be determined in accordance with the Nevada Administrative Code using all data gathered regarding a particular student. No single test or piece of information shall be used to determine eligibility. The school psychologist assesses:

 - 1. The academic potential of the student.
 - 2. The achievement of the student.
 - 3. The social-emotional and/or adaptive behavior of the student.
 - 4. The development of sensory information skills.

ELIGIBILITY

The purpose of convening the Eligibility Team meeting is to determine whether the student is eligible for special education and related services, and to ensure that all sources of information are considered when determining a student's eligibility.

As the final step in the evaluation process, the case manager schedules a meeting to examine the results of assessments and other information regarding the student in relationship to eligibility criteria. This meeting is chaired by the case manager, unless it is agreed that another member will chair. Minimum membership must include the persons specified in the NAC for each disability category (See Table 4).

Eligibility Team (ET) meetings are to be held separate from IEP Committee meeting(s), although one meeting may immediately follow the other if parents have been properly noticed and participants that are required by NAC for both ET and IEP meetings are present.

At the ET meeting, the group may:

- 1) Determine if students are eligible for special education services under the disability criteria for which he/she was evaluated based upon the suspicion of disability;
- 2) Determine if students are eligible for special education under disability criteria other than that for which he/she was assessed (this may require additional assessments);
- 3) Determine if the students are not eligible according to established criteria for special education (NAC 388.387-430). If the students are not eligible, the team may still wish to develop recommendations for the students' teachers to promote student success. The parents must be informed of their rights should they desire to contest this decision or to have a due process hearing to determine eligibility for services. *PARENTAL PRIOR WRITTEN NOTICE* is provided to the parent if the ET determines that the student is not eligible for special education.

Eligibility Statements will be completed by ET members. This statement will serve to document the eligibility for service for each student and will be completed at the ET meeting.

It is important that all team members understand that eligibility decisions are a team responsibility and not the

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duty of any one member. As such, all members must sign the Eligibility Statement and indicate their agreement or disagreement with the decision reached by the majority of the team.

Disagreement Among the Team

Eligibility is determined by the opinion of a majority of Eligibility Team members. If a single member or a minority of the team members disagree about the decision of the majority, a written minority report must be prepared that provides the following information (a minority report must be prepared in an LD eligibility decision and may be prepared for other disability categories):

Basis	1) The basis of disagreement with the majority opinion;
Evidence	2) Evidence from assessment information, observations, or other sources that support the dissenting opinion; an
Alternatives	3) Alternative recommendations, if any, pertaining to the student’s eligibility or educational program.

The minority report must be attached to each copy of the ET Eligibility Statement and a copy included in the student’s confidential special education file. A copy of both the ET Eligibility Statement and the minority report must be sent to the principal or Special Education Designee within five (5) working days of the ET meeting.

Eligibility Decision-Making Steps

1. Eligibility decision-making
 - a. Prepare evaluation report
 1. Psychologist (or other primary diagnostician) gathers all pertinent data and summarizes it in a written report. Included in the report should be statements regarding developmental history and social/emotional development. For students evaluated for Learning Disabilities, specific content is required in the evaluation report (including the scores from the computerized LDDA formula if discrepancy analysis has been used in the determination of eligibility). For students in other disability categories, the report must summarize the assessments conducted and their results, the instructional implications of the assessment results, and any other relevant information.
 2. A copy of the evaluation report must be given to the parent either during or shortly after the eligibility meeting.
 - b. Determine eligibility for special education

A determination of eligibility must be made within 45 school days from the date the parent signed the consent for evaluation.

 1. Parent is notified of the eligibility team meeting (may be combined with an IEP meeting) (*PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING*).
 2. During the meeting, team members share and discuss all information.
 3. Parent presents any additional information.
 4. Eligibility or non-eligibility is determined during the eligibility team meeting.
 5. Appropriate Eligibility Statement is completed consistent with eligibility team's decision. A copy of the Eligibility Statement must be given to the parent. A second copy should be sent to the psychologist's or primary diagnostician's office for placement in the student’s file.
 6. If student is eligible for special student services, the special educator (as IEP Committee chair) shall convene a meeting of the IEP Committee including the parent of the student to determine the appropriate educational program for that student based on identified educational needs. This meeting may be held immediately following the meeting of the eligibility team, so long as all required IEP Committee members are present and the parent was given notice of the IEP meeting.

Once a student for the first time has been determined eligible for special education, an IEP meeting must be held within thirty (30) calendar days from the date of eligibility determination.
- c. Eligibility criteria

Eligibility criteria for each disability category are defined in applicable provisions of the Nevada

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Administrative Code, Chapter 388.

NOTE: In making a determination of eligibility, a student may not be determined to be a student with a disability if the controlling factor for such a determination is the student's lack of appropriate instruction in reading or math or limited proficiency in English.

REEVALUATION

In accordance with state and federal regulations, each student receiving special education services will be reevaluated if conditions warrant, or if the student's parent or teacher requests a reevaluation, but at least once every three years ("triennial" evaluation) unless the school and the parent agree that a reevaluation is unnecessary. Principal or Special Education Designee must be consulted before any such agreement is made.

Purposes

Reevaluations of previously identified students with disabilities will be conducted for one or more of the following purposes:

1. Determine whether the student continues to have a disability;
2. Identify the present levels of academic achievement and related developmental needs of the student;
3. Determine whether the student continues to need special education and related services; and
4. Determine whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the IEP and to participate as appropriate in the general education curriculum.

Reevaluation Process

1. *PARENTAL PRIOR WRITTEN NOTICE* must be given of the school's proposal to reevaluate the student's eligibility special education services.
2. Reevaluations must be addressed by the triennial anniversary date. For example, a child found eligible on June 6, 2010, must be reevaluated and the student's eligibility must be reconfirmed on or before June 6, 2013.
3. The combined members of the Eligibility Team and IEP Committee **must** be contacted by letter, telephone, or in person to ascertain whether they believe additional data or assessments are needed to determine continued eligibility. In general, a meeting of these individuals is used for the purpose of reviewing existing data. Use *EVALUATION/REEVALUATION REPORT* to document the review of existing data against the NAC assessment requirements and the determination of whether additional data are needed to address those requirements. If no additional data are needed, the parent must be given *PARENTAL PRIOR WRITTEN NOTICE* of this decision and the reasons for it, including the parent's right to request additional assessments.
See Table 1 for the Combined Members of the Eligibility Team and IEP Committee, per disability category, and Table 2 for the NAC assessments required in an evaluation, per disability category.
A new referral must be completed and *CONSENT FOR EVALUATION* must be obtained before any new assessments can be conducted. If the parent does not respond to a request for consent, the school may proceed with the reevaluation if the school can document it has taken reasonable measures to obtain consent and the student's parent has failed to respond.
 - a. Detailed records of telephone calls made or attempted and the results of those calls.
 - b. Copies of correspondence sent to the parents and any responses received.
 - c. Detailed records of visits made to parent's home or place of employment and the results of those visits.
4. Follow *EVALUATION AND ELIGIBILITY* procedures previously outlined.

Documentation

Upon the completion of the reevaluation and based on the reevaluation results, the eligibility team shall record in writing whether the student meets the continuing eligibility requirements for his/her present disability category. In making such determinations, the eligibility team shall document in a written Evaluation Report the basis for such determination, including any relevant data or assessment process used for the determination of continuing eligibility. An Eligibility Statement shall also be completed.

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TABLE 1: REQUIRED MEMBERSHIP FOR COMBINED IEP & ELIGIBILITY TEAMS

DISABILITY CATEGORY	PERSONS RESPONSIBLE FOR SCOPE OF EVALUATION
AUTISM SPECTRUM DISORDER	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; Speech/Language Specialist; One or more persons who have sufficient knowledge of the student to interpret information related to the student's social, emotional, developmental and familial condition.
HEARING IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; Teacher or specialist in field of hearing impairment; not fewer than three persons with expertise in one or more of the following areas: (1) audiology or the interpretation of an audiological report, (2) hearing impairment, (3) the interpretation of an assessment of health, communication skills and disorders, and/or academic achievement.
VISUAL IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; Teacher or specialist in field of vision impairment; not fewer than three persons with expertise in one or more of the following areas: (1) vision, (2) vision impairment, (3) the interpretation of an assessment of health or academic achievement.
ORTHOPEDIC IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Nurse or other person qualified to interpret an assessment of health; One of the following: (1) physical therapist; (2) occupational therapist; (3) Any other specialist whose presence is deemed appropriate; One or more persons having personal knowledge of the student.
HEALTH IMPAIRMENT	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; School Nurse or other person qualified to interpret an assessment of health; One or more persons with sufficient knowledge of the student to interpret information relating to the student's social, emotional, developmental and familial condition.
SPEECH AND LANGUAGE IMPAIRMENT	LEA Representative; Regular Education Teacher; Parent; Speech and Language Specialist; Person having personal knowledge of the student.
TRAUMATIC BRAIN INJURY	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; Speech and Language Specialist; School Nurse or other person qualified to assess the health of the student; One or more persons with sufficient knowledge of the student to interpret information relating to the social, emotional, developmental and familial condition of the pupil.
INTELLECTUAL DISABILITY	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; Speech and Language Specialist; One or more persons qualified because of personal knowledge of the student to interpret assessments of health and adaptive skills of the student and information relating to the family of the student.
EMOTIONAL DISTURBANCE	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; One or more persons qualified because of personal knowledge of the student to interpret information relating to the health, development, family, and social and emotional condition of the student.
SPECIFIC LEARNING DISABILITIES	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; One or more persons qualified because of personal knowledge of the student to interpret information relating to the student's health, family, and social and emotional
DEVELOPMENTAL DELAY	LEA Representative; Special Education Teacher; Regular Education Teacher; Parent; School Psychologist; One or more persons qualified because of personal knowledge of the student to interpret information relating to the student's health, family, and social and emotional condition.
MULTIPLE IMPAIRMENTS	See requirements for MENTAL RETARDATION plus any other condition OTHER THAN specific learning disabilities, developmental delay, or speech and language impairment.

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TABLE 2: REQUIRED ASSESSMENTS PER DISABILITY CATEGORY

DISABILITY CATEGORY	MINIMUM ASSESSMENT COMPONENTS
Autism Spectrum Disorder	Health and medical status; developmental history, including rate and sequence of development and a clear statement of strengths and weaknesses; cognitive abilities; social and emotional condition in multiple settings; academic achievement; adaptive skills; and speech, language and other communication skills. Team must also consider: sensory regulation; self-help and independent living skills; behavior problems; symbolic and imaginative play; activities and special interests; and motor skills.
Hearing Impairment	Comprehensive audiological examination, including pure tone and speech discrimination tests, performed by an audiologist; assessment of health, which must include a comprehensive examination of vision academic achievement, and speech and language.
Visual Impairment	Comprehensive examination of vision, performed by an eye specialist; assessment of health and academic achievement.
Orthopedic Impairment	Health assessment, including physical examination; student's functional limitations in relation to the demands of a regular classroom.
Health Impairment	Health assessment; analysis of the ability of the pupil to perform in a regular classroom.
Speech and Language Impairment	Performance relating to language, articulation, fluency or voice, as relevant to the impairment; health assessment; if relevant, cognitive abilities, academic achievement, and social and emotional condition.
Traumatic Brain Injury	Required considerations: medical documentation of injury; student's educational performance relative to a normative population; student's strengths and weaknesses; if possible, student's educational performance before and after injury. Required assessments: health; developmental history; cognitive abilities; social and emotional condition; academic achievement; language and motor skills; sensory and perceptual abilities; and attention, comprehension, judgment and problem-solving skills.
Intellectual Disability	Cognitive abilities; adaptive skills, including prevocational and vocational assessments if appropriate; health, including a developmental history; academic achievement; speech and language.
Emotional Disturbance	Social and emotional condition, based in part upon information from the student; health and cognitive abilities; performance of student in current educational setting; any previous intervention on behalf of student.
Specific Learning Disabilities	Cognitive abilities (if using discrepancy analysis); social and emotional condition; academic achievement; performance of student in current educational setting; any scientific, research-based intervention provided to the student; health and developmental history; observation of academic performance; data that demonstrate that prior to or as part of the referral process the pupil was provided appropriate instruction in regular education settings, delivered by qualified personnel; and data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of pupil progress during instruction, which was provided to the pupil's parents.
Developmental Delay	Health; developmental functioning; social and emotional condition. "Developmental functioning" defined in NAC as: cognitive abilities, gross and fine motor skills, self-help, social and emotional condition, and skill in the use of receptive and expressive language.
Multiple Impairments	See components for MENTAL RETARDATION plus any other condition OTHER THAN specific learning disabilities, developmental delay, or speech and language impairment.

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TABLE 3: DESCRIPTION OF ASSESSMENT COMPONENTS

COMPONENTS	PURPOSE	METHODS	RESPONSIBLE PARTY
Student Interviews	To obtain perceptions of school, peers, rules, home, community, etc.	standardized/individualized age appropriate questions	Psychologist Counselor
Parent Interviews	To obtain perceptions of the child; opportunity to express concerns and ask questions	standardized/individualized questions	Psychologist Counselor
Medical History/Status	To determine existence of health problems affecting educational performance	health records; parent interview	Psychologist Nurse
Developmental History	To identify environmental factors relevant to school functioning and the developmental stage of behavior	developmental scales; school readiness; family & developmental history	Psychologist Teacher Case Manager
Audiological	To determine how well student hears	hearing acuity; tympanogram	Speech Therapist
Speech, Language, and Communication	To assess student's ability to understand, relate to and use language	voice, articulation; receptive & expressive language; auditory processing	Speech Therapist
Vision	To determine how well student sees	visual acuity; tracking & accommodation; color vision	Nurse
Academic	To obtain current levels in pre-reading skills, reading, math, and written expression	achievement tests; skill diagnostic tests	Teacher Counselor Case Manager Psychologist
Observation of Academic Performance	To observe the student's activities, strategies, and conduct in the classroom	observation	Someone other than student's regular teacher
Adaptive Behavior	To determine what student can do for self and how he gets along with others	socialization; daily living	Teacher Counselor Case Manager Psychologist Parent
Sensory/Motor	To determine how well student can utilize what is taken in by the senses	visual perceptual; visual motor; auditory perceptual; fine/gross motor	Psychologist Case Manager Teacher, Specialist
Cognitive Ability	To assess student memory and use of information to solve problems and predict achievement	intellectual ability; problem solving	Psychologist
Social/Emotional	To determine student's personal, social, and emotional adjustment	behavior checklists; projective drawing tests; personality tests; sentence completion tests; interviews	Psychologist Teacher Parent Counselor
Vocational	To measure student's interests and abilities relative to occupational preparation	prevocational and vocational interest inventories	Counselor Case Manager Teacher

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TABLE 4: ELIGIBILITY TEAM MEMBERS, PER DISABILITY CATEGORY

Disability	Code	Required Members	Minimum Number
Autism Spectrum Disorder	ASD	<p>A school psychologist;</p> <p>A teacher of special education or a person with a specialized knowledge of autism.</p> <p>The student’s regular classroom teacher, or, if none, a person qualified to teach the student.</p> <p>A speech and language specialist.</p> <p>A parent of the student.</p> <p>One or more persons who have sufficient knowledge of the student to enable interpretation of information relating to the student’s social, emotional, developmental, and familial condition. This may include an administrator of the school, a nurse, a counselor, a school psychologist or any other certificated or licensed professional.</p>	5
Developmental Delay	DD	<p>A special education teacher or specialist in the field of early childhood education;</p> <p>A licensed school psychologist or a licensed or certified psychologist with documented training in the assessment of preschool students with disabilities;</p> <p>A parent of the student; and</p> <p>One or more persons qualified, because of personal knowledge of the student, to interpret information relating to the student’s health, family, social and emotional condition. This person may be, without limitation, an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.</p>	3
Health Impairment	HI	<p>A school psychologist;</p> <p>A teacher of special education;</p> <p>The regular teacher of the student, or, if none, a person qualified to teach the student;</p> <p>A school nurse or other person qualified to interpret an assessment of the student’s health.</p> <p>A parent of the student; and</p> <p>One or more persons with sufficient knowledge of the student to interpret information relating to the student’s social, emotional, developmental and familial condition. Such persons may include an administrator of the school, a nurse, a counselor, a school psychologist or any other certificated or licensed professional.</p>	5
Hearing Impairment	AH	<p>A regular classroom teacher.</p> <p>The eligibility team may include a teacher or specialist in the field of hearing impairment and must consist of a parent of the student, and not fewer than three persons with expertise in one or more of the following areas:</p> <p>Audiology or the interpretation of an audio logical report.</p> <p>Hearing impairment.</p> <p>The interpretation of an assessment of:</p> <p>Health.</p> <p>Communication skills and disorders.</p> <p>Academic achievement.</p>	3

Learning Disability	LD	<p>The regular classroom teacher of the student or, if the student does not have a regular teacher, a teacher qualified to teach a student of the same age;</p> <p>A special education teacher or specialist with knowledge in the area of the suspected disability;</p> <p>A school psychologist;</p> <p>A parent of the student; and</p> <p>One or more persons qualified, because of personal knowledge of the student, to interpret information relating to the student’s health, family, social and emotional condition. This person may be, without limitation, an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.</p>	4
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Intellectual Disability	ID	<p>A school psychologist; A regular classroom teacher; A special education teacher or specialist in the field of intellectual disabilities; A speech and language specialist; A parent of the student; and One or more persons qualified, because of personal knowledge of the student, to interpret: assessments of the health and adaptive skills of the student; and Information relating to the family of the student. The person or persons described in this paragraph may be one or more of the persons described in paragraphs (a), (b) and (c) of this subsection and may, without limitation, be an administrator, nurse, school counselor, school psychologist or any other certificated or</p>	5
Multiple Impairments	MU	<p>The persons described in subsection 5 of NAC 388.410; and To the extent that their presence on the team is not provided for by paragraph (a) of this subsection, the persons included on the team pursuant to: Subsections 6 and 7 of NAC 388.390; Subsections 5 and 6 of NAC 388.395; Subsection 3 of NAC 388.400; Subsection 4 of NAC 388.415; Subsection 3 of NAC 388.402; Subsection 2 of NAC 388.407; or Subsection 2 of NAC 388.387, whichever applies.</p>	
Orthopedic Impairment	OI	<p>A school nurse or other person qualified to interpret an assessment of the health of the student; A regular classroom teacher of the student, or, if none, a person qualified to teach the student; A parent of the student; and One of the following: A physical therapist; An occupational therapist; or any other specialist whose presence on the team is deemed appropriate; and One or more persons having personal knowledge of the student. Such persons may include, without limitation, an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.</p>	4

Serious Emotional Disturbance	EH	<p>A school psychologist; A regular classroom teacher; A special education teacher or specialist in the field of serious emotional disturbances; A parent of the student; and One or more persons qualified, because of personal knowledge of the pupil, to interpret information relating to the health, development, family, social and emotional condition of the student. This person may be, without limitation, an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.</p>	4
Speech and Language Impairment	SL	<p>A speech and language specialist; A regular classroom teacher; If the student has another disability in addition to a speech and language impairment, a special education teacher; A parent of the student; and if not otherwise a member of the team, a person having personal knowledge of the student. This person may be, without limitation, an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.</p>	3

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<p>Traumatic Brain Injury</p>	<p>TB</p>	<p>A school psychologist; A regular classroom teacher; A special education teacher or specialist in the field of mental retardation; A speech and language specialist; A parent of the student; and One or more persons qualified, because of personal knowledge of the student, to interpret: assessments of the health and adaptive skills of the student; and information relating to the family of the student. The person or persons described in this paragraph may be one or more of the persons described in previous paragraphs of this subsection and may, without limitation, be an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.</p>	<p>5</p>
<p>Visual Impairment</p>	<p>VI</p>	<p>The eligibility team may include a teacher or specialist in the field of vision impairment and must consist of a parent of the student and not fewer than three persons with expertise in one or more of the following areas: Vision. Vision impairment. The interpretation of an assessment of health or academic achievement. If the requirements of subsection 5 are satisfied, one or more of the following persons may serve on the eligibility team: A regular classroom teacher; One or more persons qualified to interpret an assessment of the social or emotional condition of the student, or of the cognitive abilities of the student, because of the person's personal knowledge of the student Such persons may include, without limitation, an administrator, nurse, school counselor, school psychologist or any other certificated or licensed professional.</p>	<p>3</p>

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INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

Placement of a student in any program of special education occurs only after the development of an Individualized Educational Program (IEP). The purposes for developing an IEP are as follows:

Plan the Program	1. To develop an individual program for the student which includes specially designed instruction in areas of disability which adversely affect educational performance;
Facilitate Communication	2. To facilitate communication between parents and school personnel for proper and effective implementation in IEP, for students with disabilities;
Manage Services	3. To serve as a management tool to ensure students receive services as determined by the IEP Committee;
Commit Resources	4. To set forth a written commitment of resources to guarantee a free appropriate public education for the student; and
Evaluate Progress	5. To serve as an evaluation device to determine if the student has reached the goals and objectives developed by the IEP Committee.

The IEP is a written statement for each eligible student describing:

1. Student information data, including eligibility category as determined by eligibility team.
2. Present levels of academic achievement and functional performance, and other relevant developmental areas.
3. Student strengths; parental concerns; and student's interests and preferences.
4. Special factors applicable to students who have needs in the following areas: behavior; limited English proficiency; services for the blind or visually impaired; communication needs for the deaf or hard of hearing; and assistive technology.
5. Transition services.
6. Annual goals and short-term objectives, to include a behavior plan, if necessary.
7. Method for reporting progress.
8. Special education services, supplementary aids and services, and related services required to meet the student's unique needs, including the beginning and ending dates, frequency, and location of the services.
9. Participation in statewide district-wide, and school-wide assessments.
10. Extended school year services.
11. Placement.

All students who are eligible for special education must have a current IEP.

IEP Meetings

1. Meeting to develop the initial IEP must be held within thirty (30) calendar days from date of initial eligibility determination.
2. Review and revision conducted periodically, but not less than annually. In the case of preschool students, it is advisable to re-visit the IEP at least every six months, if not more frequently. State regulations require that the parents of a preschool child with a disability be given an opportunity to participate in a review of the child's progress every six months. An IEP meeting may be convened for conducting this review, but is not strictly required.
3. Annual review must occur on or prior to the anniversary date of the IEP.

IEP Committee--Minimal Membership

1. LEA Representative: school principal or administrative designee (must hold administration or special education license in Nevada)
 - a. Must be qualified to provide or supervise the provision of specially designed education for children with disabilities.
 - b. Must be knowledgeable about the general curriculum; and
 - c. Must be knowledgeable about the availability of resources of the school.

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2. *Regular classroom teacher who works with the student or person qualified to teach the student.
3. *Special education teacher.
 - * **Cannot also serve as LEA representative**
4. Parent of student, or student if 18 or older.
5. The student, beginning at age 14, when transition services will be discussed.
6. A person who is familiar with the tests and other assessments performed on or by the student and their results who can interpret the instructional implications of the results of the evaluation.
7. A person who has personal knowledge about school personnel and options for placement available to provide special education and related services to the student.
8. If transition services are being discussed, representatives of other agencies who are likely to be responsible for paying for or providing transition services. Consent must be obtained from the parent before inviting such persons to participate in an IEP meeting (see *EXCHANGE OF CONFIDENTIAL INFORMATION/RECORDS*).
9. If appropriate, a representative of any private school facility. If the representative is unable to attend, records are kept of other methods to ensure participation, including individual or conference telephone calls.

IEP Committee Optional Membership

1. Student at any age - when appropriate
2. Parent advocate/attorney
3. Diagnosticians
4. Related Service Providers (speech/language therapist, OT, PT, counselor, etc.)
5. Interpreter(s) for parent, student or employee, if required
6. Others at discretion of the parent or school

Parent Participation

1. The case manager will ensure that the parent of an eligible student is present at the IEP meeting or is afforded the opportunity to participate by scheduling the meeting at a mutually agreed upon time and place.
 - a. Written notice of the purpose, date, time and location of the committee meeting must be given sufficiently far in advance of the meeting to enable the parent to make arrangements to attend (see *PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING*). In order to satisfy the requirement to provide a copy of parent rights at least once per year, a copy of parent rights will be sent to parents with notification of each annual IEP meeting. The *PARENT IEP QUESTIONNAIRE AND WORKSHEET* accompanies the *NOTICE* and *NOTIFICATION*.
 - b. If parent does not acknowledge receipt of the first notice, two additional notices shall be sent. If there is still no response, the school shall attempt to notify parent by telephone.
 - c. If the parent is unable to attend the committee meeting in person, the school shall use reasonable efforts to secure participation in the meeting by written, telephonic or other means.
 - d. Copies of all *PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING* forms sent for any reason will be maintained in the student's IEP file.
2. Case manager shall document all reasonable efforts to contact parent.
 - a. Indicate all letters, phone calls, and or personal contacts.
 - b. Keep record of all attempts within the student's special education file.
3. If necessary, IEP Committee shall meet **without** parent in attendance **only after one of the following circumstances is documented:**
 - a. Parent does not respond to three (3) written notices, and at least one (1) telephone contact as documented in detail.
 - b. Parent agreed to an appointment (confirmed by signature on notice to parent or notation in the file based on other communication with the parent) and does not show for appointment (or call to explain absence and reschedule). "No Show" must be documented.

A copy of any IEP developed without the presence of the parent must be sent home, with a letter of explanation. The letter should detail the reasons why the IEP meeting was held, and advise the parent that they may request another IEP meeting if they wish. Additionally, the parent must be given *PARENTAL PRIOR WRITTEN NOTICE* of the school's intent to implement the IEP if an IEP was developed without the presence or consensus of the parent.
4. Federal and state law permit the school and the parent to agree:
 - a. that the participation of an IEP committee member is not necessary if that person's area of curriculum or related services is not being modified or discussed in the meeting; or

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- b. that an IEP committee member whose area of curriculum or related services IS being modified or discussed in the meeting (the member must submit written input to the parents and the IEP committee prior to the IEP meeting); or
- c. that an annual IEP may be revised without convening an IEP meeting.

See *PARENT AGREEMENT AND CONSENT*. No staff member at the school may enter into any of these agreements with parents without prior approval from the principal or Special Education designee.

Preparation for IEP Meeting—Case Manager

1. Notify committee members of date and time.
2. Ensure all necessary confidential information is available to committee members prior to meeting.
3. If a draft of the goals/objectives is to be utilized, ensure that the parent has a copy clearly marked as "DRAFT" at least five days prior to the meeting.

IEP Development Procedure

1. The case manager shall chair the IEP meetings and ensure the following procedures are implemented:
 - a. Complete student information data section on IEP.
 - b. Review Evaluation Report and Eligibility Statement.
 - c. Ensure that committee members present sign IEP.
 - d. **Review procedural safeguards** with parent. A copy of the procedural safeguards was sent with notice of the IEP meeting—if the parent has this copy another copy need not be given unless the parent requests a copy.
 - e. Make arrangements to obtain additional information if IEP Committee determines that available information is inadequate for some reason.
 - f. As useful or necessary, the *WRITTEN CONSULTATION RECORD* may be completed to record details of any meeting which does not result in a revision to an IEP, or other document. Note that actual IEP decisions **MUST** be recorded as revisions to the IEP.
2. Where to start?
 - a. One of the first decisions that the committee has to make in developing and implementing the IEP is where to start. This process involves deciding which needs require major emphasis and which needs require minor emphasis. The following is a list of critical areas to consider in making this important decision:
 1. What are the priority parental concerns?
 2. What are the priority teacher concerns?
 3. What are the requirements for access to and progress in the general curriculum?
 4. What are the appropriate developmental sequences of tasks or behaviors that the child would be expected to move through?
 5. Other crucial considerations such as behavior problems, social and peer relationships, etc.
 - b. For each of the major areas of need indicated by the present level of academic achievement and functional performance, the special educator **must** write an annual goal statement. The number of goal statements needed is dependent upon the student's needs and may range from one to many.

3. IEP Development

The IEP chairperson, with the input of all committee members, develops the goals and objectives of the IEP during the IEP meeting. The first task of the committee in the planning function is to review the information gathered during the student evaluation process. Using this information, the committee should complete the IEP in accordance with the Nevada Department of Education Guidelines for IEP Development (included as an appendix to this Special Education Procedures Manual) and the specific technical assistance guidance provided by the school in staff training.

4. Legally and Educationally Sound IEPs

Educational objectives and services include both instructional objectives and related services that are required for meeting the unique needs of the student and are derived from a careful evaluation of the student and his/her environment through the evaluation process.

The IEP Committee should take time to develop a *defensible* IEP; that is, one that is legally and educationally sound. A sound IEP is one that:

- a. Demonstrates attention to the *individual* needs of the student;
- b. Is calculated to provide meaningful educational benefits to the student (as shown in part by well- designed annual goals and short-term objectives);
- c. Includes appropriate related services;

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- d. Provides placement in the least restrictive environment (with his/her non-disabled peers) so as to meet his/her educational needs;
- e. Considers the use of supplementary aids and services to assure placement in the least restrictive environment;
- f. Provides appropriate accommodations and modifications that the student needs to participate with other students in all school settings; and
- g. Documents (together with other forms in the student's confidential file) that all procedural safeguards (written consent, prior written notice, notification of rights, parental involvement, etc.) have been provided.

5. Additional Information

a. Length of School Day

If the school day is to be modified, indicate the parameters of the modified day on the section for Supplementary Aids and Services. List the reasons why the day has been modified. Length of school day should only be modified if all committee members agree that it is necessary to provide the student with a free appropriate public education.

Any changes made to the length of the child's school day must be accompanied by a plan to reconsider those changes at regular intervals. It is the position of the school that any such modifications are not permanent and efforts will be made to bring the child's school day back into line with others of the child's age or grade level as soon as it is feasible.

b. Assistive Technology

Assistive technology includes devices and services as part of specially designed instruction, related service, or supplementary aids and services. If a related service, the student must require the device to assist him or her to benefit from special education services.

Assistive technology devices are used to increase, maintain, or improve the functional capabilities devices, do not fall into the school responsibility area. There are exceptions. Please contact the principal or Special Education Designee if there is such a request. School personnel can act as facilitators to assist students in securing devices outside of the school's responsibility. If the school purchases the device it is, and will remain, school property. The device's use, including home use, must be determined during the IEP meeting.

6. Extended School Year

Provision of ESY services is an IEP Committee decision that involves appropriate school personnel and the parents. ESY services are defined as special education and related services provided in addition to the normal 180-day school year for the purpose of minimizing significant regression of identified skills and for enhancing recoupment of those skills when the regular school year resumes. These identified skills may involve areas of learning related to self-sufficiency, academic, social and/or emotional skills.

There are no specific standards set forth in IDEA for determining when ESY services are needed. Regression and the speed of recoupment are factors for the IEP committee to consider while making the decision. Regression is defined as the loss of previously mastered skills when an extended break in instruction occurs. The recoupment of those skills is defined as the ability to regain a skill within a reasonable period of time to previously achieved levels prior to an extended break in instruction. Regression could be considered significant if the student takes more than four to six weeks to relearn skills mastered the previous year. The IEP committee might base its decision regarding ESY services upon a history of regression during summer months.

Regression and recoupment are not the only standards upon which to base a decision of the need for ESY services. Other factors that need to be considered by the IEP Committee include the severity of the student's disability; a review of the student's progress over time; a determination that the student is at a critical learning stage; any information available to the IEP Committee relating to the student's behavior or physical needs; or curricular areas that are of significant concern for the individual student. It is important to remember that ESY services are based upon the individual needs of the student.

Steps for making and documenting ESY decisions are as follows:

- a. Provision for ESY is determined annually and is an IEP Committee decision.
- b. ESY services are designed to maintain acquired skills. New goals and objectives are not added to a student's IEP for implementation in the ESY program unless those goals and objectives are determined by the IEP Committee to be necessary to maintain the skills, behaviors, or other student performance for which ESY services are designed.
- c. If related services, such as occupational therapy, physical therapy, and/or speech and language therapy, are being

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considered, the appropriate professional must be involved in the IEP decision-making. The need for specific related services must be documented, and must be required for the student to benefit from his or her special education program. The fact that a student currently receives related services does not, in itself, guarantee that the services will be required during ESY.

- d. The IEP Committee should identify the specific goals to be addressed during ESY instruction, if the student requires more than four to six weeks at the beginning of the school year to regain previously mastered skills, an ESY program should be considered.
- e. The IEP Committee decisions concerning ESY are documented on the *EXTENDED SCHOOL YEAR SERVICES* form, which assists the school in planning for or providing the ESY services.

ESY is not the same as summer school, which refers to educational programming made available to students for enrichment or remedial purposes. A student with a disability who meets the criteria for a summer school program may attend that program without regard to a specific need for ESY. However, unless the student needs the regular summer school program to implement the IEP or for compensator education purposes, the parent must pay any fees that apply to all students enrolled in the program. ESY, on the other hand, must be provided at no cost to the student's parent. Related services shall be provided to the child during ESY when necessary to support the goals and objectives being implemented during the program.

7. Related Services

Related Services are those services that are required to assist the student to benefit from the special education services needed by the student. Related services are to be provided as a part of a student's special education program as determined by the student's IEP committee.

- a. **Audiology.** Audiology is a related service that includes identification of children with hearing loss and determination of the range, nature, and degree of the hearing loss. Audiology services also include referrals for medical or other professional attention relative to the habilitation of hearing. The Audiologist will provide information and guidance regarding hearing loss, determination of the student's need for group and individualized amplification, assistance in selecting and fitting of an appropriate aid, and evaluation of the effectiveness of amplification.

Referrals are made to the school principal or Special Education Designee.

- b. **Speech Therapy.** Speech therapy includes the identification of children with speech or language impairments; diagnosis and appraisal of specific speech and language impairments; referrals for medical or other professional attention necessary for the habilitation or prevention of communicative impairments, and counseling and guidance of parents, children and teachers regarding speech and language impairments.

A referral is made to the school principal or Special Education Designee.

- c. **Physical Therapy.** Physical Therapy is a related service that develops programs for the care of students whose ability to function is impaired. It focuses primarily on children with neurodevelopment problems in the school. The physical therapist's function in the educational setting is to prepare the student for meeting educational demands of educators.

Referrals for evaluation and/or service are made through the school principal or Special Education Designee.

- d. **Occupational Therapy.** Occupational Therapy is a related service designed to improve, develop, or restore functions that have been either impaired or lost through illness, injury, or deprivation. Occupational Therapy improves the student's ability to perform tasks for independent functioning if certain functions are impaired or lost; and helps prevent, through early intervention, initial or further impairment or loss of function.

Referrals for evaluation and/or service are made through the b school principal or Special Education Designee.

- e. **Counseling.** Counseling Service are services that are provided by qualified psychologists, guidance counselors, or other qualified personnel. The IEP Committee will address the needed service or activities that apply therapeutic process to personal, family, or situational problems in order to bring about positive resolution for the student.

The IEP Committee will address the needed counseling on a case-by-case basis for these related services.

- f. **Transportation.** The school will ensure that transportation is not a barrier to FAPE for students with disabilities. In such case where transportation is not readily available, it is the policy of the school to provide transportation either in the form of actual transportation or the reimbursement to the parent of transportation costs in accordance with IRS(IR-2008-82, June 23, 2008) when providing related services addressed in the IEP.

Interim IEP

Thirty-day interim IEP placement status is reserved for special education students who transfer to the school from another school

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district in Nevada, or from out-of-state, but for whom no IEP is available. If an IEP is available, the procedures for providing comparable services are used as described in the "Transfer Students" provisions (see Referral section).

The 30-day interim IEP allows for immediate services in the special education services program while records from the previous district are requested and while any necessary additional assessments are conducted if eligibility must be determined for an out-of-state student. It is the responsibility of the school psychologist or other primary diagnostician to monitor progress so that determination of the student's eligibility in Nevada can be made by the ET team within the 30 day period.

Note: If a student who was enrolled in a special education program in the school leaves the school, then re-enrolls with the school within a year, the student may again receive special education services with no additional assessment required. A new IEP is developed with the student's recent transfer and educational history taken into consideration.

When developing an interim IEP, the case manager is responsible for the following steps dealing with prior special education eligibility:

1. The case manager should check with the school registrar, school principal, or Special Education Designee to gain accessibility to all pertinent records;
2. Verify prior eligibility for special education services;
3. Verify enrollment in a program of special education;
4. Confirm out-of-district placement from two sources (phone call to previous district, parent report, or special education records hand-carried by the parent from the previous district); and
5. Secure the parent/guardian signatures for the necessary IDEA paperwork, including the exchange of information.

The interim IEP is valid for only thirty (30) calendar days, during which time eligibility for services must be determined for an out-of-state student, and a complete school IEP must be written (for in-state or out-of-state students). Interim IEPs cannot be extended for any reason, and the student cannot receive special education services without a current, valid IEP.

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ANNUAL REVIEW MEETING

Purpose

A student's IEP must be reviewed at least annually.

1. Assess progress using individual achievement tests, as well as other measures of achievement.
2. Evaluate progress on annual goals and short-term objectives.
3. Develop the student's education plan for the upcoming year.

Schedule Annual Review

1. Notify parent of annual review meeting using *NOTIFICATION OF MEETING* and *PARENTAL PRIOR WRITTEN NOTICE* if specific proposals are planned for FAPE or placement. Send Parent Rights document with *NOTIFICATION OF MEETING*.
2. If a draft IEP is to be used, ensure that the parent receives a copy at least five days before the scheduled annual review meeting.
3. **IEP annual review meeting must be on or before the anniversary date.** For example, a child whose IEP was written on September 2, 2006, will have to have a new IEP in place on or before September 2, 2007. Eligibility team members need to be present if student's disability category is being changed or reviewed - follow Evaluation and Eligibility and IEP procedures.
4. All other procedures for IEP development must be followed as outlined in this document.
5. Provide a copy of IEP to parent.

IEP Revision

If circumstances change relative to the program specifically designed for the student, the IEP must be revised through the IEP process. The following circumstances would necessitate a revision:

1. A change in the amount of time that the student is spending in special education.
2. A change in the type of program.
3. Achievement of the current goals and objectives that would necessitate writing new goals and objectives for the student.
4. Addition, change to, or deletion of a related service.
5. A change from one level to another, as from elementary school to middle school and middle school to high school that requires changes in the IEP.

Revision of a student's IEP does not change the current date of review of the IEP. Only completion of a full IEP changes that date.

Exit IEP

When a student is ready to exit the special education program for any reason (e.g., no longer eligible, student reaches maximum age, graduation) an IEP meeting is scheduled with the parents and the student's current level of performance will be reviewed. Note that only an Eligibility Team reevaluation process can determine that a student is no longer eligible for special education—this is not an IEP Committee decision. Except for turning 22 or graduating with a regular diploma, other determinations that the student is no longer eligible require a reevaluation (see below).

Parents must be given notice of the purpose for this IEP meeting and provided with an explanation of their rights. Careful attention should be paid to the following:

1. It is absolutely essential that parents are involved in decisions relative to cessation of special education services.
2. Include all information on the student for this reevaluation: parent observation, classroom work, assessments/observation, etc.
3. Parental rights.
4. Student progress toward annual goals and short-term objectives.
5. The effect upon the student if exited from the special education program.

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DISCONTINUATION OF SPECIAL EDUCATION SERVICES THROUGH TERMINATION OF ELIGIBILITY

1. See reevaluation procedures outlined previously, paying particular attention to the requirements for prior written notice and review of existing data to determine whether additional data are needed.
2. Parent must be provided notice of eligibility team meeting (*PARENTAL PRIOR WRITTEN NOTICE and NOTIFICATION OF MEETING*—note that this *PARENTAL PRIOR WRITTEN NOTICE* should provide notice of the proposal to determine the student's eligibility).
3. Eligibility team meeting **must** be held and include:
 - a. Evaluation of progress toward annual goals.
 - b. Review of recent evaluations and progress in general curriculum.
 - c. Statements concerning levels of functioning and rationale for why student is either no longer has a disability and/or is no longer in need of special education (student must both have a disability and require special education in order to be eligible for services).
4. Evaluation Report and Eligibility Statement must be completed, stating that the student is no longer eligible for special education. Copies must be given to parent.
5. Parent must be provided notice of proposed change in eligibility after the student has been determined not to be eligible (*PARENTAL PRIOR WRITTEN NOTICE*). This notice is required even if parents participated in and agreed with the decision that the student is no longer eligible. Check box “proposing” and “other.” Add a statement “termination of special education services because student is no longer eligible.” If parent disagrees, review the statement of parent rights with the parent.

PLACEMENT

Placement decisions in the school are made at the IEP meeting with parental involvement. Placement should be at the school unless special circumstances exist.

Removal From Regular Education Environments

The student may not be placed in a special class, in a different school, or otherwise removed from the regular educational environment unless the IEP otherwise provides. Justification for any removal from regular education environments must be explained in detail in students' IEPs.

Procedure to Implement Placement Outside the School

1. Ensure school withdrawal procedures are followed.
2. Initiate necessary transportation.

IEP IMPLEMENTATION

1. Implementation of the IEP must take place immediately after completion of the entire IEP process. In accordance with recent 2008 guidance from the U.S. Office of Special Education Programs, even when parents agree with the IEP provisions, *PARENTAL PRIOR WRITTEN NOTICE* will be provided to parents as notice that the IEP and its specified provisions will be implemented.
2. *CONSENT FOR INITIAL PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES* must be signed before services are provided for the first time. Thereafter, consent is not necessary unless the student experiences a lapse in eligibility.

No student may be placed in special education or have changes made to his/her educational program or placement without going through the IEP process.

DISCIPLINE PROCEDURES

THE "10 FREE DAYS" RULE

Under federal law, during the first 10 school days that a student is suspended in a school year, there are no requirements to

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provide services, conduct a manifestation determination, develop a plan for or conduct a functional behavioral assessment (FBA), or develop or review a behavior intervention plan (BIP). This 10-day period, whether consecutive or cumulative, is sometimes referred to as the "10 free days". However, during the "10 free days", the school must adhere to the discipline requirements that apply to all students.

Days that "count" toward the accumulation of 10 school days

Any disciplinary removal of a student from school grounds "counts" toward the accumulation of 10 school days. Only in-school suspensions, under certain circumstances, can be configured so as to avoid "counting" as disciplinary removals. See below.

Under the federal regulations, "school day" means any day, including a partial day, that children are in attendance at school for instructional purposes. The term "school day" has the same meaning for all children in school, including children with and without disabilities.

"Business day" means Monday through Friday, except for federal and state holidays (unless holidays are specifically included in the designation of "business day," as in federal regulations at §300.403(d)(1)(ii).

Ordinary in-school disciplinary procedures do not "count" toward the accumulation of 10 school days

The U.S. Supreme Court in Honig v. Doe (1988) stated that ordinary in-school disciplinary measures are not considered disciplinary removals. These measures may include "the use of study carrels, time-out, detention, or the restriction of privileges." School officials should avoid the excessive use of any of these measures, without considering the need to reconvene the student's IEP committee to review behavior needs.

In-school suspensions, bus suspensions, or portions of a school day "counted" toward the accumulation of 10 school days

Comments in the federal regulations have provided the following guidance on whether in-school suspensions, bus suspensions, and portions of school days "count" toward the accumulation of 10 school days.

In-School Suspensions

In-school suspensions do not "count" toward the accumulation of 10 school days as long as the child is afforded the opportunity to continue to appropriately progress in the general curriculum, continue to receive the services specified on his or her IEP and continue to participate with nondisabled children to the extent they would have in their current placement.

Portions of a School Day

Portions of a school day do "count" toward the accumulation of 10 school days:

Bus Suspensions

Bus suspensions "count" when transportation is a related service in the student's IEP. Note that the U.S. Office for Civil Rights which administers Section 504 and other civil rights laws has taken the position that suspensions from the school bus are governed by the same disciplinary procedures as other suspensions.

PROCEDURES FOR MAKING DISCIPLINARY CHANGE OF PLACEMENT

A disciplinary change of placement occurs when a student is suspended for more than 10 consecutive days, OR when a student is subjected to a series of suspensions of 10 days or less, but a "pattern" of removals has occurred. Before making a disciplinary change of placement under either of these two scenarios, the school must determine whether the student's behavior is a manifestation of the student's disability. Generally, the school will treat removals beyond 10 cumulative school days as a disciplinary change of placement.

General Rules

1. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a removal is appropriate for a child with a disability.
2. Services must be provided to a student who has been removed from his/her placement on the 11th and any subsequent day of removal in a school year.

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3. School policy is to consider any removal beyond the first ten days as constituting a disciplinary change of placement, which triggers procedural requirements for notice and a manifestation determination.
4. Special rules apply for behavior involving illegal drugs/controlled substances, weapons, infliction of serious bodily injury.
5. IDEA requires that in the case of a student whose behavior impedes the student's learning or the learning of others, the IEP committee must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
6. If a parent requests a due process hearing to challenge disciplinary decisions (including the outcome of the manifestation determination, the placement, and the services provided in the removal setting), the student remains in the disciplinary setting until the hearing officer reaches a decision, or until the disciplinary removal expires, whichever occurs first. Parents and the school may agree otherwise. A hearing under this circumstance is "expedited"—which means that no extensions beyond the 45-day timeline are permitted.

Services must be provided to the student on the 11th and each day of suspension thereafter in any school year. So even if the school is permitted to make a disciplinary change of placement (because the behavior is NOT a manifestation of the student's disability or because federal permits removal regardless of manifestation for students who have conduct involving weapons/drugs/controlled substances/infliction of serious bodily injury) the resulting suspension and/or expulsion cannot occur without providing services

BEFORE IMPLEMENTING A REMOVAL THAT WILL TAKE THE STUDENT BEYOND THE FIRST TEN DAYS IN A SCHOOL YEAR:

1. School personnel make decision to seek removal of student that will take the student beyond the first ten days in a school year.
2. On the day a decision is made to make a removal that constitutes a change of placement (generally in the school, a removal that will take the student beyond the first ten days in a school year), the school must provide "parental prior notice" of the proposed disciplinary removal (and proposed manifestation determination **and** proposed IEP meeting if there is a need to determine the removal setting and services to be provided) and provide parents a copy of the Rights document.
3. School personnel give student notice of the charges against him/her, an explanation of the evidence, and an opportunity for a "hearing" (in this context, an opportunity for the student to present his/her side of the story).
4. Before implementing a removal that will take the student beyond the first ten days in a school year, a manifestation determination must be conducted.
5. If the conduct **IS** a manifestation of the student's disability:
 - the student must be returned to the placement from which the student was removed, unless the parent and the school agree to a change of placement via IEP process (EXCEPT when student is removed to IAES for illegal drugs/controlled substances, weapons, or infliction of serious bodily injury)
 - an FBA must be conducted, unless one had been conducted before the behavior that resulted in the proposed change of placement
 - a BIP must be implemented (if one already exists, it must be reviewed and modified as necessary)
6. If the conduct **IS NOT** a manifestation of the student's disability:
 - the school may take the disciplinary action that was planned and impose disciplinary sanctions that it would otherwise apply to a student without disabilities, in the same manner, for the same duration
 - **services must be provided on the 11th and any subsequent day of removal during the school year;** the school conducts an IEP meeting, and the IEP committee determines the removal setting and the extent of the services that must be provided:
 - to enable the student to continue to participate in the general education curriculum
 - to progress toward meeting the goals in the student's IEP
 - If appropriate, the student must receive an FBA and BIP services designed to address the behavior so it does not recur
7. Present information to an authorized entity for final determination and review for compliance with IDEA for any removal beyond 10 school days (state law requirement).
8. Once a student has been removed for more than 10 days in a school year, these steps are repeated for proposed removal. Manifestation determinations must be conducted as soon as possible and prior to implementing the proposed removal,

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and in-school suspension may be used pending completion of the manifestation determination.

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MANIFESTATION DETERMINATION

1. Before implementing a removal that will constitute a disciplinary change of placement (in the school, before implementing a removal beyond the first 10 days of removal in a school year), a manifestation determination must be conducted.
2. The manifestation determination is conducted by a representative of the school, the parent, and relevant members of the student's IEP committee.
3. Relevant members are determined by the parent and the school, so there must be contact with the parent to discuss "relevant" members of the IEP committee.
4. The group must:
 - review all relevant information in the student's file
 - review the student's IEP
 - review any teacher observations
 - review any relevant information provided by the parents
5. The group must determine:
 - if the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability **OR**
 - if the conduct in question was the direct result of the school's failure to implement the IEP (if so, the school must take immediate steps to remedy failure to implement the IEP)

"REMOVAL" RULES—STATE LAW

Habitual Discipline Problem

Removals as described in NRS 392.4655 for a student deemed a "Habitual Discipline Problem" must be made in compliance with IDEA procedures. In Nevada (NRS 392.4655), a student is deemed a "habitual discipline problem" if in one school year:

- (a) the student has threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school;
- (b) the student has been suspended for initiating at least two fights on school property, at an activity sponsored by a public school, on a school bus or, if the fight occurs within one hour of the beginning or end of a school day, on his or her way to or from school; **or**
- (c) the student has a record of five suspensions from the school for any reason.

For purposes of interpreting paragraph (c) of this "habitual discipline problem" statute, a student has been "suspended" if the school prohibits the student from attending school for three or more consecutive days, and requires a conference or some other form of communication with the parent or guardian of the student before he/she is allowed to return to school.

If a student is suspended for initiating his/her first fight of the school year, or if the student receives the first suspension of the school year, the school must provide written notice to the parent or guardian. The notice must contain descriptions and dates of acts committed, an explanation of when the student will be deemed a habitual discipline problem and that once deemed a habitual disciplinary problem the student must be suspended/expelled for at least one semester, an explanation that a student with disabilities can be suspended if his/her behavior is not a manifestation of his/her disability, and an explanation about the opportunity to develop a behavior plan.

Additionally, if a student commits an act which qualifies the student to be deemed a habitual disciplinary problem, at least seven days before the student is deemed a habitual disciplinary problem written notice must be provided to the parent or guardian. The notice must contain a description and dates of qualifying acts, an explanation that the student must be suspended/expelled, an explanation that a student with disabilities can be suspended if his/her behavior is not a manifestation of his/her disability, and an explanation about the opportunity to develop a behavior plan.

The statute says that a student may enter into one behavior plan per school year to avoid the designation of habitual disciplinary problem. For a student with a disability, behavioral intervention plans are developed based upon the student's unique needs and no arbitrary decision should be made limiting the development of behavioral intervention plans.

Suspension and Expulsion Procedures

Nevada law (NRS 392.466-4675) requires a semester-long suspension/expulsion for first-time battery on an employee (causing bodily injury), sale or distribution of drugs, or possession of dangerous weapons, although the student may be placed in another

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kind of school. Second occurrences require permanent expulsion, but the student must receive equivalent instruction or enroll in a program of independent study or a program of distance education outside the school.

Nevada law requires a one-year suspension for first-time possession of a firearm or a dangerous weapon, although the student may be placed in another kind of school. For a second occurrence, the student must be permanently expelled from school, but the student must receive equivalent instruction or enroll in a program of independent study or a program of distance education outside the school.

If a student is deemed a habitual disciplinary problem, the student must be suspended or expelled for at least one semester, during which time the student must receive equivalent instruction or enroll in a program of independent study or a program of distance education outside the school.

Students are not to be suspended or expelled until they have been given notice of the charges, an explanation of the evidence, and an opportunity for a hearing. However, students who engage in the following behavior may be removed immediately after being given an explanation for the reasons for the removal and the pending proceedings for suspension/expulsion:

- a student who poses a continuing danger to persons or property
- a student who poses an ongoing threat of disrupting the academic process
- a student who is selling or distributing any controlled substances
- a student found in possession of a dangerous weapon

The necessary proceedings must be conducted as soon as practicable after the student's removal.

Board of Trustees Review

Nevada law requires that the Board of Trustees review all permanent expulsions or suspension of students with disabilities for longer than 10 school days (NRS 392.467). Board of Trustees may grant authority to another person or entity to expel or suspend pupils (e.g., committee composed of trustees numbering less than the full board, or an appointed hearing panel composed of school administrators AGO, 97-21 (7-2-1997)).

Except for students found in possession of a firearm, any student in grades 1-6 may be suspended or permanently expelled only after the Board of Trustees has reviewed the circumstances and approved this action.

