

SPCSA CHARTER PROPOSAL COVER SHEET

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

Primary contact person: Dr. Kimberly Regan c/o SNACS

Mailing address:

Street/PO Box: 13880 Stead Blvd.

City: Reno **State:** Nevada **Zip:** 89506

Phone Number: *day* 775-677-4500 ext. 31 *evening* 775-313-1000

kregan@snacs.org k8regan@gmail.com

Fax Number: 775-677-4441 **Email:** _____

Name of team or entity applying: Sierra Nevada Achievers for Community Services (SNACS)

- Track A
- Track B
- Track C
- Track D

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.

Mission

To be a leading catalyst in education inspiring innovation in technology and learning through play to promote student engagement, achievement, and global citizenship.

Vision

A complete vision plan provides a framework to foster innovation and serve as a catalyst in education. It includes guiding principles across economics, organizational, and educational; strategic objectives; vision statements; and organizational values. The vision includes core beliefs that call for a high-performing, high quality organization; leveraging technology and maximizing access to new and emerging technologies; and promoting learning through play in all of the work members of the Achievers Team embodies. A primary guiding principle of the vision is simple: *doing what's right for children* which ultimately leads to *doing what's right for Nevada*.

Proposed Model: An Innovative Educational Model

The *Essentials* are essentials to the ethos of the school culture. They are designed to serve as key pillars to foster an innovative learning organizational culture which provides for clear pathways toward a P-20 pipeline. The *Essentials* are: Student Focus; Academic Rigor and Robust Instructional Design; Healthy Habits; Innovation & Technology; Educators of Excellence; Global Opportunities; Strong Leadership and Systems Thinking; Family Engagement; and School Community Partnerships.

Proposed Grade Levels: P-8 in 2016, adding a grade each year through 2020.

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Names, roles, and current employment of all persons on applicant team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. Kimberly Regan	Executive Director, SNACS	Chief Executive Officer
Victor Schoenfeldt	Education Director, SNACS	Chief Education Officer
John Mark Berthoumieux	Dean, Special Education Coordinator, SNACS	Student Services and Special Education Coordinator
John Molt	JBJ Enterprises (Retired from TMCC)	Lead Technology Coordinator

Does this applicant team, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? Yes No

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
NV	Achievement School District	SNACS InNEVations Lab School	9/30/2015	

Does this applicant team, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2015-16 or 2016-17 school years? Yes No

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

Proposed School Name	City	State	Opening Date

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
SNACS InNEVations Lab School	2016-2017	P-8	P-12

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
K	42	42	42	42	42	42
1	46	46	46	46	46	46
2	46	46	46	46	46	46
3	46	46	46	46	46	46
4	50	50	50	50	50	50
5	50	50	50	50	50	50
6	50	50	50	50	50	50
7	50	50	50	50	50	50
8	50	50	50	50	50	50
9	0	60	60	60	60	60
10	0	0	60	60	60	60
11	0	0	0	60	60	60
12	0	0	0	0	60	60
Total	430	490	550	610	670	670

Nevada law currently permits an operator to contract with for-profit and non-profit education management organizations and education service providers.

Does the proposed school intend to contract or partner with an education management organization (EMO) or education service provider (ESP) or other organization to provide school management services? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, identify the EMO/ESP:	<i>PLAY Technologies in Education (licensed for patent-pending technology) - I'm not sure if this qualifies as an EMO or ESP</i>

Effective January 1, 2016, Nevada law will also permit authorizers to enter into charter contracts to nonprofit charter management organizations which directly hold a charter in another state as well as to Nevada non-profit corporations formed for the purpose of applying for a charter in conjunction with such a CMO.

Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, identify the CMO and any affiliated NV non-profit:	<i>The non-profit is expanding to include CMO services.</i>

Applicant Certification:

<i>K Regan</i>	<i>8/28/15</i>
Signature	Date
<i>Kimberly Regan</i>	
Printed Name:	

EXECUTIVE SUMMARY

The Executive Summary provides an overview of the proposed school. It includes the mission and vision. The key components of the educational model and expected outcomes are presented. A brief overview of the target community, leadership, and key supporters or partners that contribute to the schools success are provided. An in-depth review of each area is provided in the application itself.

Mission

To be a leading catalyst in education inspiring innovation in technology and learning through play to promote student engagement, achievement, and global citizenship.

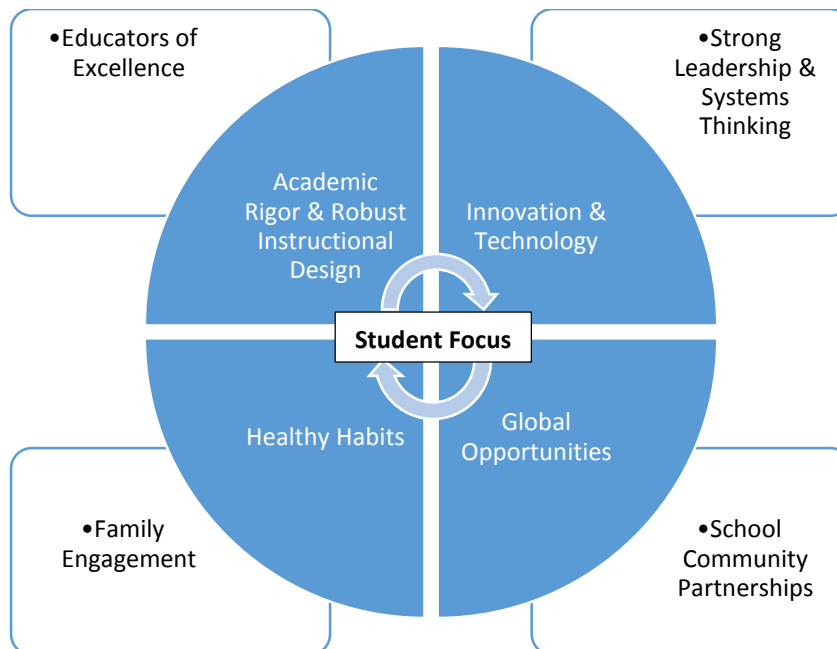
Vision

A complete vision plan provides a framework to foster innovation and serve as a catalyst in education. It includes guiding principles across economics, organizational, and educational; strategic objectives; vision statements; and organizational values. The vision includes core beliefs that call for a high-performing, high quality organization; leveraging technology and maximizing access to new and emerging technologies; and promoting learning through play in all of the work members of the Achievers Team embodies. A primary guiding principle of the vision is simple: *doing what's right for children* which ultimately leads to *doing what's right for Nevada*.