DEFINITIONS

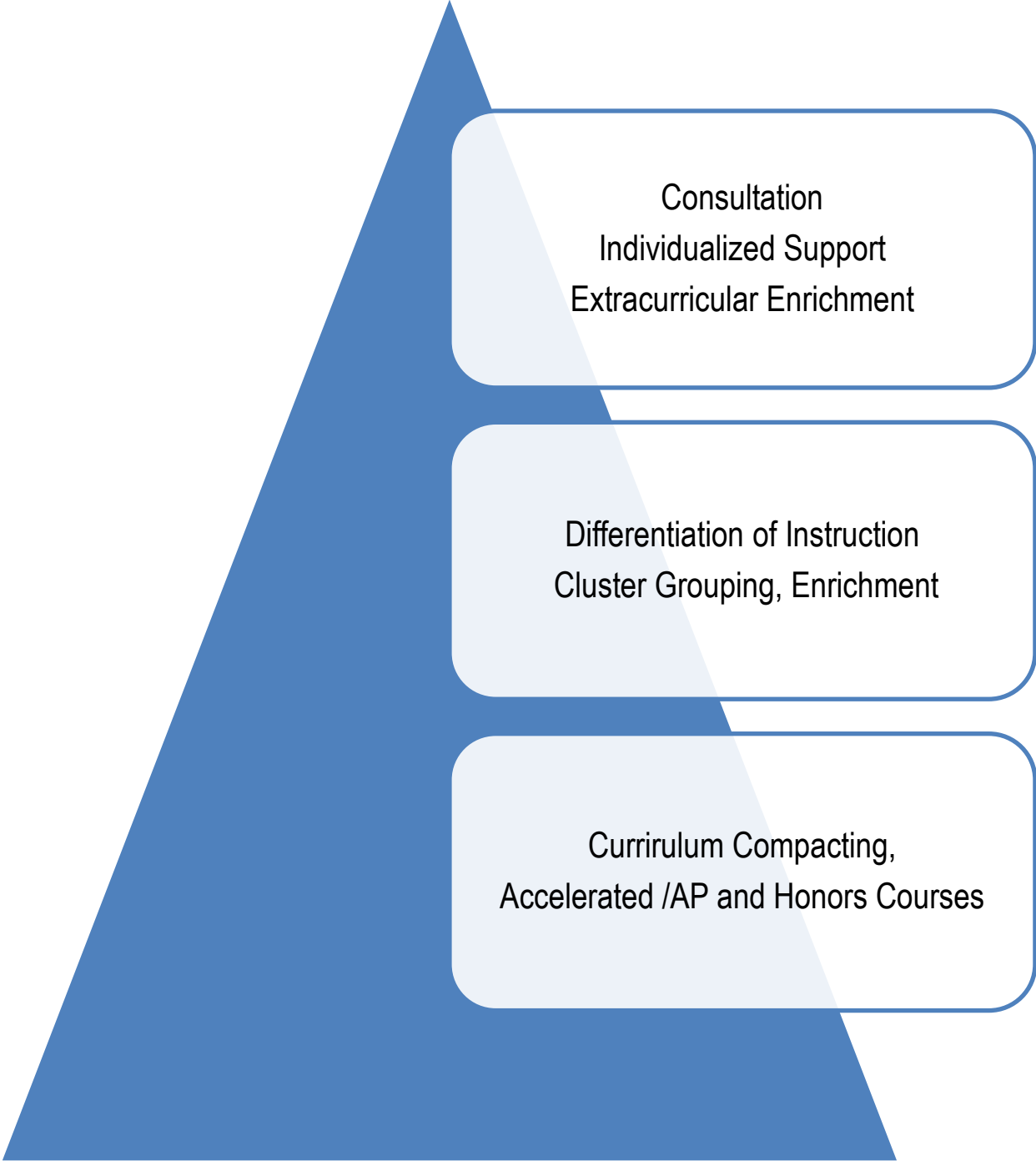
Controlled substance: means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC 812(c)).

Illegal drug: means a controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used.

Serious bodily injury: means bodily injury that involves

- a substantial risk of death
- extreme physical pain
- protracted and obvious disfigurement; or
- protracted loss or impairment of the function of a bodily member, organ, or mental faculty

Weapon: means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 inches in length.



Attachment 23
Attachment A.9.2
Pupil Record Retention Policy

If a student is new to the Clark County School District, a cumulative record file folder is to be established for students in accordance with specifications detailed in the CCSD Student Accounting Manual.

The governing body of the school will ensure that a permanent record for each pupil enrolled in the charter school is maintained in a separate file. The permanent record will contain:

- (a) The record of attendance of the pupil;
- (b) The grades received by the pupil;
- (c) The certificate of immunization of the pupil; and
- (d) Any other records related directly to the academic progress of the pupil.

In addition, the governing body of the school will ensure that the aforementioned records (and/or cumulative folders) are kept in a location that is safe and secure and affords reasonable protection from:

- (a) Fire;
- (b) Misuse; and
- (c) Access by unauthorized persons.

Information from a student's permanent record will not to be released unless the person seeking the information is authorized to have it. Permanent records of students will be maintained confidential and will only be made available for inspection by authorized persons.



ACADEMICA NEVADA

1378 Paseo Verde Parkway, Suite 200
Henderson, Nevada 89012

Attachment 24
Attachment B.1.1
Bylaws letter from
counsel

August 15, 2014

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

Dear Sir or Madam:

I am an attorney licensed to practice in the State of Nevada. At the request of the Committee to Form the Sports Leadership and Management Academy of Nevada, I have reviewed the proposed Bylaws which are intended to govern the Board of Directors of the Sports Leadership and Management Academy of Nevada. I believe that the proposed Bylaws are legally sufficient as to form and content, and are consistent with the guidelines set forth in Nevada law.

If you have any further questions or wish to discuss this matter, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Corinne L. Wurm". The signature is written in black ink and is positioned above the typed name and title.

Corinne L. Wurm, Esq.
Academica Nevada
Director of Legal Operations

**BYLAWS
OF
SPORTS LEADERSHIP AND MANAGEMENT ACADEMY OF NEVADA**

**ARTICLE I
INTRODUCTION; LEGAL STATUS**

Section 1. Name, Location and Address. The name of the charter school is Sports Leadership and Management Academy of Nevada (hereinafter referred to as the "School") also known as Sports Leadership Management Academy of Nevada, Inc., a non-profit corporation. The School, is located in Clark County. The address of the School is unknown at this time.

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the Nevada 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 and a non-profit corporation pursuant to NRS 386.553(2). The Board plans and directs all aspects of the school's operations.

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386, and all other applicable Nevada laws and regulations.

**ARTICLE II
PURPOSE AND MISSION**

Section 1. Purpose and Mission. The purpose of the Sports Leadership and Management Academy of Nevada ("School") is to improve the academic achievement of students through encouraging the use of innovative and effective teaching techniques. The mission of the School is to prepare students for postsecondary studies and careers through an engaging educational program emphasizing sports leadership and management career preparation. The proposed middle high school program will offer students in grades 6-12 opportunities in career exploration and internships through the following academies in the sports leadership and management arena: 1) Sports Medicine; 2) Sports Journalism; and 3) Sports Marketing, Entertainment, and Management. **(Stipulation 15)**

Additionally, the purpose of the School is to engage in any lawful act or activity for which corporations may be organized under Chapter 82 of the Nevada Revised Statutes, as limited by Chapter 386 of the Nevada Revised Statutes. Within the framework and limitations of the foregoing, the School is organized exclusively for one or more of the purposes as contemplated and specified in Sections 170(c)(2) and 501(c)(3) of the Internal Revenue Code.

Section 2. Non-Discrimination. The School shall not discriminate on the basis race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law in hiring or other employment practices. 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, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law. 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. For the foregoing purposes, the School (Corporation) shall operate in accordance with Chapters 82 and 386 of the Nevada Revised Statutes. The business, affairs, and property of the School shall be managed by a Board of Directors. The founding committee to form the school will become the first governing body of the School. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- (b) To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (c) To develop an annual School schedule of events and activities;
- (d) 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 an individual who will be responsible for the day-to-day operations of the School;
- (g) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) To submit a final budget to the 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 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. Prohibited Purposes and Powers. Notwithstanding the foregoing statement of purposes and powers, the School shall have and exercise only such powers and engage in only such activities as are contemplated and permitted to be carried on by a corporation exempt from federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) thereunder and by a corporation described in and

contributions to which are deductible for federal income tax purposes under Section 170(c)(2) of the Internal Revenue Code.

Section 3. Prohibited Acts. The School shall not, incidentally or otherwise, afford or pay any pecuniary gain, dividends, or other pecuniary remuneration to any director or officer of the School or any other private person, and no part of the net income or net earnings of the School shall directly or indirectly, be distributable to or otherwise inure to the benefit of any private person; provided, however, that the School may pay reasonable compensation for services rendered to or for the benefit of the School and may make such other payments and distributions to nonprofit corporation members as permitted by these Bylaws herein. The School shall not carry on propaganda or otherwise attempt to influence legislation to such extent as would result in the loss of exemption under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code. The School shall not participate in nor intervene in (including, without limitation, the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 4. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(5) or 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 election of all new Board Members to fill vacancies on the Board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with NAC 386.345 and all other applicable statutes. **(Stipulation 6 and 12)**

Section 5. Qualifications; Election; Tenure. The Board shall be composed of seven (7) 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 1)**

- (a) The Board shall adhere to the statutory requirements of NRS 386.549 which requires one (1) active or retired teacher licensed by the State of Nevada, one (1) active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas:
 - (1) Accounting;
 - (2) Financial services;
 - (3) Law; or
 - (4) Human resources. **(Stipulation 4)**
- (b) A majority of Board Members shall be residents of the county in which the school is located.
- (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 five (5) year terms. Board members may serve no more than two (2) five year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. The Board shall establish the term for a newly elected Director before the election, in order to stagger the terms of each member of the Board. To initially stagger the terms for the founding board, Two Directors will serve three-year terms, two Directors with serve four-year terms, and the remaining three will serve the usual five year term. Those Directors who will serve the three, four, and five year terms will be determined by lottery at the first official board meeting upon receipt of the charter. **(Stipulation 7)**

- (e) When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall elect 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 five (5) 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 ninety (90) 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 statute and its bylaws. **(Stipulation 11)**
- (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 and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. The Board of Directors may not rely upon the School Administrator or any EMO contracted by the school to identify candidates for the Board of Directors. 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 9 and 13)**
- (g) The School shall notify its sponsor and the Department of Education within ten days of the selection of a new Board Member and provide the sponsor and the Department of Education with the new member's resumes and affidavits as required pursuant to NRS 386.549(1).
- (h) Board members shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.
- (i) 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, and academic accountability, among others. **(Stipulation 3)**

Section 6. Conflict of Interest. The Board shall follow the attached Conflict of Interest Policy.

Section 7. Annual Meeting. The annual meeting of the Board shall be held at the School in July 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 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 8. 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 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. Said minutes shall be kept at the School and will be made available to the public, upon request. **(Stipulation 14)**

Section 9. 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) 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. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 10. 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.

Section 11. Ex-Officio Members. There shall be no ex-officio governing body members. **(Stipulation 2)**

Section 12. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any Director elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 13. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees, each of which shall consist of at least one (1) Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate their power to contract nor their 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.

1. Academic Committee: The Academic Committee shall consist of at least one Board member, the School Principal/Administrator, at least one licensed teacher employed by the School, and at least one parent of an enrolled child. The Academic committee shall meet at least two (2) times per school year. The purpose of the Academic committee shall be to review school data, ensure academic expectations and goals are being met, and provide insight into instructional activities that meet the specific needs of the students.
2. Governance Committee: The Governance Committee shall consist of at least two Board members, one of whom shall be an elected Officer of the Board. The Governance committee shall meet at least two (2) times per school year. The purpose of the Governance committee shall be to plan and develop Board Member orientation and training and ensure Board operations and policies are updated and compliant with State law.
3. Financial Committee: The Financial Committee shall consist of at least two Board members, one of whom shall be the Board's Treasurer, and the School Principal/Administrator. The Financial committee shall meet at least two (2) times per school year. The purpose of the Financial Committee shall be to prepare annual budgets for full Board review and approval, coordinate the Annual Audit, and develop long-term financial goals and plans for full Board consideration. **(Stipulation 16)**

Section 14. 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 15. Resignation. A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 16. 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 17. Proxy Voting. Proxy voting is not permitted.

Section 18. Compensation. No member of the Board shall receive any compensation for serving in such office, except as allowable under NRS 386.549 and specifically authorized by a majority vote of the Board of Directors. The School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 19. Closed Sessions. Any Board member may 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 20. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. 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 5)**

Section 21. 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, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect. **(Stipulation 17)**

Section 2. Election and Term of Office. The Board shall elect and appoint 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 (1) year and until their successors have been duly elected and qualified. Board Officers may serve no more than three (3) consecutive one-year terms in 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 8)**

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.

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.

Section 6. Secretary. The Secretary 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 Secretary 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 Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office, held by an officer, 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 shall appoint one employee to function as the administrator of the School (the "Administrator"). Such person 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 shall administer the School in accordance with Board direction and generally accepted educational practice.

ARTICLE VI 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 shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of \$25,000.

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 10)**

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.

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

ARTICLE VII PROPERTY

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 in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the Board.

**ARTICLE VIII
INDEMNIFICATION**

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.

**ARTICLE IX
AMENDMENTS**

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 five (5) days prior to the meeting. Bylaws may not be amended without the approval of the school's sponsor.

**ARTICLE X
DISSOLUTION**

Revocation of Charter or Dissolution. Upon the dissolution of the School, assets shall be distributed for one or more purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the School is then located, exclusively for such purposes or to such organizations, as said Court shall determine, which are organized and operated exclusively for such purposes. 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 according to NRS 386.536 and other applicable laws and appropriate regulations.

**ARTICLE XI
PURPOSE OF THE BYLAWS**

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 Secretary 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__.

_____, Secretary.

Sports Leadership and Management Academy of Nevada, Inc.

Conflict of Interest Policy

For Directors and Officers and Members of a Committee with Board Delegated Powers

Article I – Purpose

1. *The purpose of this Board conflict of interest policy is to protect Sports Leadership and Management Academy of Nevada, Inc. (“SLAM NV”) and its interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of SLAM NV or might result in a possible excess benefit transaction.*
2. *This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.*
3. *This policy is also intended to identify “independent” directors.*

Article II – Definitions

1. *Interested person – Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.*
2. *Financial interest – A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:*
 - a. *An ownership or investment interest in any entity with which SLAM NV has a transaction or arrangement,*
 - b. *A compensation arrangement with SLAM NV or with any entity or individual with which SLAM NV has a transaction or arrangement, or*
 - c. *A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which SLAM NV is negotiating a transaction or arrangement.*

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

3. *Independent Director – A director shall be considered “independent” for the purposes of this policy if he or she is “independent” as defined in the instructions for the IRS 990 form or, until such definition is available, the director:*
 - a. *Is not, and has not been for a period of at least three years, an employee of SLAM NV or any entity in which SLAM NV has a financial interest;*

- b. Does not directly or indirectly have a significant business relationship with SLAM NV or which might affect independence in decision-making;
- c. Is not employed as an executive of another corporation where any of SLAM NV's executive officers or employees serve on that corporation's compensation committee; and,
- d. Does not have an immediate family member who is an executive officer or employee of SLAM NV or who holds a position that has a significant financial relationship with SLAM NV.

Article III – Procedures

1. Duty to Disclose – In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.
2. Recusal of Self – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
3. Determining Whether a Conflict of Interest Exists – After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.
4. Procedures for Addressing the Conflict of Interest
 - a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the Board or Executive Committee shall determine whether SLAM NV can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in SLAM NV's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.
5. Violations of the Conflicts of Interest Policy

- a. If the Board or Executive Committee has reasonable causes to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, and a record of any votes taken in connection with proceedings.

Article V – Compensation

- a. A voting member of the Board who receives compensation, directly or indirectly, from SLAM NV for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from SLAM NV for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from SLAM NV, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflict of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands SLAM NV is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews

To ensure SLAM NV operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to SLAM NV's written policies, are properly recorded, reflect reasonable investment or payments for good and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, SLAM NV may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Attachment 26
Attachment B.1.3
Bylaws Stipulations Identification

The Bylaws stipulations are labeled and identified within the Bylaws document in bold print at the end of each relevant section.

With regard to Stipulation 1, “contain no reference to incorporation of the charter school or the school’s governing body,” the proposed Bylaws acknowledge that the School is not currently incorporated. However, the provision does not prohibit incorporation at a future time due to the recent change in Nevada law which allows a charter school to incorporate for the purposes of pursuing tax-exempt bond financing.S

**Sports Leadership And Management Academy of Nevada
 Committee Roster**

Committee Member	Address	Affiliation with Charter	NRS 386.520 Membership Category
Matthew L. Durham	143 Foothills Mills Street Henderson, Nevada 89012	NO	Professional
Jason C. Walker	1269 Vietti Street Henderson, Nevada 89012	NO	Professional
Nicole L. Thompson	10460 Tuscany Rose Court Las Vegas, Nevada 89129	NO	Educator
Charles “Ernie” Jauregui	10640 Gilespe Street Las Vegas, Nevada 89183	NO	Educator
Rodger Fairless	943 Armillaria Street Henderson, Nevada 890011	NO	Parent
Mark Kleven	10107 Velvet Dusk Lane Las Vegas, Nevada 89144	NO	Other

MATTHEW L. DURHAM, ESQ.

Office: 7251 W. Lake Mead Blvd., Suite 525, Las Vegas, NV 89128 · (702) 851-1100 · mld@paynefears.com

PROFILE

Bar admissions: State of Nevada, State of Texas, United States District Court of Nevada, United States Court of Appeals for the Ninth Circuit

Practice areas: Employment and business litigation, including discrimination and harassment, wrongful termination, wage and hour, unemployment benefits, business torts, commercial contract disputes, real property disputes, and construction defect

Professional Memberships: Duke Alumni Association, J. Reuben Clark Law Society, Clark County Bar Association, Southern Nevada Society for Human Resource Management, Henderson Chamber of Commerce

Publications: NRCP16.1(a): In Full Disclosure, 19 *Nevada Lawyer* 9; Uniformed Service Members: The Oft-Overlooked Protected Class, 33 *Comminque* '6&7

EXPERIENCE

Payne & Fears LLP, Las Vegas, NV
Partner, July 2006 – Present

Winstead Sechrest & Minick, Dallas, TX
Attorney, July 2005 – July 2006

Winstead Sechrest & Minick, Dallas, TX
Summer Associate, 2004

Hughes & Luce
Summer Associate, 2004

The Honorable Lloyd D. George, Senior U.S. District Court Judge
District of Nevada, Las Vegas, NV
Judicial Extern, Summer 2003

EDUCATION

Duke University School of Law, Durham, NC
Juris Doctor, May 2005
President: J. Reuben Clark Law Society, Student Chapter
Nominee: Justin Miller Award for Integrity
Member: Mock Trial Board
Member: Duke Law All-Star Softball Team

Brigham Young University, Provo, UT
Bachelor of Arts, Communications, August 2002
Minor: Spanish

SERVICE

Boy Scouts of America, Henderson, NV; Durham, NC
Assistant Patrol Leader

Church of Jesus Christ of Latter-day Saints, Bilbao, Spain
Volunteer Representative, May 1996 - June 1998

PERSONAL

Enjoy sports and playing guitar. Fluent in Spanish. Earned Eagle Scout. Two-time Nevada State High School Baseball Champion.

Jason C. Walker, J.D., LL.M., MPAcc.

jandkwalker@yahoo.com

702.540.1338

1269 Vietti St., Henderson, NV 89012

Bar Admissions

Utah, February, 2008

Nevada, July 2006

Work Experience

Jeffrey Burr, Ltd.

Henderson, Nevada

Associate Attorney

July 2007 - Present

Estate planning attorney with premier estate planning firm. Primarily assisted sole shareholder with advanced estate planning and asset protection plans for high net-worth families (four separate family estates in excess of \$250 Million, plus others). Strategies utilized include installment sales to intentionally defective grantor trusts, family limited partnerships, LLC's, captive insurance and private foundations. Individual case loads in estate planning, asset protection, business entity formation, trust administration, probate, and estate tax research issues.

Education

University of Florida, Levin College of Law

Gainesville, Florida

Graduate Tax Program (LL.M.)

August 2006 - May 2007

Graduate Research Assistant for Professor Steven J. Willis; assisted with preparation of curriculum for graduate tax classes and continuing legal education courses. (2 semesters)

University of Wyoming College of Law

Laramie, Wyoming

Juris Doctorate, *Cum Laude* Cumulative GPA: 3.45

August 2004 - May 2006

Ranked 16 out of 72; Wyoming Law Review, Senior Staff

Florida Coastal School of Law

Jacksonville, Florida

Attended First-year and transferred to Wyoming

August 2003 - May 2004

Dean's List Spring 2004 Semester

Weber State University

Ogden, Utah

Masters of Accounting in Taxation *Magna Cum Laude*

May 2003

Bachelor of Science degree in Accounting

December 2002

Graduate GPA 3.80

Cumulative GPA: 3.46

Internship Experience

Thomas N. Long P.C.

Cheyenne, Wyoming

Law Clerk

May 2005 - August 2005

Performed legal research and drafted legal documents in Estate Planning, Taxation, and Business Organizations, assisted with private trust company formation and estate planning.

Publications and Awards

WYOMING LAW REVIEW, Comment: "Wyoming's Statutory Exemption on Wage Garnishment: Should it Include Deposited Wages?" 6 Wyo. L. Rev. 53 (2006).

2006 American Bankruptcy Institute (ABI) Medal of Excellence nominated by the University of Wyoming College of Law

Personal Interests

My wife and I enjoy traveling. We also love spending time with our 6 year old son and 4 year old daughter and encouraging them in their athletic development in soccer, swimming, tennis, baseball, and other activities.

Nicole L. Thompson

Objective:

To become a member of the SLAM Board of Directors.

Qualifications/Personal Skills

- Community-oriented, public school educator with a strong dedication to children's development and to their educational needs.
- Responsible for classroom agenda, subject matter, selection of materials and media, development of learning activities, and documentation of plans.
- Document assessment findings and review with central staff and parents.
- Ability to encourage creativity and higher-order thinking to increase student performance.
- Ability to utilize modern teaching methods such as integrated technology and word processing; coupled with collaborative learning and group dynamics.
- A leader among the Professional Learning Community (PLC) in managing co-curricular and cross-curricular team efforts through effective and motivating mentoring strategies.
- Participate in Comprehensive Developmental Team (CDT) staffing meetings to review IEPs.

Education

B.A., English/Literature, California State Dominguez Hills, 2001
M.A, Education, Educational Leadership, Nova Southwestern University, 2008
M.A, Science, Educational Specialist TESOL, Nova Southwestern University, 2011
M.A., Education, National University, in progress

Work Experience

1990 to 2001, Long Beach Unified School District, Campus Security Officer
Under the general supervision of school leadership, survey and patrol District school sites to prevent unruly and disruptive student behavior or damage to equipment or property; promote a safe and secure environment and advise students of appropriate standards of behavior; and to perform related duties as assigned.

2001-2005, Long Beach Unified School District, ELA Teacher/High School

2006-Present, Clark County School District, ELA/Reading/6-12th Grade

Work with students in urban, high school settings to help prepare students to be ready by exit.

Teach academic lessons by providing guided, group, and independent practice in English composition and literature, as well as, character development & life skills in order to prepare students to enter college, Armed Forces, or the job market.

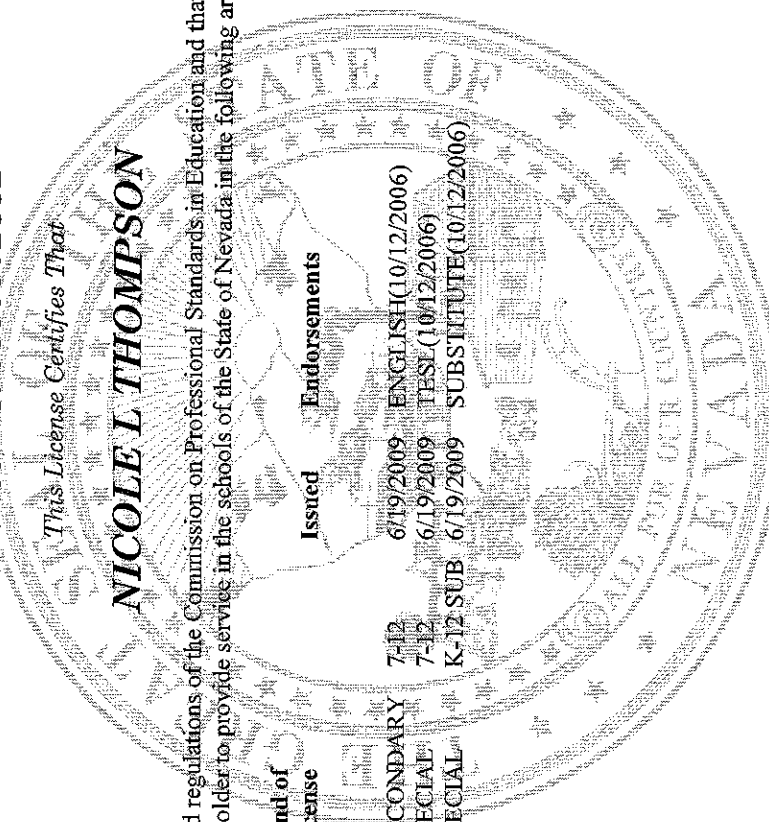
Personal & professional references are available upon request.

10460 Tuscany Rose Court/Las Vegas, Nevada 89129/702-771-0539 (cell)/702-476-4380 (home)

State of Nevada

License for Educational Personnel

License No. 0000072832



This License Certifies That

NICOLE L. THOMPSON

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
STANDARD	7-12	6/19/2009	ENGLISH(10/12/2006)	10/31/2014	
STANDARD	7-12	6/19/2009	TESL(10/12/2006)	10/31/2014	
STANDARD	SPECIAL	6/19/2009	SUBSTITUTE(10/12/2006)	10/31/2014	

Ron Okunoying
 State Superintendent of Public Instruction

Each teacher or other educational employee who is required to hold a license is responsible for securing, maintaining and renewing his/her license [NAC 391.025(1)].
teachers.nv.gov

CHARLES E. JAUREGUI
10640 GILESPIE STREET
LAS VEGAS, NEVADA 89183
HOME (702) 896-2137 - CELL (702) 480-4734

OBJECTIVE

TO MAKE A POSITIVE IMPACT WITH MY STUDENTS AND IN MY COMMUNITY THROUGH MY WORKING KNOWLEDGE AND EXPERIENCE IN THE FIELD OF EDUCATION.

EXPERIENCE

RETIRED FROM CCSD ON AUGUST 11, 2004. (2005 – PRESENT)
**EDUCATIONAL CONSULTANT AND GUEST ADMINISTRATOR
FOR THE CLARK COUNTY SCHOOL DISTRICT.**

2001 – 2004 MORRIS ACADEMY
PRINCIPAL

1999 – 2001 SUNSET HIGH SCHOOL SOUTH
PRINCIPAL

1995 – 1999 RANCHO HIGH SCHOOL
PRINCIPAL

1989 – 1995 VON TOBEL MIDDLE SCHOOL
PRINCIPAL

1988 – 1989 VON TOBEL MIDDLE SCHOOL
ASSISTANT PRINCIPAL

1987 – 1988 WESTERN HIGH SCHOOL
ASSISTANT PRINCIPAL

1986 – 1987 WESTERN HIGH SCHOOL
ADMINISTRATIVE ASSISTANT

1986 – 1987 ADULT EDUCATION EVENING PROGRAM
SITE ADMINISTRATOR

1985 SUMMER SCHOOL PROGRAM
SITE ADMINISTRATOR

1983 – 1986 WESTERN HIGH SCHOOL
DEAN OF STUDENTS

1979 – 1983 RANCHO HIGH SCHOOL
TEACHER – DEPT. CHAIR SPECIAL EDUCATION GRADES 9-12

PAGE TWO

(EXPERIENCE CONTINUED)

1978 – 1979 VON TOBEL MIDDLE SCHOOL
TEACHER – SPECIAL EDUCATION GRADES 6 – 8

1975 – 1978 SPRING MOUNTAIN YOUTH CAMP
TEACHER – PHYSICAL EDUCATION/HEALTH

COACHING

2005 – POP WARNER FOOTBALL
HEAD COACH MIGHTY MITE DIVISION

1978 – 1983 RANCHO HIGH SCHOOL
VARSITY ASSISTANT - FOOTBALL/WRESTLING/BASEBALL

1975 – 1978 SPRING MOUNTAIN YOUTH CAMP
HEAD COACH – FOOTBALL/WRESTLING

1975 – 1983 YMCA/FILA
VOLUNTEER COACH – YOUTH WRESTLING

1981 - POP WARNER FOOTBALL LEAGUE
VOLUNTEER COACH

1976 – 1978 NORTH LAS VEGAS RECREATION CENTER
VOLUNTEER COACH – YOUTH T-BALL LEAGUE

EDUCATION

1980 – PRESENT 80 + HOURS GRADUATE HOURS

1980 – MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP

1975 – BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION
AND SPECIAL EDUCATION

AFFILIATIONS

NATIONAL EDUCATION ASSOCIATION
CLARK COUNTY ADMINISTRATOR'S ASSOCIATION
LATIN CHAMBER OF COMMERCE
DISABLED VETERANS OF AMERICA
NEVADA STATE ATHLETIC COMMISSION

INTERESTS

AMATEUR ATHLETICS
BOXING
CLASSIC CARS

State of Nevada

License for Educational Personnel

License No. 0000030399

This License Certifies That

Charles E Jauregui

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
RETIREE PROFESSIONAL	ELEMENTARY K-8	3/7/2012	TEACHING(5/1/2006)	4/30/2022	0004
RETIREE PROFESSIONAL	SPECIAL K-12	3/7/2012	SCHOOL ADMINISTRATOR(5/1/2006)	4/30/2022	

Rodger J. Fairless

943 Armillaria St.
Henderson, NV 89011
Home Phone (702) 566-1359
Work Phone (702) 799-8940
Email rfairless@cox.net

Objective: To attain a full-time instructional position at the high school or college level.

Experience:

2008 – Present

C.T. Sewell Elementary School, Henderson, NV

Physical Education Instructor and Certified Temporary Tutor

- Developed lesson plans
- Taught students with various athletic abilities and accommodated the individual needs and abilities of students
- Implemented departmental goals and objectives
- Implemented lessons based on Common Core Standards
- Tutored students who needed additional assistance with their core, academic studies
- Collaborated with teachers in various departments to develop a plan of action in relation to tutoring students who needed additional assistance

2005 – 2007

Advanced Technologies Academy, Las Vegas, NV

Physical Education Teacher

- Developed lesson plans
- Taught students with various athletic abilities and accommodated the individual needs and abilities of students
- Implemented departmental goals and objectives
- Implemented lessons based on Common Core Standards

1999 – 2005

Green Valley High School, Henderson, NV

Careers Instructor and In-House Suspension Supervisor

- Developed lesson plans
- Implemented the careers curriculum based on the goals and objectives outline in the Common Core Standards
- Supervised students who were given in-house suspension
- Provided assistance to students who were given in-house suspension

1991 – 1999

Green Valley High School, Henderson, NV

Physical Education Instructor

- Developed lesson plans

- Established and implemented departmental goals and objectives
- Participated in teacher education program for the Clark County School District
- Developed lesson plans
- Taught students with various athletic abilities and accommodated the individual needs and abilities of students
- Coached Varsity Baseball

1979 – 1991

Valley High School, Las Vegas, NV

Physical Education and Health Instructor

- Developed curriculum for physical education department
- Supervised student teachers
- Implemented departmental goals and objectives
- Developed lesson plans
- Taught students with various athletic abilities and accommodated the individual needs and abilities of students
- Coached Varsity Baseball

1977 – 1979

Eldorado High School, Las Vegas, NV

Physical Education Instructor and Baseball Coach

- Developed lesson plans
- Implemented departmental goals and objectives
- Taught students with various athletic abilities and accommodated the individual needs and abilities of students
- Coached Varsity Baseball

1977

Von Tobel Junior High School, Las Vegas, NV

Physical Education Instructor

- Developed lesson plans
- Implemented departmental goals and objectives
- Taught students with various athletic abilities and accommodated the individual needs and abilities of students

Coaching Experience:

1992 – 1998

Green Valley High School, Henderson, NV

Head Varsity Baseball Coach

- Developed the program for new High School
- Won State Championships, Division Championships, and Zone Championships
- Rated 12th in the nation for High School by USA Today

1990 – 1991

University of Nevada Las Vegas, Las Vegas, NV

Assistant Baseball Coach

- 1979 – 1989 **Valley High School, Las Vegas, NV**
Head Varsity Baseball Coach
- Won State Championships, Division Championships, and Zone Championships
 - Nationally Ranked High School Teams by USA Today and Collegiate Baseball
- 1977 – 1979 **Eldorado High School, Las Vegas, NV**
Head Varsity Baseball Coach
- State Runner-up Champions, Division Champions, and Zone Champions

Education:

- 1978 **University of Nevada, Las Vegas, Las Vegas, NV**
Masters of Education
- 1974 **Southern Utah State College, Cedar City, UT**
Bachelors of Science in Physical Education with a minor in Health Education

Certifications:

- 10/14/1982 ***State of Nevada Department of Education***
- Special 9-12 Driver Education Certification
- 09/01/1975 ***State of Nevada Department of Education***
- Secondary 7-12 Physical Education Certification
- 09/01/1975 ***State of Nevada Department of Education***
- Secondary 7-12 Health Certification

Accomplishments:

- 2013 NIAA Hall of Fame Inductee
- 2013 Rancho High School Hall of Fame Inductee
- 2005 Southern Utah University Hall of Fame Inductee
- 2004 National High School Athletic Coaches Association Hall of Fame Inductee
- 2003 Southern Nevada Hall of Fame Inductee
- 1999 Las Vegas Review Journal The Best of Las Vegas “Our Pick” Best Local Coach
- 1998 N.F.I.C.A. District Seven Coach of the Year
- 1996 Teacher of the Month at Green Valley High School
- 1993 Tops Amateur Baseball Coach of the Year
- 1993 Olympic Festival Coach for the West
- Selected # 2 Among the Top 25 Local Coaches for the Century

- Selected as one of the Top 50 Sports Figures of Nevada for the Century by Sports Illustrated Magazine
- Head Varsity Baseball Coach for 20 years
 - 573 Total Games through 1998 with a Record of 493 Wins and 80 Losses
- State Baseball Championships won in 1998, 1997, 1994, 1993, 1989, 1988, 1986, 1985, 1983, and 1981
- Zone Baseball Championships won in 1998, 1997, 1994, 1993, 1986, 1985, 1983, 1981, and 1978
- Coach of Nationally Ranked Teams in 1998, 1996, 1995, 1994, 1993, 1989, 1988, 1986, 1985, and 1984
- District Seven Coach of the Year in 1997, 1995, and 1994
- USA Baseball Amateur Baseball Coach of the Year in 1995 and 1994
- National High School Athletic Coaches Association Nominee for Coach of the Year in 1997, 1995, 1994, 1993, 1989, 1988, and 1986
- Southern Nevada Coach of the Year in 1994, 1989, 1986, 1985, 1983, 1981, and 1978
- San Francisco Giants Area Code Coach in 1997, 1996, and 1995
- Golden Gator Award from Green Valley High School in 1998, 1997, 1996, 1995, 1994, and 1993
- United States Senate Certificate of Commendation
- State of Nevada Declaration of Accomplishment
- City of Henderson Certificate of Commendation

Players Drafted into Professional Baseball

- Greg Maddux (Four-Time Cy Young Award Winner) – Atlanta Braves
- Luke Anderson – Colorado Rockies
- Shaw Casey – Florida Marlins
- Steve Chitren – Oakland A's
- Nick Day – Pittsburgh Pirates
- Kevin Eberwein – San Diego Padres
- Mike Geer – Cleveland Indians
- Chad Hermansen (First Round Draft Choice) – Pittsburgh Pirates

Rodger J. Fairless

943 Armillaria St.
Henderson, NV 89011
(702) 566-1359
rfairless@cox.net

References

Jeff Horn
Principal
Green Valley High School
460 Arroyo Grande Blvd
Henderson, NV 89014
(702) 799-0950

Dave Bechtel
Principal
Basic High School
400 Palo Verde Dr.
Henderson, NV 89015
(702) 799-8000

Dr. Carrie Buck
Principal
Pinecrest Academy of Nevada
1360 S. Boulder Hwy
Henderson, NV 89015
(702) 749-3500

Matthew Durham
Attorney
Payne & Fears
7251 W. Lake Mead Blvd Suite 525
Las Vegas, NV 89128
(702) 851-1307

Judge David Gibson
Judge
838 Park Ln
Henderson, NV 89015
(702) 565-0085
(702) 275-6183

MARK KLEVEN

10107 Velvet Dusk LN
Las Vegas, NV 89144
(702) 738-3946
KLEV2@HOTMAIL.COM

Self-motivated, having the ability to manage multiple tasks independently. A team motivator, driven to act as a leader when needed to achieve goals. Excellent communication, interpersonal, and presentation skills.

PROFESSIONAL STRENGTHS

QUALIFICATIONS PROFESSIONAL CAREER ACCOMPLISHMENTS

Graduate Asst. University of Utah Baseball	1991-1994
Head Baseball Coach Brighton High School Salt Lake City	1995-1999
Asst. Baseball Coach Jordan High School Salt Lake City	2001-2003
Professional Baseball Player San Diego Padres Organization	1987-1989

EMPLOYMENT EXPERIENCE

- Aug.2005-Current *Keith Kleven Physical Therapy Sport Performance Specialist*
- Work side by side with physical therapist to develop treatment programs.
 - Rehabilitate patients by following physicians and therapist protocols.
 - Document all progress and record all treatment of patients
 - Meet and increase productivity and budget expectations
 - Inventory and supply requisition
 - Oversee Hydro-works Pool

EDUCATION

<i>University of Utah</i>	<i>B.S. Sociology</i>	<i>1990</i>
University of Utah	M.S. Sports Psychology	1994

*Request for Information from Prospective Charter school Board Members and Members of
Committee to For the Charter School (CFS)*

Governing a public charter school requires a commitment and responsibility. The governing board will be ultimately responsible for the sound education of all the children in the school and the use of public funds that the school receives. Your desire to serve on a charter school board or CFS indicates belief in and commitment to the quality public schools for all children.

One of the components of the charter school application is to provide the sponsor a sense of the board's capacity to govern. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

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.

True.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I was contacted by Rodger Fairless, my former high school baseball coach, who informed me about the school and the opportunity to serve as a member of the board.

3. Explain why you would like to serve on the board.

I believe the school will be of value to the community, and I believe my experience and professional training will be beneficial to the school.

4. Have you previously served on a board of a school district or a non-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.

No.

5. What is your understanding of the appropriate role of a public charter school board member?

A board member should use his/her best efforts to ensure the school is governed and operating in an efficient, ethical, and effective manner. The member should evaluate the performance of the school and its administrators to ensure they are performing their duties in a satisfactory manner.

6. What relevant knowledge and experience will you bring to the board?

I am an attorney, practicing in the areas of employment and business litigation. I am also a father of three school-aged children. My experience as an attorney will assist the school in addressing legal and employment related issues, and my experience as a father will help me relate to the students and parents attending the school.

7. Assuming the school is successful, what is your image of how the school will look toward the end of its first year? What will it be like after four years?

At the end of its first year, I expect the school to have a diverse student body with students who are engaged and administrators and staff who are excited for the school to expand. In four years, I expect the school to have expanded from only a middle school to a middle and high school, for the size of the student body to have expanded accordingly, and for the school to offer more courses and programs for the students.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The mission of the school will be to provide an innovative and in-depth secondary educational program that produces college-bound students through emphasis on sports-related majors and postsecondary preparation. The school's philosophy will be to provide Rigor, Relevance, and Relationships in the educational program.

9. Are you familiar with the school's proposed educational program? How would you describe it?

The educational program will integrate national Common Core Standards and sports-related themes into a core curriculum of math, language arts, science, and social studies. The school will prepare students for careers in sports medicine, business, marketing, health, and communications.

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 the school is successful?

A successful school is one that provides students an opportunity to achieve, both academically and in extracurricular activities. The most important step the board can take is to hire an effective principal and to establish a vision for the school. During the first year or two, the board will need to ensure that the vision of the school is impressed upon all who are hired to work at the school and the students who attend. If staff and students alike catch the vision of having a successful school that provides excellent educational programs through emphasis on sports-related majors, the school will be on a good course.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/Committee to Form members? If so, please indicate the name of the person and the relationship?

I know Rodger Fairless. He was my high school baseball coach.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.

No.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please describe the relationship and the nature of the potential business.

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 "NA.")

I know Ryan Reeves of Academica Nevada. We attended the same religious congregation for approximately one year.

15. If the school intends to partner with and EMO/CMO/ESP, do you or your spouse have direct or indirect ownership, employment, contractual, or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with and EMO/CMO/ESP, write "NA.")

No.

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, please describe the potential relationship.

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.

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 would raise the issue with the entire board, request an investigation be conducted, and in the event the self-dealing was found to have occurred, would work to remove the offending member(s) of the board.

Date 8/21/14


Matthew Durham

Jason Walker

*Request for Information from Prospective Charter school Board Members and Members of
Committee to For the Charter School (CFS)*

Governing a public charter school requires a commitment and responsibility. The governing board will be ultimately responsible for the sound education of all the children in the school and the use of public funds that the school receives. Your desire to serve on a charter school board or CFS indicates belief in and commitment to the quality public schools for all children.

One of the components of the charter school application is to provide the sponsor a sense of the board's capacity to govern. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

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 am over the age of 18.*
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? *I am friends with Matthew Durham, one of the other board members. Matthew stated that the Board was looking for a member with an accounting background. I have a Master's degree in accounting and I am a tax and estate attorney. I have also organized and advised other nonprofit organizations, such as private foundations.*
3. Explain why you would like to serve on the board. *I was excited to learn about this school and the opportunity that it may provide to students. I am currently on several other nonprofit boards and this one sounded different and I like that I may be able to contribute both my legal and accounting background to this organization.*
4. Have you previously served on a board of a school district or a non-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 have never served on the board of a school district, but I have been and am currently a board member for financial/professional organizations. I currently serve on the board of the Las Vegas Chapter of the Society for Financial Service Professionals (www.financialpro.org) and Gift Planning Advisors (www.gpa-nv.org).*
5. What is your understanding of the appropriate role of a public charter school board member? *My understanding of the role of a Board Member is to oversee and govern the charter school and help ensure that it operates within the charter that is granted and to help the school set and achieve goals, all with the end-goal of helping students learn and grow to their best potential. As the initial board member charged with overseeing finance, I understand that my role on the board will be to help manage the initial financing of the school, setting up an initial budget to include locating a*

premises, furnishing and equipping the school, and making sure tha the school has the appropriate budget to be able to hire and maintain top-quality educators for the students of the school.

6. What relevant knowledge and experience will you bring to the board? *My professional background as a tax and estate lawyer has allowed me to assist several clients with the formation of non-profit organizations ranging from private family foundations to private operating foundations with their own charitable purposes. My educational background (Master's of Accounting) combined with my legal background should help the board with financial decisions, setting an operating budget, and reviewing financial contracts.*
7. Assuming the school is successful, what is your image of how the school will look toward the end of its first year? What will it be like after four years? *I hope that the school is successful and that at the end of the first year we will be looking for additional teachers to offer additional courses and take in additional students with the goal of preparing for opening the "high-school." After four years my hope is that the school will have its first graduating class of senior high school students and a strong reputation in the community for providing a fun and challenging alternative to traditional middle and high school.*

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? *To prepare graduating students for college and after that, careers related to sports, such as sports medicine, media production, and sports marketing, entertainment, and sports management. The school will follow the well-respected philosophy of the three R's: Rigor, Relevance, and Relationships.*
9. Are you familiar with the school's proposed educational program? How would you describe it?
I am still learning more about the details of the educational program, but I understand that the sports theme will carry through as many facets of the experience as possible and even the curriculum may tie into sports when possible – for example, mathematics studies could use problems that relate to sports such as: determining the surface area of a baseball diamond; the circumference of a basketball; the speed of a race car; the angle of approach for a golf drive. I think for students that enjoy sports, this can help capture and keep their attention.
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 the school is successful? *I think we will measure success by the interest we can generate within the community which should translate to demand for students. Success will also be defined by whether we are improving students and we can compare student improvement to local standards. The first two years will be critical and we will need to generate community excitement and involvement.*

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/Committee to Form members? If so, please indicate the name of the person and the relationship? *I know Matthew Durham and his spouse. We attend the same church. Matthew and I also have a professional relationship and I have referred legal clients to Matthew's firm for litigation matters.*
12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship. *None.*
13. Do you or your spouse know anyone that plans to do business with the school? If so, please describe the relationship and the nature of the potential business. *I know Ryan Reeves and his wife because we attend the same church. Ryan works for Academica (EMO) and is helping the Board with our charter application.*
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. *Same answer as 13. I know Ryan Reeves and his wife because we attend the same church. Ryan works for Academica (EMO) and is helping the Board with our charter application.*
15. If the school intends to partner with and EMO/CMO/ESP, do you or your spouse have direct or indirect ownership, employment, contractual, or management interest in the EMO/CMO/ESP? *No ownership, employment, or other relationship to the EMO.* Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, please describe the potential relationship. *No.*
16. 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. *Not that I foresee. The only potential conflict, which would be very remote is that I have an estate planning client (Dr. Jonathan Hawk) that runs a charter school (Nevada State High School). In that I have never provided legal advice to him about the school and since I don't really do any litigation I don't foresee that my past estate planning representation of this client would conflict with my board membership.*
17. 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 (ie making arrangements involving the school that materially benefit the board member, his or her friends). *I would bring this up to a quorum of the board to discuss and find a solution to eliminate the conflict.*

Nicole Thompson

*Request for Information from Prospective Charter school Board Members and Members of
Committee to For the Charter School (CFS)*

Governing a public charter school requires a commitment and responsibility. The governing board will be ultimately responsible for the sound education of all the children in the school and the use of public funds that the school receives. Your desire to serve on a charter school board or CFS indicates belief in and commitment to the quality public schools for all children.

One of the components of the charter school application is to provide the sponsor a sense of the board's capacity to govern. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

I. Background

1. I, Nicole Thompson, affirm that I will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
2. I became aware of the proposed charter school and the opportunity to serve as an elected volunteer/member of its board from Mr. Daniel Triana, *the proposed SLAM NV Principal*, who is the leader of my school learning community.
3. I would like to serve on the board because I have a strong belief in and commitment to the quality of public schools for all school-aged citizens in this community.
4. I have never served as a member on a board of a school district or a non-profit corporation (including the board of a parochial or independent private school). However, as a vested leader in this community and in education I strongly believe that Charter schools are a viable option for education because they offer inclusion and choice for students and their families.
5. The appropriate role of a public charter school board member is to help build and support a highly functioning and sustainable organization via effective communication, planning, setting sound policy, modeling professionalism, overseeing finances, program evaluation, and building sustainable relationships with the community; amongst other key operational aspects.
6. I can use my experience and leadership as a consummated teacher to assist in evaluating effective instructional and management practices by ensuring that the school's standards (benchmarks of learning for which students are held accountable are academically focused, rigorous, comprehensive, clear, measurable, and call for students to learn material and demonstrate skills that grow increasingly more difficult as they progress through school.
7. By the end of the first year, there is high expectation for this charter school to possess all of the traits of a highly effective school. This will be reflected in the school's culture and climate. Those traits include a strong principal, superior teachers, hard-working students, committed parents, strong standards, research-based curriculum, rising achievement, a

focused academic mission, open communication, and safety for all students and staff. After four years, I expect a broader curriculum, expanded enrollment, and a network of communication channels that is student-centered and keeps information flowing back and forth between and among principal, teachers, students, parents, and community partners.

II. Educational Philosophy

8. The mission of SLAM is to provide an innovative and in-depth secondary educational program that produces college-bound and career-oriented graduates through emphasis on sports related majors and postsecondary preparation. The school believes it must provide Rigor, Relevance, and Relationships in the educational program to ensure success.
9. I am increasingly becoming familiar with the educational program of SLAM Charter School. We are trying to replicate our sister SLAM Charter School in Florida. Sports Leadership and Management (SLAM) is a public charter school in Miami, Florida for 6th through 12th grade students seeking careers in the Sports Leadership and Management industries. The goal of our governing board is to ensure that our school's mission is catered to and focused on learning for our diverse, unique student populations.
10. A highly functioning charter school board is committed to promoting the mission and vision of the school as these statements define the institution's goals and philosophy and are foundational to the school's culture and direction. The principal, teachers, students, and parents interact with each other to create the synergy that is a successful school. Thus, this board is committed to ensuring that the principal is empowered to lead and to ensure the school has all the resources needed to be successful. In addition, to establishing business partnerships to provide future internship opportunities for students.

III. Conflict of Interest Disclosure

11. I work with principal Daniel Triana as a professional and leader in the Clark County School District.
12. I have a pre-existing relationship with Principal Daniel Triana who has already been identified as a prospective school employee as I currently work under his leadership in the Clark County School District.
13. I do not personally know anyone that plans to do business with the school.
14. The school proposes to partner with an Educational Service Provider (ESP), Academica Nevada. I became acquainted with employees after being introduced by Principal Daniel Triana.
15. I do not have direct or indirect ownership, employment, contractual, or management interest in the ESP.
16. I anticipate conducting business with Academica Nevada as a Governing Body Member.
17. There are no political, ethical or legal conflicts of interest that I can foresee in the context of my service on the school's board.

When Mr. Triana is formally appointed by the Board of SLAM NV, I will contact the State's Ethics Committee and possibly abstain from votes regarding Mr. Triana appointment as Prinicpal. Should other issues arise, I will consult the State's Ethics Committee and the Conflict of Interest Policy the Board will adopt.

18. It is my personal belief that the board members should continue to strive for and do everything possible to maintain a relationship of trust between the board and the lead administrator. This is because no trust and no unity can lead to little or no organizational progress. As an active member of the SLAM governing board, I am obligated to report moral misconduct involving other members and/or school officials to higher authorities.

*Request for Information from Prospective Charter school Board Members and Members of
Committee to For the Charter School (CFS)*

Governing a public charter school requires a commitment and responsibility. The governing board will be ultimately responsible for the sound education of all the children in the school and the use of public funds that the school receives. Your desire to serve on a charter school board or CFS indicates belief in and commitment to the quality public schools for all children.

One of the components of the charter school application is to provide the sponsor a sense of the board's capacity to govern. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

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. Yes
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? Through a conversation with colleague, principal Daniel Triana
3. Explain why you would like to serve on the board. To share my leadership experience as principal when developing the magnet program at Rancho High School and to support the effort with establishing SLAM Charter School for students in the Las Vegas Valley.
4. Have you previously served on a board of a school district or a non-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 am a retired principal and have never been served on a board before.
5. What is your understanding of the appropriate role of a public charter school board member? To offer experience, oversight, and support to help govern the various needs of the charter school.
6. What relevant knowledge and experience will you bring to the board? I have 30 years experience as a teacher and administrator in the Clark County School District.
7. Assuming the school is successful, what is your image of how the school will look toward the end of its first year? The school will easily reach its enrollment goal because of the high interest programs it offers. The principal will be able to hire highly qualified teachers in every classroom

which are able to work cooperatively and collaboratively towards fulfilling the mission and vision of the school. What will it be like after four years? It should be a high achieving school 6-12th grade. Integral community partnerships for internship opportunities will be established for each program.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The mission of SLAM is to provide an innovative and in-depth secondary educational program that produces college-bound and career-oriented graduates through emphasis on sports related majors and postsecondary preparation. The school believes it must provide Rigor, Relevance, and Relationships in the educational program to ensure success.

9. Are you familiar with the school's proposed educational program? I am becoming familiar with the educational program of SLAM Charter School. How would you describe it? We are trying to replicate our sister SLAM Charter School in Florida. Sports Leadership and Management (SLAM) is a public charter school in Miami, Florida for 6th through 12th grade students seeking careers in the Sports Leadership and Management industries.

After being featured on The Today Show, Good Morning America, The Tonight Show, The Katie Couric Show, National Public Radio, ABC Nightline and others, the school quickly captured national attention. SLAM is currently working with sports franchises and educational leaders to bring its program to school districts throughout the country.

The Educational Model – SLAM integrates national Common Core Standards and sports-related themes into a core

curriculum of Mathematics, Language Arts, Science and Social Studies, SLAM prepares students for careers in Sports Medicine, Business, Marketing, Health, and Communications through elective coursework in the following career academies:

- Sports Medicine
- Digital Television & Sports Media Production
- Sports Marketing, Entertainment, & Management

SLAM provides students with unique access to career mentors, athletes as role models, and executive internships through educational partnerships with local and national sports franchises. By fostering these and other long-term relationships, students at SLAM benefit from real world learning experiences within all facets of the sports industry.

- 10.** What specific steps do you think the board will need to take in the first year or two to ensure the school is successful? To ensure the principal is empowered to lead and to ensure the school has all the resources needed to be successful. In addition, to establish business partnerships to provide future internship opportunities for students.

III. Conflict of Interest Disclosure

- 11.** Do you or your spouse know any of the other prospective Board/Committee to Form members? If so, please indicate the name of the person and the relationship? I know principal Daniel Triana from working together in a professional setting in the Clark County School District.
- 12.** Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? NO
If so, please indicate and describe the relationship.
- 13.** Do you or your spouse know anyone that plans to do business with the school? NO
If so, please describe the relationship and the nature of the potential business.

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? **NO**
If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with and EMO/CMO/ESP, write "NA.")
15. If the school intends to partner with and EMO/CMO/ESP, do you or your spouse have direct or indirect ownership, employment, contractual, or management interest in the EMO/CMO/ESP?
NO (If the school does not intend to partner with and EMO/CMO/ESP, write "NA.") **NA**
16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? **NO**
If so, please describe the potential relationship.
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? **NO** If so, explain. 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 (ie making arrangements involving the school that materially benefit the board member, his or her friends). It would be my obligation to bring it to the attention of higher officials.

Rodger Fairless

*Request for Information from Prospective Charter School Board Members and Members of
Committee to For the Charter School (CFS)*

Governing a public charter school requires a commitment and responsibility. The governing board will be ultimately responsible for the sound education of all the children in the school and the use of public funds that the school receives. Your desire to serve on a charter school board or CFS indicates belief in and commitment to the quality public schools for all children.

One of the components of the charter school application is to provide the sponsor a sense of the board's capacity to govern. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

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. Yes 11/28/51
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? *My wife*, Renee Fairless is the Principal of Mater Academy and after she visited the Mater schools in Florida. She came home and was really excited about the SLAM School. I thought that SLAM would be a great fit for Nevada.
3. Explain why you would like to serve on the board.
I have always been interested in all phases of sports management and athletics. I coached for numerous years and liked to see my players find opportunities in the sports field, both athletically and professionally. With engaging curriculum and academies, I think this could be motivator to keep gets in school and graduate.
4. Have you previously served on a board of a school district or a non-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.
NO
5. What is your understanding of the appropriate role of a public charter school board member? I have quite a bit of understanding of the role of a public school and the charter school world
6. What relevant knowledge and experience will you bring to the board?
I am a parent of four children who were involved in athletics, and I have mentored numerous players in the sports profession. My son is extremely involved in athletics as a 7th graders, my experience has lead me to believe that with the right high school he will be college and career ready. He has a love all aspects of spots, and I believe as school that has a curriculum like SLAM will keep him engaged and motivated to graduate. I coached players who are now accountants, physical therapists, athletic trainers, scouts, sports broadcasting, etc. I have coached and managed many sports teams on the high school and collegiate level.
7. Assuming the school is successful, what is your image of how the school will look toward the end of its first year? What will it be like after four years?