Proposed Model: An Innovative Educational Model

The *Essentials* are essentials to the ethos of the school culture. They are designed to serve as key pillars to foster an innovative learning organizational culture which provides for clear pathways toward a P-20 pipeline. The *Essentials* are: Student Focus; Academic Rigor and Robust Instructional Design; Healthy Habits; Innovation & Technology; Educators of Excellence; Global Opportunities; Strong Leadership and Systems Thinking; Family Engagement; and School Community Partnerships.

An Innovative Educational Model





Student Focus → Student focus places students at the center of everything education. Supporting, engaging, and challenging students is at the core of all work. Students are valued and respected for who they are, where they come from, and where they want to go. All students are capable of learning, regardless of socioeconomic status, ethnicity, and race. Students are the most important citizens in the school community. All students will have a Personal Learning Plan that is data-driven, monitored frequently, and fluid to the needs of individuals. The principle of student focus is a primary to achieving the mission and vision of the school.



Academic Rigor & Robust Instructional Design → Rigorous academics are key to increased student engagement and achievement. An innovative educational design includes a dynamic instructional design, high-quality, standards-based curriculum & environmental design, and intentional articulation of robust activities and learning experiences, opportunities for competency-based balance of formative and summative assessments, systematic analysis of and use of student data. The classroom culture supports academic rigor in a developmentally appropriate delivery system that tailors to the needs of individual students through based on systems analysis.

The instructional model includes several key features that foster a school culture where student engagement and achievement are vital to promote global citizenship. The instructional model is designed to leverage technology and promote student agency through innovative practices. The model promotes learning through play, choice, game theory, individualized, differentiated and personalized learning, ability groups, blended learning curriculum, data-driven decision making, technology, social-emotional learning, cognitive and physical development, positive behavior and intervention supports, and family engagement opportunities.

The instructional model, including the first-ever Interactive Choice Board (ICB), which supports a standards-drive center-based learning educational climate where accountability is embedded within the daily life of the classroom. Successful development and implementation of the instructional model and associated technology will serve as a catalyst to change the current approaches in education.




Innovation & Technology → Innovation is viewed as a catalyst for growth which is vital to a thriving school community. Technology is leveraged to provide engaging and powerful learning experiences, content, and assessments promoting increased achievement in complete, authentic, and meaningful ways. Technology provides opportunities for innovation in education that are vital to a connected global world. Equitable access to multiple digital formats and modern-day technology is essential for all students.





Healthy Habits → Instilling healthy habits of the mind, body, and spirit are essential to student engagement and achievement. This includes incorporating social-emotional learning, character education, healthy nutrition and wellness, physical fitness, and spiritual opportunities to promote healthy habits.




Global Opportunities → Pathways in leadership, entrepreneurship, sports, the arts, & performance opportunities are essential to students discovering and exhibiting their potential to as a global citizen.

 **Excellence in Educators** → Educators are empowered to be change agents for students who foster student agency, health, wellness, and educational attainment. Educators are vital to the pulse of student success. Educators establish an effective and evidence-based delivery system of instruction and develop meaningful experiences for all children. Educators of excellence provide strong classroom leadership that drives results.

 **Strong Leadership and Systems Thinking** → Strong leadership is essential to a dynamic educational model. Leaders who facilitate a true learning organizations subscribes to relevant leadership models and theory necessary to operate a thriving school community. A strong leader promotes instructional and operational strengths, the change process, and is knowledgeable about and participates in current research.

 **Family Engagement** → Six key principles outline family engagement: welcoming all families into the school community; communicating effectively; supporting student success; speaking up for every child; sharing power; and, collaborating with community. These six principles are the foundation for family engagement.

 **School Community Partnerships** → School community partnerships are essential to bridge common goals for the socialization and education of children to minimize problems and maximize results. The school serves as a hub in the community. Building major long-term partnerships requires vision, commitment, collaboration, communication and a cohesive plan where stakeholders reap the highest return on investment.

Essential Outcomes

Social impact potential extends beyond the walls of the classroom setting. The Innovative Educational Model is systematically designed to promote a high-quality program and positive student outcomes. Positive outcomes lead to a direct return on investment and sustained social impact. Investing in education improves the economy, strengthens the middle class, the workforce, and reduces the deficit. There is a direct correlation to reducing social spending with a return on investment of 7-10% per annum through better outcomes in education, health, social-ability, economic productivity, and reduced crime. The overarching outcomes are outlined for each essential pillar.

Innovative Educational Model Outcomes at a Glance: Programs & Structures

Student Focus	√focus on what matters most – students
Academic Rigor & Robust Instructional Design	√self-regulation in the cognitive, emotional, & social domains √metacognition √increased executive functioning √attention control, cognitive flexibility, & response inhibition √increasing innate responsibility for learning √student agency √promoting literacy √increased communication, collaboration, & creativity √decreasing behavior issues √increased engagement & achievement √career & college ready
Healthy Habits	√health-conscious students √increased healthy habits of mind, body, & spirit √increased engagement & achievement √career & college ready
Innovation & Technology	√equitable access √student agency √self-regulation in the cognitive, emotional, & social domains √metacognition √increased executive functioning √digital & global citizenship √coding capabilities √increased communication, collaboration, & creativity √increased engagement & achievement √career & college ready
Global Opportunities	√increased participation in opportunities for leadership, entrepreneurship, sports, the arts, & performance toward global citizenship √increased communication,

	collaboration, & creativity ✓increased social awareness & responsibility ✓increased engagement & achievement ✓career & college ready
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Innovative Educational Model Outcomes at a Glance: Human Capital

Student Focus	✓focus on what matters most – students
Excellence in Educators	✓increased teacher efficacy ✓increased student engagement & achievement ✓career & college ready students
Strong Leadership and Systems Thinking	✓student engagement and achievement data for use in teacher evaluation ✓student engagement and achievement data for accountability frameworks ✓increased leader efficacy ✓evidence of a learning organization ✓increased student engagement & achievement ✓career & college ready students
Family Engagement	✓increased parent engagement ✓increased student engagement ✓increased student achievement ✓increased learning culture ✓increased student engagement & achievement ✓career & college ready students
School Community Partnerships	✓increased community involvement ✓strategic partnerships ✓increased positive social impact ✓increased economic development ✓increased student engagement & achievement ✓career & college ready students

Target Community: Carson City, Nevada

The application proposes to launch a high-quality charter school in Carson City, Nevada. Carson City is the location of the legislative session and Governor’s office. There are limited charter schools in this area and there is a need for a high-quality charter school where legislators can observe. Many legislative bills are introduced related to or which effect charter schools. The model will promote student participation and leadership in sessions as well as provide legislators, key government personnel, and the Nevada Department of Education with resources.