I am familiar with SLAM in Miami and I hope to see us be as successful as they were in their first year. Four years from now I would like to see an established high school preparing students for college and the world of work in and out of the sports profession.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?
To prepare students for the next level, college or work, and to add the expertise of all aspects of sports field.
9. Are you familiar with the school's proposed educational program? How would you describe it?
Yes. I've looked very closely at the model of the school. There will be 3 academies for students to choose from, and in addition sports will be thematically integrated into the curriculum.
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 the school is successful?
The school will need to develop outside partnerships and resources for: guest-speakers, internships, out of school experiences that will enhance the academic programming.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/Committee to Form members?
If so, please indicate the name of the person and the relationship?
Yes as a retired CCSD employee, Ernie both who were or are CCSD employees.
12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship. No at this point it is at the Committee to form stage.
Yes as a retired CCSD employee, I know Dan Triana the perspective principal. We were coaches at the same time.
13. Do you or your spouse know anyone that plans to do business with the school? If so, please describe the relationship and the nature of the potential business.
I do not know anyone.
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 "NA.")
Yes, my wife, **Renee Fairless**, is the principal at Mater Academy which is managed by Academica.
15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have direct or indirect ownership, employment, contractual, or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an EMO/CMO/ESP, write "NA.")
No
16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, please describe the potential relationship.
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. No. **Although my wife is the Principal of Mater Academy, it does not conflict with my membership on the CTF/Board of SLAM NV. Even if the schools both have the same EMO, the Boards are separate and will have no cross over.**

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 (ie making arrangements involving the school that materially benefit the board member, his or her friends).

I would report information to the Board.

Mark Kleven

*Request for Information from Prospective Charter school Board Members and Members of
Committee to For the Charter School (CFS)*

Governing a public charter school requires a commitment and responsibility. The governing board will be ultimately responsible for the sound education of all the children in the school and the use of public funds that the school receives. Your desire to serve on a charter school board or CFS indicates belief in and commitment to the quality public schools for all children.

One of the components of the charter school application is to provide the sponsor a sense of the board's capacity to govern. With that purpose in mind, each prospective board and CFS member should respond to this request for information.

1. I affirm that I am at least 18 years old.
2. I heard about it from Roger Fairless.
3. I would like to serve on the board because I believe in the schools approach to learning in a specialized way.
4. I have not previously served on a board.
5. To aide and assist in the overall functions of the school.
6. I have worked with and coached kids for twenty years. I have a passion for wanting to help kids realize their potential and how to achieve their goals.
7. I strive for perfection and I choose to be in a positive atmosphere, I would envision the school moving that direction as well.
8. My understanding of the schools mission is to provide an in depth educational program with an emphasis on their specialized programs.
9. I would describe the education program as a combination of common core standards as well as the sports leadership and management programs.
10. Success of the school relies on its ability to have the necessary resources needed to be successful.
11. Yes, Mr. & Mrs. Fairless
12. No
13. No
14. N/A
15. N/A
16. N/A
17. NO
18. I would bring it to the board's attention and research and gather as much information as possible and then engage in a meeting to clarify and assess the situation.

**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
)
County of Clark) ss.
)

COMES NOW MATTHEW DURHAM, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 1413 FOOTHILLS MILLS ST., HENDERSON,
NV 89012
2. I intend to serve on the governing body of SLAM, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

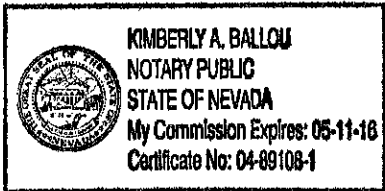
DATED this 7 day of AUGUST, 2014.

Signature: *Matthew Durham*

SUBSCRIBED and sworn to before me by: Matthew Durham

this 7th day of August, 2014.

Kimberly A. Ballou, Notary Public



**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
County of Clark) ss.
)

COMES NOW Jason C. Walker, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 1269 Vietti St., Henderson, NV 89012
2. I intend to serve on the governing body of SLAM of Nevada, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

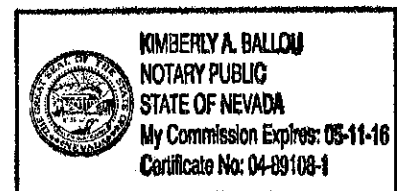
DATED this 7 day of August, 2014.

Signature: Jason C. Walker

SUBSCRIBED and sworn to before me by: Jason C. Walker

this 7th day of August, 2014.

Kimberly A. Ballou, Notary Public



**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of Clark)

COMES NOW Nicole Thompson, being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 10460 Tuscany Rose Court, Las Vegas, NV 89129
2. I intend to serve on the governing body of SLAM of Nevada a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

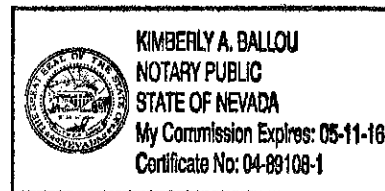
DATED this 7 day of August, 2014.

Signature: Nicole Thompson

SUBSCRIBED and sworn to before me by: Nicole Thompson

this 7th day of August, 2014.

Kimberly A. Ballou, Notary Public



**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

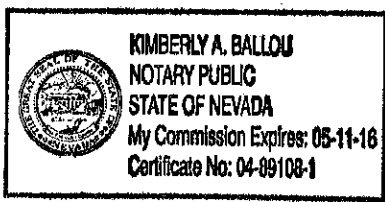
STATE OF NEVADA)
County of CLARK) ss.

COMES NOW CHARLES E. JAUREGUI being first duly sworn, duly states under penalty of perjury as follows:

1. I am currently residing at 10640 GILLESPIE SP.
LAS VEGAS, LAS VEGAS NEVADA, 89103
2. I intend to serve on the governing body of SLAM, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 14 day of AUGUST 2014
Signature: [Handwritten Signature]

SUBSCRIBED and sworn to before me by: Charles E. Jauregui
this 14th day of August, 2014.
Kimberly A. Ballou, Notary Public



**AFFIDAVIT FOR SERVICE
AS A MEMBER OF THE GOVERNING BODY
OF A CHARTER SCHOOL**

STATE OF NEVADA)
) ss.
County of Clark)

COMES NOW Rodger Fairless being first duly sworn, duly states under penalty of perjury as follows:

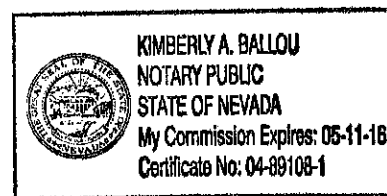
1. I am currently residing at 947 Hamilton St
2. I intend to serve on the governing body of SLMS, a public charter school in Nevada.
3. For this purpose, I swear, under penalty of perjury, that I have never been convicted of a felony, or any offense of moral turpitude.
4. There are not any such charges pending to the best of my knowledge.
5. I acknowledge that a conviction of a felony or any offense of moral turpitude at any time in the future shall cause me to become ineligible to continue to serve as a member of the governing body of a charter school in Nevada and obliges me to resign.
6. I understand that my personal contact information, including telephone number, e-mail address, and postal mailing address, may be provided to members of the public, and that I may be contacted at my residence as well as through the charter school's office.
7. I have read and understand the attached three page "Matters of Concern to Nevada Charter School Governing Body Members, Revised July 26, 2007."

DATED this 7th day of Aug, 2014.

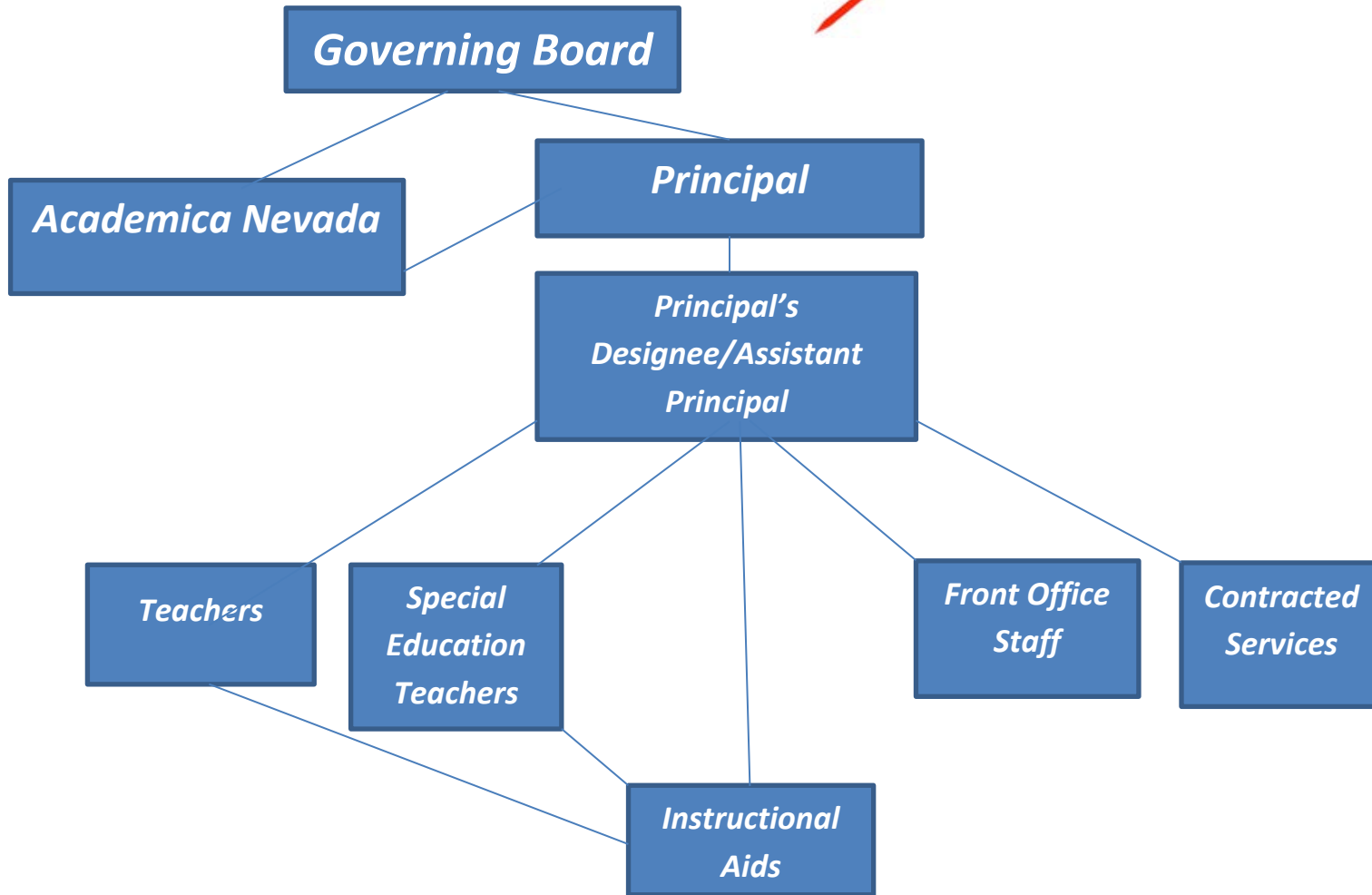
Signature: Rodger Fairless

SUBSCRIBED and sworn to before me by: Rodger Fairless

this 7th day of August, 2014.
Kimberly A. Ballou, Notary Public



SLAM!



As long as the school's enrollment is less than it can accommodate (as determined by NAC 386.353), the school shall enroll pupil in the order in which applications are received. If 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.

SLAM NV will adopt the following lottery preferences (NRS 386.580):

- A child of a person who is: employed by the school; or a member of the committee to form the school or the governing body.
- Sibling of a pupil who is currently enrolled in the school;

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 in B.3.8 of the application, we will not limit enrollment to a certain number of pupils or ratio of teachers to pupils, pursuant to NAC 386.353.

For the situations identified below, only, our school will establish and advertise *pre-enrollment* window from February 1 to February 15 during which it will accept applications. The pre-enrollment process identifies pupils who are assured enrollment beginning 120 days before the date on which the charter school will open; approaching our first year of operation; when adding a new grade; and or annual enrollment in our school's lowest grade.

We will announce and advertise these opening and closing dates of the pre-enrollment window to the community in which we plan to operate.

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.

Attachment 31
Attachment B.3.7
Lottery Description

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.
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.

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.

MILEIDY SANCHEZ

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(305) 970-2659 ♦ miamiliysanchez@yahoo.com

PROFESSIONAL EXPERIENCE

Academica Corporation, Miami, Florida

06/06 –Present

Director of Community Relations

- Cooperating with local business partners and communities to promote awareness and involvement in creating successful public educational programs for over 100 charter schools
- Working in staff capacity with principals and personnel in schools supervising all aspects of charter school management and community relations including student activities and fundraising.
- Developing trainings, workshops, and meetings for school staff members to oversee fundraising and implementing community programs.
- Assisting in the development of strategies to increase charter school awareness and promote community involvement.
- Writer of federal, state, and private grants for program development to numerous charter schools

International Studies Charter High School (May 06 – August 06)

Interim Principal

- Lead Staff in the relocation of International Charter High School to a new facility in Florida
- Purchased equipment and classroom furniture and instructional materials
- Secured contracts for transportation and food vendors
- Conducted marketing campaign for school opening
- Implemented student registration and scheduling procedures
- Assisted in the recruitment and hiring of new principal and instructional staff
- Conducted staff trainings and parent meetings for opening of schools procedures

Mater Academy Charter Schools, Hialeah Gardens, FL

05/03 – 06/06

Director of Student Activities (middle and high school)

- Coordinated and supervised educational and extra-curricular events for over 2,400 middle and high school students
- Served as liaison between the schools and community partners
- Assisted high school students in implementing service projects to benefit the local community
- Organized parent orientations, seminars, award ceremonies, formal events, and public presentations for audiences of over 1,000
- Managed and maintained accounts of a combined \$104K budget
- Trained over 40 organizational sponsors and supervising the programs
- Administered fieldtrip and fundraising procedures for over 40 school organizations
- Maintained business relationships and planned fundraisers with community partners to benefit student services
- Worked with the board of directors to secure contracts and approve facility rentals for outside vendors
- Active member of ESSAC and Curriculum Council Committees
- Teacher - English IV - Advanced Placement Program and Senior Class Sponsor

Miami-Dade County Public Schools, Miami, FL 1997 - 2002

Director of Student Activities (Feb/2001- Sept/2002)

- Coordinated instructional and community events for over 2,000 students at Miami Beach Senior High School
- Administered school-wide fieldtrip and fundraising procedures
- Awarded United Way Campaign Achievement 116% of goal (2002)

English Literature Speech Teacher (June 1997- Feb 2001)

- Taught English Literature, Speech/Debate I, and Testing Skills to secondary level students
- Developed reading curriculum for the Florida Comprehensive Assessment Test and trained staff members in implementation
- Sponsor - Forensics Program
- Assistant Coach - Varsity Softball Team

Parent Outreach Program Facilitator (evenings)

- Worked with M-DCPS Bilingual Department to conduct educational seminars for immigrant parents throughout schools in Dade County
- Allocated community resources for low-income families with limited English proficiency
- Consultant in the development and editing of the 1999-2000 *English Through ESOL* Curriculum Based Competencies for Dade County Public Schools

EDUCATION

St. Thomas University, Miami, FL 1993 - 1996

B. A., English (Cum Laude)

- Minor in Communications
- Florida Certification in Secondary Education
- Recipient of Academic Achievement Scholarship (1993 -1996)
- Dean's List (1993 - 1996)

REFERENCES

Judith C. Marty
Principal - Mater Academy Charter Middle and High School
7901 NW 103 Street,
Hialeah Gardens, FL
305 796 -7839

Charles Gibson, Esq.
Governing Board Chair - Theodore R. and Thelma A. Gibson Charter School
4000 Ponce de Leon Blvd, Suite 470
Coral Gables, Florida
305 -776 - 8315

Robert Howell, Esq.
Charter Schools Financial Consultant -- CEO of Bella Via LLC
1959 North Bella Vista Drive
Farmington, Utah
1- 801 - 721- 7850

Alejandro Tamargo
Principal – Sports And Leadership and Management (SLAM) Academy

Mr. Alejandro Tamargo has served in the field of education for over 16 years. Throughout his tenure, Mr. Tamargo worked as a sixth grade classroom teacher, a high school English teacher, a baseball coach, and a charter school principal.

Mr. Tamargo began his teaching career in 1997, shortly after earning a Bachelor Degree in English Literature and a Minor in Secondary Education from the University of Miami University. A year later, he pursued graduate studies and earned his Master's Degree in Educational Leadership in 2001. In 2005, he was selected to be the principal of Academy of Arts and Minds, a charter high school in downtown Miami. Mr. Tamargo opened the school with 70 students its first year and rapidly grew it to 375 students. Under his direction, the school also increased in academic rigor and financial stability within its first three years of operation.

In 2009, Mr. Tamargo accepted a position as Principal of Mater Academy East Charter Middle-High School. He opened the new facility in Little Havana, a poverty-stricken urban community. The school's population has steadily grown by 100 students each year and it's expected to reach capacity in 2013-14 with a current waiting list of 500 students. Under Mr. Tamargo's leadership, Mater Academy East moved from a "C" to an "A" rating under Florida's School Accountability Grading System. The school has raised the bar academically by offering Advanced Placement and Dual enrollment courses for students who lacked access to these options in neighboring schools. As a result, this Title I school graduated 88% of "At Risk" students in 2012, despite serving a population (79% Minority and 90% economically disadvantaged) statistically expected to underperform. The school was the National Silver Medalist for College Readiness by *News Week and World Report* and was also the first charter school in the nation to be acclaimed an Academy of Finance from the National Academy Foundation. Currently, 97% of Mater graduates are attending a college or university, while Mater's academic programs continue to provide students an opportunity for success at a collegiate level.

Over the past four years, Mr. Tamargo has been instrumental in the planning, inception, and implementation of Mater's sister school, Sports Leadership and Management Academy (SLAM) Academy. This middle high career academy, opening in 2013-14 in a new state-of-the-art facility, will provide even more opportunities for at risk students from the nearby low-income urban neighborhoods in Downtown Miami. As the principal of SLAM, through his experience, passion and commitment, Mr. Tamargo will continue the work of decreasing the achievement gap for minority and disadvantaged students in his community.

REBECCA FITZGERALD

✉ 2916 Channel Bay Drive, Las Vegas, NV
☎ 702.538.1646 • 📧 Becca.fitzgerald@academicanv.com

PROFILES

Solutions-focused, self-motivated professional with a comprehensive background in secondary education and public policy. Proven success developing and implementing curriculum designed to break down barriers amongst students and between students and their communities. Calm demeanor in the face of difficulties; ability to manage multiple projects simultaneously. Highly versatile; quickly masters new roles, responsibilities and technologies. Reputation for integrity, dedication and work ethic.

CORE COMPETENCIES

Educational Program Design • Strategic Planning • Written Collateral Development • Public Policy
Process Improvement • Research & Analysis • Project Management
Relationship Building • Creative Problem Solving • Attention to Detail

PROFESSIONAL EXPERIENCE

Academica Nevada - Las Vegas, NV (2013-Present)

Policy Director

Academica Nevada is an Educational Management Organization. Research, analyze, develop, and write policies. Advise schools and boards in the creation of policy. Strategically plan student recruitment. Manage complex projects such as grants, charter applications, etc.

Peer Leadership Institute, Boston Public Health Commission. - Boston, MA (2011-Present)

Program Manager

The Peer Leadership Institute in the Youth Development and Health Promotions Division at the Boston Public Health Commission is a unique peer education program where the students get to learn, educate others, and earn a stipend. The teens are trained in Sexual Health, Substance Abuse Prevention, and Fitness/Nutrition and then educate their peers through workshops.

Achievement Highlights:

- Design program, including schedule, curriculum, materials management, and program implementation and oversight.
 - Resulted in increase in peer lead workshops totaling 68 peer lead and 12 community partners.
- Provide guidance for full-time staff of up to 4 employees and 30 teens.
- Case management, including identification of goals and objectives for staff, professional development, and creation of progressive discipline plans.
- Display dynamic communication skills while managing day to day operations, human resources, and materials acquisition.
- Responsible for payroll and resource management to ensure maximum efficiency.

Odyssey Charter Schools - Las Vegas, NV (2007-2011)

Principles of Leadership Teacher - Grades 9-12

US History - Grade 11

Odyssey is a charter school based on a distance education hybrid model where students complete a portion of their coursework online and the remainder of the program is administered in the classroom. Developed and maintained an environment conducive to learning, identified and assessed students' educational needs, and provided differentiated instruction according to the student's learning style. Created and implemented web-based instruction and assessments. Managed 200 students per year.

PROFESSIONAL EXPERIENCE - *Continued*

Achievement Highlights:

- Created the Principles of Leadership curriculum in order to develop students' skills in problem solving, teamwork, public speaking, and interpersonal communication.
- Incorporated activities designed to break down social barriers between students and promote respect and acceptance of each other's differences.
- Identified and mentored at risk students; provided guidance for emotional, social, and academic support.
- Provided training for instructional aides in order to improve the classroom environment for our students.

Programs created to engage and empower students:

Student Council Advisor (2009- 2010)

- Recruited more than 20 student participants.
- Guided student meetings and coordinated school-wide activities such as movie nights, hallway decorating, etc.

Student Orientation Director (2008- 2008)

Odyssey conducted a school wide restructuring in order to improve the school's Adequate Yearly Progress and increase students' attendance rate. As part of the restructuring plan, recommended a Student Orientation Program.

- Designed and developed the Student Orientation structure and program curriculum.
- Managed the week-long Student Orientation for more than 500 students to improve school readiness.
- Created and proposed budget.

Western High School, Clark County School District - Las Vegas, NV (2004-2005)

United States Government Teacher - Grade 12

Western High School is a traditional inter-city school, serving an at risk student population. It is one of the oldest schools in Las Vegas. Designed and implemented curriculum in accordance to Nevada State Standards and Clark County School District Curriculum Benchmarks in Government. Designed and implemented assessments for student progress. Managed 180 students.

Achievement Highlights:

- Used innovative teaching strategies to prepare students for rigorous US Government Advanced Placement Test (simulations, group work, and other validated effective teaching practices).
- Facilitated classroom dialogue about relevant current events and policy issues in order further engage the students.
- Acted as Student Council Advisor supervising and managing 25 student leaders.
- Organized over a dozen events to raise school spirit, recognize teachers, and serve the community.

EDUCATION

Master in Public Policy - University of Chicago - McCormick Tribute Leadership Fellow and Student Ombudsman Elect

Bachelor of Science in Secondary Education in Political Science - University of Nevada at Reno

Clayton Howell
11000 S. Eastern Ave.
Henderson, NV 89052
801-725-6118
clayton.howell@academicnv.com

Education

University of Utah 2014
Bachelor of Arts, Economics

Career History & Accomplishments

Academica Nevada 2012-Present
Project Manager and Director of Growth and Development

- Provide support to public charter schools Board of Directors in pursuit of facility improvements.
- Conduct and comply with public bidding laws for charter school facility improvements.
- Provide support in the creation and application process of multiple public charter schools.
- Develop and implement public charter school budgets.

APEX/Vivint 2009-2011
Sales Representative

- Worked as a door to door sales representative, requiring strong sales and marketing skills in order to provide greater home security to the general public.
- Processed all documents required for the installation of residential alarm systems and scheduled appointments.

America First Credit Union 2008
Bank Teller

- Worked directly with Credit Union members on a daily basis to complete banking transactions and solve Credit Union members concerns.
 - Provided customer service to a vast array of people.
-

1959 N. Bella Vista Drive, Farmington, UT 84025 (801) 721-7850 bhowell54@yahoo.com

- Experience**
- Academica Nevada, LLC. – CEO.
June 2009 – present, Las Vegas, NV
Established an EMO to help charter schools in Nevada.
Engaged by Somerset Academy of Las Vegas and helped them establish their campuses.
- BellaVia LLC. – CEO
April 2007 – present, Farmington, UT
Help interested groups set up and get charter schools started.
Help provide financing and development of charter school facilities nationally.
Helped groups set up charters in Texas, Florida, and California.
Involved in over \$150vmm of charter school financing and development.
- Zions First National Bank, VP/Manager of Public Financial Services
June 1997 – April 2007, Salt Lake City, UT
Managed 8 investment bankers
Marketed and generated nationally tax exempt purchases for the bank’s portfolio.
Generated more than \$1.0 billion.
First bank group to originate and lend to charter schools.
Developed charter school credit criteria and models that are still used by banks today.
Originated more than \$150mm of charter school financings.
- JPMorgan Chase, SVP and Manager of Public Finance Group
January 1985 – January 1997, Houston, TX
Managed 6 investment bankers.
Originated bond deals in Texas and the Southeast for public entities.
Originated more than \$3.0 billion.
- Education**
- American Graduate School of International Studies
1978 – 1981, Phoenix, AZ
Masters of Business Administration
- California Western School of Law
1978 – 1981, San Diego, CA
Juris Doctorate
- Weber State University
1972 – 1978, Ogden, UT
Bachelor of Arts – History
Cum Laude
- Activities & Affiliations**
- Speak Spanish
Member of Utah Bar

RYAN J. REEVES

1370 Calle Calma • Henderson, Nevada 89012
Phone: (702) 715-5916 • E-Mail: reevesunlvlaw@gmail.com

BAR MEMBERSHIPS

Admitted to Nevada State Bar, April 2009.
Admitted to Virginia State Bar, December, 2010

EDUCATION

University of Nevada, Las Vegas – William S. Boyd School of Law

Juris Doctorate, December 2008
CALI Awards for Academic Excellence- Mediation, Criminal Evidence

Roanoke College

Bachelor of Business Administration, May 2001
Dean's List-Fall 1999, Spring 2000
Academic Honorable Mention-Fall 1998, Spring 1999, Fall 2000

PROFESSIONAL EXPERIENCE

Academica Nevada, Las Vegas NV

Chief Operations Officer, February, 2011 – Present
Provide services and direction to public Charter Schools to assist in every aspect of establishment and operation of the school. Provided assistance through the application process, student recruitment, coordination of Board Meetings, liaison to the State Board of Education Committee on Charter Schools, and assured compliance with all applicable State laws governing administration, operations and reporting.

The Law Firm of Prince & Keating, Las Vegas, NV

Associate Attorney, April 2009 – February 2011
Practice focused on civil litigation in areas of insurance coverage, insurance bad faith defense, tort liability, contract disputes, medical malpractice, legal malpractice and business disputes.
Law Clerk, January 2008 - April 2009
Drafted pleadings, discovery, and legal briefs filed in state and federal courts.

Progressive Insurance Company, Roanoke, VA and Las Vegas, NV

Claims Specialist, Litigation, October 2006 - December 2007
Developed and implemented litigation strategies for complex files.
Team Leader, April 2005 - October 2006
Duties included resolving disputes with customers, body shops, and attorney offices. Responsible for granting settlement authority for resolution of both property damage and injury claims.
Claims Representative, December 2002 - April 2005
Responsible for all aspects of the claims handling process including resolving coverage issues, investigating liability, estimating property damages and negotiating injury settlements. Prepared written responses used in binding inter-company arbitration hearings in cases of disputed liability.

Zeus Juice, Inc., Salem, VA

Owner/Manager, February 2001 - November 2002
Created business, including developing business plan, designing store theme, and managing daily operations for two store locations.

Law Firm of Glenn, Feldman, Darby & Goodlatte, Roanoke, VA

Office Assistant/Courier, August 1998 - February 1999

AWARDS, ACTIVITIES AND AFFILIATIONS

Served a two-year church mission in Chihuahua, Mexico, July 1996 - July 1998 (Fluent in Spanish)
Salem High School athlete of the year, 1995
Coach of numerous youth soccer and basketball teams for Henderson United Youth Soccer Association, City of Henderson Recreation Department and Somerset Academy of Las Vegas

CORINNE L. WURM

Nevada Bar No. 12141
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Cellular: 702-767-6928 • E-Mail: corinne.wurm@academicanv.com

LEGAL EXPERIENCE

Academica Nevada

May 2014 – Present

Director of Legal Operations

- Serve as legal counsel for charter school management company through preparing and reviewing contracts (employment, vendor, etc.); reviewing and assisting with school policies and procedures and ensuring state and federal laws are complied with by charter schools and school board of directors.

Throne & Hauser

October 2013 – April 2014

Attorney

- Family Law: Serve as counsel and represent clients in court in all family law proceedings including divorce, annulment, custody, paternity, adoption, termination of parental rights, guardianships, temporary protective orders, child support and all other domestic issues. Represent clients in depositions and trials.
- Criminal Law: Represent clients in misdemeanor matters including domestic violence, temporary protective orders and driving under the influence and traffic tickets.

Rosenblum Law Offices

April 2012 – July 2013

Attorney

- Family Law: Serve as counsel and represent clients in court in all family law proceedings including divorce, annulment, custody, paternity, adoption, termination of parental rights, guardianships, temporary protective orders, child support and all other domestic issues. Successfully represented clients in over two-dozen solo trials.
- Criminal Law: Serve as Public Defender for Nye County Public Defender's Office in misdemeanor and felony cases through all court appearances including arraignments, preliminary hearings, sentencing; writing and filing motions; in-custody and out of custody-client meetings.

Brady, Vorwerck, Ryder & Caspino

October 2011 - February 2012

Attorney

- Casualty Defense: Represent insurance carriers by drafting motions, creating and responding to discovery requests, communicating with clients, participating in depositions, and attending mediations.
- Construction Defect Defense: Represent insurance carriers by analyzing defect claims, attending and participating in expert depositions, and drafting motions, internal documents and case reports.

The Law Office of Thomas M. Fronczek

March 2011 – September 2011

Associate Attorney

- Criminal Law: Serve as counsel in misdemeanor and felony cases through court appearances, drafting motions, in-custody and out of custody client meetings.
- Family Law: Represent clients in family law matters including contested divorce proceedings and child support matters.

Thomas & Mack Legal Clinic / Child Welfare and Educational Clinic

Fall 2007 – Summer 2008

Student Attorney

- Serve as counsel for a minor in termination of parental rights trial and other associated hearings.
- Draft and file orders and motions and attend child and family team meetings.

ADDITIONAL PROFESSIONAL EXPERIENCE

University of Nevada, Las Vegas

September 2003 – March 2011

Administrative Assistant I – Performing Arts Center

- Process employee documents, maintain files (paper records and electronic), produce mass mailings, process forms and contracts, order supplies, provide customer service, and manage and archive over 30 years of performance material.

- Contribute to programs by editing and writing information, including welcome letter and performer biographies.
- Create a new filing system and reorganize material storage for better efficiency.

Community College of Southern Nevada

July 1999 – September 2003

Administrative Aid – Disability Resource Center

- Act as student advocate with professors and other college employees.
- Meet with and evaluate documentation of disabled students to determine appropriate accommodations.
- Process payroll, maintain files and records, create and maintain Microsoft ACCESS database.
- Outstanding Classified Employee of the Month (July 2002).
- Attend workshops and conferences including: A Basic Approach to Courtroom Interpreting (March 2000), Interpreting for the Deaf Workshop (July 2000), and Women’s Summit: Nevada Women United (April 2002 – Carson City).

EDUCATION

William S. Boyd School of Law, University of Nevada, Las Vegas

Juris Doctorate, May 2009

Honors: Dean’s List (2007)

Activities: Community Service Family Law/Divorce Class – Instructor (2006)
Organization of Part Time & Non-Traditional Law Students, Secretary & 4L Rep (2008 -2009)
American Bar Association, Student Member (2005-2009)
William S. Boyd School of Law, Peer Partner (2006-2009)
Graduate & Professional Student Association, Law School Rep (Summer 2006 - Fall 2007)
Mock Trial in Trial Advocacy, Participant (Fall 2007)

University of Nevada, Las Vegas

Bachelor of Liberal Arts – Social Sciences, May 2005

Community College of Southern Nevada

Associates of Applied Science – Deaf Studies, May 2001

LANGUAGE AND COMPUTER SKILLS

- Conversational in American Sign Language
- Proficient in ProLaw, Westlaw, NexisLexis, Microsoft Office, and WordPerfect on PC and Mac computers

Daniel Triana

(702) 378-0117, DTT232@interact.ccsd.net

Objective

My objective is to provide quality leadership as Principal in any secondary school in the Clark County School District.

Education

1992-1997	California State University Fullerton/UNLV BS Education
2001-2002	University of Phoenix Med Administration and Supervision

Professional Experiences

Four Years	Cortney Middle School	ELL Specialist
Two Years	Rancho High School	Dean of Students
Three Years	Desert Pines High School	Assistant Principal
	Las Vegas High School	Assistant Principal
Six Years	South Continuation Jr. / Sr. High School (7-12)	Principal
	Summit View Jr. / Sr. High School (7-12)	Principal
	Jeffrey Behavior Jr. / Sr. High School (6-12)	Principal

References

Dr. Edward Goldman	Associate Superintendent	EMR	(702) 799-0210
Brad Waldron	Associate Superintendent	ESD	(702) 376-3886 cell.
Dr. Patrice Johnson	Superintendent	Jordan UT	(702) 460-7175 cell.

Administrative/Leadership Experiences

Student Achievement

- Committee Member of the 21st Century Course of Study (District-wide)
- Selected to be member of State Restructuring Team (ESD)
- NW Accreditation Team Leader over Instruction (LVHS)
- Developed the School Improvement Plan (6 years as school principal)
- Provided leadership, supervision, and evaluation of the instructional program for two schools
- Lead School Improvement Team with the development of the School Improvement Plan
- Facilitated training of staff with regard to the most effective teaching practices
- Analyzed and interpreted school-level data to address the School Improvement Plan
- Analyzed grade distributions to create effective interventions for improvement
- Secured funding to start after school tutoring for English Language Learners
- Created a graduation rate improvement plan to address the needs of credit deficient and non-proficient seniors
- Lead with the development, ongoing improvement, and implementation of the District and school curricular program
- Assisted with the implementation of Common Core Standards

- Analyzed data to identify achievement barriers and formulate strategies to increase achievement of all subgroups
- Created short-term and long-term educational and career goals for each student enrolled
- Engaged teachers in self-analysis by developing individual growth plans based upon achievement data
- Ensured 100% of ELL students participated in the LAS Links test
- Implemented weekly, monthly, and quarterly attendance incentives to improve the attendance rate and the dropout rate.
- Provided effective staff development that aligns with the school improvement plan
- Analyzed proficiency pass rate scores to determine progress, observe trends, identify staff development needs, and present findings to staff

School Climate

- Hired, supervised, and evaluated teachers, counselors, support staff, and coaches
- Secured significant funding to enhance and establish school programs (Leadership, Business, Horticulture, and Alternative Energy)
- Coordinated and planned campus events including: graduation, dances, NIAA regional tournaments, school dances, spirit weeks, blood drives, make-a-wish drives, assemblies, field trips, teacher recognition, student recognition, and community service events
- Celebrated highlights and accomplishments throughout the school year
- Coordinated motivational presentations monthly in collaboration with PAYBAC, Youth Build, Labor Union Officials, Clark County Probation Department, CCSD Police, and Air Force/Army representatives to promote student achievement and encourage good social skills.

Operations and Management

- Over the entire budget and banking of South Continuation, Summit View, Desert Pines HS, and Las Vegas HS
- Planned and developed the school's budget with input from staff, allocate and adjust fiscal and material resources, assure timely completion of reports, and record maintenance for all school programs
- Coordinated with department chairs with regards to textbook and technological inventories and needs in order to appropriate funding
- Coordinated with head coaches with regards to uniform and equipment inventories and needs in order to appropriate funding
- Coordinated campus security to ensure a safe environment
- Coordinated and monitored the cleanliness and safety of the campus
- Established and maintained the master calendar scheduling, including: facility use, school events, and games
- Scheduled transportation for athletic events, activities, and field trips
- Monitored and determined students' athletic eligibility
- Monitored athletic eligibility and established and maintained NIAA rosters
- Created and implemented a Crisis Response Plan

Attachment 33
Attachment B.3.1.1
Existing Schools Information Template

SCHOOL NAMES	Somerset Academy of Las Vegas	Pinecrest Academy of Nevada	Doral Academy of Nevada	Mater Academy of Nevada
Year Opened	2011	2012	2013	2014
City	Las Vegas	Henderson	Las Vegas	Las Vegas
State	NV	NV	NV	NV
Grades Served	ELEM / MS & HS	K-8	K-8	ELEM / MS
Total Enrollment	2218 / 730	752	885	TBD
% African American	7.5% / 8.8%	4.52%	4.52%	TBD
% Hispanic	15.3% / 17.9%	8.36%	11.97%	TBD
% White	67.3% / 66.3%	78.98%	65.56%	TBD
% Other Race/ Ethnicity	9.9% / 7%	8.14%	17.95%	TBD
% FRPL	15.5% / 14.4%	13.56%	6.52%	TBD
% SPED	6.3% / 8.5%	7.68%	0.05%	TBD
% ELL	3.6% / 4.5%	3.28%	0.00%	TBD
Contact Name	Cody Noble	Candace Friedman	Joani Williams	Sheila Moulton
Contact Title	Board Chair	Board Chair	Board Chair	Board Chair
Contact Email	cnoble@mcdonaldcarano.com	friedbc@aol.com	jzwilliams@cox.net	moultfam@gmail.com
Contact Phone		702-277-9700	702-321-2361	702-743-4352
Authorizing Organization	State Public Charter School Authority	State Public Charter School Authority	State Public Charter School Authority	State Public Charter School Authority
Contact Name	Patrick Gavin	Patrick Gavin	Patrick Gavin	Patrick Gavin
Contact Title	Director	Director	Director	Director
Contact Email	pgavin@spsca.nv.gov	pgavin@spsca.nv.gov	pgavin@spsca.nv.gov	pgavin@spsca.nv.gov
Contact Phone	775-687-9160	775-687-9160	775-687-9160	775-687-9160
Star Rating	5 Elem 5 MS/HS	3 Elem 4 MS	5 Elem 3 MS	TBD

Attachment 33
Attachment B.3.1.1
Exiting Schools Information Template

SCHOOL NAMES	Sports Leadership and Management Academy
Year Opened	2013-2014
City	Miami
State	Florida
Grades Served	6th-12th
Total Enrollment	1784
% African American	10.60%
% Hispanic	83%
% White	4.70%
% Other Race/ Ethnicity	1.30%
% FRPL	84%
% SPED	12.30%
% ELL	8.45%
Contact Name	Alex Tamargo
Contact Title	Principal
Contact Email	atamargo@slammiami.com
Contact Phone	305-721-5419
Authorizing Organization	Miami-Dade County Public Schools
Contact Name	Tiffanie A. Pauline
Contact Title	Assistant Superintendent1
Contact Email	tpauline@dadeschools.net
Contact Phone	305-995-1403

Affiliated Schools Academic Data

School Accountability Report Card – Mater Academy/ SLAM Schools

District Name	School Number	School Name	Points Earned	Preliminary Grade 2014	Grade 2013	Grade 2012	Grade 2011	Grade 2010	Grade 2009	Grade 2008	Grade 2007	Grade 2006	Grade 2005	Grade 2004	Grade 2003	Grade 2002	Free or Reduced Lunch Rate	Minority Rate
DADE	5384	IMATER ACADEMY	513	B													95	99
DADE	6014	IMATER ACADEMY MIDDLE SCHOOL	504	C													86	97
DADE	7090	IMATER PREPARATORY ACADEMY HIGH SCHOOL	460	C													82	100
DADE	0100	MATER ACADEMY	567	A	A	A	A	A	A	A	A	A	A	A	B		91	99
DADE	7160	MATER ACADEMY CHARTER HIGH	557	Pending	A	A	A	A	A	A	C	B	B	C	N		81	98
DADE	6012	MATER ACADEMY CHARTER MIDDLE	708	A	A	A	A	A	A	A	B	A	A	C			83	99
DADE	3100	MATER ACADEMY EAST CHARTER		I	A	A	A	A	A	A	A	A	A	C	N		87	99
DADE	7037	MATER ACADEMY EAST CHARTER HIGH SCHOOL	479	Pending	A	B	A	B	C	B							93	98
DADE	7024	MATER ACADEMY HIGH SCHOOL OF INTERNATIONAL STUDIES	536	B	A	A		C									92	96
DADE	7018	MATER ACADEMY LAKES HIGH SCHOOL	596	Pending	A	B	B	B	B	C	D						74	94
DADE	6033	MATER ACADEMY LAKES MIDDLE SCHOOL	645	A	A	A	B	A	A	B	C						77	96
DADE	5047	MATER ACADEMY MIAMI BEACH	516	B	B	A	B										69	88
DADE	6047	MATER ACADEMY MIDDLE SCHOOL OF INTERNATIONAL STUDIES	640	A	A	A	A	A									93	100
DADE	1017	MATER ACADEMY OF INTERNATIONAL STUDIES	534	A	D	C	C	B									97	99
DADE	5046	MATER BRICKELL PREPARATORY ACADEMY	640	A	C												25	94
DADE	7025	MATER BRICKELL PREPARATORY ACADEMY HIGH SCHOOL	516	C													82	94
DADE	6009	MATER EAST ACADEMY MIDDLE SCHOOL	538	C	C	C	C	B	C	A	A	A					96	99
DADE	0312	MATER GARDENS ACADEMY	605	A	A	A	A	A	A	A	B						52	96
DADE	6042	MATER GARDENS ACADEMY MIDDLE SCHOOL	648	A	A	A	B	A	A	C							55	90
DADE	5045	MATER GROVE ACADEMY	639	A	B												39	97
DADE	7014	MATER PERFORMING ARTS & ENTERTAINMENT ACADEMY	680	A	A	A	A	B	A	A	D	B					74	96
DADE	6015	SPORTS LEADERSHIP AND MANAGEMENT (SLAM) CHARTER MIDDLE	512	C													83	95
DADE	7016	SPORTS LEADERSHIP OF MIAMI CHARTER HIGH SCHOOL	459	C													85	95

SLAM (Miami) Middle and High Performance Compared to Surrounding Schools

CIVICS EOC - 7th Grade

Grade	# of Students	Mean Developmental Score	% in each third 1	% in each third 2	% in each third 3	Comparison of SLAM vs. MEAN DEVELOPMENTAL SCORES
Allapattah	167	37	80	15	5	+11
Citrus	277	40	69	23	7	+8
Kinloch Park	391	43	58	26	16	-5
Jose de Deigo	200	36	85	14	2	+12
Miami Edison						
Shanandoah	368	44	50	32	17	+4
Young Men's						
SLAM	142	48	36	37	27	

MATH FCAT 6th Grade

Grade	# of Students	Mean Developmental Score	% of Level 1	% of Level 2	% of Level 3	% of Level 4	% of Level 5	% of Levels 3-5	Comparison of SLAM vs. MEAN DEVELOPMENTAL SCORES
Allapattah	129	207	54	25	14	6	1	21	+20
Citrus	243	206	56	24	15	5	0	20	+21
Kinloch Park	378	213	41	28	22	7	2	31	+14
Jose de Deigo	181	207	51	27	15	6	1	22	+20
Miami Edison									
Shanandoah	352	215	43	20	21	14	3	38	+12
Young Men's	56	222	30	29	25	11	5	41	+5
SLAM	166	227	16	35	29	16	5	49	

MATH FCAT 7th Grade

Grade	# of Students	Mean Developmental Score	% of Level 1	% of Level 2	% of Level 3	% of Level 4	% of Level 5	% of Levels 3-5	Comparison of SLAM vs. MEAN DEVELOPMENTAL SCORES
Allapattah	163	218	50	31	18	2	0	20	+5
Citrus	282	220	49	29	15	6	2	23	+3
Kinloch Park	392	228	33	24	28	10	4	43	+5
Jose de Deigo	209	220	45	28	22	4	1	26	+3
Miami Edison									
Shanandoah	329	225	35	26	28	8	3	39	-2
Young Men's	38	227	21	45	29	3	3	34	+4
SLAM	86	223	31	49	19	1	0	20	

MS READING 6th Grade

Grade	# of Students	Mean Developmental Score	% Passing (Level 3 and Above)	% of Level 1	% of Level 2	% of Level 3	% of Level 4	% of Level 5	% of Levels 3-5	Comparison of SLAM vs. MEAN DEVELOPMENTAL SCORES
Allapattah	127	210	n/a	43	27	20	8	2	31	+20
Citrus	244	211	n/a	39	27	22	10	1	34	+19
Kinloch Park	379	215	n/a	35	26	21	13	4	39	+15
Jose de Deigo	184	207	n/a	51	26	17	4	2	23	+23
Miami Edison			n/a							
Shanandoah	355	220	n/a	28	23	28	17	5	50	+10
Young Men's										
SLAM	166	230	n/a	6	23	42	20	8	71	

MS READING 7th Grade

Grade	# of Students	Mean Developmental Score	% Passing (Level 3 and Above)	% of Level 1	% of Level 2	% of Level 3	% of Level 4	% of Level 5	% of Levels 3-5	Comparison of SLAM vs. MEAN DEVELOPMENTAL SCORES
Allapattah	166	209	n/a	56	30	10	2	2	14	+21
Citrus	280	211	n/a	54	21	18	5	2	25	+19
Kinloch Park	392	220	n/a	37	24	19	15	5	40	+10
Jose de Deigo	207	211	n/a	49	32	14	4	1	19	+19
Miami Edison			n/a							
Shanandoah	373	225	n/a	29	22	25	15	9	49	+5
Young Men's										
SLAM	144	230	n/a	15	27	36	15	7	58	

MS READING 8th Grade

Grade	# of Students	Mean Developmental Score	% Passing (Level 3 and Above)	% of Level 1	% of Level 2	% of Level 3	% of Level 4	% of Level 5	% of Levels 3-5	Comparison of SLAM vs. MEAN DEVELOPMENTAL SCORES
Allapattah	189	220	n/a	42	36	14	6	2	22	+14
Citrus	336	217	n/a	48	29	16	5	2	23	+17
Kinloch Park	450	228	n/a	32	23	25	14	6	46	+6
Jose de Deigo	177	220	n/a	41	34	18	6	2	25	+14
Miami Edison	131	224	n/a	36	35	21	6	2	29	+10
Shanandoah	387	231	n/a	29	21	27	16	7	50	+3
Young Men's			n/a							
SLAM	128	234	n/a	14	36	30	16	5	50	

WRITING FCAT - 10th Grade *EXPOSITORY*

STATE OF FLORIDA		MDCPS		nearby schools		SLAM									
10	190,535	3.5	<0.5	1	1	4	7	22	23	30	7	3	1	<0.5	64
10	26,122	3.4	1	2	2	4	7	22	24	30	7	2	1	<0.5	64
Edison	192	3.2	0	1	2	6	9	34	26	17	5	0	0	0	47
Jackson	400	3.3	2	5	3	4	7	20	27	25	6	2	<0.5	0	60
MiamiSenior	686	3.2	1	3	3	7	11	23	23	25	2	1	<0.5	0	52
BookerT	213	3.1	0	3	3	7	13	27	21	23	2	0	0	0	46
SLAM	77	3.4	1	0	0	4	6	18	34	31	5	0	0	0	70

HS READING

STATE OF FLORIDA		MDCPS	nearby schools	SLAM					
Grade	# of Students	Mean Developmental Score	% Passing (Level 3 and above)	% of Level 1	% of Level 2	% of Level 3	% of Level 4	% of Level 5	% of Levels 3-5
9	200,714	240	n/a	18	29	24	19	10	53
9	27,088	238	n/a	21	29	24	18	7	50
Edison	192	222	n/a	51	26	16	6	2	23
Jackson	423	224	n/a	41	35	17	5	2	24
MiamiSenior	727	231	n/a	27	36	22	12	2	37
BookerT	220	223	n/a	44	37	15	4	0	20
SLAM	111	237	n/a	16	39	29	14	2	45

11th Grade RETAKES		Mean FCAT 2.0 Developmental Score	% Passing (Level 3 and Above)	% of Level 1	% of Level 2	% of Level 3	% of Level 4	% of Level 5	% of Levels 3-5
11	62,050	234	26	30	44	20	5	0	26
11	9,316	233	26	31	43	21	5	0	25
Edison	137	228	15	46	39	12	3	0	15
Jackson	210	231	18	37	45	17	1	0	18
MiamiSenior	344	233	29	33	38	22	7	0	29
BookerT	123	229	15	42	42	15	0	0	15
11-SLAM	21	237	29	24	48	19	10	0	29

Additional Documents to Attachment 33

Attachment B.3.11

Additional Testing Data from Surrounding Area Schools

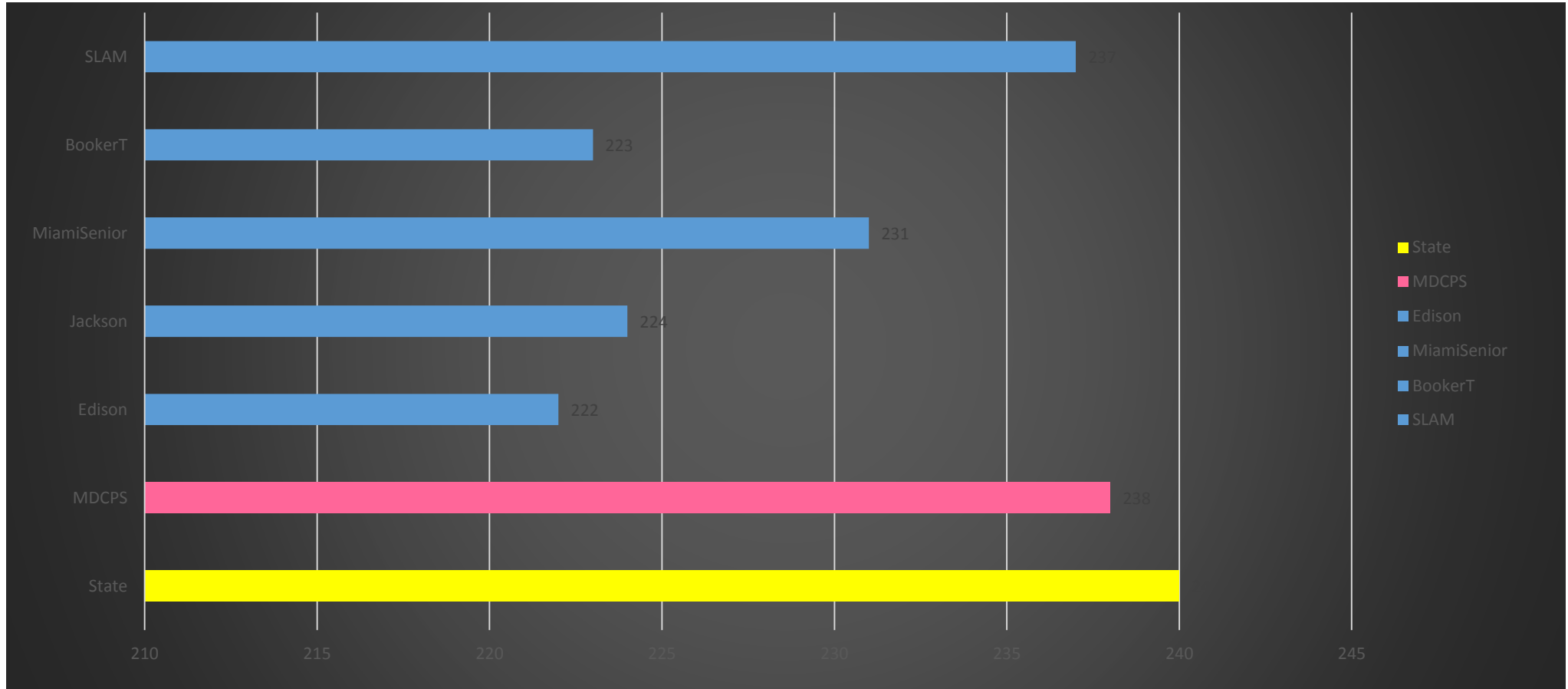
The Committee to Form disagrees with the statement that SLAM Miami has had a “mixed performance” to the extent it implies that the educational model of SLAM Miami is not succeeding. As Alex Tamargo, the principal of SLAM Miami, explained in the staff meeting and at the hearing before the Charter Authority Board, SLAM Miami is having great success with its students and seeing growth and progress. However, this is not fully reflected in the Florida standardized evaluations, because the school has not yet had a graduating class, which is necessary for an accurate evaluation. (A.2.3) SLAM Miami is only in its second year and started with only sixth through eleventh grades. Therefore, reliance on the standardized evaluations as a measure of the school’s present performance would be misplaced.

Based on the committee to form’s discussions with Mr. Tamargo, visit to SLAM Miami, and evaluation of SLAM Miami’s performance to date, it is confident the SLAM Miami model provides an excellent vehicle for fulfilling SLAM’s mission.

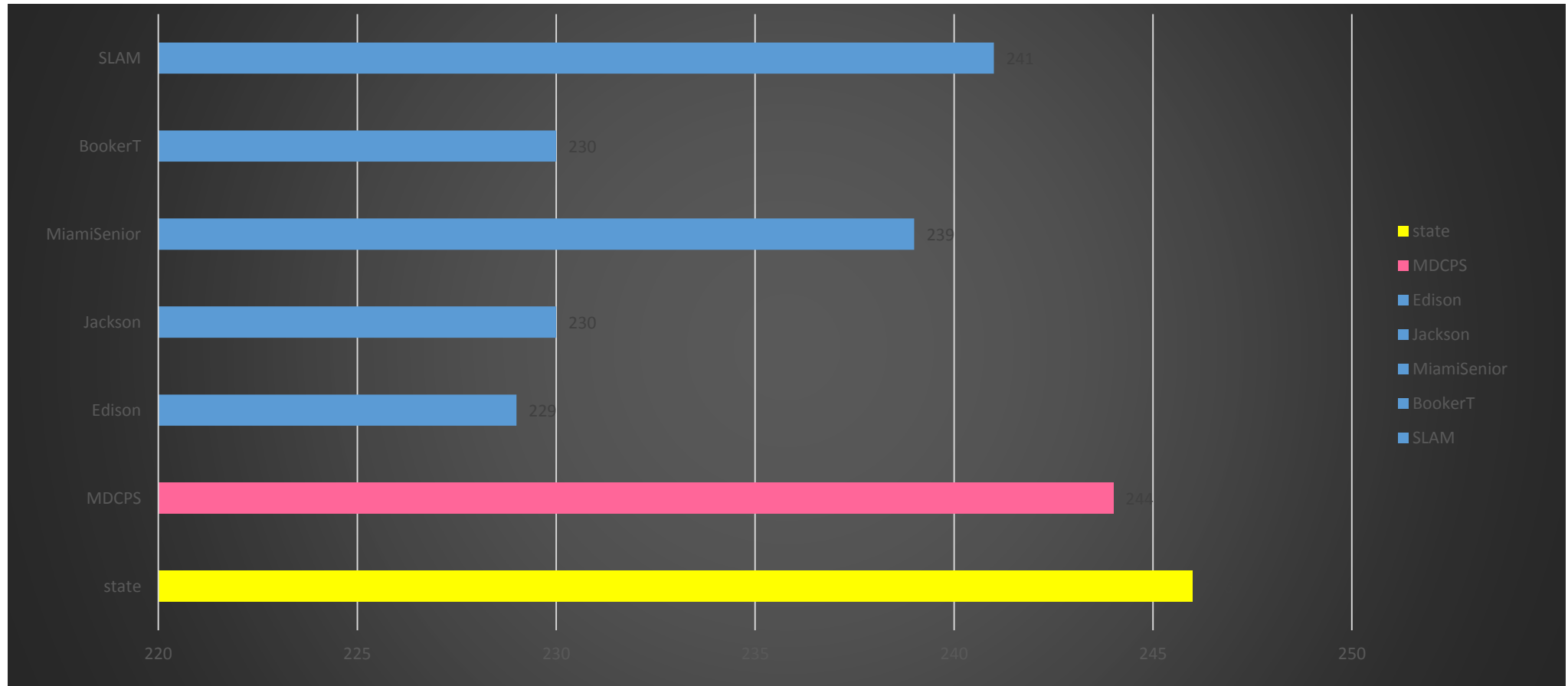
*** SLAM * High School ***
Sports Leadership and Management
FCAT DATA - Spring 2014

All Data is Representative of the Mean Developmental Scale Score {DSS} for each Assessment

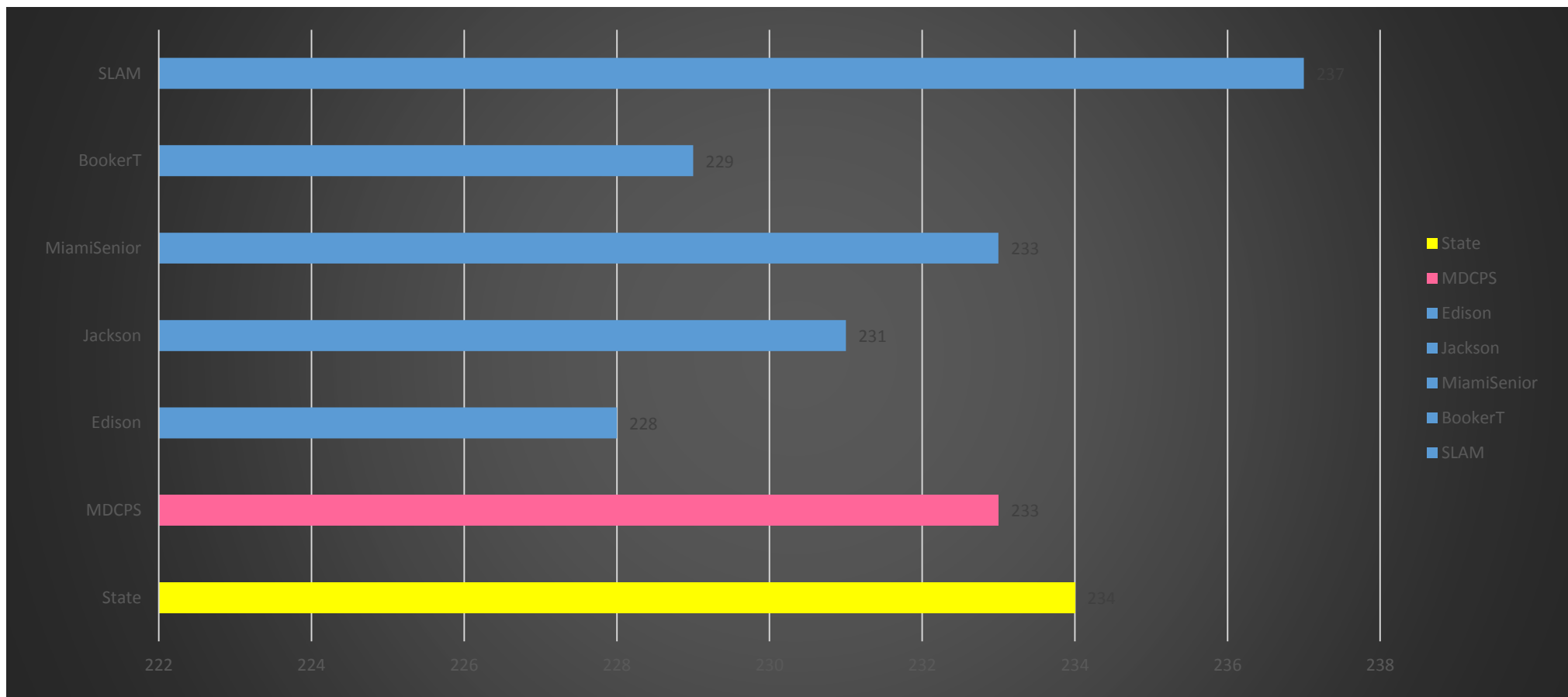
9th Grade READING Data Comparisons



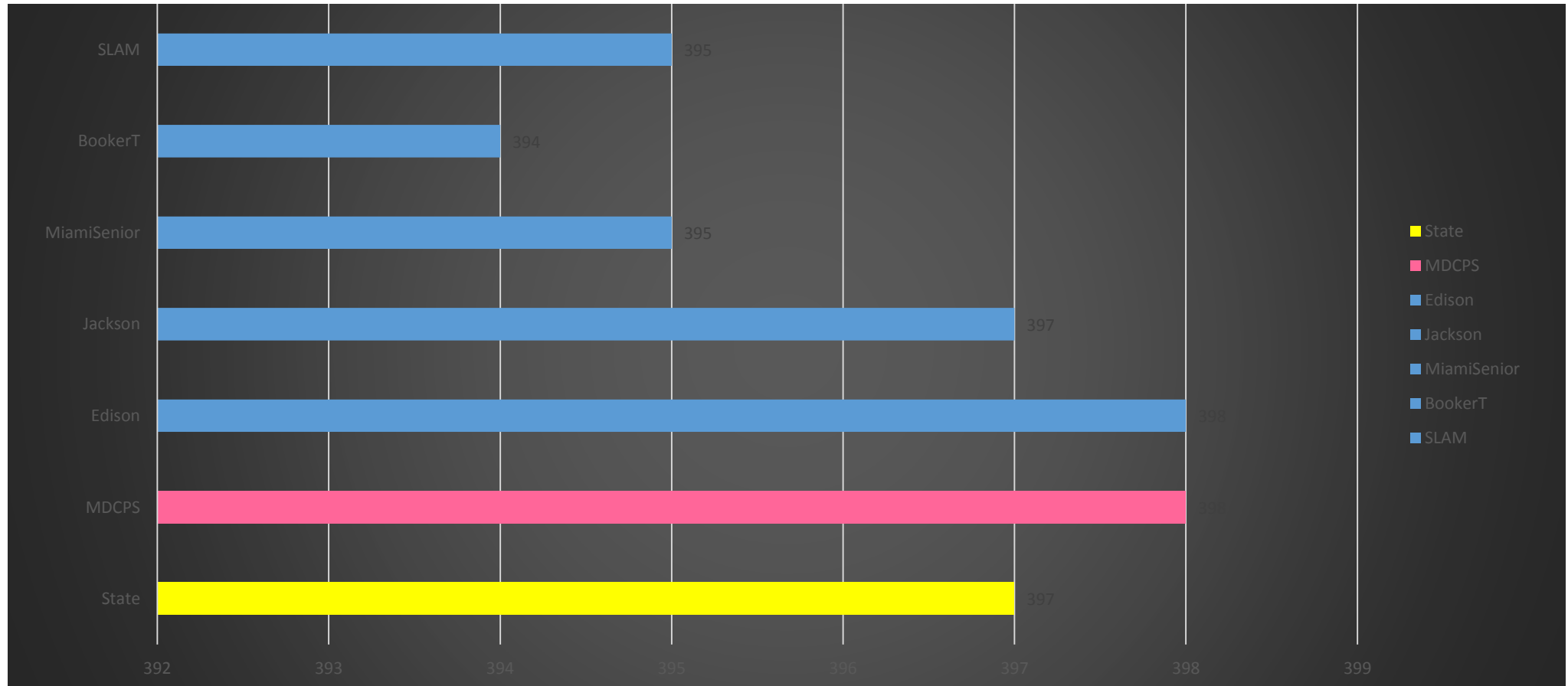
10th Grade READING Data Comparisons



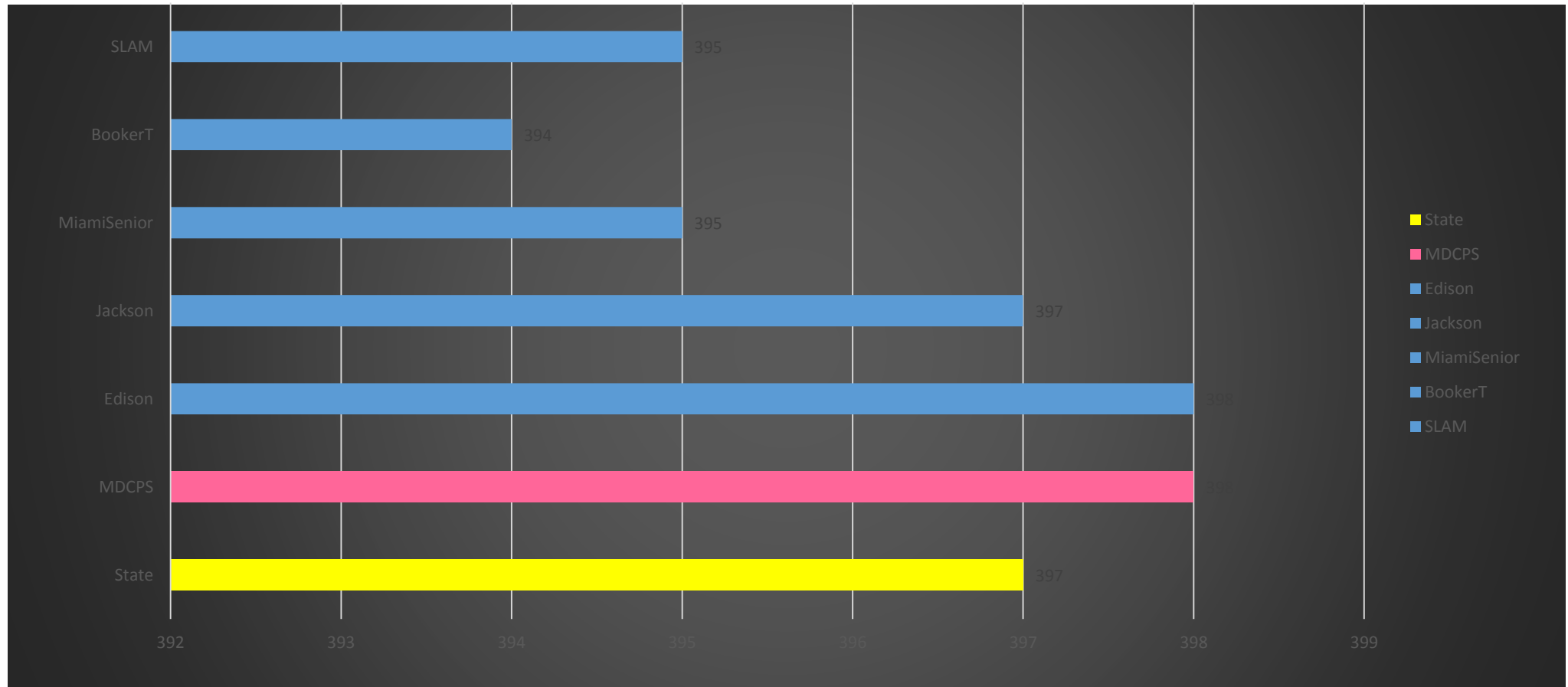
11th Grade READING RETAKES Data Comparisons



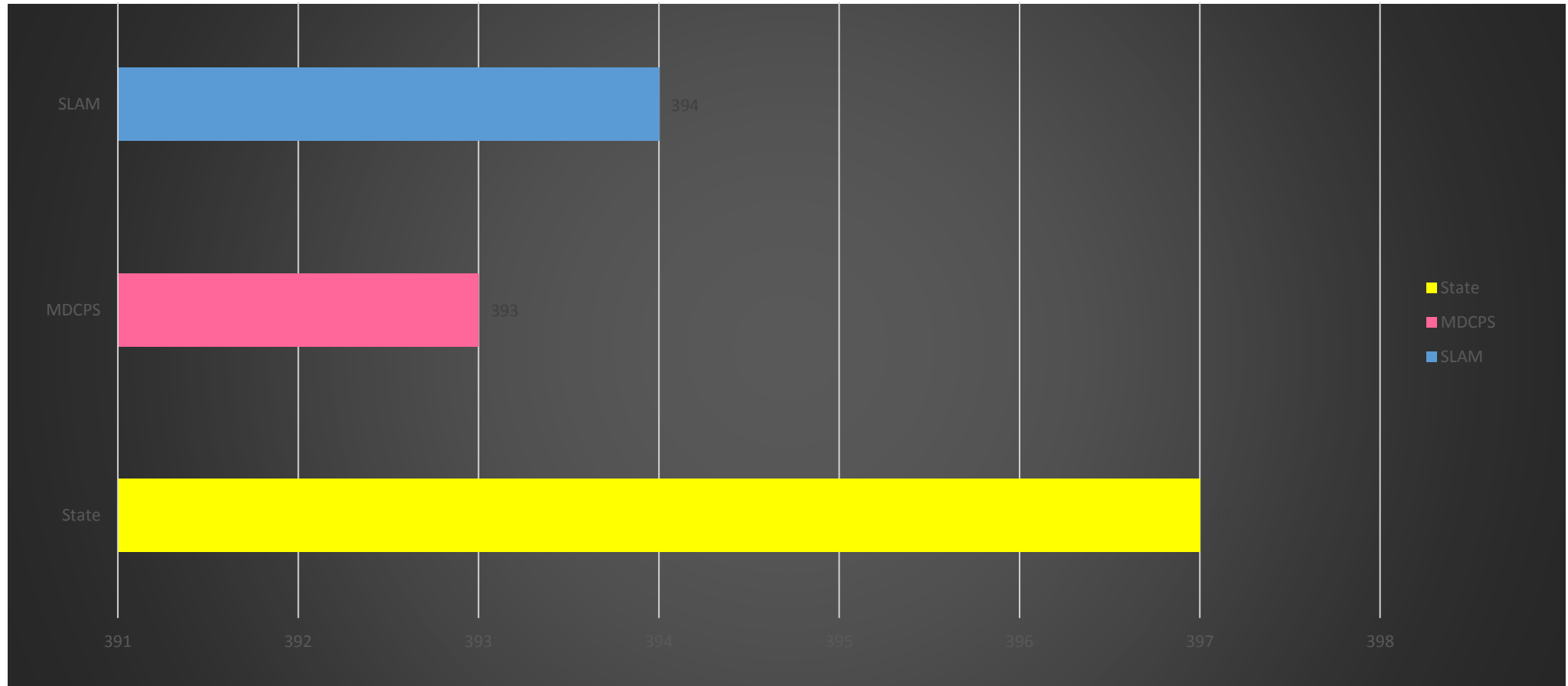
9th Grade ALGEBRA 1 EOC Data Comparisons



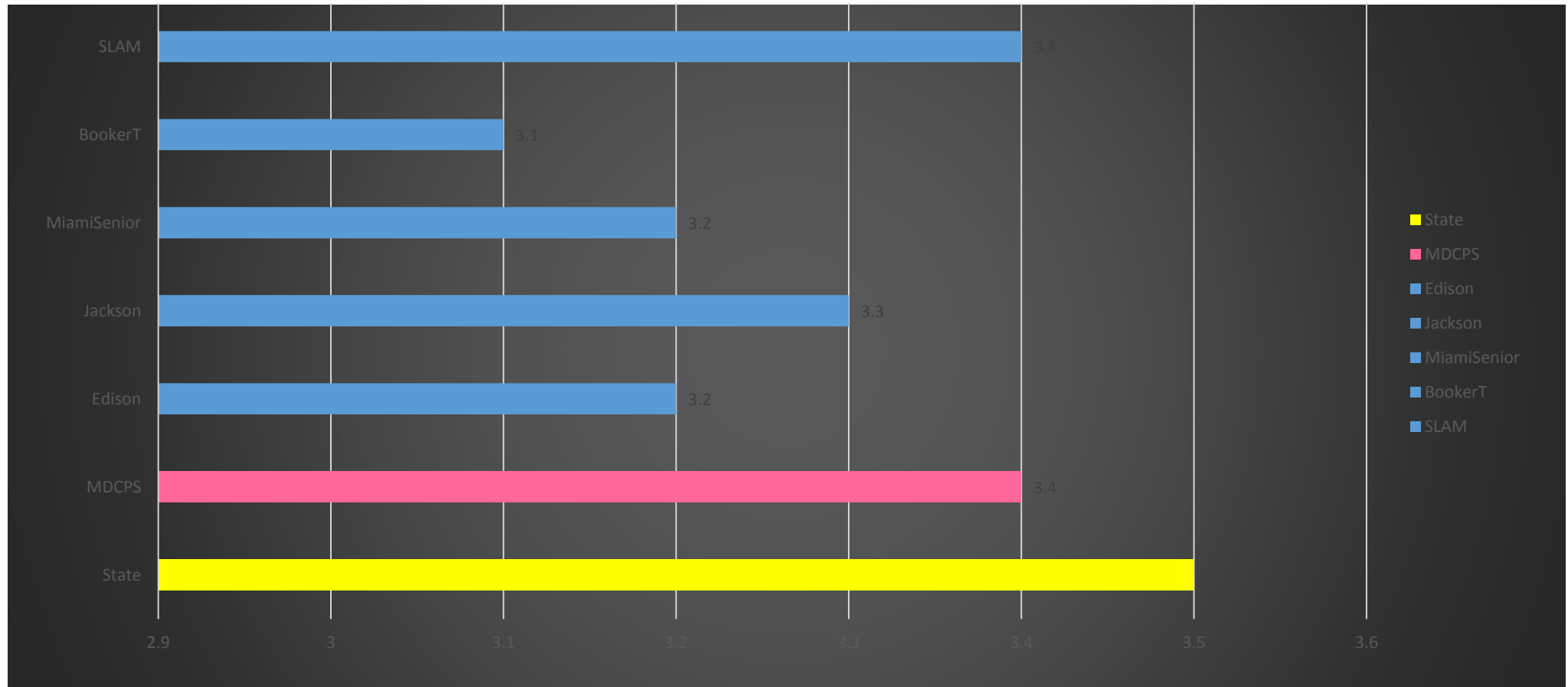
10th Grade ALGEBRA 1 EOC Data Comparisons



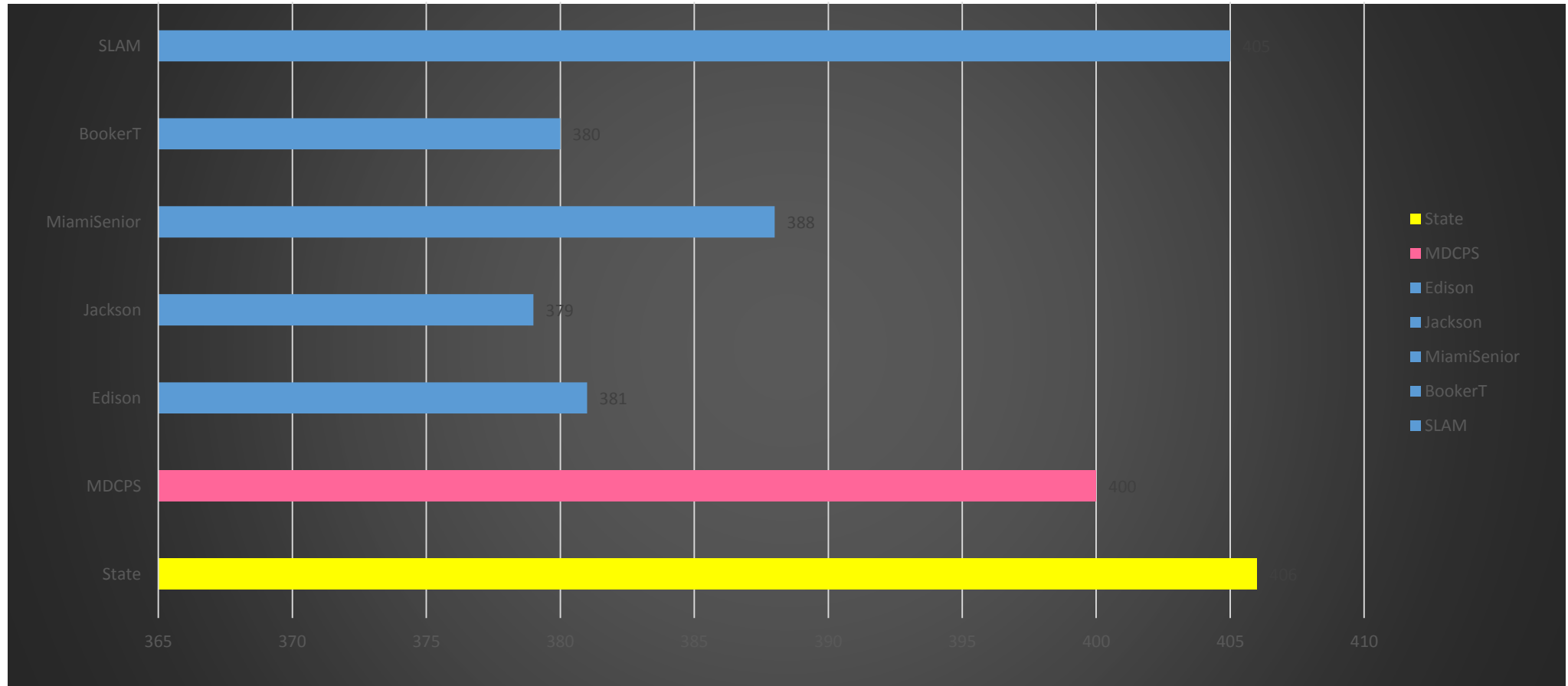
11th Grade Algebra 1 EOC Data Comparisons



10th Grade WRITING Data Comparisons



11th Grade US HISTORY EOC Data Comparisons



High Schools 2013-14*

Assessment Components – 50%				“Other” Components – 50%			
Reading	Math (Algebra, Geometry)	Writing	Biology (Science)	Acceleration	Grad Rate	College Readiness	US History
Performance				Participation (100 points)	Overall (200 points) 100 – Four Yr 100 – Five Yr	Reading (100 points)	EOC (100 points)
FCAT 2.0, FAA (100 points)	EOC, FAA (100 points)	FCAT 2.0, FAA (100 points)	EOC, FAA (100 points)				
Learning Gains All Students				Performance (100 points)	At-Risk (100 points) 50 – Four-Yr 50 – Five Yr	Math (100 points)	
FCAT 2.0, FAA (100 points)	EOC, FAA (100 points)						
Low 25% Learning Gains							
FCAT 2.0 (100 points)	EOC (100 points)						
(300 points)	(300 points)	(100 points)	(100 points)	(200 points)	(300 points)	(200 points)	(100 points)

Additional Requirements:

- Learning gains requirement for the Low 25% in reading and math.
- Test at Least 90% of students, 95% to earn an “A.”
- Meet the at-risk graduation rate target to earn an “A” - 65% or improvement targets.
- Reading performance requirement ($\geq 25\%$ satisfactory or higher on FCAT 2.0 Reading).

* K-12 and 6-12 combination schools are graded on a 1700-point model, which adds middle-school acceleration to the HS model.

Attachment 34
Attachment B.3.1.2
Selection of EMO/model

i. Information regarding selection of the EMO

1. Name of the EMO

Academica Nevada, LLC

SLAM, Inc.

2. Contact person for the EMO with telephone number and address

Academica Nevada, LLC- Contact is Ryan Reeves
8235 S. Eastern Ave., Suite 150,
Las Vegas, Nevada, 89123
Phone (702)431-6260.

SLAM, Inc. – Contact is Rene Ruiz
604 NW 12 Ave
Miami, FL 33136
Phone (305)326-0003

ii. The decision to contract with an EMO

The Committee to form SLAM NV believed that it would be in the best interest of the Committee to hire an experienced and successful management company to assist in the planning and creation of a new charter school. The Committee chose Academica because they have managed the creation of several successful Charter School models, including replication models already operating here in Nevada. In addition, the Committee feels that Academica's services in assisting the Board with financial management, financial oversight, board meeting management and statutory compliance will complete tasks that otherwise require the Board to hire additional staff.

The Board has also elected to affiliate with SLAM, Inc. SLAM, Inc. is a school that serves student populations with economically disadvantaged and limited English proficient learners. By replicating their best practices and procedures, the school expects to attain improved educational results for these student populations.

Additional information on SLAM, Inc. can be found in A.2.3.

Attachment 34
Attachment B.3.1.2
Selection of EMO/model

iii. Selection of the EMO Model

The committee to form SLAM NV learned of Academica Nevada by speaking to other members of the charter school community in Nevada. Specifically, Rodger Fairless' wife, Renee Fairless, is now a principal at Mater Academy. Mater Academy currently contracts with Academica Nevada for management services and Mrs. Fairless was well acquainted with the personnel and service provided by Academica Nevada.

The Committee to form then learned of the SLAM family of schools through Academica Nevada representatives. Upon learning of the Committee's goal to serve a student population at-risk of not graduating (A.7.1 and A.7.3), Academica Nevada recommended a partnership with SLAM to enable the new proposed school to draw from SLAM's experience and knowledge in serving student populations with a high percentage of English language learners. The Committee then independently examined the SLAM student populations, academic performance, programs, and success and elected to partner with SLAM Academy, Inc.

iv. Management Contract Terminations, Non-renewals, Revocations

Academica Nevada has not had any contract terminations, charter revocations, non-renewals or non-openings among the client schools it works with.

Attachment 35
Attachment B.3.1.3
Academic performance of EMO/model

Academic Performance Serving Similar Student Populations

The success of Academica Nevada and SLAM, Inc. in serving various student populations, including populations similar to the target population of SLAM of Nevada, is set forth in Attachment 33.

Reference Checks

Mr. Durham, the acting Chair of the Committee to Form SLAM of Nevada, was able to speak with two references in the process of examining Academica Nevada.

Mr. Durham spoke with Joani Williams, who is the Chairman of the Board of Doral Academy of Nevada. Mrs. Williams was on the Committee to Form Doral Academy, she worked with Academica through the charter process, and she has now worked with Academica for approximately five years. Ms. Williams said she is very impressed with Academica. She says they have been very supportive of the Board and they are very prompt in addressing the Board's needs and concerns. She said she would recommend Academica without hesitation.

Mr. Durham also spoke with Gail Jefferson, who is the Principal of Summerset Sky Point Elementary School. Ms. Jefferson said she has been very pleased with Academica and the services it has provided. She pointed out that Academica has lots of resources and said its team in Las Vegas has grown a lot in the three years she has worked with them (which has resulted in even better services). Ms. Jefferson stated that she would definitely recommend Academica.

Mr. Durham has attempted to contact others who have experience working with Academica and will continue to do so during the application process, and before any contract is signed.

SOMERSET ACADEMY OF LAS VEGAS

FINANCIAL STATEMENTS

JUNE 30, 2013

(With Report of Independent Certified Public Accountants Thereon)

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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Directors
Somerset Academy of Las Vegas
Las Vegas, Nevada

We have audited the financial statements of the governmental activities, and the aggregate remaining fund information of the Somerset Academy of Las Vegas (the "School"), as of and for the year ended June 30, 2013, listed in the foregoing table of contents.

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2013, and the results of its activities for the year then ended in conformity with accounting principles generally accepted in the United States of America

In accordance with *Government Auditing Standards*, we have also issued our report October 29, 2013, on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

Management's Discussion and Analysis is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required and not required supplementary information. However, we did not audit the information and express no opinion on it.

L.L. Bradford & Company, LLC

L.L. Bradford & Company, LLC
October 29, 2013
Las Vegas, Nevada

Management's Discussion and Analysis
Somerset Academy of Las Vegas
June 30, 2013

The Board of Directors of Somerset Academy of Las Vegas, submit this narrative overview and analysis of the school's financial activities for the fiscal year ended June 30, 2013.

Financial Highlights

1. The assets of the Charter School exceeded its liabilities at June 30, 2013 by \$1,359,772.
2. At year-end, the School had current assets on hand of \$2,238,199.
3. The School's current assets less current liabilities of \$878,427 resulted in a working capital balance of \$1,359,772.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2013 are presented in accordance with GASB Codifications Section 2200. The financial statements have three components, as defined and explained below.

Government-Wide Financial Statements

The *government-wide financial statements* are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The *Statement of Net Assets* presents information on all of the School's assets and liabilities. The difference between the two is reported as *net assets*. Over time increases or decreases in net assets may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net assets changed during the fiscal year. All changes in net assets are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 8-9 of the attached Financial Statements.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, project or objectives. The School, like other state and local governments, uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are government funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statement. Governmental Fund financial statements, however, focus on near-term inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statement can be found on page 11 of the attached Financial Statements.

Notes to Financial Statements

The notes to the financial statement provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 12-17 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net assets may serve over time as a useful indicator of a charter school's financial position. In the case of the School, assets exceeded liabilities by \$1,359,772 at the close of the fiscal year. A summary of the School's net assets as of June 30, 2013 is found on page 8 of the attached financial statements.

At the end of the fiscal year, the School is able to report positive balances in total net assets. A summary and analysis of the School's revenues and expenses for the years ended June 30, 2013 is found on page 9 of the attached financial statements.

State Funding Levels

Somerset Academy's State appropriated revenues are based on a per student funding amount of \$6,296.00 per student for the 2012-2013 school year. Additional funding for students receiving Special Education services was received totaling \$303,575.79.

School Location and Lease of Facilities

Somerset Academy leases three facilities for school operations. The North Las Vegas Campus is located at 385 West Centennial Boulevard in North Las Vegas, Nevada. The Emerson Campus is located at 2525 Emerson Avenue in Las Vegas, Nevada. The Oakey Campus is located at 6000 W. Oakey Blvd. Las Vegas, Nevada.

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

Accomplishments

In 2012-2013, Somerset Academy of Las Vegas expanded to a total of 3 campuses, and expanded operations to a total enrollment of more than 1,700 students. Somerset Academy accomplished all of this growth while also achieving a 4-Star rating on the State of Nevada's School Accountability Report Card.

Somerset Academy students were given numerous opportunities to learn while travelling and discovering new areas. Younger students participated in trips to the Smith Center for the Performing Arts and Andersen Dairy, while older students participated in trips to Catalina Island, Sea World, Rafting on the Colorado River, and San Francisco.

Somerset Academy participated in various community service projects, benefiting charities such as the American Heart Association, American Cancer Society, the KLUC Toy Drive, St. Jude's Children's Hospital, and various local food banks. In addition, the School community organized numerous school fundraisers including the Fall Festival, Parent Breakfasts, Valentine-gram sales, and Scholastic Book Fairs.

Somerset Academy participated in a highly successful partnership with United Healthcare, whose nutrition and health curriculum sponsorship received local media attention.

Somerset Academy students participated in various clubs, sports and activities, including Art Club, Performance Club, DARE, Cooking Club, Reading Club, Elementary and Middle School Choirs, Yearbook Club, Recycling Club, After School Peer Tutoring, Lacrosse, Flag Football, Soccer and Basketball. Through these activities, Somerset Academy students participated in various performances and competitions, including a city wide Crypto Tournament, Holiday Choir Performance, Student-Written Play performance, and Spring Choir and Guitar Performance.

FINANCIAL ANALYSIS OF THE GOVERNMENT FUND

As noted earlier, the School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds

The focus of the School's *governmental funds* is to provide information on near-term inflows, outflows, and balances of *spendable* resources. Such information is useful in assessing the School's financing requirements. In particular, the unassigned fund balance may serve as a useful measure of a government's net resources available for spending at the end of the fiscal year.

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the Nevada Department of Education through the Distributive School Account (DSA), which uses formulas to distribute state funds and an amount of local property taxes as established by the Nevada Legislature.

At the end of the fiscal year, the School's governmental general fund reported an ending fund balance of \$1,359,772. These funds will be available for the School's future ongoing operations.

Capital Assets

Pursuant to the Nevada Department of Education, the capitalization threshold for assets purchased by the School is established at a value of \$5,000.00. At this time, the School maintains no capital assets, as all facilities, materials, furniture, fixtures and equipment were obtained through lease agreements and/or do not exceed the \$5,000.00 capitalization threshold.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School’s fiscal year, the Board of the School adopted an annual budget. A budgetary comparison statement has been provided for the governmental funds to demonstrate compliance with the School’s budget.

	Governmental	Funds
	Final Budget	Actual
REVENUES		
State DSA Revenues	\$ 9,919,555.68	\$ 10,574,232.00
Tuition-Full Day Kindergarten	220,455.00	216,789.00
Federal Sources	-	-
Program	-	-
SPED Revenue	189,000.00	303,576.00
SGF Revenue	-	391,403.00
Total Revenues	\$ 10,329,010.68	\$ 11,486,000.00
CURRENT EXPENDITURES		
Instruction	\$ 4,706,570.87	\$ 4,693,439.09
Instruction Support Services	318,241.16	335,307.21
General Administration	518,144.61	581,021.92
Educational Administration	625,755.68	588,883.55
Operation and Maintenance	2,696,047.18	2,597,748.07
Other Support Services	872,250.12	863,693.35
Food Service Operations	16,000.00	1,788.52
Special Education Services	396,952.04	561,975.29
Student Generated Funds	-	361,233.00
Total Expenditures	\$ 10,149,961.66	\$ 10,585,090.00
Net Income	\$ 179,049.02	\$ 900,910.00

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Mr. Ryan Reeves at Academica Nevada, LLC, 8235 South Eastern Ave. Suite 150, Henderson, Nevada 89123.

STATEMENT OF NET ASSETS
GOVERNMENT ACTIVITIES - GENERAL
JUNE 30, 2013

ASSETS

Current assets

Cash	\$	1,209,308
Accounts receivable		984,227
Prepaid expenses		6,372
Refundable deposits		37,155
Other current assets		1,137
Total current assets		<u>2,238,199</u>

Total assets	\$	<u>2,238,199</u>
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LIABILITIES AND NET ASSETS

Liabilities

Current liabilities

Accounts payable	\$	121,964
Accrued payroll and benefits		738,177
Note payable		18,286
Total current liabilities		<u>878,427</u>

Total liabilities		<u>878,427</u>
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Commitments and contingencies

Net assets

Unrestricted		<u>1,359,772</u>
Total net assets		<u>1,359,772</u>

Total liabilities and net assets	\$	<u>2,238,199</u>
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SOMERSET ACADEMY OF LAS VEGAS
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2013

Functions	Expenses	Operating Grants and Contributions	Net (Expense) Revenues and Changes in Net Assets Total Governmental Activities
Governmental activities			
Program instruction	\$ 6,262,801	\$ -	\$ (6,262,801)
Support services	4,322,289	-	(4,322,289)
Total Governmental Activities	\$ 10,585,090	\$ -	\$ (10,585,090)
General revenues			
State aid not restricted to specific purposes			\$ 10,877,808
Local aid not restricted to specific purposes			216,789
Student activities			391,403
Total general revenues			<u>11,486,000</u>
Change in net assets			900,910
Net assets			
Beginning of year			250,895
Restatement of net assets			<u>207,967</u>
Beginning of year (restated)			<u>458,862</u>
End of year			<u>\$ 1,359,772</u>

See Accompanying Notes to the Financial Statements

BALANCE SHEET
GOVERNMENTAL FUND - GENERAL
JUNE 30, 2013

ASSETS

Current assets

Cash	\$	1,209,308
Accounts receivable		984,227
Prepaid expenses		6,372
Refundable deposits		37,155
Other current assets		<u>1,137</u>
Total current assets		<u>2,238,199</u>

Total assets	\$	<u><u>2,238,199</u></u>
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LIABILITIES AND FUND BALANCES

Liabilities

Current liabilities

Accounts payable	\$	121,964
Accrued payroll and benefits		738,177
Note payable		<u>18,286</u>
Total current liabilities		<u>878,427</u>

Total liabilities		<u>878,427</u>
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Fund balance

Unassigned		<u>1,359,772</u>
Total fund balance		<u>1,359,772</u>

Total liabilities and fund balance	\$	<u><u>2,238,199</u></u>
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See Accompanying Notes to the Financial Statements

SOMERSET ACADEMY OF LAS VEGAS
STATEMENT OF REVENUE, EXPENDITURES AND CHANGES IN
FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2013

	General	Special Education	Total Governmental Funds	Student Activities	Total Funds
REVENUE					
Local sources	\$ 216,789	\$ -	\$ 216,789	\$ 391,403	\$ 608,192
State sources	10,574,232	303,576	10,877,808	-	10,877,808
Total Revenue	10,791,021	303,576	11,094,597	391,403	11,486,000
EXPENDITURES					
Programs instruction					
Salaries	3,839,756	211,408	4,051,164	-	4,051,164
Benefits	1,091,773	36,573	1,128,346	-	1,128,346
Purchased services	-	306,141	306,141	-	306,141
Supplies	157,259	7,853	165,112	-	165,112
Other program expenses	250,805	-	250,805	361,233	612,038
Total program expenditures	5,339,593	561,975	5,901,568	361,233	6,262,801
Support services					
Staff support	357,158	-	357,158	-	357,158
Administration support	342,916	-	342,916	-	342,916
Staff benefits	17,059	-	17,059	-	17,059
Administration benefits	59,984	-	59,984	-	59,984
Purchased services	938,440	-	938,440	-	938,440
Supplies	15,890	-	15,890	-	15,890
Operations and maintenance	2,590,842	-	2,590,842	-	2,590,842
Total support services	4,322,289	-	4,322,289	-	4,322,289
Total expenditures	9,661,882	561,975	10,223,857	361,233	10,585,090
Excess of revenue over expenditures	1,129,139	(258,399)	870,740	30,170	900,910
FUND BALANCES, beginning of year	357,781	(120,663)	237,118	13,777	250,895
Restatement of fund balance	207,967				
FUND BALANCE, beginning of year (restated)	565,748				
FUND BALANCES, end of year	\$ 1,694,887	\$ (379,062)	\$ 1,315,825	\$ 43,947	\$ 1,359,772

Financial performance of EMO/model SOMERSET ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2013

1. Summary of significant accounting policies

The financial statements of the Somerset Academy of Las Vegas (the “School”) have been prepared in conformity with accounting principles generally accepted in the United States (GAAP) applicable to government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

Reporting entity – Somerset Academy of Las Vegas is a “charter school”, established in 2011 under Nevada Revised Statute 386.500. The School had three campus’ during the year ended June 30, 2013, North Las Vegas and Emerson. The School’s major operation is to offer an educational environment where learning is maximized through individual instruction, interdisciplinary projects and access to a full spectrum of technological resources for kindergarten through eighth grade in Southern Nevada.

The School receives funding from state and government sources and must comply with the requirements of these funding sources. However, the School is not included in any other governmental “reporting entity,” as defined in GASB pronouncements, since its Governing Body has decision-making authority, the power to designate management, the ability to significantly influence operations and primary accountability for fiscal matters.

Government-wide and fund financial statements – the government-wide financial statements (i.e., the statement of net assets and the statement of activities) report information on all the nonfiduciary activities of the School. For the most part, the effect of interfund activity has been removed from these statements.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segments are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular function.

The major individual governmental funds are reported as separate columns in the fund financial statements.

Measurement focus and basis of accounting – The term, “basis of accounting,” refers to the method used for revenues and expenditure recognition in the accounts and reporting in the financial statements and relates to the timing of the measurements made, regardless of the measurement focus applied. Under GAAP, all governmental funds are accounted using a modified accrual basis of accounting under which revenues are recognized when they become measurable and available as net current assets. Expenditures are recognized generally under the modified accrual basis of accounting in use when the related fund liability is incurred.

Government-wide Financial Statements. The government-wide financial statements are reported using the economic resources measurement focus. The government-wide financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the School gives (or receives) value without directly receiving (or giving) equal value in exchange, include grants and donations. Revenue from grants and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements. Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The School considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. These could include federal, State, and county grants, and some charges for services. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

SOMERSET ACADEMY OF LAS VEGAS
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2013

1. Summary of significant accounting policies

Measurement focus and basis of accounting (continued)

The School has the following fund categories (further divided by fund type) and account groups:

General Fund – The General Fund is the general operating fund for the School. It is used to account for all financial resources not accounted in other funds.

Special Education Fund – The special education fund is used to account for revenues received and expenditures made to fund special education program. Financing is provided through the Clark County School District funded by the U.S. Department of Education.

Student Activities Fund – The Student Activities Fund is used to account for student fundraising activities.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, then unrestricted resources as they are needed.

Under the terms of grant agreements, the School funds certain programs by a combination of specific cost-reimbursement grants and general revenues. Thus, when program expenses are incurred, there are both restricted and unrestricted net assets available to finance the program. It is the School's policy to first apply cost-reimbursement grant resources to such programs, and then general revenues.

All governmental and business-type activities and enterprise funds of the School follow FASB Statements and Interpretations issued on or before November 30, 1989, Accounting Principles Board Opinions, and Accounting Research Bulletins, unless those pronouncements conflict with GASB pronouncements.

Cash -- The School considers cash equivalents to be those securities with an original maturity of three months or less.

Capital assets – The School's capital assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated assets are listed at their estimated fair value at the date of donation. The total of these estimates is not considered large enough that any errors would be material when capital assets are considered as a whole.

It is the policy of the School to capitalize all capital assets costing more than \$5,000 with an estimated useful life of three or more years. This policy is also in line with the Nevada Department of Education mandated threshold for capitalization. Improvements are capitalized and depreciated over the remaining useful lives of the related capital assets. All depreciable assets are depreciated using the straight-line method of depreciation over the assets' useful lives. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

1. Summary of significant accounting policies (continued)

Receivables and payables – Activity between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as either “due to/from other funds” (i.e., the non-current portion of interfund loans). All other outstanding balances between funds are reported as “due to/from other funds.”

Compensated Absences – It is the School’s policy to permit employees to accumulate an unlimited number of sick days; however, accumulated sick days do not vest under the School’s policy, therefore, a liability for unused sick days is not recorded in the financial statements.

Use of Estimates – The School has made a number of estimates and assumptions relating to the reporting of assets and liabilities and the disclosure of contingent assets and liabilities to prepare these financial statements in conformity with accounting principles generally accepted in the United States of America. Actual results could differ from those estimates.

Net assets/ Fund balances – In March 2009, the GASB issued Statement No. 54, Fund Balance Reporting and Governmental Fund-type definitions. The objective of this statement is to enhance the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied and by clarifying the existing governmental fund-type definitions. This statement establishes fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed on the use of the resources reported in governmental funds. Under this standard, the fund balance classifications of reserved, designated, and unreserved/undesignated were replaced with five new classifications - nonspendable, restricted, committed, assigned, and unassigned.

- Nonspendable fund balance represents amounts that are not in a spendable form. The nonspendable fund balance represents inventories and prepaid items.
- Restricted fund balance represents amounts that are legally restricted by outside parties for a specific purpose (such as debt covenants, grant requirements, donor requirements, or other governments) or are restricted by law (constitutionally or by enabling legislation).
- Committed fund balance represents funds formally set aside by the governing body for a particular purpose. The use of committed funds would be approved by resolution.
- Assigned fund balance represents amounts that are constrained by the expressed intent to use resources for specific purposes that do not meet the criteria to be classified as restricted or committed. Intent can be stipulated by the governing body or by an official to whom that authority has been given by the governing body.
- Unassigned fund balance is the residual classification of the General Fund. Only the General Fund may report a positive unassigned fund balance. Other governmental funds would report any negative residual fund balance as unassigned.

The School has no restricted fund balances at year ended June 30, 2013.

2. Stewardship, compliance and accountability

Budgetary information – The School is required by the State of Nevada Department of Education (Department) to adopt a final budget no later than June 8 of each year under NAC 386.370.

SOMERSET ACADEMY OF LAS VEGAS
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2013

3. Cash

The Company maintains cash balances at a financial institution with accounts insured by the Federal Deposit Insurance Corporation up to \$250,000. As of June 30, 2013, the Company's uninsured cash balance totaled \$840,046.

4. Operating leases

The School entered into a lease agreement with Paradise Church in June 2011, to lease classroom and office space for the school for a three year term, expiring on August 1, 2014. Monthly payments are \$20,955 for the term of the lease.

The School entered into a lease agreement with SFKF, LLC in May 2012, to lease classroom and office space for the school for a two year term, expiring on July 31, 2014. Monthly payments were \$14,500 for the year ended June 30, 2013 increasing the second year by the Consumer Price Index or 3% whichever is greater.

In August 2011, the School entered into a lease for the use of the buildings and related property with School Development Centennial (the "SDC"), to lease space for the North Las Vegas campus for a period of 20 years, expiring in July 31, 2031. Monthly payments were \$50,000 for the year ended June 30, 2013, which was net of a monthly discount \$8,333. Monthly payments increase to \$54,167 for the year ended June 30, 2013, which is net of a discount of \$4,167. The payment increases to \$58,333 for the year ended June 30, 2014 and increases by the Consumer Price Index thereafter or 3% whichever is greater.

In November 2012, the School entered into a lease for the use of the buildings and related property with Boyer Skypointe Academy, L.C., to lease space for the Skypointe campus for a period of 20 years, expiring in August 31, 2033. Monthly payments are \$112,225 for the first two lease years ended June 30, 2015. For the first two months of the first two lease years the School is not required to pay the monthly rent. Beginning in the third lease year ended June 30, 2016, the monthly payment increases by the Consumer Price Index thereafter or 3% whichever is greater.

In December 2011, the School entered into a lease agreement with a financial institution for the use of furniture, equipment, textbooks, software and computers. The lease is payable in 47 monthly payments of \$15,997 and in December 2015 a balloon payment of \$52,974.

In December 2012, the School entered into a lease agreement with a financial institution for the use of furniture, equipment, textbooks, software and computers. The lease is payable in 47 monthly payments of \$13,664 and in December 2016 a balloon payment of \$45,012.

The School has entered into various equipment leases with varying monthly payments ranging from \$96 to \$1,425 monthly having various maturities through June 2017.

Lease expense totaled \$1,615,540 for the year ended June 30, 2013.

Future minimum lease payments are as follows:

<u>Years Ending June 30,</u>	<u>Amount</u>
2014	\$ 2,895,214
2015	2,703,939
2016	2,960,997
2017	2,822,185
2018	2,754,127
Thereafter	<u>48,822,328</u>
	<u>\$ 62,958,790</u>

SOMERSET ACADEMY OF LAS VEGAS
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2013

5. Management agreement

Academica Nevada, LLC (“Academica”), a professional charter school management company, provides management and administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting. The agreement between the School and Academica Corporation calls for a fee of \$450 per full time equivalent (FTE) student per year. The agreement is with Somerset Academy of Las Vegas for a period of two years, through July 1, 2013, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. The agreement with Academica Corporation was assigned to Academica Nevada, LLC. During the year ended June 30, 2013, the School incurred \$754,110 in management fees. The School also has a note payable due to Academica totaling \$18,286, which accrues interest at 5% maturing in December 2013.

6. Net asset and Fund balance restatement

Subsequent to issuance of the School’s June 30, 2012 financial statements, information was received by the School’s management, which would allow for the reclassification of a capital lease for a long-term property lease for the North Las Vegas campus to an operating lease (see Note 4). The restatement resulted in removal of the capital lease asset and liability balances of \$4,099,196 and \$4,298,160, respectively. June 30, 2012 year ended amortization expense of \$215,747 was removed and lease expense was increased by \$7,780 to account for the reclassification of the lease. This resulted in a June 30, 2012 change in Net asset and Fund balance of \$207,967.

7. Defined benefit pension plan

The School is a public employer participating in the Public Employees Retirement System of the State of Nevada (PERS), a defined benefit cost-sharing multiple-employer program, and all full-time teachers are covered under the system. The School has no liability for unfunded obligations of the system as provided by NRS 286.110.

Benefits, as required by statute, are determined by the number of years of accredited service at the time of retirement and the member's highest average compensation in any 36 consecutive months. Benefit payments to which participants may be entitled under the plan include pension benefits, disability benefits, and death benefits.

Monthly benefit allowances for regular members are computed at 2.5% for each year of service earned before July 1, 2001 and 2.67% for each year of service earned after July 1, 2001 of average compensation (36 consecutive months of highest compensation) with a ceiling of not more than 75% of the average compensation. PERS offers several alternatives to the unmodified service retirement allowance which, in general, allows the retired employee to accept a reduced service retirement allowance payable monthly during the employee's life and various optional monthly payments to a named beneficiary after the employee's death. Regular members are eligible for retirement benefits at age 65 with 5 years of service, at age 60 with 10 years of service, or at any age with 30 years of service. A member who retires on or after July 1, 1977, or is an active member whose effective date of membership is before July 1, 1977, or is an active member whose effective date of membership is before July 1, 1985, and who has 36 years of service is entitled to a benefit of up to 90% of his/her average compensation. When members are eligible for the earlier retirement due to the increased services years, the ceiling limitation on monthly benefit allowances increases from the normal 75% to a maximum of 90% of average compensation. Regular members become fully vested as to benefits upon completion of 5 years of service. Benefits are established by state statute and provisions may only be amended through legislation.

SOMERSET ACADEMY OF LAS VEGAS
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2013

Member contribution rates, which are actuarially determined, are established by NRS 286.421 for public employees enrolled in the contribution plan. Two contribution plans are offered to eligible employees, the employee/employer contribution plan and the employer-pay contribution plan. The employee/employer plan increases the employee's salary by 13.1097%. A contribution of 12.25% is deducted from the employee and a matching contribution of 12.25% is paid by the employer. The employer-pay contribution plan requires an employer paid contribution rate of 23.75% on a lower salary schedule. The School's contributions to the plan for the year ended June 30, 2012 was \$720,953.

PERS issues a publicly available financial report that includes financial statements and required supplementary information. The report may be obtained by calling 775-687-4200.

8. Compliance with Nevada revised statutes and Nevada Administrative code

The School conformed to all significant statutory constraints on the financial administration during the fiscal year.



INDEPENDENT AUDITORS' REPORT ON COMPLIANCE AND ON INTERNAL CONTROL OVER
FINANCIAL REPORTING BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Governing Body
Somerset Academy of Las Vegas
Las Vegas, Nevada

We have audited the financial statements of the governmental activities and each major fund of Somerset Academy of Las Vegas (the "School"), as of and for the year ended June 30, 2013, and have issued our report thereon dated October 29, 2013. We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

In planning and performing our audit, we considered the School's internal control over financial reporting in order to determine our auditing procedures to express our opinion on the financial statements and not to provide assurance on the internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control over financial reporting that might be material weaknesses. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving internal control over financial reporting and its operation that we consider to be a material weakness.

This report is intended for the information of management and state and federal awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.

L.L. Bradford & Company, LLC
L.L. Bradford & Company, LLC
October 29, 2013
Las Vegas, Nevada

PINECREST ACADEMY OF NEVADA

FINANCIAL STATEMENTS

JUNE 30, 2013

(With Report of Independent Certified Public Accountants Thereon)

PINECREST ACADEMY OF NEVADA
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JUNE 30, 2013

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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

To the Board of Directors
Pinecrest Academy of Nevada
Las Vegas, Nevada

We have audited the financial statements of the governmental activities, and the aggregate remaining fund information of the Pinecrest Academy of Nevada (the "School"), as of and for the year ended June 30, 2013, listed in the foregoing table of contents.

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2013, and the results of its activities for the year then ended in conformity with accounting principles generally accepted in the United States of America

In accordance with *Government Auditing Standards*, we have also issued our report October 29, 2013, on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

Management's Discussion and Analysis is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required and not required supplementary information. However, we did not audit the information and express no opinion on it.

L.L. Bradford & Company, LLC

L.L. Bradford & Company, LLC
October 29, 2013
Las Vegas, Nevada

Management's Discussion and Analysis
Pinecrest Academy of Nevada
June 30, 2013

The Board of Directors of Pinecrest Academy of Nevada, submit this narrative overview and analysis of the school's financial activities for the fiscal year ended June 30, 2013.

Financial Highlights

1. The assets of the Charter School exceeded its liabilities at June 30, 2013 by \$737,776.
2. At year-end, the School had current assets on hand of \$1,114,206.
3. The School's current assets less current liabilities of \$376,430 resulted in a working capital balance of \$737,776.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the School's basic financial statements. The School's financial statements for the year ended June 30, 2013 are presented in accordance with GASB Codifications Section 2200. The financial statements have three components, as defined and explained below.

Government-Wide Financial Statements

The *government-wide financial statements* are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The *Statement of Net Assets* presents information on all of the School's assets and liabilities. The difference between the two is reported as *net assets*. Over time increases or decreases in net assets may serve as an indicator of whether the financial position of the School is improving or deteriorating.

The *Statement of Activities* presents information on how the School's net assets changed during the fiscal year. All changes in net assets are reported when the underlying event occurs without regard to the timing of related cash flows. Accordingly, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements can be found on pages 8-9 of the attached Financial Statements.

Fund Financial Statements

A "fund" is a collection of related accounts grouped to maintain control over resources that have been segregated for specific activities, project or objectives. The School, like other state and local governments, uses fund accounting to ensure and report compliance with finance-related legal requirements.