Leadership: Dr. Kimberly Regan, Chief Executive Officer



Dr. Regan has over 20 years’ experience in education and 17 years as the Executive Director of Sierra Nevada Academy Charter School, a 4-star public charter. Dr. Regan simultaneously serves as the Executive Director for Sierra Nevada Achievers for Community Services, a private, non-profit community service agency that currently serves the charter school providing a nationally accredited preschool and wrap around services for students ages 6 weeks to 8th grade. With her doctorate in Educational Leadership from the University of Nevada, Dr. Regan serves on Governor Sandoval’s P-20 Council and on an ad hoc committee of Early Childhood Advisory Council. She is the President for the Nevada Association for the Education of Young Children and works statewide and nationally to promote access to high-quality learning for all students. Dr. Regan owns PLAY™ Technologies in Education, an emerging edTech company focused on innovation, accountability, and learning through active engagement. PLAY™ Technologies in Education purpose is to provide education stakeholders and children with proven technology, strategies, and tools in education. Dr. Regan has a vision to implement the Innovative Educational Model in multiple Nevada schools with intentions of national rollout. Dr. Regan will lead the team in delivering the Innovative Educational Model.

Key supporters, partners, resources



There are multiple needs for supporters, partners, and resources. The proposed charter school is the first under the CMO, which houses the patent-pending technology infrastructure promoting

learning through play and accountability. The initial implementation of the technology in a school setting involves collaboration among key stakeholders in the industry. Partnerships increase the validity and scalability of the scope and sequence of the project toward national rollout. School community partnerships are essential to bridge common goals for the socialization and education of children to minimize problems and maximize results. The school serves as a hub in the community. Building major long-term partnerships requires vision, commitment, collaboration, communication and a cohesive plan where stakeholders reap the highest return on investment.

ACADEMIC PLAN

Mission

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Vision

A complete vision plan provides a framework to foster innovation and serve as a catalyst in education. It includes guiding principles across economics, organizational, and educational; strategic objectives; vision statements; and organizational values. The vision includes core beliefs that call for a high-performing, high quality organization; leveraging technology and maximizing access to new and emerging technologies; and promoting learning through play in all of the work members of the Achievers Team embodies. A primary guiding principle of the vision is simple: *doing what's right for children* which ultimately leads to *doing what's right for Nevada*.

Overarching Goal: Providing an *Innovative Public Education*

Transformational Change: Guiding Principles

The primary guiding principle in *doing what's right for children*. This principle serves a small charter school community providing multiple stakeholders (students, parents, educators, and the community) with opportunities through an innovative public education system. Education stakeholders have a voice and a choice in education simply by the nature of the charter school. Charter schools have instilled a market economy in public education driving the accountability movement towards economic, organizational, and educational outcomes where success is measured through multiple sources of data. The Educational Model features specific economic, organizational, and educational guiding principles that foster innovation. This section delineates the key components of each area.

- Economic:
 - A solid financial foundation is essential to providing a high quality educational experience to children and their families.
 - Investments in educational leaders, professionals in the classroom, and in support services for students are essential to providing a high quality educational experience for children and their families.
 - Investments to leverage technology and provide resources for curriculum, instructional support materials, and assessments are essential to providing a high quality educational experience for children and their families.

- Organizational Structure:

- The Board of Governance governs in the areas of board, financial, contract, and policies that directly impact the high quality education for children and their families.
 - A *Learning Organization* where Personal Mastery, Mental Models, Shared Vision, Team Learning, and Systems Thinking are practiced for a high quality educational experience for children and their families.
 - The educational goals in providing for a high quality educational experience for children and their families.
 - Effective use of personnel, technology, resources, and the school community in providing a high quality educational experience for children and their families.
- The Innovative Educational Model:
- Innovation is the life-blood of the organization and vital to support a high quality educational experiences.
 - Personalized education is based on students' needs for a high quality educational experience through individualizing and differentiating instruction.
 - Technology must be leveraged and optimized to provide a high quality educational experience.
 - Relationships, collaborations, and partnerships within the school and surrounding communities are essential to a thriving school culture.
 - Student responsibility for learning includes structure that allows for choice and student agency as part of a high quality educational experience.
 - A progressive curriculum and multiple measures of summative and formative assessments maximize effective use of data to ensure growth in a high quality educational experience.
 - Cultivating multiple global opportunities at all levels of the organization promote leadership, accountability, and global citizenship necessary to compete in a global society.

Vision Statements (What do our actions portray? What word-pictures can we use to describe the work of our organization? How do we act to achieve our goals and accomplish our objectives?)
The school community acts in ways consistent with the vision and mission in a series of vision statements to guide our work. We work in ways to:

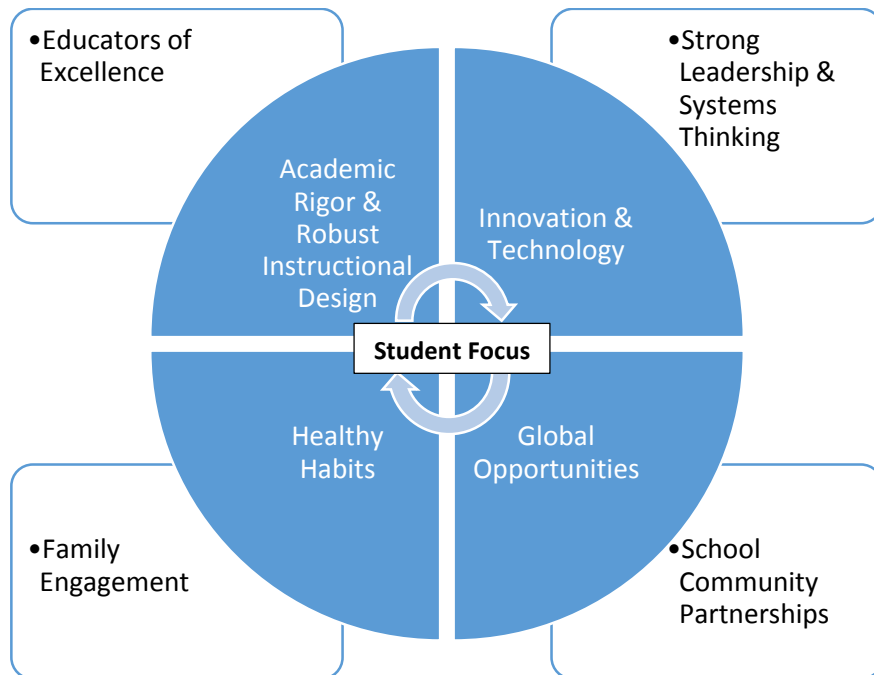
- Believe that ALL students have extraordinary talents, strengths, and can learn.
- Believe ALL students can make responsible decisions for their learning.
- Believe ALL students have the right to equitable access to quality care and education.
- PLAY: Promote Learning and Accountability with Young Children™ (P-3).
- PLAY: Promote Learning and Accountability with Youth™ (4+).
- Support a P-20 pipeline.
- Support family engagement as key to student achievement.
- Support advocacy and accountability of the professionals that serve our students.
- Facilitate active & diverse leadership, working beyond board meetings and the traditional school day.
- Outreach to all members of the school community to be sure all members' voices are heard and represented.
- Maximize efforts to support healthy development of all students.
- Honoring the Code of Ethical Conduct.

- Strive to ensure professional and educational supports in place for our workforce to provide students a strong start in education.
- Promote standards of excellence.
- Support community awareness of the charter school as a vital service to the community.
- Be a partner to facilitate stakeholder collaboration events influencing policy.
- Support strong educational organizational structure between the charter school, the sponsor, and the state.
- Support strong educational organizational structure within the state across agencies/organizations.

Proposed Model: An Innovative Education Model

The mission, vision, guiding principles, and vision statements establish the foundation for the Innovative Education Model. The Innovative Education Model is designed with essential program structures called the *Essentials*. The *Essentials* are essentials to the ethos of the school culture. They are designed to serve as key pillars to foster an innovative learning organizational culture which provides for clear pathways toward a P-20 pipeline. The *Essentials* are: Student Focus; Academic Rigor and Robust Instructional Design; Healthy Habits; Innovation & Technology; Educators of Excellence; Global Opportunities; Strong Leadership and Systems Thinking; Family Engagement; and School Community Partnerships.

An Innovative Education Model



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Students are the most important citizens in the school community. All students will have a Personal Learning Plan that is data-driven, monitored frequently, and fluid to the needs of individuals. The principle of student focus is a primary to achieving the mission and vision of the school.

Personal Tours

Instructional leaders conduct personal tours with every prospective student and family. Prospective students and family members tour the school site and learn about the model, what the school offers, student expectations, and family engagement policies to establish relationships, communication, and collaboration for success. During the initial meeting, instructional leaders review data related to academics, attendance, behavior, etc. All students and families are interviewed to ensure they are committed to attain success regardless of their previous school experience. Interviews may include discussion of previous academics, attendance, and behavior to develop a personal plan for success. This is proven a vital practice that leads to student success.

Tour time is an opportunity for instructional leaders to get to know students and their families and build relationships. Positive relationships between home and school are the first step toward success. Tour time provides a platform to be proactive and problem solve any challenges with learning or at prior schools. For example, a student with lower academic history would benefit from committing to attending after school homework labs and getting adult support when they need it. Frequent academic monitoring would help a student toward success. This type of discussion could occur during the meeting and be written into the Personal Learning Plan, which is discussed in the next section.

Tour time provides families and students to ask questions and develop an understanding of the model, commitment, and expectations. It provides instructional leaders an opportunity to ask families and students what they are hoping to achieve in enrolling and attending. This open-dialogue is personal and imperative to establish clear expectations and two-way home and school communication in a proactive format.

Individualized, Differentiated, and Personalized Learning

The model of instructional delivery is unique by nature and involves a level of programming designed to meet the needs of individual students, small and large, or mixed-aged groups of students. The model is embedded with sound instructional practices that allow multiple stakeholders to navigate the curriculum from different perspectives and for different purposes.

Individualized Instruction - Learning is individualized when instructional content, technology, and pace of learning are based upon the abilities and interest of each learner. The instructional model allows for individualized learning within ability groups as described in the next section.

Differentiated Instruction – Instruction is tailored to meet the learning needs, preferences and goals of students. The overarching goals for students are consistent but content may be adjusted or modified to differentiate the activity. The instructional model allows for differentiated instruction at centers, in groups, and during collaborative projects.

Personalized Learning – Personalized Learning occurs when instruction is individualized and differentiated. The instructional model is personalized and is documented for students and families using the Personal Learning Plan (PLP). PLPs are designed to track individual student progress using data. PLPs are developed and reviewed with students and their families to ensure a

collaborative team is working toward the same goals. The PLPs are designed to ensure students are assigned in appropriate ability groups based on assessments. This allows educators to ensure all students make accelerated academic progress regardless of assessment results. PLPs are designed to track individual growth, progress towards goals, and as pathways to monitor students' trajectory toward college and career readiness. PLPs serve as a basis for parent-teacher-student conferences, which are conducted at least three times each year.

Assessments

Personalized Learning for students with diverse backgrounds and interests

Each student is assessed with formative and summative assessment tools. Measures of Academic Progress (MAP) assessments are conducted 3 times per year. Renaissance STAR assessments are conducted five times per year. Other classroom level assessments are conducted to hone in on students mastery of skill sets and needs. Assessment results are recorded on the *Personal Learning Plan* where goals are established based on assessment results and carefully tracked and monitored. Goals may be established to support students' social-emotional needs and outline Positive Behavior Intervention and Support services necessary to assist student in attaining success.

- Criterion Referenced Test (CRT) by Measured Progress and the Smarter Balanced Assessment Consortium now by McGraw-Hill will be administered once per year based on Nevada Revised Statutes. Data will be monitored for proficiency. Data culminates into the Nevada School Performance Framework to determine growth by the Nevada Department of Education.
- Measures of Assessment Progress (MAP) by North West Evaluation Association (NWEA): Administered 3 times per year, goals established for each student targeting growth independent of grade level. This program is implemented at all grade levels.
- STAR Reading and Early Literacy by Renaissance Learning: STAR Reading Administered 5 times per year, aligned with Accelerated Reading Program, goals established targeting reading comprehension mastery and growth. This program is supplemental to the core curriculum but is utilized in all classrooms at all grade levels.
- STAR Math by Renaissance Learning: STAR Math Administered up to 5 times per year, based on ability, grade level, and instructional need generally grades 2+. STAR Math is aligned with Accelerated Math, goals established targeting math growth by specific objectives/skills in the Renaissance program. This program is supplemental to the core curriculum but is utilized in some classrooms grade 2+. The new Pearson Curriculum is comprehensive in meeting instructional and assessment needs of the school community.
- Pearson Learning: All Pearson programs adopted by the charter school allow for summative assessments that drive instruction and allow for personalized instruction within the classroom. All Pearson programs adopted by the charter school allows for formative assessments and core content mastery progress analysis.
- The Cognitive Abilities Test (CogAT) Universal Screening: The CogAT universal screening will be conducted on all students enrolled in first grade during their second semester and again in fifth grade to ensure students who may be potentially gifted are identified. Personal Learning Plans will be tailored accordingly to meet individual needs.