All of the funds of the School are government funds. *Governmental Funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statement. Governmental Fund financial statements, however, focus on near-term inflows and outflows of spendable resources, as well as on the balances of spendable resources which are available at the end of the fiscal year. Such information may be used to evaluate a government's requirements for near-term financing.

The Board of the School adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with the School's budget.

The basic governmental fund financial statement can be found on page 11 of the attached Financial Statements.

Notes to Financial Statements

The notes to the financial statement provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The notes to the financial statements can be found on pages 12-16 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net assets may serve over time as a useful indicator of a charter school's financial position. In the case of the School, assets exceeded liabilities by \$737,776 at the close of the fiscal year. A summary of the School's net assets as of June 30, 2013 is found on page 8 of the attached financial statements.

At the end of the fiscal year, the School is able to report positive balances in total net assets. A summary and analysis of the School's revenues and expenses for the years ended June 30, 2013 is found on page 9 of the attached financial statements.

State Funding Levels

Pinecrest Academy's State appropriated revenues are based on a per student funding amount of \$6,296.00 per student for the 2012-2013 school year. Additional funding for students receiving Special Education services was received totaling \$76,620.

School Location and Lease of Facilities

Pinecrest Academy leases one facility for school operations located at 1360 S. Boulder Hwy. Henderson, NV 89015.

Capital Improvement Requirements

The School maintains a continuous capital improvements program to enhance facilities and update fixtures and equipment as required.

Accomplishments

In 2012-2013, Pinecrest Academy of Nevada began operations as a brand new charter school with a strong opening enrollment of more than 700 students in grades Kindergarten through Seven.

Pinecrest Academy quickly developed into a close-knit and supportive school community. Pinecrest Academy participated in various community service projects, benefiting charities such as victims of Hurricane Sandy and Four Square Community Food bank. The School partnered with Nellis Air Force Base to participate in and learn about the Missing Man Ceremony held to honor fallen soldiers.

In addition, the School community organized numerous school fundraisers including the Fall Festival/Trunk or Treat, Parent Breakfasts, and Scholastic Book Fairs.

Pinecrest Academy faculty were recognized by local media, including founding Board Member Leroy Chase being specially recognized by one local news agency.

Pinecrest Academy students participated in various clubs and activities, including Elementary Honor Society, Junior Honor Society, Art Club, Elementary and Middle School Choirs, Middle School Semi-Formal Dance at Lake Las Vegas, Recycling Club, Basketball, and a school-wide Talent Show. Through these activities, Pinecrest Academy students participated in various performances and competitions, including the UNLV Science Fair, Green Valley Choir Invitational, Destination Imagination, Math Counts and the Boys and Girls Club Basketball tournament.

FINANCIAL ANALYSIS OF THE GOVERNMENT FUND

As noted earlier, the School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds

The focus of the School's *governmental funds* is to provide information on near-term inflows, outflows, and balances of *spendable* resources. Such information is useful in assessing the School's financing requirements. In particular, the unassigned fund balance may serve as a useful measure of a government's net resources available for spending at the end of the fiscal year.

Most of the School's operations are funded in the General Fund. The majority of the General Fund revenues are distributed to the School by the Nevada Department of Education through the Distributive School Account (DSA), which uses formulas to distribute state funds and an amount of local property taxes as established by the Nevada Legislature.

At the end of the fiscal year, the School's governmental general fund reported an ending fund balance of \$737,776. These funds will be available for the School's future ongoing operations.

Capital Assets

Pursuant to the Nevada Department of Education, the capitalization threshold for assets purchased by the School is established at a value of \$5,000.00. At this time, the School maintains no capital assets, as all facilities, materials, furniture, fixtures and equipment were obtained through lease agreements and/or do not exceed the \$5,000.00 capitalization threshold.

Governmental Fund Budget Analysis and Highlights

Prior to the start of the School’s fiscal year, the Board of the School adopted an annual budget. A budgetary comparison statement has been provided for the governmental funds to demonstrate compliance with the School’s budget.

	Governmental	Funds
	Final Budget	Actual
REVENUES		
State DSA Revenues	\$ 4,242,088.32	\$ 4,503,011.00
Tuition-Full Day		
Kindergarten	77,625.00	75,006.00
Federal Sources	-	-
Program	-	-
SPED Revenue	-	76,620.00
SGF Revenue	-	104,269.00
Total Revenues	\$ 4,319,713.32	\$ 4,758,906.00
CURRENT EXPENDITURES		
Instruction	\$ 1,933,681.20	\$ 1,838,737.37
Instruction Support Services	176,322.70	160,706.25
General Administration	194,448.68	183,371.60
Educational Administration	195,758.37	232,133.04
Operation and Maintenance	1,138,602.59	957,104.20
Other Support Services	364,419.60	364,828.56
Special Education Services	212,959.60	212,190.16
Student Generated Funds	-	72,059.00
Total Expenditures	\$ 4,216,192.74	\$ 4,021,130.18
Net Income	\$ 103,520.58	\$ 737,775.82

Requests for Information

This financial report is intended to provide a general overview of the finances of the Charter School. Requests for additional information may be addressed to Mr. Ryan Reeves at Academica Nevada, LLC, 8235 South Eastern Ave. Suite 150, Henderson, Nevada 89123.

PINECREST ACADEMY OF NEVADA
STATEMENT OF NET ASSETS
GOVERNMENT ACTIVITIES - GENERAL
JUNE 30, 2013

ASSETS

Current assets

Cash	\$	961,962
Accounts receivable		76,620
Prepaid expenses		61,778
Refundable deposits		13,295
Other current assets		551
Total current assets		<u>1,114,206</u>

Total assets	\$	<u>1,114,206</u>
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LIABILITIES AND NET ASSETS

Liabilities

Current liabilities

Accounts payable	\$	41,345
Accrued payroll and benefits		290,698
Other current liabilities		44,387
Total current liabilities		<u>376,430</u>

Total liabilities		<u>376,430</u>
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Commitments and contingencies

Net assets

Unrestricted		<u>737,776</u>
Total net assets		<u>737,776</u>

Total liabilities and net assets	\$	<u>1,114,206</u>
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See Accompanying Notes to the Financial Statements

PINECREST ACADEMY OF NEVADA
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2013

<u>Functions</u>	<u>Expenses</u>	<u>Operating Grants and Contributions</u>	<u>Net (Expense) Revenues and Changes in Net Assets Total Governmental Activities</u>
Governmental activities			
Program instruction	\$ 2,385,801	\$ -	\$ (2,385,801)
Support services	<u>1,635,329</u>	<u>-</u>	<u>(1,635,329)</u>
Total Governmental Activities	<u>\$ 4,021,130</u>	<u>\$ -</u>	<u>\$ (4,021,130)</u>
	General revenues		
	State aid not restricted to specific purposes		4,579,631
	Local aid not restricted to specific purposes		75,006
	Student activities		<u>104,269</u>
	Total general revenues		<u>4,758,906</u>
	Change in net assets		737,776
	Net assets		
	Beginning of year		-
	End of year		<u>\$ 737,776</u>

See Accompanying Notes to the Financial Statements

PINECREST ACADEMY OF NEVADA
BALANCE SHEET
GOVERNMENTAL FUND - GENERAL
JUNE 30, 2013

ASSETS

Current assets

Cash	\$	961,962
Accounts receivable		76,620
Prepaid expenses		61,778
Refundable deposits		13,295
Other current assets		551
Total current assets		<u>1,114,206</u>

Total assets	\$	<u><u>1,114,206</u></u>
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LIABILITIES AND FUND BALANCES

Liabilities

Current liabilities

Accounts payable	\$	41,345
Accrued payroll and benefits		290,698
Other current liabilities		44,387
Total current liabilities		<u>376,430</u>

Total liabilities		<u>376,430</u>
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Fund balance

Unassigned		<u>737,776</u>
Total fund balance		<u>737,776</u>

Total liabilities and fund balance	\$	<u><u>1,114,206</u></u>
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See Accompanying Notes to the Financial Statements

PINECREST ACADEMY OF NEVADA
STATEMENT OF REVENUE, EXPENDITURES AND CHANGES IN
FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2013

	General	Special Education	Total Governmental Funds	Student Activities	Total Funds
REVENUE					
Local sources	\$ 75,006	\$ -	\$ 75,006	\$ 104,269	\$ 179,275
State sources	4,503,011	76,620	4,579,631	-	4,579,631
Total Revenue	4,578,017	76,620	4,654,637	104,269	4,758,906
EXPENDITURES					
Programs instruction					
Salaries	1,555,204	95,394	1,650,598	-	1,650,598
Benefits	366,224	10,535	376,759	-	376,759
Purchased services	6,000	98,560	104,560	-	104,560
Supplies	58,037	7,701	65,738	-	65,738
Other program expenses	116,087	-	116,087	72,059	188,146
Total program expenditures	2,101,552	212,190	2,313,742	72,059	2,385,801
Support services					
Staff support	185,403	-	185,403	-	185,403
Administration support	97,121	-	97,121	-	97,121
Staff benefits	9,688	-	9,688	-	9,688
Administration benefits	14,510	-	14,510	-	14,510
Purchased services	360,738	-	360,738	-	360,738
Supplies	7,211	-	7,211	-	7,211
Operations and maintenance	960,658	-	960,658	-	960,658
Total support services	1,635,329	-	1,635,329	-	1,635,329
Total expenditures	3,736,881	212,190	3,949,071	72,059	4,021,130
Excess of revenue over expenditures	841,136	(135,570)	705,566	32,210	737,776
FUND BALANCES, beginning of year	-	-	-	-	-
FUND BALANCES, end of year	<u>\$ 841,136</u>	<u>\$ (135,570)</u>	<u>\$ 705,566</u>	<u>\$ 32,210</u>	<u>\$ 737,776</u>

PINECREST ACADEMY OF NEVADA
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2013

1. Summary of significant accounting policies

The financial statements of the Pinecrest Academy of Nevada (the “School”) have been prepared in conformity with accounting principles generally accepted in the United States (GAAP) applicable to government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

Reporting entity – Pinecrest Academy of Nevada is a “charter school”, established in 2012 under Nevada Revised Statute 386.500. The School’s major operation is to offer an educational environment where learning is maximized through individual instruction, interdisciplinary projects and access to a full spectrum of technological resources for kindergarten through eighth grade in Southern Nevada.

The School receives funding from state and government sources and must comply with the requirements of these funding sources. However, the School is not included in any other governmental “reporting entity,” as defined in GASB pronouncements, since its Governing Body has decision-making authority, the power to designate management, the ability to significantly influence operations and primary accountability for fiscal matters.

Government-wide and fund financial statements – the government-wide financial statements (i.e., the statement of net assets and the statement of activities) report information on all the nonfiduciary activities of the School. For the most part, the effect of interfund activity has been removed from these statements.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segments are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular function.

The major individual governmental funds are reported as separate columns in the fund financial statements.

Measurement focus and basis of accounting – The term, “basis of accounting,” refers to the method used for revenues and expenditure recognition in the accounts and reporting in the financial statements and relates to the timing of the measurements made, regardless of the measurement focus applied. Under GAAP, all governmental funds are accounted using a modified accrual basis of accounting under which revenues are recognized when they become measurable and available as net current assets. Expenditures are recognized generally under the modified accrual basis of accounting in use when the related fund liability is incurred.

Government-wide Financial Statements. The government-wide financial statements are reported using the economic resources measurement focus. The government-wide financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the School gives (or receives) value without directly receiving (or giving) equal value in exchange, include grants and donations. Revenue from grants and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements. Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The School considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. These could include federal, State, and county grants, and some charges for services. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

PINECREST ACADEMY OF NEVADA
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2013

1. Summary of significant accounting policies

Measurement focus and basis of accounting (continued)

The School has the following fund categories (further divided by fund type) and account groups:

General Fund – The General Fund is the general operating fund for the School. It is used to account for all financial resources not accounted in other funds.

Special Education Fund – The special education fund is used to account for revenues received and expenditures made to fund special education program. Financing is provided through the Clark County School District funded by the U.S. Department of Education.

Student Activities Fund – The Student Activities Fund is used to account for student fundraising activities.

When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, then unrestricted resources as they are needed.

Under the terms of grant agreements, the School funds certain programs by a combination of specific cost-reimbursement grants and general revenues. Thus, when program expenses are incurred, there are both restricted and unrestricted net assets available to finance the program. It is the School's policy to first apply cost-reimbursement grant resources to such programs, and then general revenues.

All governmental and business-type activities and enterprise funds of the School follow FASB Statements and Interpretations issued on or before November 30, 1989, Accounting Principles Board Opinions, and Accounting Research Bulletins, unless those pronouncements conflict with GASB pronouncements.

Cash -- The School considers cash equivalents to be those securities with an original maturity of three months or less.

Capital assets – The School's capital assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated assets are listed at their estimated fair value at the date of donation. The total of these estimates is not considered large enough that any errors would be material when capital assets are considered as a whole.

It is the policy of the School to capitalize all capital assets costing more than \$5,000 with an estimated useful life of three or more years. This policy is also in line with the Nevada Department of Education mandated threshold for capitalization. Improvements are capitalized and depreciated over the remaining useful lives of the related capital assets. All depreciable assets are depreciated using the straight-line method of depreciation over the assets' useful lives. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

PINECREST ACADEMY OF NEVADA
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2013

1. Summary of significant accounting policies (continued)

Receivables and payables – Activity between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as either “due to/from other funds” (i.e., the non-current portion of interfund loans). All other outstanding balances between funds are reported as “due to/from other funds.”

Compensated Absences – It is the School’s policy to permit employees to accumulate an unlimited number of sick days; however, accumulated sick days do not vest under the School’s policy, therefore, a liability for unused sick days is not recorded in the financial statements.

Use of Estimates – The School has made a number of estimates and assumptions relating to the reporting of assets and liabilities and the disclosure of contingent assets and liabilities to prepare these financial statements in conformity with accounting principles generally accepted in the United States of America. Actual results could differ from those estimates.

Net assets/ Fund balances – In March 2009, the GASB issued Statement No. 54, Fund Balance Reporting and Governmental Fund-type definitions. The objective of this statement is to enhance the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied and by clarifying the existing governmental fund-type definitions. This statement establishes fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed on the use of the resources reported in governmental funds. Under this standard, the fund balance classifications of reserved, designated, and unreserved/undesignated were replaced with five new classifications - nonspendable, restricted, committed, assigned, and unassigned.

- Nonspendable fund balance represents amounts that are not in a spendable form. The nonspendable fund balance represents inventories and prepaid items.
- Restricted fund balance represents amounts that are legally restricted by outside parties for a specific purpose (such as debt covenants, grant requirements, donor requirements, or other governments) or are restricted by law (constitutionally or by enabling legislation).
- Committed fund balance represents funds formally set aside by the governing body for a particular purpose. The use of committed funds would be approved by resolution.
- Assigned fund balance represents amounts that are constrained by the expressed intent to use resources for specific purposes that do not meet the criteria to be classified as restricted or committed. Intent can be stipulated by the governing body or by an official to whom that authority has been given by the governing body.
- Unassigned fund balance is the residual classification of the General Fund. Only the General Fund may report a positive unassigned fund balance. Other governmental funds would report any negative residual fund balance as unassigned.

The School has no restricted fund balances at year ended June 30, 2013.

2. Stewardship, compliance and accountability

Budgetary information – The School is required by the State of Nevada Department of Education (Department) to adopt a final budget no later than June 8 of each year under NAC 386.370.

PINECREST ACADEMY OF NEVADA
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2013

3. Cash

The Company maintains cash balances at a financial institution with accounts insured by the Federal Deposit Insurance Corporation up to \$250,000. As of June 30, 2013, the Company's uninsured cash balance totaled \$691,615.

4. Operating leases

In May 2012, the School entered into a lease for the use of the buildings and related property with School Development South Boulder, LLC to lease space for a period of 20 years, expiring on July 31, 2032. Monthly payments were \$57,990 for the year ended June 30, 2013, which was net of a monthly discount \$9,665. Monthly payments increase to \$61,856 for the year ended June 30, 2014, which is net of a discount of \$5,799. Monthly payments then increase to \$67,655 in the third lease year ended June 30, 2015. Every year thereafter the monthly payment increases by the Consumer Price Index or 3% whichever is greater.

In December 2012, the School entered into a lease agreement with a financial institution for the use of furniture, equipment, textbooks, software and computers. The lease is payable in 47 monthly payments of \$11,845 and in December 2016 a balloon payment of \$39,056.

The School has entered into various equipment leases with varying monthly payments ranging from \$96 to \$1,425 monthly having various maturities through June 2017.

Lease expense totaled \$546,671 for the year ended June 30, 2013.

Future minimum lease payments are as follows:

<u>Years Ending June 30,</u>	<u>Amount</u>
2014	\$ 888,516
2015	958,104
2016	982,460
2017	963,691
2018	887,141
Thereafter	<u>15,612,724</u>
	<u>\$ 20,292,636</u>

5. Management agreement

Academica Nevada, LLC ("Academica"), a professional charter school management company, provides management and administrative services to the School including, but not limited to, facility design, staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, maintenance of the books and records, bookkeeping, budgeting and financial reporting. The agreement between the School and Academica Corporation calls for a fee of \$450 per full time equivalent (FTE) student per year. The agreement is with Pinecrest Academy of Nevada for a period of two years, through July 31, 2014, and unless terminated by the board shall be renewed along with any renewals to the charter agreement. The agreement with Academica Corporation was assigned to Academica Nevada, LLC. During the year ended June 30, 2013, the School incurred \$320,175 in management fees.

PINECREST ACADEMY OF NEVADA
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2013

6. Defined benefit pension plan

The School is a public employer participating in the Public Employees Retirement System of the State of Nevada (PERS), a defined benefit cost-sharing multiple-employer program, and all full-time teachers are covered under the system. The School has no liability for unfunded obligations of the system as provided by NRS 286.110.

Benefits, as required by statute, are determined by the number of years of accredited service at the time of retirement and the member's highest average compensation in any 36 consecutive months. Benefit payments to which participants may be entitled under the plan include pension benefits, disability benefits, and death benefits.

Monthly benefit allowances for regular members are computed at 2.5% for each year of service earned before July 1, 2001 and 2.67% for each year of service earned after July 1, 2001 of average compensation (36 consecutive months of highest compensation) with a ceiling of not more than 75% of the average compensation. PERS offers several alternatives to the unmodified service retirement allowance which, in general, allows the retired employee to accept a reduced service retirement allowance payable monthly during the employee's life and various optional monthly payments to a named beneficiary after the employee's death. Regular members are eligible for retirement benefits at age 65 with 5 years of service, at age 60 with 10 years of service, or at any age with 30 years of service. A member who retires on or after July 1, 1977, or is an active member whose effective date of membership is before July 1, 1977, or is an active member whose effective date of membership is before July 1, 1985, and who has 36 years of service is entitled to a benefit of up to 90% of his/her average compensation. When members are eligible for the earlier retirement due to the increased services years, the ceiling limitation on monthly benefit allowances increases from the normal 75% to a maximum of 90% of average compensation. Regular members become fully vested as to benefits upon completion of 5 years of service. Benefits are established by state statute and provisions may only be amended through legislation.

Member contribution rates, which are actuarially determined, are established by NRS 286.421 for public employees enrolled in the contribution plan. Two contribution plans are offered to eligible employees, the employee/employer contribution plan and the employer-pay contribution plan. The employee/employer plan increases the employee's salary by 13.1097%. A contribution of 12.25% is deducted from the employee and a matching contribution of 12.25% is paid by the employer. The employer-pay contribution plan requires an employer paid contribution rate of 23.75% on a lower salary schedule. The School's contributions to the plan for the year ended June 30, 2013 was \$240,057.

PERS issues a publicly available financial report that includes financial statements and required supplementary information. The report may be obtained by calling 775-687-4200.

7. Compliance with Nevada revised statutes and Nevada Administrative code

The School conformed to all significant statutory constraints on the financial administration during the fiscal year.



L.L. Bradford
Certified Public Accountants & Consultants

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE AND ON INTERNAL CONTROL OVER
FINANCIAL REPORTING BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Governing Body
Pinecrest Academy of Nevada
Las Vegas, Nevada

We have audited the financial statements of the governmental activities and each major fund of Pinecrest Academy of Nevada (the "School"), as of and for the year ended June 30, 2013, and have issued our report thereon dated October 29, 2013. We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

In planning and performing our audit, we considered the School's internal control over financial reporting in order to determine our auditing procedures to express our opinion on the financial statements and not to provide assurance on the internal control over financial reporting. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control over financial reporting that might be material weaknesses. A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. We noted no matters involving internal control over financial reporting and its operation that we consider to be a material weakness.

This report is intended for the information of management and state and federal awarding agencies and is not intended to be and should not be used by anyone other than these specified parties.

L.L. Bradford & Company, LLC

L.L. Bradford & Company, LLC
October 29, 2013
Las Vegas, Nevada

Attachment 37
Attachment B.3.1.5
Legal Relationship With EMO/Model

i. Evidence of Committee to Form's Independence

The Committee to Form SLAM NV understands that it must be independent and self-governing. The Committee has contacted independent legal counsel for review of the proposed contracts with the EMOs. The letter from counsel is attached hereto.

ii. Supervisory Responsibilities of the EMO

Neither Academica Nevada nor SLAM, Inc. will have direct supervisory or hiring authority of school administration and staff. The role of Academica Nevada (with operational staff) and SLAM, Inc. (with regard to instructional staff) will be to assist in the identification of quality staff and then advising, training and supporting that staff in maintaining quality school operations. The Charter Board will oversee the EMOs in these matters by maintaining independent decision making authority on all matters, utilizing the EMOs for advice and support, and by performing regular reviews (at least annually) of the EMOs' performance.

iii. Facility or Financing Relationship with EMO

The Committee to Form SLAM NV does not intend to enter into a lease, lease purchase agreement or any other facility or financing relationship with any EMO. The Committee may rely on an EMO to assist in locating a facility which may be leased for a fair and reasonable amount. However, it is anticipated that the owner/landlord of such a facility would not be the EMO. In any event, no facility or financing agreement will be incorporated into the school management contract.

It may be necessary for the school to enter into a promissory note with an EMO in order to complete the Pre-Opening Requirements requisite to receiving state funding. Any promissory note related to completing pre-opening requirements will be for a short-term (no more than two years) and will not be incorporated into the management contract.

JEFFREY S. BLANCK
Attorney at Law

Attachment 37
Attachment B.3.1.5
Part 2

485 West Fifth Street (775) 324-6640 (office)
Reno, NV 89503 (775) 323-5944 (fax)

jblanck@jeffreyblancklaw.com

August 25, 2014

Matt Durham, Committee Chair
SLAM Academy of Nevada
1413 Foothills Mills Street
Henderson, Nevada 89012

Re: Charter School Application for SLAM Academy of Nevada

Dear Mr. Durham:

I have reviewed the charter school services and support agreement between SLAM Academy of Nevada and Academica Nevada, LLC as well as the trademark license and affiliation agreement between SLAM, Inc. and SLAM Academy of Nevada. The contracts are similar to other contracts with Academica Nevada's charter schools, which I have previously reviewed and found to be in compliance with Nevada law.

I do not see any legal issues that would preclude the entering into of these agreements, nor any other issues that I feel could impede the successful operation of SLAM Academy of Nevada if it is their desire to contract with Academica Nevada and SLAM, Inc. for the services described therein. If you require further information, please let me know.

Sincerely,



JEFFREY S. BLANCK, ESQ.

JSB:hh
cc: Becca Fitzgerald

i. Roles and Responsibilities of the EMO

It shall be the responsibility of the governing body to establish annual budgets, adopt financial policies and procedures, set human resources policies, and select the school's legal counsel. The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary parameters set by the governing board. The principal will maintain the day-to-day operations of the school and serve as the instructional leader of the school, selecting teaching personnel and identifying and special staffing needs. As such, the Board will locate a Principal by recruiting talented individuals who have knowledge of and experience with instructional, educational, and school site matters.

The role of Academica Nevada and SLAM, Inc., is to serve at the will and guidance of the Board. We expect Academica Nevada and SLAM, Inc., to carry out the defined responsibilities found in their respective contracts and set forth in the "Scope of Services" below in a manner that is consistent and assists the board meet its vision.

ii. Scope of Services

The School will hire Academica Nevada to provide specific business support services thereby freeing up the school administrator to focus on the educational goals set by the governing board. Support services that Academica Nevada will provide include, but are not limited to, the following:

- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Monitor and assure Compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company; and
- Provide human resources related services such as dispute resolution and contract preparation and review.

Attachment 38
Attachment B.3.1.6
Organizational Structure

- Assist the Board in renewing the School's charter.

As part of the commitment and relationship between SLAM of Nevada and Academica Nevada, it is understood and agreed that Academica Nevada will NOT do the following:

- Employ the School Administrator or any other licensed personnel;
- Draw orders for the payment of money, as that responsibility is limited strictly to the school's board and principal;
- Use fees paid by SLAM of Nevada to benefit or subsidize schools located outside of Nevada.
- Permit the school's lease and management contract to be conditioned one upon the other.

Academica Nevada will assist SLAM in furthering the school's mission and purpose by enabling the School to obtain better facilities, lower pricing on furniture and equipment, more accurate budget projections, better insurance rates, better benefits packages for employees of the school and better financing rates than would otherwise be possible. These services will help SLAM serve more students and maintain financial surpluses without compromising the educational goals of the school.

The school will affiliate with SLAM, Inc. to provide the following services:

- On site principal training and professional development;
- On site teacher training and professional development , including professional development on:
 - 1) SLAM Resource Manual for Thematic Lessons , 2) professional development on creation of Thematic Lessons, 3) Positive Behavioral Support, 4) professional development on the Three R's
- Classroom critique and assessment;
- Technology training; and
- Help attain accreditation.

None of the services provided by SLAM, Inc. will overlap those provided by Academica Nevada.

iii. Oversight and Evaluation of the EMO

The board expects Academica Nevada to perform each of the specific duties of the contract. Academica

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Organizational Structure

Nevada is expected to work in such a manner that school's annual financial audits do not have any material deficiencies. The board further expects Academica Nevada to guide the school to a surplus of not less than 5% of revenues. All state reports must be responded to in a timely manner and to the expectations of the specific state agencies. They should work in a manner that is supportive and allows the principals to focus on educational goals. The principals should be able to discuss and get immediate advice on day to day operational issues.

The board expects SLAM, Inc. to provide regular and effective professional development resources which result in improved instruction and academic performance, as measured by the administrator's teacher evaluations and the student assessments set forth in Part A of this application. We expect SLAM, Inc. to successfully assist in completing the accreditation process. We expect SLAM, Inc. to work closely with the principal and instructors in developing open and ongoing communication which includes assistance in problem solving, successful planning strategies, and shared technology programs and training.

iv. Compensation Structure and Payment Schedule

The fee that Academica Nevada charges is per pupil based. As the number of students enrolled increases, Academica's services necessarily increase as well. For example, a larger student body requires a larger facility and a consequential increase in facilities management services. A larger student body requires more staff and an increase in Human Resources related services. A larger student body requires more equipment and fixtures which creates an increase in procurement, budget management and bookkeeping services. As a result, basing a fee on a fixed per pupil charge is "attributable to the actual services provided" and compliant with State law. Furthermore, since the fee is not a percentage of income, the fee does not increase with any increase in school funding which may be passed by the state legislature. Finally, the Academica contract contains a provision that allows the fee to be adjusted if the school is facing financial hardship.

SLAM, Inc., charges a fee 1% of annual revenues in exchange for the support services detailed above and the use of the SLAM name and logo. The SLAM fees will support the staff travel and materials necessary to provide the professional development services and accreditation support provided for in the services agreement.

v. Financial Responsibilities of Governing Board and EMO

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It is the responsibility of Academica Nevada to provide accurate financial projections, qualified and experienced financial staff to maintain school books and records, work with the school administrator to propose school budgets, and assist the board in the completion of the annual financial audit. It is also the responsibility of Academica Nevada to report to the Board at every Board Meeting regarding the financial status of the school and any financial matters that might require immediate attention.

It will be the responsibility of the Board of Directors of SLAM NV review proposed budgets, make any prudent revisions or changes, and have ultimate decision making authority on the approval of the budgets. The Board of Directors will be responsible for selecting a firm to complete the required independent financial audit. The Board of Directors will also periodically review the accuracy and reliability of Academica Nevada's financial services by using tools such as monthly Profit-Loss reports, Balance Sheets, and the independent financial audit.

vi. **Term of EMO Contract and Conditions for Renewal and Termination**

The initial Term of the EMO contract is for a period of two years. The Contract will automatically renew for the length of the Charter agreement which is granted by the school's sponsor, which is expected to be for a term of six years. During the term of the contract, the Board can terminate the agreement "for cause" if at any time Academica Nevada fails to immediately remedy any breach the terms of the agreement. Furthermore, SLAM NV has the option of terminating the contract without cause at the end of the Charter contract. If the contract is not terminated, then it may continue to automatically renew with the renewal of the charter agreement.

vii. **The Plan for Operation in the Event of Termination of the Management Agreement**

In the event of termination of the Management Agreement between Academica Nevada and SLAM NV, the Services Agreement provides that the parties shall work cooperatively to ensure that the School's operations continue without interruption. The Contract further requires Academica Nevada to immediately deliver any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. The board expects that, should the contract with Academica Nevada ever be terminated, the board will need to hire additional business management personnel to both manage the transition

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period during Academica Nevada's exit as well as provide the bookkeeping, reporting and other services currently handled by Academica Nevada.

viii. Contracts between EMO and "Key Personnel"

Neither Academica Nevada nor SLAM, Inc. will directly employ any "key personnel" of the school.

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Contract/ Management Agreement**

**CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT
BETWEEN
THE BOARD OF DIRECTORS FOR
SLAM OF NEVADA, A NEVADA PUBLIC CHARTER SCHOOL
AND
ACADEMICA NEVADA, LLC**

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CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

This is an Agreement to provide services and support to a Charter School by and between the Sports Leadership And Management Academy of Nevada (SLAM NV) Board of Directors (“Board”) and Academica Nevada LLC (“Service Provider”)

WHEREAS, SLAM NV may have a contract (“the Charter”) with the State Public Charter School Authority (the “State”) to operate a charter school, known as SLAM NV (the “School”);

WHEREAS, the School is governed by the Board of Directors of SLAM NV(the “Board”);

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, SLAM NV desires to ensure that its School is professionally operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider has been established to provide professional services and support to public charter schools;

WHEREAS, it is Service Provider’s mission to ensure that the vision of the School’s Board of Directors is faithfully and effectively implemented;

WHEREAS, Service Provider’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and *Sports Leadership And Management of Nevada -- Academica Nevada LLC -- Charter Services and Support Contract*

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Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider's officials are familiar with the various local, state and federal funding sources for charter school programs and have successfully obtained grants, other forms of revenue and financing for other charter school programs;

WHEREAS, Service Provider's officials have attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Service Provider provides services and support a network of charter schools and believes that there are benefits to having combined purchasing power and a wide variety of employment opportunities and options available to the employees of public charter schools serviced by Service Provider;

WHEREAS, it is Service Provider's duty to implement the vision of the Board of Directors, ensuring the autonomy and governing authority of the Board of Directors of SLAM NV, and the Board of Director's duty to make all decisions and direct Service Provider to act accordingly on the Board's behalf.

WHEREAS, SLAM NV and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction and to the extent instructed by the Board of Directors;

NOW THEREFORE, the parties to this Agreement agree as follows:

DUTIES OF SERVICE PROVIDER:

1. Recitals

The forgoing recitals are true, correct and incorporated herein.

Sports Leadership And Management of Nevada -- Academica Nevada LLC -- Charter Services and Support Contract

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2. Engagement

SLAM NV engages Service Provider to provide administrative services and support to the School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement.

3. Duties

At the direction of the Board, Service Provider will coordinate the services required to support the School. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations. If instructed by the Board, Service Provider's services may include, but not be limited to: identification, design and procurement of facilities; staffing recommendations, human resource coordination, regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the Schools as well as bookkeeping, budgeting and financial forecasting. The provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with Nevada requirements. The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

4. Board of Directors Meetings

Service Provider will attend the meetings of the Board and the staff of the School. Unless otherwise instructed by the Board, Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of NRS. 386.550 regarding such meetings and record keeping.

5. Record Keeping

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with NAC 392.36 and NAC 386.360 requirements for record keeping. In addition, Service Provider will ensure that designated on site staff receives proper training by the **State's** appropriate departments for student school record keeping through its designated programs.

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6. Bookkeeping

Service Provider will coordinate with the accounting firms selected by the Board “the accounting firm” , and serve as liaison with them to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Charter and State law.

7. Staff Administration

If instructed by the Board, Service Provider may identify and propose for employment by or on behalf of **SLAM NV** qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified as required by NRS 386. **SLAM NV** may employ or contract with skilled selected non-certified personnel to assist instructional staff members as teachers’ aides in the same manner as defined in Nevada Education Code sections 386 and 391. If the Board so chooses, Service Provider may coordinate with the Board or the Hiring Committee established by the Board to identify, recruit and select individuals for School-based positions. The Board will make all hiring decisions in its discretion and in accordance with law. All employees selected by the Board shall be **SLAM NV** employees or employees leased to **SLAM NV**, and will not be employees of Service Provider. At the Boards direction, Service Provider may prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees. At the request of the Board, Service Provider may propose a professional employee management company to the Board which can perform the human resource services for the School. Once the Board approves a human resource provider Service Provider will coordinate such services. The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any. Service Provider agrees to act as the liaison for the School vis-à-vis the human resource services provider. All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections and Financial Statements

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the Nevada School Accounting Manual and Standardized Account Code Structure at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on

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recommendations made by the accounting firm, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the State which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the State. SLAM NV will provide the State with annual audited financial reports as required by the Charter. These reports will be prepared by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than September 15th of each year.

9. Designated Contact Person

The designated contact person of Service Provider shall be the CEO of Academica Nevada LLC Robert B. Howell.

10. Grant Solicitation

At the request of the Board, Service Provider may solicit grants available for the funding of the School from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

If directed by the Board, Service Provider may coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

At the request of the Board, Service Provider may coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time.

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13. Annual Reporting

Service Provider will coordinate the preparation of the Annual Report for the School.

The Report will be submitted to the Board for approval, and Service Provider will coordinate the delivery and review process established by the State and Charter School legislation for the Annual Report.

14. Student Assessment

If instructed by the Board, Service Provider may coordinate a student assessment methodology and retain on behalf of SLAM NV, professionals to administer and evaluate results. Service Provider will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation

The Board President will serve as primary liaison with the State Board of Education and its officials on behalf of the School. If instructed by the Board, Service Provider may also serve as a liaison of the Board to the State and its officials. In connection therewith, Service Provider's representatives will attend required meetings and public hearings.

16. Governmental Compliance

If requested by the Board, Service Provider will advise the Board on compliance with state regulations and reporting requirements of the Charter School. Service Provider may also advise the Board on compliance with the School's Charter with the State. The School's Charter with the State is incorporated herein by reference.

17. Charter Renewal Coordination

At the direction of the Board, Service Provider may assist the Board with renewal of the School's Charter on a timely basis. If instructed by the Board, may negotiate the terms of the renewal Charter with the State on behalf of the Board and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original Charter between the School and the State.

18. Curriculum Development

If requested by the Board, Service Provider may identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations. All proposed curricula shall be approved by the Board prior to use.

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19. Facilities Identification Expansion, Design and Development

At the direction of the Board, Service Provider may coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the School in identifying, procuring and planning the design of new facilities or in the expansion of existing ones. Service Provider may identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principles, that relationship will be disclosed to the Board. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

20. Systems Development

If requested by the Board, Service Provider may identify and develop a Nevada based and state compliant school information system to be used in connection with the administration and reporting system for the School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

TERM OF AGREEMENT

21. Initial Term

The Initial term of the Agreement shall commence on August 1, 2015 and continue initial term of two (2) years, through July 31, 2017..

22. Renewal

Absent notice of termination pursuant to Section 23(a) , this Agreement shall automatically renew for the full term of the initial Charter Agreement (which is expected to be for an additional four (4) years). Thereafter, this Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement by the School's sponsor unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that this Agreement shall be cancelled at the expiration of the term of the then-current Charter Agreement.

23. Termination

(a) During the Initial Term of the Agreement, either party may terminate this Agreement at any time, with *Sports Leadership And Management of Nevada -- Academica Nevada LLC -- Charter Services and Support Contract*

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or without cause, by giving thirty (30) days written notice to the other party.

(b) Following the Initial Term of the Agreement, either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, **SLAM NV** may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a “significant event” shall be defined as an act or omission by the Service Provider which results in a breach of the School’s Charter such that the Charter is subject to immediate termination without chance for cure, interrupts the School’s operations and/or results in a threat to the School’s viability. Upon notice of termination under this Section, **SLAM NV** shall only be required to pay Service Provider for services rendered through the date of the notice of termination for cause.

(c) **Duties upon termination.** In the event this Agreement is terminated, the parties shall work cooperatively to ensure that the School’s operations continue without interruption. Service Provider shall immediately and peaceably deliver to **SLAM NV** any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement.

COMPENSATION

24. Base Compensation

SLAM NV shall pay Service Provider a services and support fee of \$450 per student Full Time Equivalent (FTE) per annum during the term of this Agreement, unless terminated, provided that **SLAM NV** receives such funds. The fee shall be payable in equal monthly installments, provided that **SLAM NV** shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada, such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. The fee shall be adjusted annually at each anniversary of this Agreement based on the change in the prior year’s Consumer Price Index or on the basis of the year-to-year percentage change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less. In the event that funding is decreased in *Sports Leadership And Management of Nevada -- Academica Nevada LLC -- Charter Services and Support Contract*

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future years to an amount less than the 201-20 state funding, either party may request review of the base compensation amount. Based upon this review, the Service provider will consider lowering the fee should the school experience severe financial distress.

25. Additional Services

Service Provider will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the School, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of SLAM NV, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals.

26. Reimbursement of Costs

Service Provider shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

27. Incurred Expenses

Pursuant to the agreement of the Board and Service Provider, Service Provider may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the schools financial records.

OTHER MATTERS

28. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees, principals or agents and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board.

29. Insurance and Indemnification

Service Provider shall carry liability insurance and indemnify the School for acts or omissions of Service Provider. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in

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amounts and for terms reasonably acceptable to the Board. Service Provider hereby agrees to indemnify, hold harmless and protect SLAM NV the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents.

30. Miscellaneous

(1) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

(2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(3) Neither party shall assign this Agreement without the written consent of the other party;

(4) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.

(6) This Agreement is not intended to create any rights of a third party beneficiary.

(7) This Agreement is made and entered into in the State of Nevada and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Clark County, Nevada.

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(8) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.

(9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or at such other address as either party may designate by notice from time to time in accordance herewith:

If to Service Provider: **Academica Nevada, LLC**
1378 Paseo Verde Pkwy
Henderson, NV 89012
Attention: Robert Howell

If to **Board** : **Sports Leadership and Management Academy of Nevada**
1413 Foothills Mills St.
Henderson, NV 89102
Attention: Board Chair

(10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(12) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of **SLAM NV** held on the _____ day of _____ 20___. At that meeting, the undersigned Chair of **SLAM NV** was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

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SPORTS LEADERSHIP AND MANAGEMENT ACADEMY OF NEVADA

By: _____
_____, Board President

Date: _____

ACADEMICA NEVADA LLC

By: _____
Robert Howell, CEO

Date: _____

TRADEMARK LICENSE AND AFFILIATION AGREEMENT

SLAM, INC. and SLAM OF NEVADA

THIS TRADEMARK LICENSE AND AFFILIATION AGREEMENT ("Agreement") is made and entered into effective as of _____ (the "Effective Date") by and between SLAM, Inc. ("Licensor"), and the School, Sports Leadership and Management Academy of Nevada (SLAM NV) ("Licensee").

WHEREAS, Licensor has adopted, and is using the trademark, SLAM ("Trademark") throughout the United States in connection with educational excellence, Southern Association of Colleges and Schools (SACS) accreditation, pedagogical successful methods, and related educational activities; and

WHEREAS, Licensee desires to use the Trademark, in connection with the development of the School, including but not limited to, the start-up phase of the School. Licensee desires to promote the fact that the School will affiliate with SLAM and replicate its successful educational best practices and methods to ensure the School's academic and operational success.

WHEREAS, SLAM, Inc. personnel will provide on-site services to the school, and will also conduct ongoing teacher training sessions in Math, Language Arts and other subject areas; provide 'best practices' instructional materials; and host retreats for Boards of Directors and School Leaders.

WHEREAS, Licensor, subject to the terms and conditions set forth in this Agreement, is willing to permit Licensee to use the Trademark in connection with the educational practices, including but not limited to the development and establishment of the school of SLAM of Nevada, for the mutual benefit of Licensor and Licensee.

NOW, THEREFORE, in consideration of the above premises, the mutual covenants set forth below, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

Section 1
LICENSE

1.1 Scope of License. Subject to the terms and conditions set forth in this Agreement, Licensor grants to Licensee a non-exclusive, non-transferable, royalty-free license to use the Trademark in connection with the development and establishment of the school of SLAM of Nevada in the State of Nevada, United States. Licensee shall make no other use of the Trademark.

1.2 Non-Assignment. Licensee acknowledges and agrees that the rights granted to Licensee by and obtained by Licensee as a result of or in connection with this Agreement are license rights only, and nothing contained in this Agreement constitutes or shall be construed to be an assignment of any or all of Licensor's rights in the Trademark.

Section 2 **LICENSOR'S CONTROL**

In order to protect and preserve Licensor's rights in the Trademark, Licensee understands, acknowledges, and agrees that (i) prior to the first date of Licensee's use of the Trademark in connection with SLAM of Nevada, Licensee shall obtain Licensor's approval of all aspects of such use; and (ii) once Licensee's use of the Trademark in connection with the SLAM of Nevada is initially approved by Licensor, any subsequent alteration, modification, or change in such use must be reviewed and approved by Licensor prior to implementation of such alteration, modification, or change.

Section 3 **USE OF THE TRADEMARK**

3.1 Trademark Format. Licensor retains the right to specify, from time to time, the format in which Licensee shall use and display the Trademark, and Licensee shall only use or display the Trademark in a format approved by Licensor.

3.2 Proper Notice and Acknowledgment. Every use of the Trademark by Licensee shall incorporate in an appropriate manner the correct and proper spelling of the name and any and all information connected therewith the name and Trademark.

3.3 Annual Fee. Licensee, SLAM of Nevada, herein enters into a trademark license agreement with SLAM, Inc. to use, reproduce and display the trademarks of SLAM, Inc. in connection with its educational activities. The annual fee associated with this License is not to exceed 1% of the guaranteed basic support payment per pupil funding that the School receives. There will be no other additional fees or costs associated with this Agreement.

3.4 Impairment of Licensor's Rights. Licensee shall not at any, time, whether during or after the term of this Agreement, do or cause, to be done any act or thing challenging, contesting, impairing, invalidating, or tending to impair or invalidate any of Licensor's, rights in the Trademark or any registrations, accreditations or recognitions of the like, derived from such

rights. The Southern Association of Colleges and Schools (SACS) accreditation specifically shall not be affected in any way due to the misuse or violation of requirements and guidelines set forth by the Southern Association of Colleges and Schools (SACS), SLAM, Inc. or this Agreement.

3.5 Licensor's Rights and Remedies. Licensee acknowledges and agrees that Licensor has, shall retain, and may exercise, both during the term of this Agreement and thereafter, all rights and remedies available to Licensor, whether derived from this Agreement, from statute, or otherwise, as a result of or in connection with Licensee's breach of this Agreement, misuse of the Trademark, or any other use of the Trademark by Licensee which is not expressly permitted by this Agreement.

Section 4 **AFFILIATION SERVICES**

To ensure the School's academic and operational success, Licensor, SLAM, Inc., shall monitor the conduct and performance of the School and provide the School with assistance in the following areas:

- (a) on site principal training;
- (b) on site teacher training;
- (c) classroom management critique and assessment;
- (d) technology training;
- (e) help attain accreditation;
- (f) other areas identified by the Licensor.

Licensor will make available to the School certain model books, curriculum modules, or other documents or compilations of data that are identified with SLAM, Inc. Licensor authorizes the School to use such materials and best practices, subject to the terms and limitations of this Agreement, for activities that further the goals of the School.

Section 5 **TERM AND TERMINATION**

5.1 Term. The term of this Agreement shall be for two (2) years from the Effective Date; provided, however, that either party may terminate this Agreement, with or without cause, by delivering written notice of termination to the other party, and, unless a later date is specified in such notice, termination shall be effective sixty (60) days after the date such notice is given.

5.2 Termination for Cause. Notwithstanding the provisions of Section 4.1 of this Agreement, this Agreement and all rights granted hereby, including but not limited to Licensee's right to use the Trademark, shall automatically terminate without notice from Licensor if (i) Licensee attempts to assign, sub-license, transfer or otherwise convey, without first obtaining Licensor's written consent, any of the rights granted to Licensee by or in connection with this Agreement;

(ii) Licensee fails to obtain Licensor's approval of Licensee's use of the Trademark in accordance with Section 2 of this Agreement; (iii) Licensee uses the Trademark in a manner in violation of, or otherwise inconsistent with, the restrictions imposed by or in connection with Section 3 of this Agreement; or (iv) Licensee uses the Trademark in a manner not expressly permitted by this Agreement.

5.3 Effect of Termination. All rights granted by this Agreement, including, without limitation, Licensee's right to use the Trademark, shall expire upon termination of this Agreement, and upon termination Licensee shall immediately cease and desist from all further use of the Trademark.

Section 6 **MISCELLANEOUS**

6.1 Assignment. Licensee shall not assign, sublicense, transfer, or otherwise convey Licensee's rights or obligations under this Agreement without Licensor's prior written consent. Licensee shall indemnify and hold harmless Licensor against all liability, costs, and expenses, including but not limited to a reasonable attorneys' fee, arising out of or in connection with claims relating to an attempted assignment, sublicense, transfer, or other conveyance of Licensee's rights and obligations.

6.2 Applicable Law. This Agreement shall be interpreted, construed, and enforced pursuant to, and in accordance with, the laws of the State of Nevada.

6.3 Entire Agreement. This Agreement supersedes all previous agreements, understandings, and arrangements between the parties, whether oral or written, and constitutes the entire agreement between the parties.

6.4 Amendments. This Agreement may not be modified, amended, altered, or supplemented except by an agreement in writing executed by the parties hereto.

6.5 Waivers. The waiver by either party of a breach or other violation of any provision of this Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the same or other provision of this Agreement.

6.6 Notice. Unless otherwise provided herein, any notice, demand, or communication required, permitted, or desired to be given hereunder shall be in writing and shall be delivered by hand, or by registered or prepaid certified mail through the United States postal service, return receipt requested, addressed as follows:

If to Licensor: SLAM, Inc
c/o 6361 Sunset Drive
Miami, FL 33143
Attn: President/Chairperson

If to Licensee: Sports Leadership and Management Academy of Nevada
1413 Foothills Mills St
Henderson, NV 89102
Attention: Board Chair

or to such other address, and to the attention of such other persons or officers as either party may designate by written notice. Any notice so addressed and mailed shall be deemed duly given three (3) days after deposit in the United States mail, and if delivered by hand, shall be deemed given when delivered, and if sent by facsimile, shall be deemed given on the first business day immediately following transmittal.

6.7 Counterparts. This Agreement may be executed in several counterparts, each of which shall be an original, but all of which together shall constitute one and the same Agreement.

6.8 Articles and Other Headings. The articles and other headings contained in this Agreement are for reference purposes only, and shall not affect in any way the meaning or interpretation of the terms of this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the date first set forth above.

LICENSOR:

SLAM, INC.