Students and teachers monitor progress towards goals on a daily basis, which promotes student agency. Students are rated on progress towards goals throughout each quarter at the 25, 50, 75, and 100% benchmarks. Data is formally reviewed at least three times per year with families. Consistent progress monitoring and contact with goals ensures student growth. It allows for teachers and families to detect and diagnose gaps in skill sets and provide associated supports therein. Focus on individualized growth promotes student growth achievement over time. Instructional faculty members utilize the data to make instructional decisions for individuals, small groups, and whole class purposes. Instructional faculty members are trained in designing, monitoring, and utilizing the PLP tool as an instructional design resource.

Staffing Students

All educators have common planning time to “staff students” much like the process used to triage patients in the medical field. This process is used for ALL students to ensure growth over time and a trajectory toward college and career readiness. Educators meet in teams and rotate reviewing student data and progress toward growth. This collaborative time provides educators with support and resources to meet the needs of all students.

Ability Groups to Support ALL Learners

Students are assessed through a variety of tools as discussed in a latter section. Assessment results are recorded on PLPs as discussed in a latter section. Within classrooms, teachers develop homogeneous groups based ability. During choice time, teachers pull students to work in small groups based on their ability. This tailored instructional time promotes powerful opportunities with large-scale impact of student growth and trajectory to increase achievement. Groups are tailored to meet the needs of all students, which includes those folks needing remediation or enrichment. Groups are fluid in nature and can change as content area changes. The curricular programs chosen are designed with remediation, at-grade level, and enrichment coursework. The curriculum includes supports and accommodations for students with special needs and English Language Learners. Heterogeneous groups may be warranted during collaborative projects or at centers.



Academic Rigor & Robust Instructional Design → Rigorous academics are key to increased student engagement and achievement. A unique and dynamic educational design includes instructional design, high-quality, standards-based curriculum, intentional environmental design, and articulation of robust activities, opportunities for competency-based balance of formative and summative assessments, systematic analysis of and use of student data. The classroom culture supports academic rigor in a developmentally appropriate Delivery system that tailors to the needs of individual students through differentiation and personalization. Curriculum chosen for the initial implementation of the charter school supports academic rigor that can be used to support those students needing additional supports (ELL or IEP) and for remediation and RTI. There is an embedded enrichment track for students who are advanced or potentially gifted. The curriculum is outlined in this section.

Curriculum

Pearson Programs

Pearson is the world's leading education company serving student needs from preschool to high school. Pearson's curriculum, multimedia instructional resources and testing programs, help to educate millions of people worldwide - more than any other private enterprise. Pearson generates

approximately 60% of their sales in North America. They further operate in more than 70 countries. Pearson also publishes across the curriculum under a range of respected imprints including Scott Foresman, Prentice Hall, Addison-Wesley, Allyn and Bacon, Benjamin Cummings and Longman. Pearson is the leading provider of electronic learning programs and of test development, processing and scoring services to educational institutions, corporations, and professional bodies around the world.

- Addressing the Common Core by Leveraging Technology
 - Pearson offers digital instruction solutions to help every student perform and master the Common Core Standards, be an active participant in his or her own intellectual development, and walk the staircase of increasing academic complexity to reach a level of academic readiness for college, career, and life in a global world.

Pearson enVisionMATH

- enVisionMATH Common Core was written to specifically address the Common Core State Standards (CCSS). The program is based on research and proven classroom results. It helps students develop a conceptual understanding of important mathematical concepts through problem-based interactive learning, visual learning bridges, and visual learning animations.
- It also provides ongoing assessments, diagnosis, and intervention methods. Formative assessments are integrated throughout the program at the lesson and topic level.
- Teachers respond to students' individual needs by providing various opportunities to succeed, at each daily lesson. Further, data received from students' progress allows for differentiated instruction at the individual student's level.
- Each grade level is divided into topics. The topics are organized and color-coded by CCSS domains (or strands). This alignment is progressively correlated from the various grade levels to the next proceeding grade, such as identified in the CCSS.
- Through problem-based interactive learning, individual lessons move from concrete ideas to pictorial representations to abstract representations. The visual learning bridge provides systematic visuals in every lesson to illustrate concepts and improve understanding. Further, these visual animations surpass the printed page with animations and models that demonstrate each concept.
- Student editions vary with the enVisionMATH program. Primary grades use a four-page lesson sheet every day that includes instruction and several practice problems, while the intermediate grades use a traditional textbook. The program also allows for parents and students to access the text in intermediate grades electronically through a student-login system.
- Success tracker is an online assessment, diagnosis, remediation, and enrichment tool that allows teachers to diagnose students' understanding of the CCSS. Students complete a variety of tests online and view results immediately. The success tracker program will automatically assign remediation work if needed. Teachers are then able to view various reports that track students' progress and skill mastery.
- In addition to the online resources and success tracker, the digital courseware provides access to the visual learning animations, interactive math stories, topic openers, and teachers can instruct their whole class with engaging, interactive content that makes the math come alive.