By: _____
SLAM, Inc, President

Date

LICENSEE:

Sports Leadership and Management Academy of Nevada

By: _____
Committee Chairperson

Date

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL PRIOR YEAR ENDING 06/30/13	WEIGHTED ACTUAL CURRENT 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> 360
5. Ungraded	<u> </u>	<u> </u>	<u> </u>
6. Subtotal	<u> </u> 0.0	<u> </u> 0.0	<u> </u> 360.0
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> </u> 0.0	<u> </u> 0.0	<u> </u> 360.0
10. Hold Harmless			<u> </u>

11. Basic support per pupil amount, Year Ending 06/30/15 Estimated per SB522 77th session Fill in information for each district:			<u> </u> 5,544	Use rates below:	
	2014-2015 Rate revised 5/24/2013	WEIGHTED 2014-2015 Enrollment	Subtotal		Reference amounts for #12 Estimate: "Outside Revenue"
School District					
Carson City	\$ 6,643	0.0	\$0		\$ 1,086
Churchill	\$ 6,629	0.0	\$0		\$ 1,069
Clark	\$ 5,544	360.0	\$1,995,840		\$ 997
Douglas	\$ 5,998	0.0	\$0		\$ 2,386
Elko	\$ 6,692	0.0	\$0		\$ 1,113
Esmeralda	\$ 15,798	0.0	\$0		\$ 8,308
Eureka	\$ 100	0.0	\$0		\$ 43,870
Humboldt	\$ 5,409	0.0	\$0		\$ 2,047
Lander	\$ 385	0.0	\$0		\$ 9,884
Lincoln	\$ 10,500	0.0	\$0		\$ 1,295
Lyon	\$ 7,186	0.0	\$0		\$ 922
Mineral	\$ 9,622	0.0	\$0		\$ 1,683
Nye	\$ 7,085	0.0	\$0		\$ 1,368
Pershing	\$ 8,738	0.0	\$0		\$ 2,272
Storey	\$ 8,455	0.0	\$0		\$ 6,494
Washoe	\$ 5,585	0.0	\$0		\$ 1,138
White Pine	\$ 7,315	0.0	\$0		\$ 1,902
Multidistrict		360.0	\$1,995,840	<u> </u> 5,544	
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.			<u> </u> \$997		
13. Total basic support for enrollee including outside revenue				Total Weighted-#9 <u> </u> \$ 2,354,760.00	Hold Harmless-#10 <u> </u> \$ -
14. Estimated number of special education program units		<u> </u> 1	(Should be 0 or 2 maximum - see prior year allotment)		
	X	<u> </u> 39,768	amount per unit	<u> </u> \$39,768	
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)				Total Weighted <u> </u> \$ 2,394,528.00	Hold Harmless <u> </u> \$ 39,768.00

Fiscal Year 2014-2015 Charter School SLAM of Nevada

Attachment 41
Attachment C.1.1
Budget Year 1

Form 3		(1)	(2)	(3)	(4)	(4)
SLAM of Nevada		ACTUAL PRIOR	ESTIMATED	BUDGET YEAR ENDING 06/30/15		AMENDED
REVENUE		YEAR ENDING	CURRENT	TENTATIVE	FINAL	FINAL
		06/30/13	YEAR ENDING	APPROVED	APPROVED	APPROVED
			06/30/14			
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					
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	0	0	0
3000	REVENUE FROM STATE SOURCES					
3100	Unrestricted Grants-in-Aid					
3110	Distributive School Account (DSA)			2,354,760		
3115	Special Ed portion of DSA			39,768		
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					
3900	Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES		0	0	2,394,528	0	0

REVENUE	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					
Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4100 E-Rate Funds					
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	0	0	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED 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	2,394,528	0	0

Attachment 41
Attachment C.1.1
Budget Year 1

SLAM of Nevada Form 4 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	AMENDED FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries			877,200		
200 Benefits			336,400		
300/400/500 Purchased Services			788,985		
600 Supplies			85,031		
700 Property					
800 Other			13,635		
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					
100 TOTAL REGULAR PROGRAMS	0	0	2,101,251	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

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

Attachment 41
Attachment C.1.1
Budget Year 1

SLAM of Nevada PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 01/00/00		(5) AMENDED FINAL APPROVED
			(4) TENTATIVE APPROVED	(4) FINAL APPROVED	
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries			163,000		
200 Benefits			39,200		
300/400/500 Purchased Services			7,200		
600 Supplies			5,076		
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	214,476	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

SLAM of Nevada _____

Budget Fiscal Year 2014-2015

Form 4 Expenditures

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Attachment 41
Attachment C.1.1
Budget Year 1

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 01/00/00 FINAL APPROVED	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

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

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Attachment 41
Attachment C.1.1
Budget Year 1

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 01/00/00 FINAL APPROVED	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

SLAM of Nevada _____

Budget Fiscal Year 2014-2015

Form 4 Expenditures

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Attachment 41
Attachment C.1.1
Budget Year 1

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 01/00/00 FINAL APPROVED	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 Pr	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

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Budget Year 1

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	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
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

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Budget Year 1

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 06/30/15 FINAL APPROVED	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

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Budget Year 1

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(4) BUDGET YEAR ENDING 06/30/15		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	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
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
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

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Budget Year 1

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL 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

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Budget Fiscal Year 2014-2015

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Attachment 41
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Budget Year 1

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(4) BUDGET YEAR ENDING 06/30/15		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	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 TOTAL FACILITIES ACQUISITION AND	0	0	0	0	0
5000 Debt Service					
000 TOTAL UNDISTRIBUTED EXPENDITURES	0	0	0	0	0
TOTAL ALL EXPENDITURES	0	0	2,315,727	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	0	0	2,315,727	0	0
CHECKS:	Contingency cannot exceed: XXXXXXXX	0	69,472	0	0
	Calculated Total Ending Fund Balance: 0	0	78,801	0	0

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

DALE A.R. ERQUIAGA
Superintendent of Public Instruction

STATE OF NEVADA

TEACHER LICENSURE
SOUTHERN NEVADA OFFICE
9890 S. Maryland Parkway, Suite 221

DR. STEVE CANAVERO
Deputy Superintendent
Student Achievement



Las Vegas, Nevada 89183
(702) 486-6458
Fax: (702)486-6450
http://teachers.nv.gov

JULIA TESKA
Deputy Superintendent
Business and Support Services

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101
http://www.doe.nv.gov

DENA DURISH
Deputy Superintendent
Educator Effectiveness

SLAM of Nevada herewith submits the TENTATIVE or FINAL or AMENDED FINAL budget for the fiscal year ending June 30, 2015

This budget contains 1 governmental fund types with estimated expenditures of \$ 3,125,238 and 0 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: _____

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	WEIGHTED ACTUAL PRIOR YEAR ENDING 06/30/13	WEIGHTED ACTUAL CURRENT 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> 480
5. Ungraded	<u> </u>	<u> </u>	<u> </u>
6. Subtotal	<u> </u> 0.0	<u> </u> 0.0	<u> </u> 480.0
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> </u> 0.0	<u> </u> 0.0	<u> </u> 480.0
10. Hold Harmless			<u> </u>

11. Basic support per pupil amount, Year Ending 06/30/15		<u> </u> 5,544	
Estimated per SB522 77th session			
Fill in information for each district:			
	2014-2015	WEIGHTED	Use rates below:
	Rate revised 5/24/2013	2014-2015	Reference amounts for #12
<u>School District</u>		<u>Enrollment</u>	Estimate: "Outside Revenue"
Carson City	\$ 6,643	0.0	\$ 1,086
Churchill	\$ 6,629	0.0	\$ 1,069
Clark	\$ 5,544	480.0	\$ 997
Douglas	\$ 5,998	0.0	\$ 2,386
Elko	\$ 6,692	0.0	\$ 1,113
Esmeralda	\$ 15,798	0.0	\$ 8,308
Eureka	\$ 100	0.0	\$ 43,870
Humboldt	\$ 5,409	0.0	\$ 2,047
Lander	\$ 385	0.0	\$ 9,884
Lincoln	\$ 10,500	0.0	\$ 1,295
Lyon	\$ 7,186	0.0	\$ 922
Mineral	\$ 9,622	0.0	\$ 1,683
Nye	\$ 7,085	0.0	\$ 1,368
Pershing	\$ 8,738	0.0	\$ 2,272
Storey	\$ 8,455	0.0	\$ 6,494
Washoe	\$ 5,585	0.0	\$ 1,138
White Pine	\$ 7,315	0.0	\$ 1,902
Multidistrict		480.0	<u> </u> 5,544
		\$2,661,120	
12. Estimated "Outside Revenue" (Supplemental Support) per pupil		<u> </u> \$997	
This is the per pupil share of local taxes, etc, from the district.			
13. Total basic support for enrollee including outside revenue		<u> </u> \$ 3,139,680.00	Hold Harmless-#10 <u> </u> \$ -
14. Estimated number of special education program units	<u> </u> 1	(Should be 0 or 2 maximum - see prior year allotment)	
	X <u> </u> 39,768	amount per unit <u> </u> \$39,768	
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 + 14)		<u> </u> \$ 3,179,448.00	Hold Harmless <u> </u> \$ 39,768.00

Fiscal Year 2014-2015 Charter School SLAM of Nevada

Attachment 41
Attachment C.1.1
Budget Year 2

Form 3 SLAM of Nevada REVENUE	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED 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					
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	0	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)		2,354,760	3,139,680		
3115 Special Ed portion of DSA		39,768	39,768		
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					
3900 Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES	0	2,394,528	3,179,448	0	0

SLAM of Nevada _____

Budget Fiscal Year 2014-2015

Form 3 Revenues

Page 1 of 2

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REVENUE	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000 FEDERAL SOURCES					

Attachment 41
Attachment C.1.1
Budget Year 2

4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103	E-Rate Funds					
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	0	0	0
OTHER RESOURCES AND FUND BALANCE		(1)	(2)	(3)	(4)	(4)
		ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 01/00/00 TENTATIVE APPROVED	BUDGET YEAR ENDING 01/00/00 FINAL APPROVED	AMENDED 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				78,801		
Unreserved Opening Balance						
TOTAL OPENING FUND BALANCE		0	0	78,801	0	0
Prior Period Adjustments						
Residual Equity Transfers						
TOTAL ALL RESOURCES		0	2,394,528	3,258,249	0	0

SLAM of Nevada

Budget Fiscal Year 2014-2015

Attachment 41
Attachment C.1.1
Budget Year 2

SLAM of Nevada Form 4 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
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries			1,232,400		
200 Benefits			480,110		
300/400/500 Purchased Services			1,039,209		
600 Supplies			105,275		
700 Property					
800 Other			13,635		
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					
100 TOTAL REGULAR PROGRAMS	0	0	2,870,629	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

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

Attachment 41
Attachment C.1.1
Budget Year 2

SLAM of Nevada 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 01/00/00 FINAL APPROVED	AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries			194,166		
200 Benefits			44,075		
300/400/500 Purchased Services			9,600		
600 Supplies			6,768		
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	254,609	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

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

Attachment 41
Attachment C.1.1
Budget Year 2

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	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	
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

SLAM of Nevada _____

Budget Fiscal Year 2014-2015

Form 4 Expenditures

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Attachment 41
Attachment C.1.1
Budget Year 2

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 01/00/00 FINAL APPROVED	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

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

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Attachment 41
Attachment C.1.1
Budget Year 2

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 01/00/00 FINAL APPROVED	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 Pr	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

SLAM of Nevada _____

Budget Fiscal Year 2014-2015

Form 4 Expenditures

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Attachment 41
Attachment C.1.1
Budget Year 2

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 06/30/15 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
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

SLAM of Nevada _____

Budget Fiscal Year 2014-2015

Form 4 Expenditures

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Attachment 41
Attachment C.1.1
Budget Year 2

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 06/30/15 FINAL APPROVED	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

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

Attachment 41
Attachment C.1.1
Budget Year 2

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 06/30/15 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
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
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
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

SLAM of Nevada _____

Budget Fiscal Year 2014-2015

Form 4 Expenditures

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Attachment 41
Attachment C.1.1
Budget Year 2

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(4) BUDGET YEAR ENDING 06/30/15		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL 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

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

Attachment 41
Attachment C.1.1
Budget Year 2

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(4) BUDGET YEAR ENDING 06/30/15		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	(4) 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 TOTAL FACILITIES ACQUISITION AND	0	0	0	0	0
5000 Debt Service					
000 TOTAL UNDISTRIBUTED EXPENDITURES	0	0	0	0	0
TOTAL ALL EXPENDITURES	0	0	3,125,238	0	0
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX				
	XXXXXXXXXXXX				
	XXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance					
Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	0	0	3,125,238	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXX	0	93,757	0	0
	Calculated Total Ending Fund Balance:	0	2,394,528	133,011	0	0

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ SLAM of Nevada _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 2015-2016 _____

A Object Code	B Title / Description	C FTE	D Quantity	E Unit Amount / Calculations	F Total Amount
100	PERSONNEL Principal Assistant Principal Teachers Subst. achers Clerical/Admin/Secretary Special Ed. Related Services Security/Maintenance Personell				\$95,000.00 \$70,000.00 \$711,000.00 \$17,000.00 \$63,000.00 \$65,000.00 \$19,200.00 \$0.00
	NARRATIVE The school of 360 students will require a Principal, Assistant Principal, one office administrator to handle registration/office management, one secretary, one security/maintenance person and 17 teachers (15 teachers and 2 special ed. teachers). The average teacher salary is \$41,000. This also includes an extended year for 2 special ed teachers for two months during the summer for an additional \$14,000. This is to cover ESY. Substitutes figured at equivalent 10 teacher days at \$100 per day X 17 teachers. Special Ed. Services that will be contracted out include speech, Occupational therapy, physical therapy, registered nurse and psychological services. This assumes staff of 1805.56 per student or 36 students or a total of \$65,000. This assumes Security/Maintenance personnel will receive a wage of \$10 per hour for 40 hours per week for 12 months for a total of \$19,200.				
				TOTAL	\$1,040,200.00
200	BENEFITS 40% of Salaries				\$0.00 \$375,600.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00
	NARRATIVE The benefits cover everyone except substitutes, security/maintenance personnel and special education related services, since such related services are contracted for. Benefits include PERS, Medicare, Workers comp and Medical, etc. This is figured at 40% X salaries of \$939,000 for a total benefit cost of \$375,600.				
				TOTAL	\$375,600.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES EMO Staff development Payroll services				\$162,000.00 \$5,000.00 \$25,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ SLAM of Nevada _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 2015-2016 _____

Legal					\$5,000.00
IT Support					\$20,000.00
Dues and Fees					\$6,000.00
Transportation r SPED					\$7,200.00
NARRATIVE					
<p>The EMO fee will be \$450 per student X 360 students totalling \$162,000. The school will set aside \$5,000 for staff development training such as State and National conferences. These training sessions will be in addition to those provided by SLAM Academy Inc. The payroll services were figured per the quote. The quote was provided by PayPros Employee Leasing company and was based upon a minimum of 25 employees. The school will acquire in house counsel. SLAM Academy will pay the sum of \$5,000 a year to retain the services of a legal representative. The school will acquire the services of an IT support company to set up the school's services, computers, access points and internet. As well the IT Company will be responsible for regular maintenance of school computers. The school will pay \$1,666 a month to attain the services of an IT Support. Mater Academy will set aside \$6,000 a year for dues and fees to be paid to associations and fees for educational programs that will benefit the school. The school will set aside \$7200 to reimburse 12 families 20 cents per mile or 3000 miles over 180 days. Based upon other schools experiences the school assumed this would address all who would need the service. If not the cost will be adjusted accordingly.</p>					
TOTAL					\$230,200.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ SLAM of Nevada _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 2015-2016 _____

400	PURCHASED PROPERTY SERVICES Rent Janitorial Utilities Building Maintenance Insurance for Building Furniture and Equipment					
						\$353,160.00
						\$21,420.00
						\$40,000.00
						\$23,000.00
						\$8,500.00
						\$19,035.80
						\$0.00
NARRATIVE Rent is figured at 18,000 square ft at an annual charge of \$19.62 sq. ft triple net. The school will contract with a Janitorial company to clean the facility daily. Janitorial is figured at 18,000 square ft. X \$0.12 per sq. ft which equates \$2,160 per month. At \$2,160 per month the school will employ the janitorial company for 12 months equating to 19,440. The school will need less janitorial service the summer months and we assume it will only cost \$660 per month. The school's total for janitorial during the school year will be \$21,420. Utilities were figured at \$3,333 per month. Building Maintenance which includes AC Repair, Lawn Care, etc. is based upon similar experiences of other charter schools. Insurance for the school was quoted by a commercial broker based upon a 18,000 square foot building (See attached quote). Furniture and equipment with a total cost of \$67,500 financed for 4 years at 5% for an annual payment of \$19,035.80.						
TOTAL					\$465,115.80	
500	OTHER PURCHASED SERVICES Insurance for School Food Service (Lunch) State's Fee Travel Reimbursement Affiliation Fee Copier					
						\$13,500.00
						\$5,000.00
						\$35,321.40
						\$4,000.00
						\$23,547.60
						\$19,500.00
NARRATIVE This school insurance covers liability reversion board and the school coverage required under Nevada State Law (See attached quote). The school will set aside \$5,000 to provide lunch to students that forgot to bring lunch. The State's Fee is based upon 1.5% of revenues of \$2,354,760. The affiliation fee with SLAM Academy Inc. is based on 1% of revenues. The affiliation fee to SLAM Academy Inc. will be used to pay for professional development and training in instructional strategies. The school will enter into a lease with a Copier Leasing Company. The Copier amount of \$19,500 per year is based upon what other charter schools of similar size are paying.						
TOTAL					\$100,869.00	
600	SUPPLIES					

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ SLAM of Nevada _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 2015-2016 _____

Books / Ed. Technology / Miscellaneous Equipment				\$52,031.00
Special Ed Books				\$5,076.00
Phone and communication				\$3,600.00
School Supplies				\$23,400.00
Custodial supplies				\$6,000.00
NARRATIVE				
<p>Books, educational technology, miscellaneous equipment was based on \$512.5 per student financed at 5% over 4 years for an annual payment of \$52,031.00. Books for Special Ed. will cost \$500 per student with the assumption of 36 students. Special Ed. books will be financed over 4 years at 5% for an annual payment of \$5,076. This financing will be provided by Vectra Bank a subsidiary bank of Zions First National Bank of Salt Lake City, Utah. Phone and communications are based upon what other charter schools are paying. School supplies are assumed to be \$1,950 per month. Custodial supplies are based upon what other charter schools of similar size are paying.</p>				
			TOTAL	\$90,107.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ SLAM of Nevada _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 2015-2016 _____

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
		Start Up Loan			\$13,635.92
					\$0.00
					\$0.00
NARRATIVE					
The start-up loan from Academica Nevada in the amount of \$25,000 to the school will be financed over 2 years at 6% for an annual payment of \$13,636.92. If SLAM Academy of Nevada's charter is not approved Academica Nevada will write off the loan and treat it as a donation.					
				TOTAL	\$13,635.92
Subtotal bjects 100-600 & 800					\$2,315,727.72
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$2,315,727.72

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ SLAM of Nevada _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 2016-2017 _____

A Object Code	B Title f sition r Description f tem	C FTE	D Quantity	E Unit Amount / Calculations	F Total Amount
100	PERSONNEL Principal Assistant Principal Teachers Subst. achers Clerical/Admin/Secretary Special Ed. Related Services Security/Maintenance Personell				 \$95,000.00 \$70,000.00 \$1,010,500.00 \$23,000.00 \$103,000.00 \$86,666.00 \$38,400.00
	NARRATIVE The school of 480 students will require a Principal, Assistant Principal, 1 office Manager, 1 office registrar, 1 secretary, 2 security/maintenance persons and 23 teachers (20 teachers and 3 special d. achers). The average acher salary is \$43,000. This also includes an extended ar or 3 special d achers or two months uring he ummer r n dditional 21,500. This s o ver SY. Substitutes e igned at equivalent 10 teacher days at \$100 per day X 23 teachers. Special Ed. Services that will be ontracted out will include Speech, Occupational erapy, yysical erapy, registeredurse nd sycological services. This assumes a cost \$1805.56 per student or 48 students or a total of \$86,666. This assumes 2 Security/Maintenance persons will receive a wage of \$10 per hour for 40 hours per week for 12 months for a total of \$38,400.				
				TOTAL	\$1,426,566.00
200	BENEFITS 41% of Salaries				 \$0.00 \$524,185.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00
	NARRATIVE The enefits ver everyone except r bstitutes, security/maintenance personel and special education related services, since such services are contracted for. Benefits include PERS, Medicare, Workers comp and Medical, etc. This is figured at 41% X slaries of \$1,278,500 for a total benefit cost of \$523,980.				
				TOTAL	\$524,185.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES EMO Staff evelopment Payroll ervices				 \$216,000.00 \$6,000.00 \$33,333.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ SLAM of Nevada _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 2016-2017 _____

Legal					\$5,000.00
IT Support					\$26,600.00
Dues and Fees					\$8,000.00
Transportation r SPED					\$9,600.00
NARRATIVE					
<p>The EMO fee will be \$450 per student X 480 students totalling \$216,000. The school will set t aside \$6,000 for staff velopment aining such such as State and National Conferences. These aining ssions will be in addition to those provided by SLAM Academy Inc. The payroll services were figured per the quote. The uote was provided y PayPros Employee Leasing mpany d was based upon a minimum of 25 employees. The school will acquire in house counsel. SLAM Academy will pay the sum of \$5,000 a year to retain the services of a legal representative. The chool ll quire he ervices f n T upport mpany o set up the school's services, computers, access points and internet. As well the IT Company ll e responsible r regular intenance f school mputers. The school will pay \$2,217 a month to attain the services of an IT Support. Mater Academy will set aside \$8,000 a year or dues and fees to be paid to associations and fees for educational programs that will benefit the school. The school will set aside \$9,600 to reimburse 16 families 20 cents r ile or 3000 miles over 180 days. Based upon other hools xperiences the hool assumed this would address all who would need the rvice. If not the ost will be adjusted accordingly.</p>					
TOTAL					\$304,533.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ SLAM of Nevada _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 2016-2017 _____

400	PURCHASED PROPERTY SERVICES				
	Rent				\$470,880.00
	Janitorial				\$27,900.00
	Utilities				\$53,200.00
	Building Maintenance				\$30,270.00
	Insurance for Building				\$11,333.00
	Furniture and Equipment				\$25,381.00
NARRATIVE Rent is figured at 24,000 square ft at an annual charge of \$19.62 sq. ft triple net. The school will contract with a Janitorial company to clean the facility daily. Janitorial is figured at 24,000 square ft. X \$0.12 per sq. ft which equates \$2,880 per month. At \$2,880 per month the school will employ the janitorial company for 12 months. The school will need essential janitorial service over the summer months and we assume that will only cost 660 per month. The school's total cost for janitorial during the school year will be 27,900. Utilities were figured at \$4,433 per month. Building Maintenance which includes AC Repair, Lawn Care, etc. is based upon similar experiences of other charter schools. Insurance for the school was quoted by a commercial broker based upon a 18,000 square foot building (See attached quote). We assumed that property insurance for a 24,000 square foot building would increase by 33%. Furniture and equipment with a total cost of \$90,000 financed for 4 years at 5% for an annual payment of \$25,381.					
TOTAL					\$618,964.00
500	OTHER PURCHASED SERVICES				
	Insurance for School				\$13,500.00
	Food Service (Lunch)				\$6,000.00
	State's Fee				\$47,095.00
	Travel Reimbursement				\$5,320.00
	Affiliation Fee				\$31,397.00
	Copier				\$22,000.00
NARRATIVE This school insurance covers liability for serving food and the school coverage required under Nevada State Law (See attached quote). The school will set aside \$6,000 to provide lunch to students that forgot to bring lunch. The State's Fee is based upon 1.5% of revenues of \$3,139,680 which do not include discretionary funding for SPED. The affiliation fee with SLAM Academy Inc. is based on 1% of revenues \$3,139,680 which do not include discretionary funding for SPED. The affiliation fee to SLAM Academy Inc. will be used to pay for professional development and training in instructional strategies. The school will enter into a lease with a Copier Leasing company. The copier amount \$22,000 per year is based upon what other charter schools similar size are paying.					
TOTAL					\$125,312.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ SLAM of Nevada _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 2016-2017 _____

600	SUPPLIES				
	Books / Ed. Technology / Miscellaneous Equipment				\$69,375.00
	Special Ed Books				\$6,768.00
	Phone and communication				\$3,600.00
	School Supplies				\$24,800.00
	Custodial supplies				\$7,500.00
	NARRATIVE	Books, educational technology, miscellaneous equipment was based on \$512.5 per student financed at 5% over 4 years for an annual payment of \$69,375. Books for Special Ed. will cost \$500 per student with the assumption of 48 students. Special Ed. books will be financed over 4 years at 5% for an annual payment of \$6,768. This financing will be provided by Vectra Bank a subsidiary bank of Zions First National Bank of Salt Lake City, Utah. Phone and communications are based upon what other charter schools are paying. School supplies are assumed to be \$2,067 per month. Custodial supplies are based upon what other charter schools of similar size are paying.			
				TOTAL	\$112,043.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ SLAM of Nevada _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 2016-2017 _____

800	DEBT SERVICE AND MISCELLANEOUS					\$0.00
						\$0.00
						\$0.00
		Start Up Loan				\$13,635.92
						\$0.00
						\$0.00
NARRATIVE The start-up loan from Academica Nevada in the amount of \$25,000 to the school will be financed over 2 years at 6% for an annual payment of \$13,636.92. If SLAM Academy of Nevada's charter is not approved Academica Nevada will write off the loan and treat it as a donation.						
					TOTAL	\$13,635.92
Subtotal					bjects 100-600 & 800	\$3,125,238.92
Approved Indirect Cost Rate:		0.00%		X Subtotal		\$0.00
700	EQUIPMENT					\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00
NARRATIVE						
					TOTAL	\$0.00
GRAND TOTAL						\$3,125,238.92

Corrected Year 2 Cash Flow: The year end cash balance has been corrected.

SLAM of Nevada		CASH FLOW STATEMENT														
2016-2017		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
REVENUES																
Type:																
Distributive School Acct		\$ 794,862.00				\$ 794,862.00			\$ 794,862.00			\$ 794,862.00		\$ 3,179,448.00	\$ 3,179,448.00	\$ -
Donations																\$ -
Federal Grant A																\$ -
																\$ -
																\$ -
																\$ -
																\$ -
																\$ -
																\$ -
Total Revenues		\$ -	\$ 794,862.00	\$ -	\$ -	\$ 794,862.00	\$ -	\$ -	\$ 794,862.00	\$ -	\$ -	\$ 794,862.00	\$ -	\$ 3,179,448.00	\$ 3,179,448.00	\$ -
Total Revenues Y-T-D		\$ -	\$ 794,862.00	\$ 794,862.00	\$ 794,862.00	\$ 1,589,724.00	\$ 1,589,724.00	\$ 1,589,724.00	\$ 2,384,586.00	\$ 2,384,586.00	\$ 2,384,586.00	\$ 3,179,448.00	\$ 3,179,448.00			\$ -
EXPENDITURES																
Salaries & Benefits																
Salaries		\$ 116,227.27	\$ 116,227.27	\$ 116,227.27	\$ 116,227.27	\$ 116,227.27	\$ 116,227.27	\$ 116,227.27	\$ 116,227.27	\$ 116,227.27	\$ 116,227.27	\$ 116,227.27	\$ 116,227.27	\$ 1,278,499.97	\$ 1,278,499.97	\$ -
Benefits		\$ 47,653.18	\$ 47,653.18	\$ 47,653.18	\$ 47,653.18	\$ 47,653.18	\$ 47,653.18	\$ 47,653.18	\$ 47,653.18	\$ 47,653.18	\$ 47,653.18	\$ 47,653.18	\$ 47,653.18	\$ 524,184.98	\$ 524,184.98	\$ -
Total Salaries & Ben		\$ -	\$ 163,880.45	\$ 163,880.45	\$ 163,880.45	\$ 163,880.45	\$ 163,880.45	\$ 163,880.45	\$ 163,880.45	\$ 163,880.45	\$ 163,880.45	\$ 163,880.45	\$ 163,880.45	\$ 1,802,684.95	\$ 1,802,684.95	\$ -
Operating																
Supplies		\$ 2,936.36	\$ 2,936.36	\$ 2,936.36	\$ 2,936.36	\$ 2,936.36	\$ 2,936.36	\$ 2,936.36	\$ 2,936.36	\$ 2,936.36	\$ 2,936.36	\$ 2,936.36	\$ 2,936.36	\$ 32,299.96	\$ 32,299.96	\$ -
Rent		\$ 42,807.27	\$ 42,807.27	\$ 42,807.27	\$ 42,807.27	\$ 42,807.27	\$ 42,807.27	\$ 42,807.27	\$ 42,807.27	\$ 42,807.27	\$ 42,807.27	\$ 42,807.27	\$ 42,807.27	\$ 470,879.97	\$ 470,879.97	\$ -
Utilities		\$ 4,836.36	\$ 4,836.36	\$ 4,836.36	\$ 4,836.36	\$ 4,836.36	\$ 4,836.36	\$ 4,836.36	\$ 4,836.36	\$ 4,836.36	\$ 4,836.36	\$ 4,836.36	\$ 4,836.36	\$ 53,199.96	\$ 53,199.96	\$ -
Contracts		\$ 8,021.18	\$ 8,021.18	\$ 8,021.18	\$ 8,021.18	\$ 8,021.18	\$ 8,021.18	\$ 8,021.18	\$ 8,021.18	\$ 8,021.18	\$ 8,021.18	\$ 8,021.18	\$ 8,021.18	\$ 88,232.98	\$ 88,232.98	\$ -
Textbooks		\$ 6,306.82	\$ 6,306.82	\$ 6,306.82	\$ 6,306.82	\$ 6,306.82	\$ 6,306.82	\$ 6,306.82	\$ 6,306.82	\$ 6,306.82	\$ 6,306.82	\$ 6,306.82	\$ 6,306.82	\$ 69,375.02	\$ 69,375.02	\$ -
Equipment		\$ 2,634.64	\$ 2,634.64	\$ 2,634.64	\$ 2,634.64	\$ 2,634.64	\$ 2,634.64	\$ 2,634.64	\$ 2,634.64	\$ 2,634.64	\$ 2,634.64	\$ 2,634.64	\$ 2,634.64	\$ 28,981.04	\$ 28,981.04	\$ -
Affiliation and State Fee		\$ 7,135.64	\$ 7,135.64	\$ 7,135.64	\$ 7,135.64	\$ 7,135.64	\$ 7,135.64	\$ 7,135.64	\$ 7,135.64	\$ 7,135.64	\$ 7,135.64	\$ 7,135.64	\$ 7,135.64	\$ 78,492.04	\$ 78,492.04	\$ -
Property and School Insurance		\$ 2,257.55	\$ 2,257.55	\$ 2,257.55	\$ 2,257.55	\$ 2,257.55	\$ 2,257.55	\$ 2,257.55	\$ 2,257.55	\$ 2,257.55	\$ 2,257.55	\$ 2,257.55	\$ 2,257.55	\$ 24,833.05	\$ 24,833.05	\$ -
Staff Development/Dues and Fees		\$ 1,272.73	\$ 1,272.73	\$ 1,272.73	\$ 1,272.73	\$ 1,272.73	\$ 1,272.73	\$ 1,272.73	\$ 1,272.73	\$ 1,272.73	\$ 1,272.73	\$ 1,272.73	\$ 1,272.73	\$ 14,000.03	\$ 14,000.03	\$ -
Travel Reimbursement and Food Services		\$ 1,029.09	\$ 1,029.09	\$ 1,029.09	\$ 1,029.09	\$ 1,029.09	\$ 1,029.09	\$ 1,029.09	\$ 1,029.09	\$ 1,029.09	\$ 1,029.09	\$ 1,029.09	\$ 1,029.09	\$ 11,319.99	\$ 11,319.99	\$ -
Building Maintenance		\$ 2,751.82	\$ 2,751.82	\$ 2,751.82	\$ 2,751.82	\$ 2,751.82	\$ 2,751.82	\$ 2,751.82	\$ 2,751.82	\$ 2,751.82	\$ 2,751.82	\$ 2,751.82	\$ 2,751.82	\$ 30,270.02	\$ 30,270.02	\$ -
Start Up Loan		\$ 1,239.55	\$ 1,239.55	\$ 1,239.55	\$ 1,239.55	\$ 1,239.55	\$ 1,239.55	\$ 1,239.55	\$ 1,239.55	\$ 1,239.55	\$ 1,239.55	\$ 1,239.55	\$ 1,239.55	\$ 13,635.05	\$ 13,635.05	\$ -
Security/Maintenance Personnel		\$ 3,490.91	\$ 3,490.91	\$ 3,490.91	\$ 3,490.91	\$ 3,490.91	\$ 3,490.91	\$ 3,490.91	\$ 3,490.91	\$ 3,490.91	\$ 3,490.91	\$ 3,490.91	\$ 3,490.91	\$ 38,400.01	\$ 38,400.01	\$ -
Sub. Teachers		\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 2,090.91	\$ 23,000.01	\$ 23,000.01	\$ -
EMO Fee													\$ 216,000.00	\$ 216,000.00	\$ -	
IT Company		\$ 2,418.18	\$ 2,418.18	\$ 2,418.18	\$ 2,418.18	\$ 2,418.18	\$ 2,418.18	\$ 2,418.18	\$ 2,418.18	\$ 2,418.18	\$ 2,418.18	\$ 2,418.18	\$ 2,418.18	\$ 26,599.98	\$ 26,599.98	\$ -
SPED Contracted Services		\$ 7,878.73	\$ 7,878.73	\$ 7,878.73	\$ 7,878.73	\$ 7,878.73	\$ 7,878.73	\$ 7,878.73	\$ 7,878.73	\$ 7,878.73	\$ 7,878.73	\$ 7,878.73	\$ 7,878.73	\$ 86,666.03	\$ 86,666.03	\$ -
SPED Transportation and Books		\$ 1,488.00	\$ 1,488.00	\$ 1,488.00	\$ 1,488.00	\$ 1,488.00	\$ 1,488.00	\$ 1,488.00	\$ 1,488.00	\$ 1,488.00	\$ 1,488.00	\$ 1,488.00	\$ 1,488.00	\$ 16,368.00	\$ 16,368.00	\$ -
													W			\$ -
Total Expenses		\$ -	\$ 264,476.19	\$ 264,476.19	\$ 264,476.19	\$ 264,476.19	\$ 264,476.19	\$ 264,476.19	\$ 264,476.19	\$ 264,476.19	\$ 264,476.19	\$ 264,476.19	\$ 480,476.19	\$ 3,125,238.09	\$ 3,125,238.09	\$ -
Total Expenses Y-T-D		\$ -	\$ 264,476.19	\$ 528,952.38	\$ 793,428.57	\$ 1,057,904.76	\$ 1,322,380.95	\$ 1,586,857.14	\$ 1,851,333.33	\$ 2,115,809.52	\$ 2,380,285.71	\$ 2,644,761.90	\$ 3,125,238.09	\$ 3,125,238.09	\$ 3,125,238.09	\$ -
Percent of Budget		0.00%	8.46%	16.93%	25.39%	33.85%	42.31%	50.78%	59.24%	67.70%	76.16%	84.63%	100.00%			\$ -

Projected Cash Balance Statement

Net change in Cash (F/B)	\$ -	\$ 530,385.81	\$ (264,476.19)	\$ (264,476.19)	\$ 530,385.81	\$ (264,476.19)	\$ (264,476.19)	\$ 530,385.81	\$ (264,476.19)	\$ (264,476.19)	\$ 530,385.81	\$ (480,476.19)	\$ 133,010.91	\$ 133,010.91	\$ -
Begin Cash Balance(F/B)	\$ 78,801.00	\$ 78,801.00	\$ 609,186.81	\$ 344,710.62	\$ 80,234.43	\$ 610,620.24	\$ 346,144.05	\$ 81,667.86	\$ 612,053.67	\$ 347,577.48	\$ 83,101.29	\$ 613,487.10			\$ -
End Cash Balance (F/B)	\$ 78,801.00	\$ 609,186.81	\$ 344,710.62	\$ 80,234.43	\$ 610,620.24	\$ 346,144.05	\$ 81,667.86	\$ 612,053.67	\$ 347,577.48	\$ 83,101.29	\$ 613,487.10	\$ 133,010.91	\$ 133,010.91	\$ 133,010.91	\$ -

Attachment 44
Attachment C.1.5
Pre-Opening Budget

SLAM of Nevada
2014-2015

		2014-2015
REVENUE		
Donations	\$	25,000.00
Total Revenues:		\$ 25,000.00
EXPENSES		
<i>Personnel Costs</i>		
Principal (Part time)	\$	12,000.00
Secretary (Part time)	\$	2,500.00
Total		\$ 14,500.00
<i>School Operations</i>		
Rent	\$	2,000.00
Marketing	\$	5,000.00
Travel	\$	1,000.00
Total		\$ 8,000.00
<i>Facilities Operations</i>		
Total		\$ -
<i>Other</i>	\$	2,500.00
Total		\$ 2,500.00
Total Expenses		\$ 25,000.00
Surplus (Deficit)	\$	-

Academica Nevada will make a two year loan at 6% to SLAM of Nevada. If the charter is not approved Academica Nevada will write off the loan.

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ SLAM of Nevada _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 2015-2016 _____

A Object Code	B Title f sition r Description f tem	C FTE	D Quantity	E Unit Amount / Calculations	F Total Amount
100	PERSONNEL Principal Lead acher Teachers Subst. achers Clerical/Admin/Secretary Special Ed. Related Services Security/Maintenance Personell				\$95,000.00 \$20,000.00 \$306,250.00 \$8,000.00 \$63,000.00 \$32,500.00 \$19,200.00
	NARRATIVE The school f 180 students ll require a Principal, Lead Teacher, ne ffice administrator to handle egistration/office anagement, one cretary, one security/maintenance rson and 8 teachers (7 teachers and 1 special d. teachers). The average acher salary is \$37,500. This also includes an extended year for 1 special ed teachers for two months during the summer for an additional \$6,250. This is to cover ESY. This includes \$20,000 set aside or the Principal o dentify ualified Lead Teacher o pplement er lary o elp with ministrative uties. Substitutes are figured at equivalent f 10 teacher days at \$100 per day X 8 teachers. Special Ed. Services that will be contracted out will nclude eech, Occupational erapy, ysical erapy, a registered urse and psychological rvices. This assumes a cost \$1805.56 per student or 18 students or a total of \$32,500. This assumes curity/Maintenance rsonnel will receive a wage of \$10 per hour for 40 hours per week for 12 months for a total \$19,200.				
				TOTAL	\$543,950.00
200	BENEFITS 40% of Salaries				\$0.00 \$184,015.00 \$0.00 \$0.00 \$0.00 \$0.00 \$0.00
	NARRATIVE The enefits ver everyone except r bstitutes, security/maintenance personel and special education related services, since such realted services are contracted for. Benefits include PERS, Medicare, Workers comp and Medical, etc. This is figured at 38% X slaries of \$484,250 for a total benefit cost of \$184,015.				
				TOTAL	\$184,015.00
300	PURCHASED PROFESSIONAL AND TECHNICAL SERVICES EMO Staff evelopment Payroll ervices				\$81,000.00 \$3,000.00 \$12,500.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ SLAM of Nevada _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 2015-2016 _____

Legal					\$5,000.00
IT Support					\$10,000.00
Dues and Fees					\$3,000.00
Transportation r SPED					\$3,600.00
NARRATIVE					
<p>The EMO fee will be \$450 per student X 180 students totalling \$81,000. The school will set t aside \$3,000 for staff velopment aining such such as State and National Conferences. These aining ssions will be in addition to those provided by SLAM Academy Inc. The payroll services were figured per the quote. The uote was provided y PayPros Employee Leasing mpany. The school ll aquire in house counsel. SLAM Academy will pay the sum of \$5,000 a year to retain he ervices f egal representative. The chool ll quire he ervices f an IT Support ompany to set up the hool's rvices, omputers, ccess points and internet. As well the IT Company will be responsible for regular maintenance of school computers. The school will pay \$833 a month to attain the services of an IT Support. SLAM Academy will set aside \$3,000 a year for dues and fees to be paid to associations and fees for educational programs that will benefit the school. The hool will set aside \$3,600 to reimburse 6 families 20 cents r ile for 000 les ver 80 ays. ased pon ther chools experiences he chool assumed this would address all who would need the service. If not the cost will be adjusted accordingly.</p>					
TOTAL					\$118,100.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ SLAM of Nevada _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 2015-2016 _____

400	PURCHASED PROPERTY SERVICES				
	Rent				\$176,580.00
	Janitorial				\$11,700.00
	Utilities				\$20,000.00
	Building Maintenance				\$12,500.00
	Insurance for Building				\$4,250.00
	Furniture and Equipment				\$9,517.90
NARRATIVE Rent is figured at 9,000 square ft at an annual charge of \$19.62 sq. ft triple net. The school will contract with a Janitorial company to clean the facility daily. Janitorial services are figured at 9,000 square ft. X \$0.12 per sq. ft which equates \$1,080 per month. At \$1,080 per month the school will employ the janitorial company for 12 months equating to 9,720. The school will need essential janitorial service of the summer months and we assume it will only cost \$660 per month. The school's total cost for janitorial during the school year will be \$11,700. Utilities were figured at \$1,666 per month. Building Maintenance which includes AC Repair, Lawn Care, etc. is based upon similar experiences of other charter schools. Insurance for the school was quoted by a commercial broker based upon a 18,000 square foot building (See attached quote). The school will assume that since the building is 9,000 sq. ft half the size of the 18,000 sq. ft. building the insurance cost would follow. Furniture and equipment with a total cost of \$33,750 financed for 4 years at 5% for an annual payment of \$9,517.9.					
TOTAL					\$234,547.90
500	OTHER PURCHASED SERVICES				
	Insurance for School				\$13,500.00
	Food Service (Lunch)				\$2,500.00
	State's Fee				\$17,660.00
	Travel Reimbursement				\$2,500.00
	Affiliation Fee				\$11,773.80
	Copier				\$9,750.00
NARRATIVE This school insurance covers liability for governing board and the school coverage required under Nevada State Law (See attached quote). The school will set aside \$2,500 to provide lunch to students that forgot to bring lunch. The State's Fee is based upon 1.5% of revenues of \$1,177,380. The affiliation fee with SLAM Academy Inc. is based on 1% of revenues. The affiliation fee to SLAM Academy Inc. will be used to pay for professional development and training in instructional strategies. The school will enter into a lease with a Copier Leasing Company. The Copier amount of \$9,750 per year is based upon what other charter schools of similar size are paying.					
TOTAL					\$57,683.80
600	SUPPLIES				

BUDGET SUPPLEMENTARY SCHEDULES

Minimum Number of Pupils Necessary

CHARTER SCHOOL NAME: _____ SLAM of Nevada _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 2015-2016 _____

Books / Ed. Technology / Miscellaneous Equipment				\$26,015.00
Special Ed Books				\$2,538.00
Phone nd mmunication				\$1,800.00
School Supplies				\$11,700.00
Custodial upplies				\$3,000.00
NARRATIVE Books, educational technology, miscellaneous equipment was based on \$512.5 per student financed at 5% over 4 years for an annual payment of \$26,015. Books for Special Ed. will cost \$500 per student with the assumption of 18 students. Special Ed. books will be financed over 4 years at 5% for an annual payment of \$2,538. This financing will be provided by Vectra Bank a subsidiary bank of Zions First National Bank of Salt Lake City, Utah. Phone and communications s ased pon at ther arter choos re aying. chool supplies re assumed to be \$975 per onth. Custodial supplies re based upon what other charter schools of similar size are paying.				
TOTAL				\$45,053.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____ SLAM of Nevada _____

PROGRAM OR FUNCTION: _____

FISCAL YEAR: _____ 2015-2016 _____

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
		Start Up Loan			\$13,635.92
					\$0.00
					\$0.00
NARRATIVE					
The start-up loan from Academica Nevada in the amount of \$25,000 to the school will be financed over 2 years at 6% for an annual payment of \$13,636.92. If SLAM Academy of Nevada's charter is not approved Academica Nevada will write off the loan and treat it as a donation.					
				TOTAL	\$13,635.92
Subtotal bjects 100-600 & 800					\$1,196,985.62
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	EQUIPMENT				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
				TOTAL	\$0.00
GRAND TOTAL					\$1,196,985.62

Attachment C.2.8
Minimum Number of Pupils Necessary

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
http://teachers.nv.gov

DR. STEVE CANAVERO
Deputy Superintendent
Student Achievement



DENA DURISH
Deputy Superintendent
Educator Effectiveness

JULIA TESKA
Deputy Superintendent
Business and Support Services

DEPARTMENT OF EDUCATION
700 E. Fifth Street
Carson City, Nevada 89701-5096
(775) 687 - 9200 · Fax: (775) 687 - 9101
http://www.doe.nv.gov

Budget for Minimum number of pupils

SLAM of Nevada herewith submits the TENTATIVE or FINAL or AMENDED FINAL budget for the fiscal year ending June 30, 2015

This budget contains 1 governmental fund types with estimated expenditures of \$ 1,197,264 and 0 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: _____

Attchment 45
Attachment C.2.8

Minimum Number of Pupils Necessary

Form 3		(1)	(2)	(3) BUDGET YEAR ENDING 06/30/15		(4)
SLAM of Nevada REVENUE		ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED 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					
	Revenue from Local Govmt Units other than School Districts					
1200	Tuition					
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					
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	0	0	0
3000	REVENUE FROM STATE SOURCES					
3100	Unrestricted Grants-in-Aid					
3110	Distributive School Account (DSA)			1,177,380		
3115	Special Ed portion of DSA			19,884		
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					
3900	Revenue for/on Behalf of School Dist					
TOTAL STATE SOURCES		0	0	1,197,264	0	0

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 3 Revenues

Page 1 of 2

3/5/14

Form 3 Revenues		(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(4)
REVENUE		ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
4000	FEDERAL SOURCES					
	Unrestricted Grants-in-Aid DIRECT from					
4100	Fed Govt					
4103	E-Rate Funds					

Attachment 45
Attachment C.2.8

Minimum Number of Pupils Necessary Unrestricted Grants-in-Aid from Fed Govt pass thru the State						
4200	Restricted Grants-in-Aid Direct - Fed					
4300	Restricted Grants-in-Aid Fed Govnt pass- thru the State					
4500	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4700	Revenue in Lieu of Taxes					
4800	Revenue for/on Behalf of School District					
4900						
TOTAL FEDERAL SOURCES		0	0	0	0	
OTHER RESOURCES AND FUND BALANCE		(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(3) BUDGET YEAR ENDING 01/00/00 (4) TENTATIVE APPROVED		(4) 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	1,197,264	0	0

SLAM of Nevada

Budget Fiscal Year 2014-2015

Attchment 45
Attachment C.2.8
Minimum Number of Pupils Necessary

SLAM of Nevada Form 4 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
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries			467,700		
200 Benefits			167,390		
300/400/500 Purchased Services			407,262		
600 Supplies			41,985		
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					
100 TOTAL REGULAR PROGRAMS	0	0	1,084,337	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

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

SLAM of Nevada PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 01/00/00		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
200 SPECIAL PROGRAMS					

Attchment 45
Attachment C.2.8
Minimum Number of Pupils Necessary

1000	Instruction					
100	Salaries			76,250		
200	Benefits			16,625		
300/400/500	Purchased Services			3,600		
600	Supplies			2,538		
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	99,013	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

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

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
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					

Attchment 45
 Attachment C.2.8
 Minimum Number of Pupils Necessary

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

SLAM of Nevada _____

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	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	
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					

Attchment 45
Attachment C.2.8
Minimum Number of Pupils Necessary

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

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	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	
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 P	0	0	0	0	0
490 Other Instructional Programs					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					

Attchment 45
Attachment C.2.8
Minimum Number of Pupils Necessary

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

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

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 06/30/15 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
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					

Attachment 45
 Attachment C.2.8
 Minimum Number of Pupils Necessary

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

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

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
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

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

	(1)	(2)	(3)	(4)	(5)
--	-----	-----	-----	-----	-----

Attchment 45
Attachment C.2.8
Minimum Number of Pupils Necessary

PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/13	ESTIMATED CURRENT YEAR ENDING 06/30/14	BUDGET YEAR ENDING 06/30/15		
			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
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
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
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

SLAM of Nevada _____

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/13	(2) ESTIMATED CURRENT YEAR ENDING 06/30/14	(4) BUDGET YEAR ENDING 06/30/15		
			(3) TENTATIVE APPROVED	(4) FINAL APPROVED	(5) AMENDED FINAL 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					

Attchment 45
Attachment C.2.8
Minimum Number of Pupils Necessary

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

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

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 06/30/15 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
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
4000s	TOTAL FACILITIES ACQUISITION AND	0	0	0	0
5000	Debt Service		13,635		
000	TOTAL UNDISTRIBUTED EXPENDITURES	0	13,635	0	0
TOTAL ALL EXPENDITURES	0	0	1,196,985	0	0
6300	Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXXXX XXXXXXXXXXXXXX XXXXXXXXXXXXXX			
8000	ENDING FUND BALANCE				
	Reserved Ending Balance				

Attchment 45
 Attachment C.2.8
 Minimum Number of Pupils Necessary

Unreserved Ending Balance					
TOTAL ENDING FUND BALANCE	0	0	0	0	0
TOTAL APPLICATIONS	0	0	1,196,985	0	0

CHECKS:	Contingency cannot exceed:	XXXXXXXX	0	35,910	0	0
	Calculated Total Ending Fund Balance:		0	279	0	0

SLAM of Nevada

Budget Fiscal Year 2014-2015

Form 4 Expenditures

3/5/14

Insurance Proposal For
**Sports Leadership
Academy of Nevada**

1378 Paseo Verde Parkway, Suite 200
Henderson, NV 89012

PREMIUM SUMMARY

Coverage	Premium
General Liability / Property	\$ 8,500
Educators Professional Liability	\$ 2,750
Employment Practices / Directors & Officers	\$ 1,750
Excess Liability	\$ 4,000
Workers Compensation	\$ 5,000
Total Annual Premium	\$ 22,000

This Proposal/Insurance satisfies all requirements as set forth in NAC 386.215 for Charter Schools.



7265 S. Dean Martin Dr. Ste. 130 Las Vegas, NV 89118
Phone 702.507.6999 Fax 702.507.6998

AFFIDAVIT FOR PROVISION OF INSURANCE COVERAGE FOR A PUBLIC CHARTER SCHOOL

STATE OF NEVADA)
) ss.
County of CLARK)

COMES NOW VANCE JOLLEY, a provider of insurance, being first duly sworn states under penalty of perjury as follows:

1. I or the insurance provider I represent am/is authorized by the Nevada Division of Insurance to operate in Nevada.
2. The attached insurance proposal I have prepared for SPORTS LEADERSHIP ACADEMY OF NEVADA, a public charter school, meets the stipulations of NRS 386.550(1)(l) and the requirements listed in NAC 386.215, as stated below. The charter school herein named has obtained from me the types and amounts of insurance required by

NAC 386.215. The coverage is in effect from TBD to TBD (dates of coverage).

NAC 386.215 Provision and maintenance of insurance coverage. (NRS 386.540)

1. Except as otherwise provided in subsection 4 of NAC 386.140, a committee to form a charter school shall obtain insurance from an authorized insurer as follows:

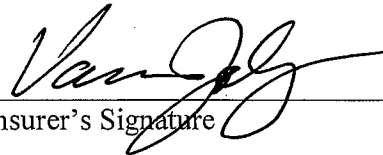
- (a) Industrial insurance coverage in accordance with the applicable provisions of the Nevada Industrial Insurance Act, chapters 616A to 616D, inclusive, of NRS.
- (b) Except as otherwise provided in subsection 2, general liability insurance with a minimum coverage of \$1,000,000. The general liability insurance policy must include coverage for molestation and sexual abuse, and have a broad form policy, with the named insureds as follows:
 - (1) The sponsor of the charter school;
 - (2) All employees of the charter school, including, without limitation, former, present and future employees;
 - (3) Volunteers at the charter school; and
 - (4) Directors of the charter school, including, without limitation, executive directors.
- (c) Umbrella liability insurance with a minimum coverage of \$3,000,000.
- (d) Educators' legal liability insurance with a minimum coverage of \$1,000,000.
- (e) Employment practices liability insurance with a minimum coverage of \$1,000,000.
- (f) Employment benefits liability insurance with a minimum coverage of \$1,000,000.
- (g) Insurance covering errors and omissions of the sponsor and governing body of the charter school with a minimum coverage of \$1,000,000.
- (h) If applicable, motor vehicle liability insurance with a minimum coverage of \$1,000,000.
- (i) If applicable, liability insurance for sports and athletic participation with a minimum coverage of \$1,000,000.

Affidavit

I certify, (declare) under penalty of perjury that the forgoing is true and correct:

Executed this 6th day of AUGUST 20 14 In the city of LAS VEGAS

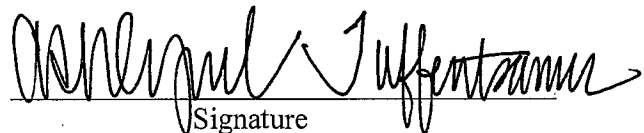
In the state of NEVADA



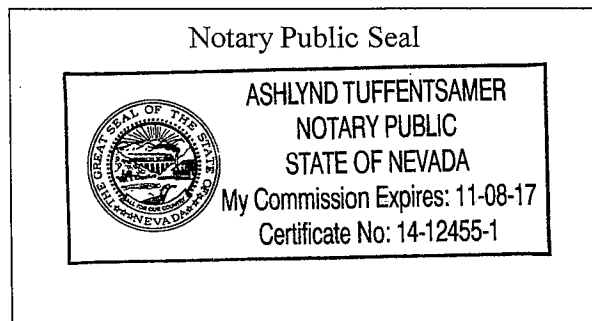
Insurer's Signature

Notarized Statement

Subscribed and sworn to before me at 10475 S Decatur Blvd, Las Vegas, NV 89141
on this 6th day of AUGUST 20 14.



Signature



Attachment 47
Attachment C.4.4
Emergency Drills

The school will comply with all state and local school district fire safety codes and regulations. Pursuant to NRS 392.450(3), the school facility will have all required emergency exits and signage will be placed throughout the building. Pursuant to NRS 392.450(1), evacuation drills will be conducted for students and school staff monthly, to instruct all staff and students of the appropriate and expected procedures in the case of a fire or other emergency. To comply with NRS 392.450(2), the local fire department will be requested to supervise the drills. In accordance with NRS 392.450(4), the principal shall be responsible for implementing the above.

The facility will be in compliance with all requirements of the Americans with Disabilities Act, section 504, and all other applicable federal, state, and local laws.

The School will implement a Security Action Plan as articulated in its Crisis Response Plan (attachment 4) and in its' staff handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the Sponsor to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate Sponsor-approved emergency efforts in order to maintain a safe school environment.

All staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Accordingly, faculty and staff will be trained on the administration of first aid and CPR (A.3.13). Staff will also be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.



of Nevada

Crisis Response Plan

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School Crisis Response Plan

Overview

In January 2001, the Nevada Legislature passed SB 289 with subsequent passing of NRS 392.600 which mandates all Nevada schools have a School Crisis Response Plan in place.

The principal will create a committee to develop the plan and update the plan yearly. This committee will be called the School Crisis Response Development Team. As mandated by NRS 392.616(2), the implementation team must include the following individuals:

- A governing board member
- The principal of the school
- One licensed teacher of the school
- One employee of the school who is not a licensed employee and who is not responsible for the administration of the school
- One school police officer, if the school has school police officers
- One representative of a local law enforcement agency in Clark County
- One parent or legal guardian of a pupil who is enrolled in the school

Membership in the development team may also include any other person whom the principal of the school deems appropriate, including, without limitation:

- A counselor of the school
- A psychologist of the school
- A licensed social worker of the school
- A pupil in grade 10 or higher from the school, if the school includes grades 10 or higher

In creating the School Crisis Response Plan, NRS 392.620 mandates that the following components are outlined within the plan:

- Procedure for assisting persons within the school to communicate with each other
- Procedure for assisting persons within the school to communicate with persons outside the schools.
- Procedure for immediate response to the crisis
- Procedure for response after the crisis
- Procedure for safely moving pupils and employees within and away from the school
- Procedure for enforcing discipline and obtaining and maintaining a safe and orderly environment within a school during a crisis

Prevention of crisis situations can be handled through:

- Encouraging positive / constructive staff and student relationships
- Proper monitoring and maintenance of school facilities
- Preparation for natural disasters
- Proper registration and monitoring of visitors in the school

Preparation: Planning Before a School Crisis Event Occurs

Taking steps to prepare for school crisis situations are essential. In addition to creating a team to implement and update the School Crisis Response Plan for the school, following is a list of actions the school administration will take at the start of each school year.

- A. Follow the School Crisis Response Plan and all mandates set in place
- B. Identify key staff members to serve as the actual School Crisis Response Team, and assign team members specific roles within the school crisis response plan. In addition to the principal, key staff members could include:
 1. Assistant principal(s)
 2. Dean(s)
 3. Counselor(s)
 4. Office manager, administrative secretary or other office staff
 5. Nurse / Safety Aide
 6. Custodian(s) Any other school staff member
 7. Any other school staff member
- C. Develop, review and revise internal school procedures (i.e.: fire drill, shelter-in-place, earthquake, what to do if a crisis occurs just before or after school or during lunch, etc.)
- D. Inform staff members about the School Crisis Response Plan and introduce the School Crisis Response Team.
- E. Review with staff:
 1. The School Crisis Response Plan
 2. What would designate a school crisis situation
 3. The content and use of the School Crisis Response Plan kit
 4. How teachers, staff and students will be informed of a school crisis situation
 5. Expectations of staff during a school crisis situation
 6. Services available during and after a school crisis situation
 7. How parents will be informed of a school crisis situation
 8. How to work with the Communications Office to utilize and/or respond to the media
- F. The school will practice the lock down, shelter-in-place and evacuation procedures at least two times per year

School Crisis Response Team
General Responsibilities of the School Crisis Response Team
During an Emergency

1. When the School Crisis Response Administrator activates the School Crisis Response Team, all team members begin their roles within the School Crisis Response Plan
2. The School Crisis Response Administrator will determine whether to implement shelter-in-place or lock down procedures or evacuate the school (find the specific page in this plan that relates to situation)
3. School Crisis Response Team members take charge of the situation until assistance arrives. Follow the plan
4. School Crisis Response Administrator, or designee, to notify proper authority immediately:
 - a. Fire/Police: 911
 - b. Las Vegas Police Department: 702-828-3111 (non-emergency)
 - c. Las Vegas Fire Department: 702-229-6011 (non-emergency)
 - d. School Security: TBD
 - e. Board Of Directors: TBD
5. Maintain order and calm by modeling appropriate behavior. Student and staff safety are the first priority!
6. School Crisis Response Administrator will announce, over the intercom system, the appropriate school crisis response action and if there are any changes to the appropriate action plan
7. Remind teachers that they are responsible for their students at all times and must take their School Crisis Response Kits with them, if evacuating the building
8. Keep the School Crisis Response Team together, if possible
9. Work cooperatively with emergency personnel (fire, police)
10. Refer media questions to the school administration
11. Refer parents to the designated evacuation reunification area for picking up children, if necessary or to the appropriate spokesperson for information

2011 CRISIS RESPONSE TEAM QUICK REFERENCE PAGE

School Name **Sports Leadership and Management Academy of Nevada**
 Location **Las Vegas**

Crisis Response Team (CRT) Member	Position at the Site	Crisis Response Team Role
TBD	Principal	CRT Administrator
TBD	TBD	CRT Assistant Administrator
TBD	TBD	Evacuation-Reunification Coordinator
TBD	TBD	Shelter-in-Place Coordinator
TBD	Office Manager	Incident Reporter
TBD	School Nurse / FASA	Nursing Services Coordinator
TBD	Office Manager	Communication Liaison
TBD	TBD	Safety Coordinator
TBD	TBD	Student Coordinator
TBD	Principal	Staff Coordinator
TBD	TBD	Parent Coordinator
TBD	TBD	Supply Coordinator
TBD	School Psychologist & Counselors	Psychological Services Coordinator

2013 School Crisis Response Team and Specific Duties

School Name SLAM NV

Location Las Vegas

The School Crisis Response Team will perform the following duties during an emergency.

Please note: One person may perform multiple duties.

School Crisis Response Administrator (Principal) Responsibilities:

- Leads members of the School Crisis Response Team
- Directs members of the School Crisis Response Team
- Decides if the school should be evacuated or if shelter-in-place or lock down procedures should begin, depending on the type of situation
- Makes the announcement over the intercom system regarding the appropriate School Crisis Response Action and if there are any changes to the appropriate action or plan

School Crisis Response Assistant Administrator Responsibilities:

- In charge when the School Crisis Response Administrator is not available
- Other duties as assigned by the School Crisis Response Administrator

Evacuation Reunification Coordinator Responsibilities:

- Works with the School Crisis Response Administrator to create an evacuation plan
- As soon as the School Crisis Response Administrator announces that the school is being evacuated, the Evacuation Reunification Coordinator should head immediately to the evacuation reunification area
- Prior to a crisis, works with the School Crisis Response Administrator and the Nursing Station Coordinator to identify an area that medically fragile students will be transported during a school evacuation
- Other duties as assigned by the School Crisis Response Administrator

Shelter-in-Place Coordinator Responsibilities:

- Responsible for checking the classroom and School Crisis Response Kits to make sure the proper supplies are available and useable (tape is not dried out, enough plastic sheeting, etc.). Supplies should be checked annually.
- Prior to a crisis, works with the School Crisis Response Administrator and the Nursing Station Coordinator to identify an area that medically fragile students will be taken during a school shelter-in-place
- Other duties as assigned by the School Crisis Response Administrator

Incident Reporter Responsibilities:

- Stays with the School Crisis Response Administrator throughout the crisis
- Documents all aspects of the crisis and what action the school has taken during the crisis
- Responsible for making sure he/she has ample access to materials such as pens, pencils and notebooks during a crisis
- Provides updated online information if necessary
- Other duties as assigned by the School Crisis Response Administrator

Nursing Station Coordinator Responsibilities:

- Responsible for updating and executing the Health Services Emergency Response Plan for medically fragile students
- If food, water and/or ice are needed for medically fragile students, calls 911.
- Prior to a crisis, responsible for working with the School Crisis Response Administrator and Evacuation Reunification Coordinator to determine where medically fragile students will be transported when the school is evacuated
- Prior to an emergency, responsible for working with the School Crisis Response Administrator and Shelter-in-Place Coordinator to determine where medically fragile students can be taken during a school shelter-in-place
- Responsible for keeping the school's first aid kit stocked with fresh supplies; kit must be checked at least annually
- Other duties as assigned by the School Crisis Response Administrator

Communication Liaison Responsibilities:

- Main person to answer school phone during a crisis
- Contacts Principal if the media calls the school or comes to the school's campus during a crisis
- Other duties as assigned by the School Crisis Response Administrator

Safety Coordinator Responsibilities:

- In cooperation with the School Crisis Response Administrator, makes sure all students and staff have left the building during an evacuation/fire drill
- If needed, works with police and fire units to determine if all students have left the building during an evacuation of the school
- In cooperation with the School Crisis Response Administrator, makes sure all classroom and department doors are properly taped off during a shelter-in-place drill
- If needed, works with police and fire units to determine if all classroom and department doors are properly taped off during a shelter-in-place, and if necessary, ensures the HVAC system and exhaust fans have been shut down
- Other duties as assigned by the School Crisis Response Administrator

Student Coordinator Responsibilities:

- Assists teachers in ensuring students stay in the appropriate location during an evacuation of the school
- Assists teachers in providing answers to students' questions about the crisis
- Other duties as assigned by the School Crisis Response Administrator

Staff Coordinator Responsibilities:

- Point-of-contact for staff members; answers staff questions during the time of a crisis
- Assists staff members where necessary
- Other duties as assigned by the School Crisis Response Administrator

Parent Coordinator Responsibilities:

- Point-of-contact for parents at the evacuation reunification site

- Assists parents during a crisis situation when necessary
- Other duties as assigned by the School Crisis Response Administrator

Volunteer Coordinator (OPTIONAL) Responsibilities:

- Responsible for creating and maintaining a school volunteer database
- Responsible for calling volunteers into action during a crisis situation, must have approval from the School Crisis Response Administrator to call volunteers into action
- Other duties as assigned by the School Crisis Response Administrator

Supply Coordinator Responsibilities:

- Checks all school and department School Crisis Evacuation Kits to ensure they are up-to-date and have fresh supplies; kits must be checked at least annually
- Responsible for maintaining communication instruments (batteries for radios, bullhorn, etc.)
- Other duties as assigned by the School Crisis Response Administrator

Psychological Services Coordinator Responsibilities:

- Secures counselor visits to the school after a crisis situation
- Works with administrator in crisis response
- Other duties as assigned by the School Crisis Response Administrator

Emergency Actions

To become consistent, emergency actions have been created to alert administration and staff as to what type of crisis is currently taking place.

The following actions must be used by the School Crisis Response Administrator when announcing a crisis; actions will be announced over the school intercom and radio system as well as to the school staff through the use of Interact, when necessary:

Lock down: SLAM NV will now begin a school-wide lock down. Teachers and staff, follow lock down procedures and wait for further instructions.”

Shelter-in-place: SLAM NV will now begin shelter-in-place procedures. Teachers and staff, begin shelter-in-place procedures and wait for further instructions.”

Evacuations will not be announced via intercom, radio system or on Interact, but must be conveyed to school staff and students by bell or alarm:

Evacuation:

- A. Activate fire alarm
- B. Execute fire drill procedures
- C. School staff and students follow fire drill procedures
- D. School staff and students wait for further instructions

School Crisis Response Administrator must identify and develop procedures for lock down, shelter-in-place and evacuation for the locations within their school that are not accessible by school intercom, radio system or Interact (i.e., portables, or other remote locations).

For communication of student and staff safety and needs, in crisis situations, a color-coding system must be implemented:

RED: Missing Students, Injuries, Need Help

GREEN: All Students Accounted

Use of posters or signs for using this code system will be developed at the school site and integrated into the Crisis Plan.

Communication Procedures for Areas without Communication Access

The Crisis Response Team will develop a plan in case the school has lost communication capabilities (intercom, two-way radio system or e-mail) in certain areas of the building.

Please list your plan below:

Communication will be established by sending campus security monitors, or other members of the Response Team, to the classrooms of each department chairperson. Depending on the situation, the chairperson will deliver information to members of their department or members of their department will meet at the chairperson's room.

In large open settings, such as the multi-purpose room, cafeteria, parking lot, or playing field, a bullhorn is available for use.

2011 Radio Frequency List

School Name SLAM NV

Location Las Vegas

ALL RADIO FREQUENCY NUMBERS USED BY AMINISTRATORS FOR COMMUNICATION PURPOSES

Example: Frequency #464.5000

(If unsure of frequencies and your two-way radios were purchased from McIntosh Communications call 596-6838)

Make of Radio:

Freq #1 _____

Freq #2 _____

Freq #3 _____

Make of Radio:

Freq #1 _____

Freq #2 _____

Freq #3 _____

Location has no radios.

Evacuation Kits

Kit One-Main Office Evacuation Kit

The main office must have one of the following:

- Student information cards – where available
- Master list of student information
- Electronic device with student information

Other items to be kept by the main office (Note: Some items are suggested)

- Cell phone (**Do not use cell phones during a bomb threat.**)
- Palm pilot (suggested)
- Credit card / purchase card (suggested)
- Extra set of keys to give to police or fire units, when necessary
- Student sign-out log or sign-out sheets and writing instruments
- Notebook / blank paper (suggested)
- Most recent yearbook
- Battery powered AM/FM radio (suggested)
- Two-way portable radios
- Bullhorn

Kit Two-Health Evacuation Kit

(see Appendices for Emergency Health Plan for Medically Fragile Students)

- Disability Notebook (with names and plans for students with medical issues)
- Emergency Medical Supplies
- Water, food and medications, as needed

Kit Three-Classroom Evacuation Kit*

Items to be kept by each teacher (Note: Some items are suggested)

- Gradebook
- Class roster, including student information (i.e.: parent names, phone numbers, etc.)
- Notebook / blank paper (suggested)
- Writing instruments
- Fire drill procedures / map with exits clearly marked

*** Substitute teachers must be able to easily locate these items within the classroom for which they are the substitute. A procedure to review evacuation and reunification must be in place for substitutes and volunteers. A documented process should be in place for a review of the site's Crisis Response Plan and daily checkout and check-in prior to their entry into the classroom.**

Substitute/Volunteer Verification Crisis Plan Review

School/Site: SLAM NV

I have reviewed the Crisis Response Plan as presented to me in the substitute/volunteer folder. I am aware of the procedures for emergencies and procedures for fire, shelter-in-place and lockdown. I have also reviewed the evacuation routes specific to the classroom and Parent-Student Reunification sites.

When evacuating the school, I know that I must have the Classroom Evacuation Kit and follow directions. In the event of an emergency, I must account for all students and follow these procedures to keep students safe.

Print Name _____

Signature _____

Date _____

(Your signature certifies that you have reviewed and understand the Crisis Response procedures specific to this school site.)

Tools to Use during a School Crisis Response Situation

Following is a list of possible internal and external communication tools, as well as other related items, that can be used during a school crisis situation.

1. Communication – Internal
 - a. Bullhorn
 - b. Two-way portable radio
 - c. Intercom
 - d. Phone (designate one line for public and the rest for emergency units)
 - e. Alarm system
 - f. School bells
 - g. Palm pilot

- h. Computer with internet
 - i. Cell phone (**Do not use cell phones during a bomb threat.**)
 - j. Intrusion-detection equipment
 - k. Staff courier
 - l. Spare batteries
2. Communication – External
- a. Phone
 - b. Computer with internet
 - c. Palm pilot
 - d. Cell phone (**Do not use cell phones during a bomb threat.**)
 - e. Bullhorn
 - f. Flag pole
 - g. Alarm system
 - h. School bells
 - i. Intrusion-detection equipment
3. Lighting
- a. Emergency lights
 - b. Battery operated room lights (room without windows)
 - c. Battery operated hand-held flashlights
4. Emergency Medical Treatment
- a. First aid supplies
5. Transportation / Site Security / Field Couriers
- a. School security monitors
 - b. Transportation supervisors
 - c. Hall monitors
6. Fire / Shelter
- a. Fire extinguishers and hoses
 - b. Shelter-in-place masking tape and plastic sheeting

2011 Shut Down/Off Procedures for HVAC Systems & Locations

During a lock down or shelter-in-place, it may become necessary to shut down the HVAC, cooling systems, and/or exhaust fans of the school. To complete this section, the Safety Coordinator, or other school personnel (such as head custodian and/or building engineer) as assigned by the School Crisis Response Administrator, must create a one-page, easy-to-follow set of directions on how these systems can be shut down.

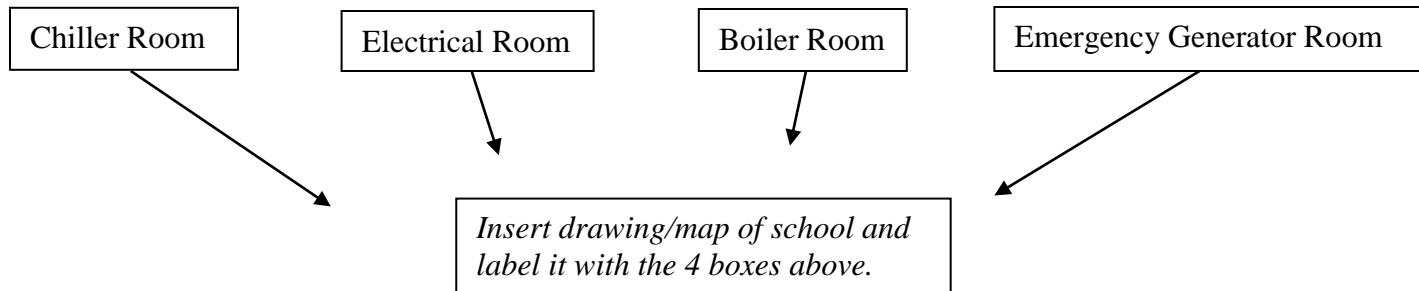
- The **Head Custodian** for **SLAM NV** (school) is:

_____. His/her phone number is: _____ (cell) _____.

Basic HVAC system and exhaust fans shut-down procedures:

- Custodian, building engineer or other designated employee turn off air and exhaust fan switches at the electrical panel.

The chiller and boiler rooms are located _____. The switch used to shut off the air handlers, labeled “Shelter-in-Place Switch,” is located _____.



2011 HVAC AND SHUT-OFF DIRECTIONS

Chillers – Entering the room, the main panel is located _____. The “OFF” switch will deactivate the entire unit and system.

The switch used to shut off only the air handlers, labeled “Shelter-in-Place Switch,” is located _____.

Boilers -- Entering the room, the gas shut-off is located _____. Two big red valves on the gas pipes connected to the main unit are turned. To deactivate the circulating pumps, the power switches are located on each pump.

Guidelines for Shelter-in-Place

Administration:

1. Make the determination for Shelter-in-Place quickly when Evacuation is not practical.
2. Make announcement over the intercom to activate the Shelter-in-Place protocol. Make sure all outside personnel move into the main building and lock exterior doors.
3. Activate the appropriate School Crisis Team members, if needed.
4. Contact 911
5. Ensure HVAC system is turned off.
6. Ensure students are collected from all remote areas (restrooms, storage areas, the stage, etc.) and any unlocked rooms.
7. If safe, canvas outside areas to make sure all staff members and students were able to get into the building safely (check outside play areas, outside restrooms, common areas and parking lot).
8. Ensure Staff and Student Accounting Protocol is completed.
9. Check to see that all staff members have sealed off windows and doors from outside airflow.
10. Monitor the situation through radio or television. Attempt to calm staff and students and keep staff updated about the situation as facts present themselves.

Teachers:

1. Follow the procedures as outlined and any verbal instructions from the School Crisis Response Team, law enforcement or other emergency personnel.
2. If you are outdoors or in an unprotected area, move indoors as quickly and efficiently making certain that all students in the area come with you.
3. Once inside, lock doors and windows and seal the seams of the doors and windows with the plastic and tape provided.
4. Follow Staff and Student Accounting protocol.
5. Place red card from Classroom Evacuation Kit in the window or on the outside of the door if you need assistance or have any missing or extra students. Place green card in the window or on the door if you need no assistance and have no missing or extra students.
6. Remain calm and assure students that they are safe.
7. Monitor student behavior enforcing the Student Code of Conduct.
8. Remain with students at all times
- 9. Do not use cell phones during an emergency situation.***
10. Do not dismiss students until the official word from administration has been given.
11. Disregard bells or normal time schedule until instructed differently.
12. Take notes, names and descriptions – document any unusual events that occur.
13. Within the classroom, teaching should resume as normal.
14. Wait for instructions from Site Administrator on how to proceed.

***Cell sites must be left open for emergency personnel to use, and cell phone signals can detonate bombs, in the case of a bomb threat.**

Guidelines for Lockdown

Administration:

1. Lock all exterior doors. Do not open these doors to anyone.
2. Alert on site security. Call 911 if situation warrants.
3. Ensure students are collected from all remote areas (restrooms, storage areas, the stage, etc.) and any unlocked rooms.
4. If safe, canvas outside areas to make sure all staff members and students were able to get into the building safely (check outside play areas, outside restrooms, common areas and parking lot).
5. Ensure Staff and Student Accounting Protocol is completed.
6. Within the classroom, teaching should resume as normal.
7. Site Administrator will brief staff via telephone, email, or intercom to explain the situation as facts present themselves. Lockdown procedures can be modified as knowledge of the situation is updated.
8. If the situation becomes unstable and/or has moved into the building, move to “Hard Lockdown” procedures.

Teachers:

1. Follow the procedures as outlined and any verbal instructions from the School Crisis Response Team, law enforcement or other emergency personnel.
2. If you are outdoors or in an unprotected area, move indoors as quickly and efficiently making certain that all students in the area come with you.
3. Follow Staff and Student Accounting Protocol.
4. Lock all exterior doors. Do not open these doors to anyone.
5. If you are not in a location with a lockable door, move students to an area where they can be secure with a locked door.
6. Continue instruction as usual. Notify the administration of any unusual or suspicious activity.
7. If situation calls for a “Hard Lockdown” (intruder is physically in the building) proceed with the following steps:
8. Students should be out of the line of view from the window, crouched with their hands protecting their heads (Duck and Cover).
9. Turn off the lights in the room.
10. Take evasive action (Duck and Cover or move behind bookcase, under desk, away from view, etc.)
11. Do not open the door for anyone.
12. Remain calm and encourage students to do so also.
13. Monitor student behavior enforcing the Student Code of Conduct.
14. Students must remain silent.
15. Remain in place if the fire alarm rings; Evacuation will be signaled only by intercom announcement.

Guidelines for Fire or Smoke

Administration:

1. The person discovering the fire must first act for safety. They or he/she must move students to safety, away from the fire, pull the nearest fire alarm and/or immediately alert the Site Administrator.
2. Initiate Evacuation protocol.
3. Call 911.
4. Notify other emergency services and supervisors immediately if they are required

Teachers:

1. If you discover a fire or see/smell smoke:
 - Move students away from danger.
 - Pull the nearest fire alarm or call the front office.
 - Notify Site Administrator immediately.
2. Evacuate to the designated area, taking Classroom Evacuation Kit with you if possible.
3. Assist any students with special needs.
4. Follow Staff and Student Accounting Protocol.
5. Be prepared to follow administrative direction for Family Reunification protocol.

Guidelines during an Evacuation

Administration:

1. Make the announcement and activate the School-Based Crisis Team Members.
2. Call 911.
3. Ensure that the Evacuation Kits are taken from the facility and transported to the Staff-Student Staging Area.
4. Ensure sweeping of the school has been initiated.
5. Ensure Staff and Student Accounting Protocol is completed.
6. Report to the Staff-Student Staging Area and appraise the situation. Brief the staff and assure both staff and students that they are safe.
7. Instruct staff to record if students leave without permission, noting the time and describing the manner in which the students left and the person(s) with whom they left.
8. Decide if Family Reunification protocol is necessary at this time. If Reunification is necessary, please see the following step.
9. Begin moving students to the designated Family Reunification Site as practiced in your drills.
10. Prepare to implement the Family Reunification protocol.

Teachers:

1. Follow the procedures as outlined and any verbal instructions from the School Crisis Response Team, law enforcement or other emergency personnel
2. Once the alarm sounds, calmly instruct your students to line up in an orderly fashion and prepare to exit the building.

3. Take Classroom Evacuation Kit.
4. Before leaving the classroom, visually sweep the classroom making sure it is clear.
5. Lock the door to indicate room has been swept and is clear.
6. In an orderly fashion, make sure to direct the students to power walk safely and exit the facility with a sense of urgency. Follow fire drill procedures and wait for further instructions.
7. Ensure care for those students with special needs.
8. Follow Staff and Student Accounting Protocol.
9. Remain with the students at all times.
10. Monitor student behavior enforcing the Student Code of Conduct.
11. Remain with students at all times
- 12. Do not use cell phones during an emergency situation***
13. Do not dismiss students until the official word from administration has been given.
14. Disregard bells or normal time schedule until instructed differently.
15. Record the name and time if a student leaves.
16. Take notes, names and descriptions – document any unusual events that occur.

***Cell sites must be left open for emergency personnel to use, and cell phone signals can detonate bombs, in the case of a bomb threat.**

School Evacuation to Reunification Site Procedures

In the event of a school-wide evacuation to an established reunification site, the following procedures should be followed:

1. Activate the fire alarm, follow fire drill procedures
2. Once followed, the School Crisis Response Administrator will announce that the school is being evacuated to an established reunification site and/or if any changes to the plan have been made (i.e. buses in the front of the school, change in reunification site – from XYZ school to ABC church, etc.)
3. Classroom teachers will gather their School Crisis Evacuation Kits, students and head to the designated reunification site
4. If the reunification site is within walking distance, students will proceed to the area under administration and teacher guidance and supervision. Students will not run or proceed in a disorderly fashion.
5. The classroom teacher is responsible for students in his/her class. Students are to stay with that teacher until a parent or guardian signs them out with the School Crisis Response Student Coordinator or the school is allowed back into the building.
6. The main office's School Crisis Response Kit will be taken by the School Crisis Response Administrator, or designee, to the reunification location.
7. The school's first aid kit will be taken by the School Crisis Response Nursing Station Coordinator.

IN THE EVENT THAT SLAM NV IS EVACUATED, THE REUNIFICATION SITE IS:

Location: TBD

Address:

Contact Name / Phone Number:

ALTERNATE REUNIFICATION SITE IS:

Location: TBD

Address:

Contact Name / Phone Number:

EVACUATION MAP

SLAM NV

Insert school map here.

PARENT-STUDENT REUNIFICATION MAP

From *SLAM NV* to _____

Insert location map here.

STAFF-STUDENT REUNIFICATION MAP

(Staff-student assembly location prior to movement to Parent-Student Reunification Site – ***IF NECESSARY.***)

Insert location map here.

PARENT-STUDENT REUNIFICATION SITE

Evacuation Reunification Coordinator:

Responsibilities:

- Works with the School Crisis Response Administrator to create an evacuation plan
- As soon as the School Crisis Response Administrator announces that the school is being evacuated, the Evacuation Reunification Coordinator should head immediately to the evacuation reunification area
- Prior to a crisis, works with the School Crisis Response Administrator and the Nursing Station Coordinator to identify an area that medically fragile students will be transported during a school evacuation
- Other duties as assigned by the School Crisis Response Administrator

Procedures for Crises during Non-Classroom Situations

1. Before School Begins - On School Grounds/Playground

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- All staff will write names of students in their room.
- Students will not be dismissed until the ALL CLEAR is given.

2. Recess and/or Students Outside of Classrooms during School Time

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- Staff will write names of students in their room not normally assigned.
- Names of displaced students will be called in to attendance clerk. Teachers missing students will also report names to attendance clerk.
- Students will not be dismissed until the ALL CLEAR is given.

3. Cafeteria-Lunch

- Students will be seated at a lunch table inside cafeteria and listen for announcements over the cafeteria sound system.
- Students will be released to teacher when he/she arrives carrying name placard or when the ALL CLEAR is given.

4. Assemblies

- Students will remain seated with teacher in multi-purpose room.
- If evacuation is necessary, teachers will lead their class out the same door they entered, then proceed to the Evacuation Area

5. Passing Periods - (Middle and High Schools)

- Students should expeditiously make effort to enter the class to which they were going.

- If student can't pass safely, he/she will enter the closest room where a staff member is present.
- Staff will send e-mail message to teachers of students of whom they belong.
- Teachers will report unaccounted for students to the attendance office.

6. Release at the End of the Day

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- All staff will write names of students in their room.
- Students will not be dismissed until the ALL CLEAR is given.

7. After-school events (athletics, extracurricular, etc.)

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- All staff will write names of students in their room.
- Students will not be dismissed until the ALL CLEAR is given.

Basic Procedures for Crisis Situations

- 1. Assess the situation**
- 2. Call Fire/Police – 911**
- 3. Follow specific procedures outlined in Crisis Response Plan**

The next pages will outline SPECIFIC PROCEDURES for the following crisis events:

- Aircraft Accident
- Bees on Campus
- Biological Chemical Threat
- Bomb Threat
- Chemical Spill/Toxic Emissions
- Earthquake
- Fire/Explosion
- Flood
- Hostage/Barricaded Subject
- Power Outage/Heat Stress
- Shelter-in-Place/Lockdown
- Shooting on Campus

Specific Procedure - Aircraft Accident

During the crisis:

1. School Crisis Response Administrator will determine if the School Crisis Response Team, should be activated, if so assignments begin

2. School Crisis Response Administrator, or designee, will notify proper authority immediately or call 911.
3. School Crisis Response Administrator will decide whether to evacuate the school or activate lock down procedures

After the crisis:

1. Facility must be inspected by fire/police and Inspection Services personnel before staff and students can return to the school

Specific Procedure – Bees on Campus

During the crisis:

1. If a beehive or swarm is observed on campus immediately:
 - a. Move students from the school yard and into classrooms in a quiet orderly fashion
 - b. Close all outside doors and windows
2. If an actual attack by bees occurs:
 - a. Instruct students on campus grounds to run to the nearest school building; cover their head with their shirt, jacket, etc., and do not swat at the bees
3. School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated.
4. School Crisis Response Administrator will decide whether to evacuate the school or activate lock down or shelter-in-place procedures.
5. Provide first aid, as necessary

After the crisis:

1. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedure – Biological Chemical Threat

A suspicious letter or package can be identified by one or more of the following characteristics:

- Has no return address or has one that cannot be verified as legitimate
- Unusual weight, given the size of the letter/package, or oddly shaped
- Marked with restricted endorsements such as “personal” or “confidential”
- Addressed to position title only or incorrect title
- Excess postage
- Mailed from a foreign country
- Has strange odor, stains, leaks or fine powder on the outside of the letter/package
- Poorly typed or written with misspelled words
- Postmark that doesn’t match the return address

During the crisis:

1. School Crisis Response Administrator will determine if the School Crisis Response Team should be activated, if so assignments begin
2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.
3. School Crisis Response Administrator will decide whether to evacuate the school or activate shelter-in-place procedures
4. Crisis Response Team to take control of situation until arrival of fire/police unit
 - a. Do not open the letter/package
 - b. If letter/package is open or torn do not touch, smell or taste the substance
 - c. Clear the room or office
 - d. All who came in contact with the letter/package must wash hands, arms and any exposed body parts with soap and warm water
 - e. Turn off HVAC system and any circulating fans (if appropriate)
 - f. Isolate and secure the area until police/fire units arrive

After the crisis:

1. School must be inspected by one or more of the following before students and staff can enter the building:
 - a. County Hazardous Material Department
 - b. County Health Department
 - c. District Environmental Services/Hazardous Material Section
2. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedures – Bomb Threat

During the crisis:

1. If a threat is received by telephone, attempt to complete the bomb threat checklist below; pay close attention to exact wording, speech characteristics and background noises
2. If a written threat is received, turn the original over to the School Crisis Response Administrator; who will copy the contents and protect the original message (plastic or other covering) to preserve identifying marks or fingerprints
3. If a suspected item is found in the building, contact the School Crisis Response Administrator immediately
4. School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, if so assignments begin
5. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.
6. School Crisis Response Administrator will decide whether to evacuate the school or activate lock down procedures
 - a. If the school is evacuated, follow the evacuation plan
 - b. If the school is not evacuated take control of all school activities and wait for arrival of fire/police units. Follow instructions provided by fire/police units
 - c. If lock down is established, follow the shelter-in-place plan
 - d. School Crisis Response Administrator will decide whether to conduct a search, using school personnel or wait for fire/police units

DURING A BOMB THREAT SITUATION, IT IS VERY IMPORTANT THAT CELL PHONES AND RADIOS ARE NOT USED AS THEY CAN ACTIVATE OR DETONATE A BOMB.

After the crisis:

1. Facility must be inspected by fire/police personnel before staff and students can return to the school
2. School Crisis Response Team to discuss possible dismissal of students.

BOMB THREAT CHECKLIST

CALL RECEIVED BY _____ TIME _____ DATE _____

A. ASK THESE QUESTIONS:

WHERE IS THE BOMB?

WHEN WILL IT GO OFF?

WHY ARE YOU DOING THIS?

B. EVALUATE THE VOICE OF THE CALLER AND CHECK THE APPROPRIATE SPACES:

MAN _____ INTOXICATED _____ OTHER _____

WOMAN _____ SPEECH IMPEDIMENT _____

CHILD _____ AGE (Approx.) _____

SPECIAL ETHNIC CHARACTERISTICS _____

C. LISTEN FOR ANY BACKGROUND NOISE AND CHECK THE APPROPRIATE SPACES:

MUSIC _____ BABIES OR CHILDREN _____ MACHINE NOISE _____

CONVERSATION _____ AIRPLANE _____

TYPING _____ CARS OR TRUCKS _____

OTHER _____

D. REMARKS: (Give exact wording or threat message)

Specific Procedure - Chemical Spill/Toxic Emissions

During the crisis:

1. School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, if so assignments begin
2. School Crisis Response Administrator will determine whether to evacuate or activate shelter-in-place procedures
3. School Crisis Response Administrator will determine whether the HVAC, power and or water should be shut down
4. Isolate the area (close doors, prevent entry) and contact the fire department

After the crisis:

1. Fire department and/or Safety and Environmental Services Hazmat section will determine when the school/surrounding area is safe for students and staff to return to the building
2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.
3. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedure – Earthquake

During the crisis:

1. School Crisis Response Administrator to make a school-wide announcement to tell staff and students to take the following action:
 - a. Get under desks or tables if in a classroom, library or cafeteria
 - b. Drop and tuck if in the hall, stairway or open area
 - c. Move away from windows or out from under heavy suspended light fixtures or objects.
2. School Crisis Response Administrator will determine if the School Crisis Response Team, should be activated, if so assignments begin
3. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.
4. School Crisis Response Administrator will decide whether to evacuate the school or activate shelter-in-place procedures

After the crisis:

1. Facility must be inspected by fire/police to check for structural damage
2. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedure – Fire/Explosion

During the crisis:

1. School Crisis Response Administrator will determine if the School Crisis Response Team, should be activated, if so assignments begin
2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911
3. Emergency Response Administrator will decide whether to evacuate the school or activate lock down or shelter-in-place procedures

After the crisis:

1. Facility must be inspected by fire/police to check for structural damage
2. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedures – Flood

During the crisis:

1. School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, if so assignments begin
2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911
3. School Crisis Response Team will take control of situation until arrival of fire/police units.

After the crisis:

1. Facility must be inspected by fire/police to check for structural damage.
2. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedures – Hostage/Barricaded Subject

During the crisis:

1. School Crisis Response Administrator will determine if the School Crisis Response Team, should be activated, if so assignments begin
2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911
3. Emergency Response Administrator will decide whether to evacuate the school or activate lock down or shelter-in-place procedures
4. School Crisis Response Team will take control of situation until arrival of fire/police units
 - a. Attempt to confirm whether an actual hostage or barricaded subject event exists and what weapons, if any, are present
 - b. Attempt to identify hostage(s) or barricaded subject (s)

After the crisis:

1. Facility must be completely inspected by police before staff and students can return to the school
2. School Crisis Response Administrator will contact aid in counseling students and staff
3. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedures – Power Outage/Heat Stress

During the crisis:

1. School Crisis Response Administrator to notify Nevada Power and find out when power will be restored
2. School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, if so assignments begin
3. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911
4. School Crisis Response Administrator to decide whether it is necessary to evacuate the school
5. School Crisis Response Administrator will take control of situation until arrival of fire/police units:

- a. Ensure window blinds are closed and interior classroom and office doors are open
- b. Restrict physical education activities
- c. Ensure availability of water and utilize ice from school cafeteria, if needed
- d. If power is to be out more than one hour, the School Crisis Response Team to discuss possible dismissal of students.

Specific Procedure – Shelter-in-Place/Lock Down

There may be times when the School Crisis Response Administrator will need to call the school into a shelter-in-place or lock down. These procedures ensure that the school is secure and people inside the school cannot leave, and people (or a foreign substance) outside cannot get in the school. **Explanation:** A **shelter-in-place** will be called when foreign substances need to be kept outside a classroom or school, and requires that the building be secured with tape and plastic sheeting. A **lock down** will be called for various reasons, such as bomb threats, civil unrest or police activity outside of the school or in the vicinity of the school, missing student(s), and does not require that a school be secured with tape and plastic sheeting.

During the crisis:

1. School Crisis Response Administrator will determine if the situation warrants a shelter-in-place or a lock down
2. If a shelter-in-place is needed, the School Crisis Response Administrator will announce that the school will activate shelter-in-place procedures. Shelter-in-place procedures are the following:
 - a. Remove students and staff from outside locations
 - b. Direct students and staff to classrooms or offices
 - c. Shut down air handling systems at the main fire alarm panel or shut down system breaker
 - d. Lock and tape/seal exterior doors (using 2” masking tape)
 - e. Tape/seal classroom doors and windows (using 2” masking tape)
 - f. Seal air supply/exhaust registers (using 2” masking tape and plastic sheeting)
3. If a lock down is necessary, the School Crisis Response Administrator will announce that the school will begin lock down procedures. Lock down procedures are the following:
 - a. Remove students and staff from outside location
 - b. Direct students and staff to classrooms or office
 - c. Lock main door and classroom or office doors
4. The School Crisis Response Administrator will determine if the School Crisis Response Team needs to be activated, if so assignments begin
5. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.

After the crisis:

1. Perimeter of school must be secured by fire/police units before shelter-in-place or lock down procedures can end
2. School Crisis Response Team to discuss possible dismissal of students.

Specific Procedures – Shooting on Campus

During the crisis:

1. School Crisis Response Administrator will activate the School Crisis Response Team, assignments begin
2. School Crisis Response Administrator, or designee, to notify proper authority immediately or call 911.
3. School Crisis Response Administrator to decide whether to evacuate the school or activate lock down procedures
4. School Crisis Response Team to take control of situation until arrival of fire/police units
 - a. If threat of shooting occurs:
 - Move students from schoolyard to classrooms in a quiet, orderly fashion
 - Lock outside corridor doors
 - Lock classroom doors and instruct students to sit on the classroom floor away from doors and windows
 - Do not release students for any reason unless authorized by on-site police or School Crisis Response Administrator
 - Do not open classroom doors to anyone requesting entry unless authorized by on-site police or School Crisis Response Administrator
 - b. If actual shooting occurs:
 - Immediately notify the School Crisis Response Administrator of the shooting and the location the shooting occurred
 - Instruct students to lie flat on the ground or floor, covering their heads with their arms
 - Instruct students not to bunch up in groups
 - Instruct students not to get up and run, but wait until police respond
 - Lock classroom doors and instruct students to keep away from doors and windows
 - Do not release students for any reason unless authorized by on-site police or School Crisis Response Administrator
 - Do not open classroom doors to anyone requesting entry unless authorized by on-site police or School Crisis Response Administrator
5. Provide first aid, as necessary

After the crisis:

1. Facility must be completely inspected by police before staff and students can return to the school
2. School Crisis Response Administrator will contact aid in counseling students and staff
3. School Crisis Response Team to discuss possible dismissal of students.

Response and Follow-Up to a Traumatic Crisis

Each crisis in the life of a child offers learning opportunities that may never come again. Instead of viewing crisis intervention as an extra school duty, it can be viewed as a special opportunity for teaching.

Crisis situations, traumatic events and sudden death are but few of the situations that increasingly need to be dealt within our schools. As these traumatic losses and events become more frequent in our society, there is a need for a written plan and procedure to guide school personnel in responding immediately and effectively when these events occur. A traumatic event can overwhelm the resources of an individual school, yet an effective response demands the collective and coordinated services of both school personnel and community resources.

Response to Traumatic Event – Day One

Once a traumatic situation occurs there are certain steps that need to be taken. The following items are important to think about during crisis situations:

1. Determine if additional assistance is needed (i.e. community agencies); the Crisis Response Team will ask for assistance from outside agencies.
2. Decide what the school actions and audience messages will be.
3. Provide information to teachers and let them know what is expected of them.
4. If needed, determine the location of a crisis center at the school; inform staff of the location of the center and how to refer students to the center.
5. Determine how students will be informed about a crisis situation, if it does not immediately affect the whole school (i.e. by school-wide announcement, courier hand deliver to classrooms, etc.).
6. Identify students and staff considered to be high risk, due to the nature of the crisis (siblings, boy or girl friends, close friends, other recent at-risk students, team members, etc.). Ask staff to assist in monitoring students.
7. Ask staff to continue monitoring all students.
8. Determine need for a parent and community meeting.
9. If appropriate, assign a school liaison to the family.
10. Determine whether counselors or Crisis Response Team members need to meet with any particular classes or groups.
11. Continue with school classes as scheduled with class procedures as normal as possible.
12. Determine if there is a need for a letter to go home informing parents of the situation.
13. Determine whether any other school may be impacted and establish contact with that school (consider siblings, boy or girl friends, those who recently attended another school, etc.).

Response to Traumatic Event – Days Two through Five

1. School administration and district Crisis Response Team continues to meet and monitor staff and students.
2. Review status of day one and determine the need for follow-up.
3. Consider allowing only staff to answer the phone for at least days one through five

4. Remind staff to continue to help identify and monitor high-risk students and fellow staff members.
5. Determine whether staff or students need to be referred for professional assistance. Work with parents.
6. If step has not already been taken, re-evaluate need for evening meeting for parents and community.
7. Take requests for school assembly and/or memorials for lost students or staff members under consideration. Make no commitment.
8. Inquire about funeral arrangements or hospital visits and the family's desire for school/student involvement.
9. Inform staff that the Crisis Response Team members are available to provide consultation, direct assistance to class, and/or information and suggestions for working with students and class.
10. Continue follow-up and monitoring of student, school and community environment.

Response to Traumatic Event – One to Six Weeks after the Event

1. Have counselors and/or nurses continue to monitor and/or see high-risk students.
2. Continue to ask staff for assistance in monitoring students and staff who were affected by the crisis. Determine need for developing individual student plans.
3. Maintain contact with family. Work with any outside therapists, and/or assist with outside referral.
4. Determine need for support groups and conduct as needed.
5. Develop monitoring and/or intervention plans for siblings, staff, and/or friends re-entering school.
6. Consult with Crisis Response Team Coordinator for follow-up plan to identify further needs and to evaluate effectiveness of response.
7. Remind staff that time frame for intervention and assistance could be from a few weeks through the end of the school year.

PARENT NOTIFICATION LETTER

School Logo

Dear Parent:

We at Sports Leadership Academy of Nevada (SLAM NV) place a high priority on protecting the safety of our students and employees. In emergency situations, if everyone knows what to do, all involved can *Stay Calm and Stay Safe*. This letter will inform you of how you and your student can stay safe in an emergency.

The SLAM NV Emergency Action Plan includes the following elements.

- A detailed plan, coordinated with national, state and county emergency action plans, with detailed procedures for protecting the welfare of students during an emergency event
- School-based Crisis Team, integrated with community emergency response and mental health resources
- School Security, integrated with local police agencies
- Individual Crisis Plans, including regular drills for fire, lockdown, shelter-in-place for other potential disasters
- School-based Health Services, integrated with community health and medical resources
- A re-unification site to re-unite parents and students if off-school site evacuation is necessary. Community media outlets will communicate site of reunification immediately after confirmation of need for re-unification off-site

As the parent of a SLAM NV student, you are a vital part of our plans to protect your child. You can assist the various school personnel, police or fire personnel, or others engaged in the protection of your student and others by remaining calm and following the steps outlined below.

BEFORE A CRISIS

- Practice family crisis response at home: have a plan and supplies organized, and discuss remaining calm and asking for help when needed
- Make sure the school has updated information regarding your child, including contact names and numbers and your child's medical history
- Discuss with your child the school's rules during drills for fire and other emergencies; be sure your student understands correct procedures
- Teach your child to stay with school staff and follow their directions
- Tell your child NOT to try to contact you by cellular phone or land line until given the OK by school staff, thus allowing communication channels to remain open for emergency responders
- Tell your child that you will remain at work or home and watch for information from the school as to where and when you and your child can reunite

DURING A CRISIS

- **Stay calm and do not come to the school** so emergency responders can complete their mission
- Keep phone lines free so school personnel and community responders can communicate with each other
- Listen for information from the school over TV, radio or the Internet: this information will help you reunite with your child in an orderly and safe manner

WHEN YOU REUNITE WITH YOUR CHILD

- Be a model of Calm, Control and Comfort: let your child know you will protect them
- Listen to your child and watch for temporary changes in behavior like being clingy or angry, having trouble sleeping, acting younger or acting scared
- Seek assistance for negative behavior changes that persist after two weeks: you may need to contact your child's school, your family doctor, or community counselors/psychologists
- Keep in contact with your child's school and follow recommendations from the school and community experts

We at SLAM NV take pride in responding to the needs of our students and employees. Training and awareness activities continue in all areas of crisis management/response and school safety in an effort to stay current with national, state and county response plans. We appreciate your efforts in doing all you can to help us protect your child in an emergency.

Sincerely,

Principal

HEALTH SERVICES EMERGENCY RESPONSE PLAN FOR MEDICALLY FRAGILE STUDENTS

Initial Completion _____

Review dates (on or before):

September 15 _____

February 15 _____

June 15 (Year Round) _____

(Note actual date completed)

An emergency action plan is already established by the school to assist all personnel with an organizational structure for management of resources. Each individual school should also have a site based emergency protocol. It is necessary for the School Nurse and/or FASA, to plan ahead for a potential emergency to assess specific needs for medically fragile students. Attached information is to be completed by the school nurse/FASA based on the needs of the school site. Assistance from the site administrator will be required in determining responsible personnel and designated locations. This information should be completed in conjunction with the site administrator or designee and maintained with the school emergency protocol and updated as students enroll and also at designated review dates. Medically fragile students requiring special assistance should be listed in the designated area and information necessary for their management noted. A copy should be maintained in the disability notebook, provided to the site administrator or designee, and maintained with the emergency supplies.

An emergency CPR/AED plan is also recommended for the implementation and use of the AED for appropriate cardiac emergencies. If implemented, the school will have a site based emergency protocol for the use of an AED. This plan should be updated as certified CPR/AED responders are hired or transfer from the school campus, as well as on the designated review dates. A copy should be maintained in the health office and provided to the site administrator and school AED program coordinator(s).

SITE BASED SCHOOL EMERGENCY PROTOCOL:

Describe plan or location of emergency protocol(s): _____

WATER SUPPLY:

- How many medically fragile students should be supplied with water? _____
- Where is the water stored? _____
- Who will transport stored water from the health office? _____
(Each health office should maintain at least one gallon of water at all times.)

MEDICATIONS:

Consider only medications that will be required during an emergency, e.g., insulin, Epi Pens, inhalers, seizure medications, small volume nebulizers and glucagon. (Students at the secondary level carrying their own medications should be allowed to take their backpacks with them during emergencies.)

List below any students who will require medications to be available during an emergency outside of the school building:

STUDENT/ROOM #/TEACHER

MEDICATION

STUDENT/ROOM #/TEACHER

MEDICATION

Storage of the above medication should allow for easy accessibility during an emergency.

FOOD:

Identify any foods which will be available for diabetic students, e.g., hard candy, frosting, juice, crackers, etc.: _____

This should be available for students at all times during an emergency. Identify diabetic students on attached list.

SHADE LOCATIONS:

Identify locations of shade (if any) where medically fragile students could be placed during an emergency:

Identify location where students would gather if required to leave the building (obtain information from site administrator):

Maintain spray bottles with water and cold packs as methods to cool off students or staff members who display signs/symptoms of heat sensitivity.

Note: Information regarding types of students more likely to be heat sensitive is available in the school nurse handbook in the section addressing management of heat.

PERSONNEL (Obtain this information from the site administrator/designee.) For special education programs, it will usually be the teacher and/or assistant.)

Who is responsible for monitoring and moving medically fragile students if the school nurse is not present?

Who is in charge of communication? _____

How are communication lines established?

- Walkie Talkies _____
- Cellular Phones _____
- Fax Machine _____ Is it a designated line? _____
- Bull Horn _____
- AM/FM Radio available with batteries? _____

Who is responsible for turning off natural gas lines? _____

Who will notify Health Services if there is an emergency that requires the presence of a school nurse?

Identify staff members who have current CPR and/or first aid certification who could assist as needed during an emergency. Please keep in mind this list should be obtained early in the school year and maintained in an accessible location

STAFF MEMBER

LOCATION

SUPPLIES:

Refer to attached list of portable supplies needed in an emergency. Identify staff member(s) responsible for transporting the following emergency supplies and information:

- Water _____
- Medications _____
- Emergency Food _____
- Disability Notebook _____
- Portable Emergency Supplies _____

Note: Emergency supplies should be stored together for easy accessibility. Large bags, plastic bins, emergency kits or A/V carts could be utilized for transport. Practice taking supplies out during drills at least one time yearly.

**RECOMMENDED DISASTER PREPAREDNESS SUPPLIES
FOR PORTABLE EMERGENCY KIT**

DESCRIPTION	NUMBER NEEDED
Alcohol	1 bottle
Bactine	1 bottle
Bandages	
4 x 4 (sterile)	10
Triangle	1 each
Band-Aids	
Large	10
Small	50/box
Batteries	
D	2
Bottles – Spray	1
Cold packs	4
CPR Mask	1
Cups – Paper	1 tube
Flashlight	1
Gloves	
Medium	100/box
Peroxide	1
Scissors – Bandage	1
Splints	
Arm	2
Leg	2
Tape	
Bandage – ½ inch	2
Thermometer	
Digital	1 each
Sheaths	10
Water	1 gallon
Wipes – Antiseptic	30

Student Threat Evaluation and Crisis Response Increasing Protective Measures at School/Facility Locations

**--For crisis response use only--
Restricted Use**

Be aware of.....

- Unusual or prolonged interest in security measures at school, entry points, and access controls or perimeter barriers such as fences or walls.
- Interest without reason in site plans for schools (any site plan requested by construction contractors/renovators must be authorized through Facilities Division).
- Unusual behavior such as staring at or quickly looking away from personnel or vehicles entering or leaving designated district-parking areas.
- Observation of in-house security procedures.
- Increase in anonymous telephone or e-mail threats. (May be done to observe how school responds and functions during crisis events).
- Foot surveillance involving two or three individuals working together.
- Mobile surveillance using bicycles, scooters, motorcycles, cars and/or limousines.
- Prolonged static surveillance using operatives disguised as panhandlers, shoe shiners, food vendors, etc.
- Discreet use of still cameras, video cameras or note taking in or around school locations.
- Questioning of facility personnel.
- Unexplained presence of unauthorized persons in places where they should not be.

In addition.....

At each school/site location, have two people (note taker and observer) walk around school grounds to establish a school/neighborhood **visual baseline** (point for future reference) of what is **present and observable** within the school grounds and surrounding neighborhood. Make note of any **issues of concern** as noted above while at the same time establishing a **written record** of your visual baseline so such notes can be used as a **start point reference** in identifying unusual activity around your school.

Strong consideration be given to **single access point of entry** when school is in session and **mandatory check-in** with **visitor badging**.

Increase staff vigilance at schools by:

- Walking by doorways and double-checking to ensure they are locked from the outside so no one can enter without permission.
- Being more aware of individuals who are on their campus. If they are not wearing a visitor's pass or district badge, report them immediately to the front office.

- Reinforcing the message to staff that “anything out of the ordinary” should be reported and that nothing should be overlooked.

Attachment 49

The Committee to Form SLAM NV has developed the following plan for internships and career exploration utilizing SLAM Miami's plan, as well as supporting documents from the Center for Community Capacity (a program of the Louisiana Public Health Institute), Preparing Youth for Life: The Gold Standards for High School Internships (the National Academy Foundation), and Youth Internship Program Framework (the South Dakota Department of Education).

SLAM Internships and Career Exposure Strategic Plan

The mission of SLAM NV is “to prepare students for postsecondary studies and careers through an engaging educational program emphasizing sports leadership and management career preparation. The proposed middle high school program will offer students in grades 6-12 opportunities in career exploration and internships through the following academies in the sports leadership and management arena: 1) Sports Medicine; 2) Sports Marketing and Entertainment Media; and 3) Sports Business and Management.”

In grades 6th -10th, career exploration will be integrated in core and elective classes. The School will have grade appropriate career events that will include but are not limited to:

- Guest speakers
- Guest instructors
- Career days
- Career fairs
- Field trips
- Career shadowing

In 11th-12th grades, the following courses from the Course Descriptions (A.3.3) provide for students to have additional career exposure through various work-based learning experiences including job shadowing, internships, involvement in school-based enterprise, etc.:

Course Title: Sports and Entertainment Marketing Advanced Studies
Credit: 1.00 Grade Level: 11-12

This course provides pupils who have achieved all content standards in Sports and Entertainment Marketing an advanced study through investigation and in-depth research. The pupil collaborates with the supervising teacher to design and implement the topic of study. Course work may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and portfolio development. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an essential component of this course. This course fulfills one of the elective credits required for high school graduation and may be repeated.

PREREQUISITE: Principles of Business and Marketing & Sports and Entertainment Marketing I & II.

Course Title: Business Management Advanced Studies**Credit: 1.00 Grade Level: 11-12**

This course is offered to pupils who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the pupils' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

PREREQUISITE: Business Management II**Course Title: Sports Medicine Advanced Studies****Credit: 1.00 Grade Level: 11-12**

This course is offered to pupils who have achieved all content standards in a program whose desire is to pursue advanced study through investigation and in-depth research. Students are expected to work independently or in a team and consult with their supervising teacher for guidance. The supervising teacher will give directions, monitor, and evaluate the pupils' topic of study. Coursework may include various work-based learning experiences such as internships and job shadowing, involvement in a school-based enterprise, completion of a capstone project, and/or portfolio development. This course may be repeated for additional instruction and credit.

PREREQUISITE: Sports Medicine II**Course Title: Executive Internship I****Course Title: Executive Internship II****Course Title: Executive Internship III****Course Title: Executive Internship IV****Credit: .50 Grade Level: 11-12**

The Executive Internship I-IV are work-based exploration courses. They are designed to provide pupils with an opportunity to apply technical skills and competencies to real-life career processes and settings. Each of these courses satisfies one-half of the Career and Technical Education graduation requirement.

PREREQUISITE: Teacher approval. For Executive Internship II, Executive Internship I; for Executive Internship III, Executive Internship II; for Executive Internship IV, Executive Internship III.

The ultimate success of these courses is the recruitment of business partners. SLAM's board has several members that are deeply rooted in the community and these Board members will assist in providing connections. Although it is preferable to place our students with organizations and colleges that specialize in sports, valuable experience can also be gained through other sources. Other sources of career exploration are also gained from professional and civic organizations in the community.

The career exploration/internships will be designed to connect students with what they are learning in the classroom and will be supported by classroom time with a supervising teacher. The classroom time will be used for lessons on professionalism, communication, and other skill building based lessons. These will be valuable tools for interaction with business partners and teaches our students career awareness, exploration, and preparation. Additionally, assignments will be completed by students before, during, and after completion of the internship.

The career exploration hours that coincide with these courses will be scheduled in a way that meets the needs of students, families, and business partners.

SLAM Community Partnerships

Creating a successful school partnership with organizations is a challenging process. There has to be a clear vision and goals that relate to our school. There has to be structure and management to ensure that the partnerships are responsive to the needs of SLAM. To optimize the benefit to SLAM and the community, the School has to draw from a wide range of perspectives and expertise. Naturally there has to be complete cooperation from SLAM and their partners.

Several points regarding the partnership:

1. Is there collaboration?
2. Is there a cross section of partners?
3. Is there a structure to the partnership
4. Have the organizations been properly vetted?
5. Does SLAM and the partner both benefit?
6. Is there a clear vision?

The key to obtaining the partnerships is the need to incorporate aspects of the partnership into the actual curriculum of the existing academies.

SLAM has formed partnerships with both private and government owned agencies. Sustaining the partnerships requires constant communication with the partners, updating contacts, inviting local and national speakers, opening all lines of communication.



October 10, 2014

Joel Vidana, PT, DPT, OCS, MTC
6850 North Durango Drive, Suite 201
Las Vegas, Nevada 89149

To whom it may concern:

I am very interested in supporting and developing a community partnership with SLAM Charter School of Nevada. As part of this partnership, I am available to guest speak twice per school year and present and introduce SLAM students to a variety of job descriptions in health occupations particularly in the area of Physical Therapy and the post-secondary education required to attain this degree. I would also like to provide SLAM 12th grade students an opportunity to shadow a physical therapist. I can also arrange for SLAM students to participate in unique and rewarding volunteer and community service opportunities.

Thank you for your time and I look forward in working with you in the near future.

Sincerely,



Joel Vidana, PT, DPT, OCS, MTC

6850 N. Durango Drive, Suite 201 - Las Vegas, NV 89149
Phone (702) 835-9868 - Fax (702) 835-9868

October 17, 2014

To Whom It May Concern:

We would like express our interest in supporting and developing a community partnership with SLAM Charter of Nevada. As the owner of the Chiropractic Healing Center (CHC), my mission is to assist the everyday-active individual, which includes the busy family person, full-time professionals and educators, as well as amateur and professional athletes in training. I worked a great deal with the Minnesota Vikings during my time practicing in Minnesota, which in turn led to the successful treatment of numerous athletes in Las Vegas, from professional boxers, bodybuilders and fitness models to tri-athletes, marathon runners and high school athletes. Our center provides chiropractic services, rehabilitation, massage therapy and acupuncture, all of which greatly benefit general maintenance, injury recovery and athletic performance.

We look forward to providing guest speakers and shadowing opportunities for SLAM students, as well as partnering with the school to create volunteer and community service opportunities and projects.

Please contact me or my staff if you have any questions.

Sincerely,



Dr. Cheree Sandness



2075 East Flamingo Road
Las Vegas, Nevada 89119
(702) 733-8800

October 13, 2014

Jesse Newman, PT
Director of Rehab
2075 E. Flamingo Road
Las Vegas, NV 89119

To whom it may concern:

I am a resident, a parent and a medical professional in this community, and I would be very interested in developing a community partnership with the SLAM Charter School of Nevada. I support the idea of providing education in a non-traditional way and believe that if the curriculum is proven and challenging and the students are supported and want to learn, the benefits will be seen on many different levels. SLAM Charter School of Nevada is unique and progressive and would be a benefit to this community. To support this partnership, I or someone on my staff would be available to guest speak a minimum of twice per school year and also I would provide an opportunity for the SLAM 12th grade students to volunteer and shadow different medical professionals. Thank you for your time and consideration.