Pearson Digits Math

- Digits Math combines a comprehensive math curriculum, best practices in teaching, and easy-to-use technology which teachers can deliver personalized instruction effectively and save valuable time. Digits Math provides a multitude of ancillaries to juggle, *and* streamlines instruction through point-of-need resources that are intuitive for teachers, optimize effective time on task, and allows teachers to address the individual needs of every student – in and out of class.
- Digits Math lessons are interactive and flexible, so that teachers can incorporate their own personal style and best practices. Each digits grade-level course consists of six units that are subdivided into topics. Each topic includes a Readiness Lesson, approximately five to eight on-level lessons, a Topic Review, and a Topic Test. Pearson’s Digits Math program includes the follow areas of notation:
- Digits Math uses the interACTIVE Learning Cycle to differentiate instruction and customize students’ learning. The interACTIVE Learning is a data-driven approach that assures all students are prepared to master the on-level lessons.
- The Digits Math curriculum is delivered by way of digital content and can be solely online and/or combined with a supplemental disposal student workbook, based on individual student needs.
- Workbook entitled ‘Digits Math Student Companion’. Students learn with the digital content and then use their write-in Student Companions workbooks to record their responses and demonstrate mathematical understanding. Writing in their own workbooks and recording their thinking gives students a sense of ownership in their learning.
- Digits Math Dashboard (digitsdashboard.com) is the command central where teachers can find program support and access their digits course via SuccessNet Plus. There, teachers can also view training tutorials and a link to CoCo, the digits Community Connection site. Digits Dashboard is updated regularly with author messages, digits training, and helpful links.
- The Student Package consists of the online digital content accessed through the student site, MyMathUniverse.com, and the write-in Student Companion.
- MyMathUniverse.com is a digits portal where students can watch entertaining videos about the math they are learning and log in to their student accounts on SuccessNet Plus.
- Topic folders are broken down further into a Readiness Lesson, on-level lessons, and topic tests.
- Readiness folders and files are indicated by purple icons and have an “r” before the lesson number. Each Readiness folder contains:
 - Readiness lessons •Activity sheets •Homework •Teacher Guide •Lesson Plan
- Leveled homework assignments are provided to students. These levels come in the following formats: Level G homework is for on-level students. Level K homework consists of a re-teaching assignment for students who work below grade level. Printable homework assignments are provided to students who may not have direct access to the Internet.
- The Intervention folder contains full intervention lessons for Response to Intervention (RTI) support. Each Intervention folder contains:
 - Intervention lesson •Journal pages •Practice sets •Journal with answers
 - Teacher Guide •Lesson Plan

Reading Street 2013 Common Core

- Reading Street 2013 Common Core, by Scott Foresman, is a division of Pearson. The program is designed to help teachers easily implement the Common Core State Standards. The literature features an appropriate balance of 50% fiction to 50% nonfiction in the primary grades. As students become more comfortable with informational text, that ratio becomes 40% fiction to 60% nonfiction. These texts are from many different genres from folktales and poems to biographies and technical writing. Exposure to these texts begins in kindergarten as students interact with Big Books, Songs and Rhymes Flip Charts, and Phonics Activity Mats. Kindergartener students will also enjoy a special series called Trucktown. This series is written by author Jon Scieszka, and he will continue to inspire students as they move through the grades with daily Street Rhymes.
- Reading Street's lesson plans are fully aligned to the Common Core State Standards for English Language Arts Grades K–6. The Common Core State Standards are identified at point of use within each lesson so teachers will know where to focus your instruction. In the margins of the lesson, plans are bridged to the Common Core professional development notes. They explain how the instruction is preparing their students to meet the Common Core State Standards.
- Instruction is organized to provide a focus on guiding comprehension and critical thinking. Conceptually related texts at various levels allow teachers to appropriately scaffold instruction. One of these texts is the Reading Street Sleuth. Each week, the Sleuth contains an on-level text that encourages students to read like a detective. Students Look for Clues, Ask Questions, Make their Case, and Prove It! with lesson plans for each level, the same complex text is differentiated for all students.
- Writing lessons also align to the Common Core State Standards. The daily craft and trait mini-lessons connect reading and writing so that students write in response to reading.
- One of the main goals of the Common Core State Standards is having students show what they know. The formative and summative assessments used in Reading Street allow students to use what they have learned in a new situation or a new text so that they transfer and apply their understanding.
- Reading Street makes it easy to differentiate, manage groups, and personalize instruction following these three steps:
 1. Lead small groups.
 2. Use easy-to-implement independent practice stations.
 3. Use the weekly independent reading suggestions for appropriate texts and partner activities.
- Reading Street also provides additional ELL and intervention instruction for small groups and individual students.

Prentice Hall Literature

- Prentice Hall Literature is organized around Big and Essential Questions based on the Understanding by Design framework created by Grant Wiggins. Students frequently revisit these questions throughout lesson activities to deepen their understanding of universal themes. The Understanding by Design framework helps teachers deliver focused instruction by teaching skills in context rather than in isolation. Prentice Hall Literature provides leveled selection choices. In Grades 7th and 8th, use one of two paired selections based on the reading ability of the students. One selection is more accessible and the other one is more challenging. Regardless of which selection students read, they all learn and practice the same skills.

- At all grade levels, leveled resources help personalize instruction. For English learners, below-level students, and special-needs students, vocabulary and reading warm-ups as well as partially filled-in graphic organizers are available. There are also enrichment activities for advanced students. There are four Reader's Notebooks for every grade level: On Level, English Learner's Version, Adapted Version, and Spanish Version. These books provide interactive reading support and additional skill practice.
- Prentice Hall Literature includes explicit instruction of reading skills and strategies. Students read classic and contemporary literature and apply reading skills as they read. All grade levels read informational texts. These lesson activities have students transfer their reading skills to a variety of nonfiction texts.
- Students engage in a variety of vocabulary-building activities throughout each unit. The Unit Resources books provide vocabulary-building worksheets. Before students read, they learn the selection vocabulary, and while they read, they will find vocabulary support at point of use. Vocabulary Central provides music, interactive flash cards, games, and worksheets to foster vocabulary development. Grammar tutorials use animation and musical verse to visually, linguistically, and musically impact important skills and concepts.
- Prentice Hall Literature incorporates opportunities in every unit for both processes of writing and writing for assessment. Students complete prewriting activities during the Work in Progress feature that appears with every pair of leveled selections. The Writing Workshop guides students to develop their ideas into full-length compositions and uses both mentor texts and student writing samples to deepen their understanding of writing forms and elements. The program also provides numerous opportunities for students to practice writing for assessment. At the end of the Informational Text feature, students complete a timed-writing exercise that includes a planning guide to help them complete the assignment.
- The Prentice Hall Literature program embeds frequent progress monitoring opportunities to help teachers evaluate students' mastery of skills and concepts. After reading selections, use the Open Book Tests and leveled Selection Tests to assess comprehension and mastery of the literary, reading, and vocabulary skills Benchmark Tests are used to monitor progress at even intervals and assess students' mastery of core skills and standards.
- Test Practice offers students practice in applying core unit skills under test-taking conditions. This prepares students for questions and formats they will encounter on the PSATs (Preliminary Scholastic Achievement Test), SATs (Scholastic Achievement Test), and the ACTs (American College Test). Students can also take assessments at PH Lit Online. Tests are immediately scored and automatic remediation activities are assigned based on test scores. Comprehensive reports make it easy for teachers to monitor the progress of an entire class or of individual students.
- Prentice Hall Literature is a comprehensive literacy program that teaches Common Core Standards and helps students become stronger readers writers, and critical thinkers who are better prepared for college, careers, and beyond.
- This program provides a scaffold approach to rigorous instruction, enabling students to build a solid literary foundation that is necessary for success. Each selection has a text complexity rubric guide to differentiate instruction according to each student's abilities. This program further differentiates by providing a modified textbook for those students who continue to struggle with selections. This program also utilizes many digital resources. Once testing is done online, we are given each students Diagnostic Test result. The program then automatically assigns the learner intervention pages to aid in their knowledge of the standards.