Sincerely,

Jesse Newman, PT

November 7, 2014

Daniel Triana
SLAM Charter School
Las Vegas, Nevada

RE: SLAM Charter School – Community Partnership

Dear Daniel Triana,

As the Chair of the Department of Physical Therapy (UNLVPT) at UNLV, I would like to put my support behind the SLAM Charter School in Las Vegas. We envision a community partnership wherein SLAM Charter students can take field trips to UNLVPT research facilities (Gait and Balance Laboratory, Clinical Neuromechanics Laboratory, and Pediatric Laboratory) and our human cadaver laboratory. Our research laboratories offer state-of-the-art research equipment that can be used for complex analyses of sports and orthopedic conditions. Our cadaver laboratory would offer a prosected human cadaver experience for learning human anatomy. Additionally, our faculty and doctoral students would be willing to do guest lectures and presentations to SLAM Charter students. Students of SLAM may also be invited to participate in UNLVPT research studies as volunteers and participants. We are also open to other opportunities with SLAM Charter School and look forward to this community partnership. If you have any questions please feel free to contact me.

Sincerely,

Merrill R. Landers, PT, DPT, PhD, OCS
Chair and Associate Professor
Department of Physical Therapy
School of Allied Health Sciences
University of Nevada, Las Vegas



October 16, 2014

John A. Mercer, Ph.D.
Professor and Associate Dean
School of Allied Health Sciences
University of Nevada, Las Vegas
4505 Maryland Parkway
Las Vegas, NV 89154-3019

To whom it may concern:

I am writing to support the development of a community partnership with SLAM Charter of NV and the School of Allied Health Sciences. Specifically within the school, the Department of Kinesiology & Nutrition Sciences as well as the Athletic Training Education Program have components that are a good match for a community partnership with SLAM Charter.

For example, SLAM students will be able to visit research and teaching laboratories, UNLV faculty will be able to participate as guest speakers at SLAM, and SLAM and UNLV students will be able to partner in volunteer, community service type projects.

Please contact me if any additional information would be helpful.

Sincerely,

A handwritten signature in black ink that reads "John A. Mercer". The signature is written in a cursive style with a long horizontal flourish at the end.

John A. Mercer, Ph.D.

SLAM INTERNSHIPS STRATEGIC PLAN

Attaining Skills: Determining what skills the students are to develop through the internships.

Activities: Create appropriate activities that students need to develop their skills.

Alignment: Align the outlined skills and activities with the SLAM curriculum. This enables the student to connect the curriculum with the internship activities.

Outcomes: After alignment of curriculum with the internship the students will complete culminating projects.

INTERNSHIP PLANNING

Prior to Opening of SLAM.

- SLAM Board and future Principal of SLAM Nevada – Begin cultivating Community Partnerships. Community partnerships will provide a letter of intent.

Inaugural School Year of SLAM.

- Identify the lead person at SLAM to coordinate career exploration opportunities and efforts.
- Select a career exploration/internship committee. Discuss the benefits of creating an advisory Board.
- Review student learning outcomes to be met utilizing internships.
- Complete and develop all forms and school policies for students selected for internships.
- Develop contacts with business partners, professional organizations, and colleges.
- Plan career exploration events: career fair, guest speakers, etc.
- Discuss planning, future goals for career exploration, job shadowing, and internship placements.

2nd School Year of SLAM (This will be the year prior to Students taking Advanced Studies and Internship Courses).

- Promote internships using mailings, letters to parents, and business partners. Provide companies with material related to the career exploration/internships. Follow up with those companies to confirm possible number of placements.
- Utilizing a compiled list of companies requesting interns, unpaid or paid, and the number required.

Semester Prior to Internships.

- Promote internships using mailings, letters to parents, and business partners. Distribute the required forms and paperwork to the interns' parents.
- Utilize the completed spreadsheet, to manage the business partners who have selected interns.
- Contact business partners by email with a commitment form.

- Request a confirmation email from those companies who have requested interns. Provided an employer manual to committed companies.
- Meet with teachers in contact with potential interns and practice interview skills.
- Explain activities associated with the internships, review the purpose and objectives of the internship.
- Continue to obtain additional commitments from business partners.
- Match students with the internships. The teachers are then able to develop activities, and research assignments to prepare the student for the position (mock interview, resume writing).
- Complete placement of students with the business partners using their preferences, interest, etc.
- Plan an orientation for the interns.
- Host a supervisor orientation using promotional materials and PowerPoint. Distribute intern's manual.

Shortly before the beginning of the internships.

- Send out emails to business partners;
- Suggest opening day activities to the partners;
- Students are to receive intern's manual and contact information; and
- Students, parents, and business' complete all release forms. For example: Training Agreement, Age Certificate, Training Plan, Time Card, Application, Employer Evaluation, Student Evaluation, and Internship Brochure.

Internship Beginning

- Make sure students are at the internships sites;
- Visit internship sites, meet with supervisors and document visits; and
- Follow up with students, make sure they understand the assignments, evaluation forms, etc.

Preparing Students/Classroom Time

- Responsibility of Supervising Teacher;
- Classroom activities: use mock interviews, resume writing, other skill building activities
- Weekly debriefs; and
- Letter writing skills: thanks you notes and correspondence.
- Students are required to complete three major assignments during the internship;
 - The beginning assignment will consist of an interview with the intern's immediate supervisor along with the intern's response to the interview;
 - The midterm evaluation will consist of a student evaluation of the internship along with an employer's midterm evaluation; and
 - The final assignment will consist of a PowerPoint Presentation describing the internship, the company, photographs, and copy of the thank you letter and an overall critique of the experience.

SLAM SAMPLE Partnership Checklist

- Copy of Photo 1.0. (Driver's License or School ID) _____
- Copy of Student's Social Security Card _____
- Non-Instructional Staffing Application _____
- Student Agreement _____
- Training Agreement _____
- Age Certificate _____
- Safety Agreement _____
- Copy of Resume _____
- Three Letters of Recommendation _____
- Model & Talent Release Form _____
- Summer School Registration _____
- Emergency Contact Card _____
- Student Insurance Health Card _____
- Student Placement Report Information (optional) _____
- Employment Verification (optional) _____

Sample Internship Agreement

Student Name: _____ Job Title: _____

Address: _____ City: _____, State: _____

Phone No.: _____ Cell Phone No.: _____ Email: _____

Company Name: _____

Supervisor Name and Title: _____

Address: _____ City: _____, State: _____

Phone No.: _____ Cell Phone No.: _____ Fax No.: _____

Email: _____ Other: _____

Agreement Begins: _____ Agreement Ends: _____

General Criteria:

1. The internship is for the benefit of the student-learner;
2. The student-intern does not displace regular employees but works under their close observation;
3. The student-intern is not automatically guaranteed a job at the conclusion of the internship period;
4. A student-intern who is released from the internship by the site supervisor/mentor for a justified reason may be dropped from the program; and
5. The site supervisor/mentor and the school will provide instruction and experiences at the internship site and in the classroom that will provide the student-intern with skills and attitudes necessary for life-long learning, competitive employment and continuous improvement.

The Student-Intern agrees to:

1. Perform the necessary tasks and follow instructions as given by the internship coordinator and/or business supervisor/mentor;
2. Abide by the policies, rules and procedures of the business and the school;
3. Attend the related Seminar as required;
4. Provide transportation to and from the assigned internship site;
5. Notify the internship coordinator on days absent or late as per handbook;

6. Not report to the internship site on days absent from school;
7. File complete weekly reports (time cards) on his/her activities as required;
8. Report to the internship coordinator as soon as possible when problems arise affecting his/her internship placement;
9. Study the student handbook and adhere to the conditions set forth therein;
10. Not hold the internship site liable for accidents or injuries sustained during training;
11. Dress appropriately for the school-related program as well as the internship;
12. Provide proof of medical and automobile insurance and a valid driver's license;
13. Support all activities related to the internship program including the year-end recognition ceremony;
14. Refrain from using a personal cell phone while at work;
15. Refrain from using computer/technology for email, chats and any other personal communication;
16. Keep all matters confidential; and
17. Sign non-compliance slip(s) when issued.

The Business agrees to:

1. Assign a training supervisor who will evaluate and supervise the student-intern as agreed upon;
2. Provide training that will meet a pre-approved training plan;
3. Notify the internship coordinator in advance if plans are made to terminate or alter the position of the student-intern;
4. Provide safety instruction for all tasks and duties to be performed that may present a possible safety hazard to the student-intern;
5. Comply with all student intern applicable state and federal employment regulations, provide student- intern with equal opportunity employment and not discriminate on the basis of race, color, national origin (including limited English proficiency), sex or handicapping conditions;
6. Adhere to the provisions of all state and federal child labor laws; and
7. Evaluate the student-intern and recommend letter grade.

SLAM agrees to:

1. Administer the program and provide necessary forms;
2. Provide specific and/or general related instruction;

3. Act as liaison between the parties of this agreement;
4. Maintain adequate records;
5. Notify the site supervisor/mentor in advance if the training status of the student-intern changes (when possible);
6. Make periodic contacts with the site supervisor/mentor to discuss student-intern's progress and to evaluate the training site; and
7. Evaluate the student-intern and assign letter grades.

The Parent or Guardian agrees to:

1. Direct the student-intern in carrying out his/her responsibilities and to contact the internship coordinator, NOT site supervisor/mentor, when problems or questions arise concerning the student-intern's internship;
2. Meet with the Internship Coordinator when requested; and
3. Not hold the business or SLAM liable for any accidents or injuries sustained during the internship.

Student-Intern Signature

Date

Parent/Guardian Signature

Date

Site Supervisor Signature

Date

Internship Coordinator Signature

Date

Sample SLAM PARTNERSHIP
INTERNSHIP AGREEMENT

EMPLOYER'S RESPONSIBILITIES: The employer agrees to place the intern at various facilities including the main office and related and related companies to work with administrative personnel. The employer agrees to provide occupational experience of instructional value. The intern's work activity will be under the supervision of a qualified supervisor. The work will be performed under safe and hazard- free conditions The intern will receive the same consideration given employees with regard to safety, health, general working conditions, and other policies and procedures of the company. The employer will adhere to all state and federal policies related to nondiscrimination in employment and educational programs or activities with regards to race, gender, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preferences or disabilities.

INTERNSHIP SUPERVISOR RESPONSIBILITIES IN THE SLAM PROGRAM: The internship supervisor agrees to visit each SLAM intern at the work place and will maintain a close working relationship with the person to whom the intern is responsible while on the job. The internship supervisor shall attempt to resolve any complaints through the cooperative efforts of all parties concerned.

PARENT'S/GUARDIAN'S RESPONSIBILITIES IN THE SLAM PROGRAM: Parents and /or guardians agree to abide by procedures and agreements related to placement and completion of the SLAM program.

INTERN'S RESPONSIBILITIES IN THE SLAM PROGRAM: The intern agrees to follow rules and procedures established by SLAM and the employer. The intern agrees to work the required hours, report daily attendance, and complete all assignments.

This document establishes an agreement between the Intern, parents/guardians, and the employer concerning the conditions of the internship.

We the undersigned have read this Internship Agreement and understand the conditions and provisions contained therein.

Intern _____ Employer _____

Parent/Guardian _____ Internship Supervisor _____

Sample SLAM PARTNERSHIP
STUDENT INTERN AGREEMENT

Student Intern Name: _____ Date: _____

As a condition for acceptance into the SLAM PARTNERSHIP internship, the above-named student intern is authorized by his/her parent/guardian to participate in the program for the purpose of going to work. The SLAM PARTNERSHIP program is planned to develop the student intern academically, vocationally, economically, and socially. There are responsibilities the student intern must accept and rules and regulations, which must be strictly observed.

As a condition for acceptance into the SLAM PARTNERSHIP program, I agree to the following:

1. Attend place of employment regularly. The workplace is my classroom and the Rule of one absence during the summer term will be enforced, and may lead to my withdrawal from the program upon acquiring the second absence. Parental documentation on is to be provided to the supervising teacher and the employer for any absences.
2. My success depends upon satisfactory work performance and the completion of all assignments. I will accept counseling and constructive criticism from the internship supervisor. I understand that my workplace supervisor assigns one half of my grade and my Home School internship supervisor assigns the other one half of my grade.
3. I am willing to accept the employer's supervision. I am also willing to perform all my duties on the job in such a manner that I will reflect favorably upon the SLAM PARTNERSHIP, the internship supervisor, and myself.
4. I understand that if a problem concerning the job arises I will first discuss it with the internship supervisor before discussing it with the employer.
5. I agree to be punctual to the job. I agree to adhere to dress code on the job.
6. I agree to refrain from terminating my employment or arranging for a change of employers without the knowledge and approval of the internship supervisor.
7. I agree to attend the employer-employee banquet with my employer as my guest (if applicable).
8. Transportation to and from the workplace is my responsibility. I will transport myself.

by: ___Automobile ___Other Transportation ___Public Transportation

Provide the following information on your mode of transportation (if applicable):

Automobile Owner's Name	
Address	Zip Code
Insurance Company	

My initials below confirm that I have read this Internship Agreement and understand the conditions and provisions contained therein.

_____ Student

_____ Parent/Guardian Name

_____ Employer

SAMPLE SLAM PARTNERSHIP AGREEMENT

Term of Internship: _____ Summer _____ Fall _____ Spring Date of Evaluation: _____

Student Name: _____

Organization Name: _____

Supervisor: _____ / _____

Supervisor Email/Phone: _____

Faculty Internship Coordinator (if applicable): _____

Please attach:

- Internship Job Description
- Supervisor Comments (i.e. strengths, areas for improvement, etc.)

Please rate the intern’s performance in the following areas:

Rating Scale: 1 = Excellent – far exceeds expectations
 2 = Good – met and exceeded expectations
 3 = Satisfactory – met expectations
 4 = Fair – somewhat met expectations, but needs improvement
 5 = Unsatisfactory – did not meet expectations

1)	Oral Communication	1	2	3	4	5
2)	Written Communication	1	2	3	4	5
3)	Initiative	1	2	3	4	5
4)	Interaction with Staff	1	2	3	4	5
5)	Attitude	1	2	3	4	5
6)	Dependability	1	2	3	4	5
7)	Ability to Learn	1	2	3	4	5
8)	Planning and Organization	1	2	3	4	5
9)	Professionalism	1	2	3	4	5
10)	Creativity	1	2	3	4	5
11)	Quality of Work	1	2	3	4	5

12)	Appearance	1	2	3	4	5
13)	Adaptability to Organizations Culture/Policies	1	2	3	4	5
14)	Overall Performance	1	2	3	4	5

EMPLOYER'S RESPONSIBILITIES:

The employer agrees to place the student intern in his/her business organization for the purpose of providing workplace experience. The work activity will be under the supervision of a qualified supervisor. The work will be performed under safe and hazard free conditions. The student will receive the same consideration given employees with regard to safety, health, general working conditions, and other policies and procedures of the business. The employer will adhere to all state and federal policies related to nondiscrimination in employment and educational programs or activities with regards to race, gender, color, religion, ethnic or national origin, political beliefs,, marital status, age, sexual orientation, social and family background, linguistic preferences or disabilities. Employer agrees to adopt a background screening process that is consistent with SLAM guidelines at a minimum on the person(s) who will be supervising the student. Employer understands and agrees that it is subject to all applicable federal and Florida laws and SLAM policies relating to the confidentiality of student records.

THE STUDENT AGREES TO COMPLY WITH ALL REQUIREMENTS FOUND IN THE AGREEMENT:

1. Adhere to rules and regulations of the business and act in an ethical manner;
2. Provide his/her own transportation to place of employment;
3. Inform the employer and the teacher supervisor in the event of illness or emergency that prevents attendance;
4. Be in attendance and punctual on the job and for all specified meetings;
5. Not voluntarily quit/resign a job without previous authorization from the employer and the supervisor; and
6. Understands that the teacher supervisor is the recognized authority for making any changes in the internship program. This applies regardless of whether or not the student obtained his/her internship position.

THE INTERNSHIP TEACHER SUPERVISOR AGREES TO:

1. Hold conferences with the employer to discuss the intern's progress;
2. Communicate with the work supervisor to resolve any problems that may occur between the internship program and the company's policies; and
3. Counsel the student about the work-based learning experience.

THE PARENT/GUARDIAN AGREES TO:

1. Ensure their child follows employer/school expectations of the program;
2. Support the policy of requiring the student to work the length of the internship program;

3. Understand that the student is responsible for his/her own transportation; and
4. Understand that the school will not be held liable in case of accident/injury on the way to and from work. The student must have Student Accident Insurance to be eligible for the program.

We, the undersigned, agree that we have read and understand the purpose and intent of the Executive Partnership Program Responsibilities.

Student

Date

Parent (Guardian)

Date

Internship Teacher Supervisor

Date

Employer Supervisor

Date

SAMPLE SLAM PARTNERSHIP STUDENT MANUAL
THE ROLE OF THE STUDENT IN THE EXECUTIVE PARTNERSHIP

The student is responsible for obtaining the SLAM Partnership packet (from their teacher), reading the instructions, and filling in all of the forms with the appropriate information. They are also required to maintain accurate records of the hours they work over the course of the semester on a time card (provided by their teacher). The time card will be submitted to the employer for a signature at the end of the semester and then returned to the student so he/she may submit it directly to the teacher.

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SLAM PARTNERSHIP SLAM PARTNERSHIP PROGRAM

We would like to congratulate you for being selected to participate in the SLAM Partnership Program. We hope that the program will prove both challenging and rewarding. We look forward to our working together for a fulfilling and successful studentship experience!

What is the SLAM Partnership?

As a cooperative education student, you are embarking upon a different type of educational program, one designed to prepare individuals for employment in a related occupation utilizing experiential education as a cornerstone. The SLAM Partnership focuses on experiential education, which is the process of actively engaging students in an experience that will have real consequences. Students make discoveries and experiment with knowledge themselves instead of hearing or reading about the experiences of others. Students also reflect on their experiences, thus developing new skills, new attitudes, and new theories or ways of thinking.

The program provides competency development through job related instruction. Successful completion of the course is based upon actual workplace performance completion of designated assignments, accurate record keeping, and an in depth employer evaluation.

Every Executive Partnership student is expected to conduct him/herself in the appropriate professional manner. Students will be scheduled for visitations from their teacher / coordinator.

Students who successfully complete the SLAM Partnership program will be able to:

- Demonstrate employability skills;
- Demonstrate proficiency in applying communication skills;
- Perform designated job skills;
- Demonstrate work ethics;
- Understand the importance of personal career growth; and
- Demonstrate proficiency in applying computer skills.

Plus many other very important skills!

HOW DO I PASS THE SLAM PARTNERSHIP?

The SLAM Partnership program is structured in such a way that all students involved in the program can receive high school credit by completed all the necessary components involved in the program. Students who follow the guidelines and policies of the program will have no problem passing the program.

In the work environment the employer, will be the "teacher". The students will be expected to behave responsibly and professionally on the job. The grade will be a reflection of the effort expended by the student in class and on the job.

The curriculum of the program includes:

- ✓ Employability skills such as interviewing, resume writing, appropriate job behavior, and proper dress;
- ✓ Developing behaviors of highly effective workers;
- ✓ Leadership skills through successfully accomplishing goals and objectives;
- ✓ Career exploration through on-the-job real world access; and
- ✓ Active participation in individual assignments and projects

In addition to the curriculum portion of the program, other important aspects are those policies relating to the job. **ALL paperwork must be turned in by their perspective due dates.** Proper employability skills must be practiced, and policies relating to the program and work must be adhered to.

Every student is expected to practice **PROFESSIONAL STUDENT BEHAVIOR.** This includes discipline, attendance, and interaction with classmates and co-workers.

WHAT ARE PROPER EMPLOYABILITY SKILLS?

"Proper" employability skills are those skills essential for success on the job. These skills include but are not limited to:

- Always dressing for success;
- Being punctual each and every day;
- Being responsible and dependable;
Being cooperative and honest;
- Being respectful of your boss, co-workers and classmates;
- Following company and classroom policies and procedures; and
- No personal phone calls and/or visitors except in an emergency.

Failure to use "Proper" employability skills may result in removal from the cooperative education program.

PROGRAM AGREEMENT

1. That a student not in school MAY NOT WORK THAT DAY without prior approval from the Executive Partnership teacher. If the student is going to be absent, the PARENT will notify the teacher-coordinator by 11 a.m. the day of the absence. A student who attends work on a day he/she is not in attendance at school will lose one letter grade for the grading period FOR EACH OCCURRENCE;
2. That the student will complete and get the employment supervisor's signature on a time card. Failure to turn in a time card by the due date will result in an "F" in the class for that grading period. Failure to turn in a time card will result in the loss of the credit FOR THE ENTIRE SCHOOL YEAR;
3. That the student will not quit or arrange to change jobs without the consent of the teacher-coordinator. Failure to notify the teacher-coordinator about a job change will result in the grade of "F" in the class for that grading period;
4. The student will notify the teacher-coordinator on the next school day after being dismissed from the job. Failure to notify the teacher-coordinator of a dismissal within the time frame stated above will result in the grade of "F" in the class for that grading period;
5. That the student will follow the rules of the school and the workplace and if his/her attitude or class performance is not satisfactory, he/she will be removed from the program; and
6. That the student will conduct himself/herself in a professional manner at all times when representing the SLAM Partnership.

Parent Signature: _____

Date: _____

Student Signature: _____

Date: _____

SUCCESSFUL TRANSITIONING INTO THE WORK ENVIRONMENT

Student Do's and Don'ts:

<p>Do:</p> <ul style="list-style-type: none">• Be on Time;• Be Responsible and Dependable;• Be Respectful;• Be Cooperative;• Be Honest;• Be Pleasant and Polite;• Be Alert Going to Work;• Be Flexible; and• Dress for Success	<p>Don't:</p> <ul style="list-style-type: none">• Use Street Language;• Eat at Your Desk;• Use the Telephone for Personal Business w/out Prior Approval;• Check Personal Emails;• Chew Gum; and• Play Personal Music Devices While on the Job.
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Using the telephone/cellular phone:

- Ask permission to use the telephone for personal calls;
- If you are permitted to make personal call, make them short;
- Do not make any long distance personal calls; and
- Do not take or make personal calls from your cellular phone.

You and Your Supervisor:

- Make a note of your supervisor's full name and number, in case of emergency;
- If you are ill and cannot go to work, call your workplace supervisor as soon as possible;
- If you become ill at work, notify your supervisor and ask permission to leave;
- **Listen carefully when instructions are given.** If necessary, take notes. Ask questions when you do not understand the instructions;
- Follow instructions; do not improvise. There may be a reason why a job is done in a particular manner;
- If you are directed to use equipment you are unfamiliar with, ask for instructions. Do not risk injuring yourself or damaging the equipment;
- The records you handle are confidential. Do not disclose any information you may see; and
- Ask your supervisor if there is additional work if you feel underutilized.

Getting Along with Others:

- If a problem arises, try to solve it with your co-workers. If not, ask for assistance from your worksite supervisor and/or the supervising teacher;
- If more than one person gives you an assignment, check with your supervisor as to which task takes priority;
- Pitch in and help when things are busy. Be willing to come in early or stay after work, however, stay alert and be safe; and
- Observe the individuals with whom you work. What characteristics do they have that will help you to succeed? Work to develop them.

APPROPRIATE SLAM PARTNERSHIP ATTIRE

It is expected that all students present themselves professionally at their job site.

BUSINESS ATTIRE:

- A. Young **men** are to be dressed in appropriate businesslike attire which includes:
1. Conservative dress shirt with collar. Conservative ties optional (Highly Recommended) but not required. Conservative dress socks preferred;
 2. Conservative slacks, dress pants or khaki's required; and
 3. Shoes of a traditional business type. Loafers, lace shoes, or dress boots.
- B. Young **women** are dressed in appropriate businesslike attire which includes:
1. Business dresses, coordinated skirt outfits, or a business suit (Matching jacket with skirt, short, or slacks). Business shoes include pumps or flats. (Not sandals and tennis shoes);
 2. Hemlines on business dress for women should be no longer than mid-calf and no shorter than three inches above the knee. Miniskirts are inappropriate. Stockings or panty hose are appropriate business attire and will be expected; and
 3. Professional blouses appear in many styles, colors and fabrics. *Unacceptable* blouses include see-through fabrics, low-cut fronts, and spaghetti strap tops.

ADVANTAGES OF THE SLAM PARTNERSHIP PROGRAM

- ❖ Graduating with work experience;
- ❖ Gaining references for future jobs and/or advanced education;
- ❖ Receiving school credit and earning money while learning;
- ❖ Learning to accept supervision and to work with other people;
- ❖ Developing leadership and organizational skills through employment;
- ❖ Relating classroom instruction to experiences on the job;
- ❖ Learning the pros and cons about many careers;
- ❖ Firsthand knowledge of the training necessary for specific jobs;
- ❖ Learning job search skills such as resume writing and interviewing;
- ❖ Providing a means of financial assistance; and
- ❖ Developing a sense of responsibility and dependability.

ADVANTAGES OF THE SLAM PARTNERSHIP TO THE SCHOOL

- ❖ Executive Partnership builds a strong relationship between school and community. By using the workplace as an extended classroom/laboratory, the school has access to the latest and most sophisticated equipment;
- ❖ Because of its many advantages, Executive Partnership helps in retaining students; and
- ❖ Constant input from the employment sector keeps the Executive Partnership curriculum up-to-date with changes in the industry.

ADVANTAGES OF THE SLAM PARTNERSHIP TO EMPLOYERS

- ❖ A good source of labor;
- ❖ Enhances company relations with the school and its students, as the students' become goodwill ambassadors for their employer;
- ❖ Generates improved access to exceptional education and economically disadvantaged students for permanent employment; and
- ❖ Greater retention rates among permanent employees recruited and hired through the Executive Partnership.

ADVANTAGES OF SLAM PARTNERSHIP TO SOCIETY

- ❖ By relating knowledge-based skills to the world of work, the effectiveness and relevance of education increases; and
- ❖ The Executive Partnership fosters a respect for work and for money earned through work, thus building respect for the American free enterprise system and returns sizable tax revenues from student earnings.

Student Internship Evaluation (Sample)

1. Describe the major assignments/duties performed during your internship.
2. What discoveries did you make during your internship? (About your emphasis, the company, yourself, co-workers, the work place and environment, etc.)
3. What aspects of the internship did you enjoy most and least?
4. Were you supervised adequately during the time you were doing your internship?
5. What were your objectives? Did you meet them?

Committee to Form Research

Committee to Form member Matthew Durham spoke with Liam Day, the Director of Partnership at Codman Academy in Boston, MA, which has an effective internship program. In order to graduate, students at Codman Academy must complete at least one, two-week internship. The internships take place during the students' junior and senior years. Students have to be in good standing to participate in an internship. If they are not eligible, they have one-on-one intensive instruction during the two weeks that internships are being held.

Before the internships are held, Codman Academy has students fill out questionnaires to determine what type of occupation or field they are interested in. They then try to place the students in internships in these fields. Codman reaches out to partners in the community to place the students, and they have found that most community members are willing to participate in the program.

Although Codman's internship program has been successful, there are two things Mr. Day said he would like to implement to make it even better. First, he would like to institute a brief training program with the internship providers to let them know what the school expects the students to get out of the internships and the types of tasks the students should be expected to perform. This will ensure the internship providers, the school, and the students all have similar expectations and goals. Second, he would like to add a career day or similar event during freshman and sophomore years to urge students to start thinking about their internships and familiarize them with the different career paths available to them. These are excellent suggestions and things SLAM Academy would like to implement as a part of its program.

The Committee to Form continues to research how other charter schools conduct their internship programs. It will learn their best practices and determine which of these should be implemented at SLAM NV to ensure its program is a success.

Daniel Triana

(702) 378-0117, DTT232@interact.ccsd.net

Objective

My objective is to provide quality leadership as Principal for SLAM Charter School of NV

Education

1992-1997	California State University Fullerton/UNLV	BS Education
2001-2002	University of Phoenix	Med Administration

Professional Experiences

Four Years	Cortney Middle School	ELL Specialist
Two Years	Roy Martin Middle School	Dean of Students
	Rancho High School	Dean of Students
Three Years	Desert Pines High School	Assistant Principal
	Las Vegas High School	Assistant Principal
Six Years	South Jr. / Sr. High School (7-12)	Principal
	Summit View Jr. / Sr. High School (7-12)	Principal
	Jeffrey Behavior Jr. / Sr. High School (6-12)	Principal

References

Dr. Edward Goldman	Associate Superintendent	EMR	(702) 799-0210
Dr. Tammy Malich	Associate Superintendent	ESD	(702) 855-9775
Mr. Brad Waldron	Associate Superintendent	ESD	(702) 376-3886

Administrative/Leadership Experiences

Student Achievement

- Committee Member of the 21st Century Course of Study (District-wide)
- Selected to be member of State Restructuring Team (ESD)
- NW Accreditation Team Leader over Instruction (LVHS)
- NW Accreditation Team, standard three, Canyon Springs High School, 2014
- Developed the School Improvement Plan (6 years as school principal)
- Building principal- provided leadership, supervision, mentoring, and evaluation of the instructional programs for three alternative education schools
- Evident student achievement gains while supervising ELA / ELL at LVHS
- Lead School Improvement Teams with School Performance Plan initiatives
- Facilitated training of staff with regard (NACS, NEPF, HQSI, and WICOR learning strategies)
- Analyzed and interpreted school-level data to address the SIP
- Test administration of CRT and NHSPE for grades six through twelve
- Analyzed grade distributions to create effective interventions for improvement
- Secured funding to start after school tutoring for English Language Learners
- Created a graduation rate improvement plan to address the needs of credit deficient and non-proficient seniors
- Lead with the development, ongoing improvement, and implementation of the District and school curricular program

- Facilitated the implementation of Nevada Academic Content Standards
- Analyzed data to identify achievement barriers and formulate strategies to increase achievement of all subgroups
- Created short-term and long-term educational and career goals for each student enrolled (ESD)
- Engaged teachers in self-analysis by developing individual growth plans based upon achievement data (comprehensive schools)
- Ensured 100% of ELL students participated in the LAS Links test
- Implemented weekly, monthly, and quarterly attendance incentives to improve the attendance rate and graduation rate.
- Analyzed proficiency pass rate scores to determine progress, observe trends, identify staff development needs, and present findings to staff

School Climate

- Hired, mentored, and supervised, teachers, counselors, support staff, and coaches
- Secured significant funding to enhance and establish engaging school programs (Leadership, Business, Alternative Fuels, and Horticulture)
- Coordinated and planned campus events including: graduation, dances, NIAA regional tournaments, school dances, spirit weeks, blood drives, make-a-wish drives, assemblies, field trips, teacher recognition, student recognition, and community service events
- Developed a Character Education Program to promote effective coping skills
- Coordinated motivational presentations monthly in collaboration with PAYBAC, NV Youth Build, Labor Union Officials, Clark County Probation Department, CCSD Police, and Air Force/Army representatives to promote student achievement and encourage good social skills.

Operations and Management

- Board Member of Mater Academy Charter School of NV (2014)
- Managed the entire budget and banking of Las Vegas High School, Desert Pines High School, and various alternative education school sites
- Planned and developed the school's budget with input from staff, allocate and adjust fiscal and material resources, assure timely completion of reports, and record maintenance for all school programs
- Administrator over facilities and graduation
- Coordinated with head coaches with regards to uniform and equipment inventories and needs in order to appropriate funding
- Coordinated campus security to ensure a safe environment
- Coordinated and monitored the cleanliness and safety of the campus
- Established and maintained the master calendar scheduling, including: facility use, school events, and games
- Building Master Scheduling for multiple schools
- Scheduled transportation for athletic events, activities, and field trips

CHARLES E. JAUREGUI

10640 Gilespeie Street
Las Vegas, NV 89183
(702)896-2137

December 10, 2014

To Whom It May Concern:

My name is Charles "Ernie" Jauregui. I have served as a teacher, coach, and principal in the Clark County School District for 30 years. I am currently retired and serve as a member of the Nevada State Athletic Commission, substitute administrator in the CCSD, and as a board member of SLAM Charter School of Nevada. The board consists of long-term residents of the Las Vegas metropolitan area consisting of two lawyers, two retired educators, and a current teacher with national board certification. In my last years of serving as principal of Rancho High School, I was successful with the implementation of the sports medicine and aviation magnet programs and was also a principal of alternative schools in the Education Services Division (ESD).

When our board began to consider potential candidates for the principal position of SLAM a unanimous name amongst the board members was realized, his name is Daniel Triana. He is at the top of our list because of his long standing and distinguished reputation in the community as a student, athlete, teacher, coach, and principal. He currently is a distinguished principal in good standing in the CCSD. He has deep connections in Las Vegas which would enable him to rally community support of local businesses to develop essential community partnerships essential for SLAM. He is the ideal candidate who personifies the unique mission, vision, and philosophy of SLAM Charter School.

He currently supervises teachers I used to supervise and have heard nothing but complimentary remarks regarding his instructional leadership and the direct impact he has made with the culture of learning due to his high expectations of all students and all staff members.

Even more impressive is his family life. Mr. Triana married his high school sweetheart and has been married for twenty-three years. His wife is currently the principal of Gibson Middle School. He is the father of three exceptional teenagers. His son was a distinguished student-athlete in high school and is currently a freshman at UNLV. His two daughters are excelling as student-athletes in high school.

It is without reservation the committee to form / Board of SLAM Charter School of Nevada highly endorses Daniel Triana as the future principal of SLAM Charter School of Nevada.

Respectfully,


Charles E. Jauregui

EMPLOYEE-MANAGEMENT RELATIONS

Office of the Associate Superintendent

Dr. Edward Goldman, Associate Superintendent
Fran Juhasz, Director

Christopher F. Greathouse
Donald L. Harris
Mollie A. Lyman Hall
Darrin K. Puana
M. Kim Radich
John F. Schleifer III

December 12, 2014

To Whom It May Concern:

Please accept this as my letter of recommendation for Mr. Daniel Triana, who is applying for the position of principal for SLAM Charter School of Nevada. Mr. Triana is an ideal candidate for this position.

Mr. Triana was a local star baseball player and wrestler who graduated from Las Vegas High School. He earned a wrestling scholarship at California State University, Fullerton. He had served as the athletic administrator at Desert Pines High School and Las Vegas High School and would always look to hire the best teachers and coaches for the schools' magnet and athletic programs.

When I served as associate superintendent, Education Services Division, Mr. Triana was appointed to the position of principal for South Continuation Junior/Senior High School; and he was subsequently appointed to the position of principal at Summit View Junior/Senior High School.

Mr. Triana had a positive attitude and utilized a collaborative approach to problem solving and school improvement. He effectively communicated in English and Spanish. He was familiar with the school improvement process, and he knew how to utilize data. He worked effectively with other agencies to maximize opportunities for students.

During the six years Mr. Triana served as principal in the Education Services Division, he successfully administered all components of supervising a school, and he always completed all responsibilities assigned to him. The schools he supervised achieved adequate yearly progress (AYP). Additionally, he was successful in securing government funding through the Department of Employment, Training, and Rehabilitation to establish engaging programs for students such as alternative fuels, business and management, and horticulture.

Mr. Triana was an effective instructional leader who clearly communicated high expectations for his students. He took a personal interest in students, which assisted him in the development of short and long-term educational and career goals for them.

I recommend Mr. Triana for the position of principal for SLAM Charter School of Nevada.

Sincerely,



Edward Goldman
Associate Superintendent

np



**CLARK COUNTY
SCHOOL DISTRICT**

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Erin E. Cranor, Member
Carolyn Edwards, Member
Chris Garvey, Member

Dwight D. Jones, Superintendent

February 23, 2012

To Whom It May Concern:

It is my pleasure to recommend Mr. Daniel Triana as candidate for principal in the Clark County School District. I worked with and supervised Mr. Triana for the four years he served as principal in the Education Service Division (ESD).

As an administrator in the ESD, Mr. Triana was employed as a Principal for South Continuation Junior/Senior High School and Summit View Junior/Senior High School. In March of 2010 Mr. Triana was reassigned to an assistant principal position. The reassignment was the result of the closure of Summit View Correctional Center by the State of Nevada.

Mr. Triana is familiar with the school improvement process and coordinated dynamic staff development trainings for his faculty. During his tenure as Principal, Mr. Triana has experienced a high level of success in implementing change to the high needs schools he supervised. He has a keen awareness of student data and serves on school improvement and school turn around teams.

Mr. Triana is respectful and professional in his dealings with students, employees, parents, and colleagues. From my perspective, I believe his background in working with administrators who deal with troubled youth and challenging employees provides him with intuition, listening skills, and knowledge integral to being a successful leader of the Clark County School District.

Mr. Triana is an outstanding employee with a strong determination to bring the best out of those working with him. His collaborative abilities readied him to be very successful in working with a myriad of agencies in the delivery of educational services to at-risk and incarcerated youth. He works extremely well with students, teachers, and administrators of diversity and manages some of the most at-risk student populations in the district.

Mr. Triana is a person of great integrity and high character and it is without reservation that I recommend him for the position.

Sincerely,



Bradley D. Waldron
Assistant Superintendent

December 10, 2014

To Whom It May Concern:

It is my pleasure to recommend Mr. Daniel Triana as candidate for principal of SLAM Charter School of Nevada. I worked with and supervised Mr. Triana for the five years he served as principal in the Education Service Division (ESD). Currently, he is successfully serving in his sixth year as principal of Jeffrey Behavior Junior/Senior High School.

As an administrator in the ESD, Mr. Triana was employed as a Principal for South Continuation Junior/Senior High School, Summit View Junior/Senior High School and currently at Jeffrey Behavior Junior/Senior High School.

Mr. Triana is familiar with the school improvement process and coordinated dynamic staff development trainings for his faculty to implement the Nevada Academic Content Standards. His faculty is trained with the effective implementation Writing, Inquiry, Collaborative, Organizational, and Reading (WICOR) instructional strategies to ensure some of the most at-risk students in the Clark County School District are engaged in the learning process. He has maintained a relentless focus with improving the quality of instruction in each school which has resulted in minimal and minor behavior infractions. During his tenure as Principal, Mr. Triana has experienced a high level of success with implementing change to the high needs schools he supervised. He utilizes a data driven approach by analyzing various forms of data results to drive instruction. The data analysis utilized to ensure students are appropriately placed and prescribed appropriate interventions include: Success Highways pre and post assessments, Discovery Education assessments, grade distributions, proficiency assessments, and various formative assessments for both middle and high school students.

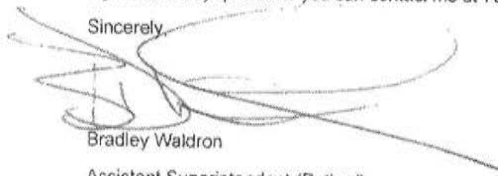
Mr. Triana demonstrates impeccable customer service skills in his dealings with students, employees, parents, and colleagues. From my perspective, I believe his background in working with educators who deal with troubled youth and challenging employees provides him with intuition, listening skills, and knowledge integral to being a successful leader in any educational setting. His bilingual abilities have provided an increase in family engagement and equity and accessibility for all students.

Mr. Triana is an outstanding instructional leader that has mentored both seasoned and new teachers demanding the best out of those working with him. His collaborative abilities readied him to be very successful in working with a myriad of agencies in the delivery of mentoring services to at-risk youths who need additional support to feel and be successful. He works extremely well with students, teachers, and administrators of diversity and manages some of the most at-risk student populations in the district.

Mr. Triana is a person of great integrity and high character and it is without reservation that I recommend him for the position of principal of SLAM Charter School of Nevada.

If you have any questions you can contact me at 702-376-3886.

Sincerely,



Bradley Waldron

Assistant Superintendent (Retired)

December 15, 2014

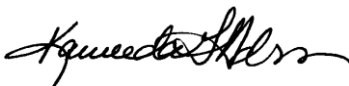
To Whom It May Concern:

This letter is on behalf of Daniel Triana, principal, Jeffery Behavioral School. Mr. Triana has served as a principal in Clark County School District with a distinct talent for being able to reach and inspire students in under-served, at risk populations. Mr. Triana developed and maintained a comprehensive school-wide behavioral expectation program which was communicated to all staff, parents, and students prior to the beginning of the school year and implemented consistently throughout the school year. He held informational meetings with teachers and support staff included a review of each component of school wide academic, behavioral management, and professional expectations. Due to the nature of Jeffery Behavioral School, faculty and staff members reviewed information for consistent accountability and monitoring purposes on a regular basis. Daily routines focused on high academic expectations, student learning, and respect. A system of recognition for faculty, students, and staff was developed so that stakeholders were recognized for positive job performance.

Mr. Triana promoted equity, fairness, and respect among members of the school community. He established, communicated, and modeled respect for all school members (students, parents, teachers, staff and stakeholders) on a consistent basis. Mr. Triana has demonstrated himself to be a man of integrity and commitment for the betterment of the students he serves.

Should you require additional information, please feel free to contact me at 702.799.0497 should you require additional information.

Your-in-Education,



Mrs. Kaweeda G. Adams
Assistant Chief Student Achievement Officer
CCSD Performance Zones 3 and Prime 6

EDUCATION SERVICES DIVISION



3950 SOUTH PECOS-McLEOD, 1-G * LAS VEGAS, NV 89121 * (702) 855-9765 * FAX (702) 855-9760

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December 12, 2014

To Whom It May Concern:

This is a letter of general recommendation for Daniel Triana as an applicant for a Principal position.

Mr. Triana is currently employed as the Principal at Jeffrey Behavior Junior/Senior High School. I have been fortunate enough to supervise Daniel the past four months since acquiring my job as the Director of Education Options West, Education Services Division. Mr. Triana manages his facility with the utmost respect for his staff, students, and community. Running a behavior school creates a different set of challenges socially and academically than other school buildings, and Mr. Triana has always put students' needs first. He is a calming presence that even the most difficult student gravitates to. Mr. Triana is a fantastic communicator of expectations, and he has earned the trust of all stakeholders. He is not satisfied with the status quo and has a constant concern for professional growth and development of his staff. Throughout my observations, Mr. Triana has consistently demonstrated a genuine concern for student achievement and success as well as a conscientiousness that shows a genuine commitment to his job.

Mr. Triana's previous high school experience include being the administrator over athletics, which gives him a deep understanding of the positive impact sports can have on our students. He is quick to assist me in any capacity required. Mr. Triana is diligent in the performance of his duties, and he is willing to accept direction and change. His personality is constantly positive and infectious. Families are often upset when enrolling in Jeffrey, due to it being a school of consequence, but Mr. Triana always strives to make parents and students as content as possible.

In closing, I would recommend Mr. Triana without reservation. He is well liked by his colleagues and peers. He has been deeply committed to the success of Jeffrey Behavior Junior/Senior High School. If you would like any additional information, please contact me at 799-7830, extension 5290.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric Gant", written over a horizontal line.

Eric Gant
Director, Education Services Division
Clark County School District



ADULT EDUCATION PROGRAMS Clark County School District

13 December 2014

Re: Daniel Triana, Principal

To Whom It May Concern:

It is my pleasure to introduce Daniel Triana to you. Mr. Triana currently is the principal at the Jeffrey Behavior School, an alternative middle/high school for students who have demonstrated less than appropriate behavior in a comprehensive school setting. I have had the pleasure of providing direct supervision for Mr. Triana as well as indirect supervision over the past 10 years.

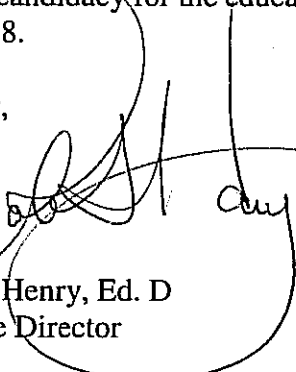
In my observations and evaluations of Mr. Triana's professional performance, I was always impressed with his interest in working cooperatively and collaboratively with faculty and staff for the benefit of all of our students. His interactions with students always take on a positive tone, seeking common ground that would engage students into the educational program in positive ways. He looks to identify student's strengths and capitalize on those strengths in educational programming.

The population of students at the different program locations for which Mr. Triana was principal was a very diverse and challenging population. The students assigned were ethnically, socially, and economically as diverse as exists here in the Clark County School District. Students assigned to those sites had parents who were equally as challenging. Mr. Triana always worked hard to enlist their support in the education of their children.

In his capacity as an educational leader he has shared his interests in engaging students in non-traditional methodologies. As a former scholar athlete he has recognized that some students can be reengaged through sports and sports related activities. I have reviewed some information online about your program and I believe that Mr. Triana is an outstanding candidate for your program as I understand your vision.

I highly recommend Daniel Triana to you. If you feel I can be of further assistance in considering Mr. Triana's candidacy for the educational leadership position, please feel free to contact me at 702-799-8650 x338.

Sincerely,



Robert T Henry, Ed. D
Executive Director



LAS VEGAS HIGH SCHOOL

6500 E. Sahara Avenue, Las Vegas, Nevada 89142-2800

Phone (702) 799-0180 - FAX (702) 799-0192

Ms. Debbie Brockett, Principal

Mr. Mohammad Hadavi, Assistant Principal

Mr. Scott Littlefield, Assistant Principal

Ms. Bency Manglicmot, Assistant Principal

Ms. Meg McKee, Assistant Principal

Ms. Margaret Newman, Assistant Principal

Mr. Christopher Welch, Assistant Principal

December 10, 2014

To Whom It May Concern:

I am honored to recommend Dan Triana, my former supervisor at Las Vegas High School, for a principal's position at your charter school. As an assistant principal, Mr. Triana took an aggressive approach to impact student achievement at our school. Through his strong leadership, our English Department implemented its first six-week writing workshop, which resulted in a six percent increase in our junior writing scores. He created an after-school ELL tutoring program early in the year recruiting over twenty students per day through personal invitations, ParentLink, and messages to parents. At the same time, Mr. Triana planned and implemented staff development training for our teachers to identify and address the needs of all long term language learners on our campus. This impacted both our curriculum and individualized instruction and became a part of our School Performance Plan. He also helped to expand our after-school proficiency tutoring from two to four teachers, enabling us to provide tutoring in both reading and writing every day.

Mr. Triana guided the English Department in the development of a site plan for implementation of Common Core Standards and directed each teacher to provide an individualized plan for Common Core readiness. He also coordinated ongoing cross curricular articulation between English and Social Studies to increase student literacy and meet the needs of school improvement.

Mr. Triana's effective leadership also had a tremendous impact on the climate and morale of our English Department. While continuing to hold teachers accountable for growth in student achievement and use of data to drive instruction, Mr. Triana was a frequent visitor in classrooms throughout the school. He met regularly with our teachers to provide critical feedback in ways to improve our lesson plans and teaching practices. At the same time, he held all teachers accountable for monitoring the daily attendance of our students and contacting parents/guardians on a regular basis. Under his direction, we saw a significant decrease within our department in both students' loss of credit and tardies. In my thirteen years as department chair, I never saw our teachers as proactive, positive, and eager to implement change that improved our performance as teachers and ultimately student achievement.

Additionally, Mr. Triana earned the respect of our teachers and staff as budget administrator when he successfully united all departments with a vision to work together in a spirit of collegiality and cooperation rather than competition. It was this insight and responsiveness that set the tone for collaboration within our school that continues to this day.

Mr. Triana demonstrated a sense of commitment to our students, teachers, and staff on a daily basis. It was impossible to enter our classrooms without sensing his strength, leadership, and support. I feel truly privileged to recommend him to lead your charter school and grateful for the opportunity to communicate this to you.

Sincerely,

Jill M. Leone
English Instructional Leader
(702) 232-1876



Institute for Integrated Studies at
Desert Pines High School

3800 East Harris Avenue
Las Vegas, Nevada 89110-2181
Phone (702) 799-2196
FAX (702) 799-2198

Dr. Timothy Stephens, Principal
Ms. Barbara Collins, Assistant Principal
Ms. Christie Ford, Assistant Principal
Mr. Frank Pesce, Assistant Principal
Mr. Michael Rolands, Assistant Principal
Mrs. Lakeisha Young, Assistant Principal

Mr. Paul Bennett, Dean of Students
Mrs. Leilani Shive, Dean of Students

December 12, 2014

To Whom It May Concern;

Please accept this letter for Mr. Daniel Triana, in regard to his quest for a Principal position with your organization. I have worked with Mr. Triana in a variety of work related relationships. I have worked with him as a Dean of Students while he was a teacher. In this particular situation Mr. Triana maintained excellent classroom control and rarely if ever sent a student to my office. He was also noted on various occasions promoting success with his IEP students.

I have also worked with Mr. Triana on two occasions as his direct supervisor. The first such occasion, Mr. Triana was a classroom teacher and I was an Assistant Principal. Again I have nothing but high praise for the manner in which Mr. Triana conducted his classroom and the genuine care he provided his students. Most recently I had the privilege of supervising him while Principal of Desert Pines High School. Mr. Triana was one of my Assistant Principals. Specifically, Mr. Triana was assigned to mentor and supervise 35 teachers in the English and Science Departments. He was instrumental in conducting and facilitating PLC's as well as participating in the school improvement process. Mr. Triana was diligent in his duties and had a good rapport with all community stakeholders.

Mr. Triana was only with me for a short time as he was selected to become principal of Jeffrey Behavior Junior / Senior High School. This is another qualification for the job he is currently applying for. Particularly, he is the only administrator in his 6-12 grade school. Clearly he is accustomed to being the sole administrator and part time nurse, substitute, lunch lady, and custodian!

Therefore, while it is my belief Mr. Tirana is qualified for any position he desires to pursue, I truly believe the position he is seeking, is the perfect fit for him and your organization. Please do not hesitate to contact me should you have any questions or concerns.

Respectfully,

Timothy D. Stephens, Ed.D.
Principal

"MAKING AN IMPACT"



CLICK HERE TO GO BACK

Articles

Administrator of the Month!



Dan Triana, Principal at Jeffery Behavior Jr/Sr High School

The Administrator that we would like
to feature this month is:

Dan Triana

**Principal at Jeffery Behavior Jr/Sr High
School**

Overall, our school has an atmosphere of safety, caring, and positivity. This is because our Principal encourages and believes in our mission. For example, he makes the school a welcome place for all families. In fact, many of the students ask if they can stay at Jeffrey beyond their enrollment conditions. They say that everyone at Jeffrey really cares about them and are willing to help them above-and-beyond the call of duty. This is largely because Mr. Triana doesn't let kids fall through the cracks. This is evident in how he works hard to make a positive impact and arena where everyone is on the same page. He motivates us to be better teachers for the sake of all students. Ms. Iris Saulsberry/Health, Social Studies, Electives

When you walk through the gates of Jeffrey Behavioral MS/HS, you will see our Principal Dan Triana in-the-mix interacting with students in the halls, at lunch, during pass period, and especially in the classroom as he takes pride in knowing the name of every kid in our unique school learning community. Thus, it is both common and routine to see Mr. Triana enter classrooms for observational walk-throughs. In addition, his door is always open as he encourages his teachers to not only interact with him, but also to collaborate amongst one another. Mrs. Dorothy Lawson/Resource Specialist

Our principal is a positive role model for our school. He works to create and maintain a learning environment that is conducive for all students. Most of the students at Jeffrey Behavior school are at-risk students with sociological disadvantages. Mr. Triana has provided the APEX program to improve their academic skills. He takes a proactive approach to many of the problems our students face by implementing activities such as a breakfast program, Character Education throughout the school, and an Anti-bullying program. Mr. Triana provides motivational speakers for students from the community. He fosters a relationship between the school and the community. It is a pleasure to work with Mr. Triana. Mrs. Annette Jordan/Math

During this current year, I have personally witnessed a great deal of growth and development as a professional. Much credit can be given to my Principal, Mr. Triana. As an educational leader, he is a people person who takes a hands-on approach to every task. Equity is an important issue in this school. This means that professionals in this school learning community are expected to take an intense personal interest in the success of all our students. Our principal is the foundation of this passion in that he constantly solicits our questions and recommendations regarding the curriculum and assessments and will encourage every member to become an active participant in the decision-making process. These are the makings of a true leader! Ms. Nicole Thompson /English Language Arts

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Home of the Flyers

December 16, 2014

To Whom It May Concern:

It is my pleasure to write this recommendation for Daniel Triana. I served as an assistant principal with him for the 2011-12 school year. Mr. Triana was a valuable member of my administrative team.

Mr. Triana supervised the English department and athletics. He was a great team member and I frequently collaborated with him with regards to staff supervision, instructional leadership, athletics, and staff morale. The teachers that worked with him viewed him as a strong supportive leader that put the needs of students first. He conducted frequent class room visits and walk-throughs and consistently provided feedback to support teacher growth. He was an integral part of the professional learning communities and the departments he supervised. Mr. Triana established climate of trust and care within the school.

Mr. Triana based decisions and actions on achievement data. He worked to analyze data from CRT, NHSPE, ELL, WIDA, PSAT, grade distribution, and disciplinary statistics. Information gathered was then used as the basis for interventions and to drive instructional improvements. He worked diligently in his numerous endeavors at LVHS. Dan has a wonderful rapport with people of all ages, especially students. His ability to connect with students and his talent at working with teachers are truly excellent. He has outstanding written and verbal communication skills, is extremely organized, reliable and technology literate. He can work independently and is able to follow through to ensure that the job gets done. He accomplishes these tasks with great initiative and with a very positive attitude.

Mr. Triana is a hardworking, intelligent administrator. He truly cares about his students and treats others with respect and kindness. He is the type of person I want to work on my administrative team and with my children. He has the intelligence, skills, and attitude to be a success at anything he may choose in life. I give him my highest recommendation for any and all endeavors he pursues in the future.

Please feel free to contact me if you need further information regarding Mr. Triana.

Sincerely,

Joe Petrie
Principal



State of Nevada

License for Educational Personnel

License No. 0000033562

This License Certifies That

Daniel Triana

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

Type of License	Kind of License	Issued	Endorsements	Expires	Provision Code(s) (See reverse for explanation)
PROFESSIONAL	SECONDARY	10/10/2011	PHYSICAL EDUCATION AND HEALTH(5/19/1998)	4/22/2018	
PROFESSIONAL	SPECIAL	10/10/2011	SCHOOL ADMINISTRATOR(5/7/2002)	4/22/2018	
PROFESSIONAL	SPECIAL	10/10/2011	TESL(6/25/2010)	4/22/2018	

Dan Ahlquist
 State Superintendent of Public Instruction

Each teacher or other educational employee who is required to hold a license is responsible for securing, maintaining and renewing his/her license [NAC 391.025(1)].

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