- Prentice Hall Literature provides traditional assessments along with new performance-based assessments as called for by the Common Core. Students are given opportunities to apply critical thinking to demonstrate mastery of the standards.

Interactive Science

- The Interactive Science program was designed to build connections between science content and essential reading skills. The reading path includes a write-in student edition, an interactive kindergarten journal, leveled readers, and additional reading resources.
- The reading path begins with Interactive Science's write-in student editions and an Interactive Journal for kindergarten. These editions include comprehension building interactivities that allow students to read, write, draw, graph, and self-assess all in one place. Interactivities assure that students are developing reading skills that they can use before, during, and after reading a text passage. Before students begin reading a lesson, the program gives them the opportunity to activate their prior knowledge through the Envision It! It is located at the top of the first page of each lesson. By engaging students with this image and question, teachers are able to make content more relevant and personal.
- Each chapter features a specific reading strategy. A bull's-eye icon on a page alerts students to this reading strategy. Within the first few pages of each chapter, *The Let's Read Science!* page defines and provides examples for the chapter's main reading strategy. After reading a lesson, students have the opportunity to think about what they read and to self-assess their comprehension. The *Got It?* feature allows teachers to determine if they need additional help. Students that are struggling with the material benefit from My Reading Coach.
- My Reading Coach is a leveled reader series that is available to provide additional reading opportunities for students with varied reading abilities. These booklets are available for below, on, and advanced leveled readers. These readers not only provide additional text but also provide additional activities and support in the flaps. Flap activities encourage students to access and organize what they know before they read the text, build vocabulary and self-monitor during the text, and assess their understanding after reading the text.
- An English Language Learners (ELL) Handbook version is available for Grades K-2 and 3-5. This handbook uses Pearson's ELL Curriculum Framework to explore the range of strategies.
- Inquiry occurs when students think like scientists. With Interactive Science, minds-on and hands-on inquiry work together to help students build a deep understanding of science concepts. Interactive Science features four levels of inquiry that include Activity Before Concept (ABC), directed inquiry, guided inquiry, and open inquiry. ABC and guided inquiry are supported in the write-in student edition. Whereas, student directed and open inquiry are both supported via the Teacher's Edition and laminated lab Activity Cards. A yellow triangle denotes each inquiry activity.
- One way to lay the foundation for learning is through an Activity Before Concept (ABC). These inquiry activities engage and motivate students while they help them access prior knowledge. Each chapter features an ABC before the first lesson to help to set the stage for learning the concepts of the chapter. In the example below, the *Try It!* ABC activity instructs students to build a model helicopter. By thinking about what they already know about forces, students problem solve to make the helicopter drop more slowly. This activity is the first inquiry activity for this chapter.
- The STEM Activity Handbook provides students with the experiences and skills they need to be successful in science, technology, engineering, and math. While students focus on the

design process, they learn to find solutions to solve real-world problems with these activities.

- The myScienceOnline.com directs students to the digital path for Interactive Science. With the digital path, teachers can plan, assign, assess, evaluate, and differentiate their instruction. The digital path is not only an e-book but it is also an entire multimedia Interactive Science curriculum. Each lesson is an interactive journey through the 5E Learning Cycle: Engage, Explore, Explain, Elaborate, and Evaluate.
- Each digital chapter begins with a Chapter Kickoff. It uses engaging images and questions to introduce students to the science concepts that they are studying in the chapter. The Chapter Kickoff also includes Untamed Science chapter videos. These videos feature the *Untamed Science Crew*, a group of young scientists that help students explore the world of science.
- Varieties of assessment options are available. The student write-in edition provides students with self-assessment that corresponds with each key concept question. Several informal assessment items, like Apply It and Do the Math, help students monitor their understanding of the chapter concepts. At the end of the chapter is a Review and Assessment section. Progress Monitoring Assessments are also available. The assessments help teachers track student progress and give students opportunities to practice for standardized tests.
- Teachers can plan their lessons by month, week, and day. With the Preferences Navigator, teachers may also customize their lesson plans to be more text based, inquiry-based, or blended. Teachers can also assign assessments, track student progress, and provide differentiated instruction. Utilizing Success Tracker, the teacher can assign assessments, and the system will provide individual instruction based on student performance.

Thematic Units & Living History Days

- The charter school proposed to use a variety of materials to ensure that students are learning the Nevada State Social Studies Standards. Teachers incorporate components of the Core Knowledge and History and Geography series that correlate with Nevada Social Studies Standards. This curriculum teaches key history and geography topics at each grade level. These concepts are based on E.L. Hirsch's core knowledge concepts that focus on building a grade-by-grade core of common knowledge and skills.
- The charter school plans several Living History Days throughout the school year that further embrace Core Knowledge principles. These days allows students to study classical literature, world history and geography, and the arts by becoming characters from different periods of history and reenacting historical events. Living History events in 2013 included a farm and ranch days where students practiced and learned about different agriculture concepts including Basque history. Artifacts for these events are researched gathered and created by students and teachers in a collaborative environment.
- Teachers also develop thematic units to teach the Nevada Social Studies Standards. This curriculum is designed to engage and motivate students by including opportunities, such as Chautauqua experiences, to make connections to their own life while also gaining a global perspective. This allows students to learn the social studies themes and skills "they need to become informed, participating citizens who consider diverse points-of-view, use critical thinking skills, and are active in their communities" (Houghton Mifflin Harcourt, 2013). This curriculum is also aligned to the national standards.
- Teachers also incorporate the Nevada Social Studies Standards by using monthly Scholastic News readers. This enables them to teacher students about current events using engaging

kid friendly reading passages. Furthermore, charter school teachers incorporate Social Studies through interdisciplinary units in literature, math, and science.

Robust Instructional Design and Delivery Method

Academic Rigor is the foundation for the instructional model that outlines a framework for effective daily practices. The instructional model includes several key features that foster a school culture where student engagement and achievement are vital to promote global citizenship. The instructional model is designed with key elements vital to leverage technology in student agency through innovative practices. The model promotes learning through play and choice, standards-based environmental design, game theory, systems thinking; individualized, differentiated and personalized learning, ability groups, blended learning curriculum, data-driven decision making, technology, social-emotional learning, cognitive and physical development, positive behavior and intervention supports, and family engagement opportunities.

The instructional model, including the patent-pending technology, supports a center-based learning educational climate where accountability is embedded within the daily life of the classroom. Successful development and implementation of the instructional model and associated technology will serve as a catalyst to change the current approaches in education.

Play

Play theory is central to the instructional model. Play theory evolved from the work of Jean Piaget, Lev Vygotsky, Margaret Mead, and Erik Erikson. Play involves multidimensional qualities supporting social emotional, cognitive, and physical learning. Play can be spontaneous, guided and directed. Play, at the center of the curriculum, is based on Developmentally Appropriate Practice. Typically, play is associated with early childhood classrooms. This model calls for play-based learning across all grade levels and subject matter as a central force in student engagement, achievement, and building global citizenship. Play is a valuable force in overcoming barriers including cultural, ethnic, socio-economic, and gender stereotypes.

Play is viewed as a necessity, not a laizze-faire commodity in the learning environment. Intentionality is key to a carefully orchestrated environment that fosters specific objectives in child and adolescent cognitive and physical development, strategies for learning, social-emotional skills, and standards. Learning is not a linear acquisition of skills and must incorporate opportunities for learners to engage with peers in a carefully articulated environment. This involves a short and long-term investment in student learning and development. Investing in opportunities for play increases metacognition and executive functioning essential to college and career readiness. All stakeholders must believe in and support play as a catalyst to promote student agency, engagement, and achievement. Instructional faculty will be trained to be expert play designers for all learning environments: indoors, outdoors, common areas, and across technology formats. The Strong Museum of Play, the national play museum, is a partner to provide Professional Development opportunities to support designing intentional play, which will be part of the CMO platform. Students will be engaged in learning through play-based experiences as a core strategy.

Game Theory

Game theory involves three types of game experiences: game, game-like, and gamified experiences. Games are defined in this context when a teacher creates or uses a game to support students in learning the concepts in a specified format where specified challenges that stand between the players and the goal. Core mechanics employ players to engage under specific rules to structure the

play, components to interact with and a space that contains an experience that separates learners from “real-life”. A game-like experience is when a teacher creates a lesson where activity and organizes it around a challenge or problem for students to solve. A gamified experience, or gamification, refers to the application of a rewards system to non-cognitive behaviors. Intentional gamification is purposeful when integrated into the learning environment on a limited basis to mitigate over-reliance on extrinsic motivation. Game theory in the context of our ideal school model, generally promotes intrinsic motivation and aligns with specific learning or social emotional content.

The Institute of Play has developed Teacher Quest, which establishes three program pillars of game theory: game-like learning, the design process, and using games as systems. Games-like learning involves seven principles: everyone is a participant; earning feels like play; everything is interconnected; learning happens by doing; failure is reframed as iteration; feedback is immediate and ongoing; challenge is constant. The design process involves “design thinking” from engineering, technology, and business pathways for education realm. The process involves seven steps to game design: exploring core mechanics (9 elements); empathize (state of being); define and brainstorm; pitch; prototyping; playtesting; and iterating. Design thinking is a mindset that serves as a catalyst to engagement and achievement. Teachers design instruction based on game theory and provide opportunities for students to be game-designers.

Instructional faculty will be trained to be expert game designers to support play in learning. The Institute of Play will be a key partner in providing Professional Development for staff members at all levels of the organization. Game theory and implementation has the potential for powerful impact on student engagement and achievement. Instructional faculty will actively engage students in intentional content oriented games and the game design process during whole and small groups and will support center activities. The notion of iterations, not failure is a mindset paradigm shift necessary across all learning structures, especially when dealing with at-risk populations.

Intentional Environmental Design

Classrooms are intentionally designed with student learners in mind based on multiple theories including Reggio Emilio, Nel Noddings, Howard Glasser, Frederick Froebel, and others. The environment is viewed as another teacher in the room supporting the “hundred languages of children” as described by Reggio Emilio. These are symbolic languages; including drawing, sculpting, dramatic play, writing, and painting as used to represent children’s thinking processes and theories. As children work through problems and ideas, they are encouraged to depict their understanding using many different representations. As their thinking evolves, they are encouraged to revisit their representation to determine if they are representative of their intent or if they require modification/iterations. These symbolic languages will be embedded within classrooms facilitating student success.

Instructional spaces (everywhere) are designed to foster multiple factors that include social-emotional, cognitive, and physical development. Classrooms will include multi-use spaces & tables, and multiple interactive play-based centers designed using Common Core and Next Generation Science Standards. Each center is designed with specific learning objectives and are differentiated to meet the needs and interests of the learner. Four principles will be used to orchestrating play through the environment: taking the students’ view; teacher as the keen observer; seeing meaning as it is constructed; and the teacher as the stage manager. Teachers design environments to be conducive to learning ensuring a highly structured design that fosters student agency and sustained

and thoughtful engagement. The environment is designed to promote positive student outcomes including student agency, engagement, achievement, collaboration, socialization, community, problem solving, exploration, higher-order thinking skills, metacognition, and executive functioning. Instructional faculty will be trained through the Strong Museum of Play and the International Society for Technology in Education (ISTE) to design environments that support learners at all levels and across all cultures.



Innovation & Technology → Innovation is viewed as a catalyst for growth which is vital to a thriving school community. Technology is leveraged to provide engaging and powerful learning experiences, content, and assessments promoting increased achievement in complete, authentic, and meaningful ways. Technology provides opportunities for innovation in education that are vital to a connected global world.

The US Department of Education, Office of Educational Technologies, describes these opportunities in detail in the Ed Tech Developers guide. Opportunities include: improving mastery of skills; developing skills to promote life-long learning; increasing family engagement; planning for future education opportunities; designing effective assessments; improving educator professional development; improving educator productivity; making learning accessible to all students; closing opportunity gaps; and closing achievement gaps. Technology is viewed as a core necessity, not an optional expenditure. Technology advances will require continuous instructional iterations to ensure maximizing new and emerging technologies. Equitable access to multiple digital formats and modern-day technology is essential for all students.

Technology is embedded in a variety of platforms through the daily life of the school day. Connectivity and digital citizenship is cultivated to transform the learning environment to meet the needs of a global society. Classrooms are designed as future ready learning environments with access to digital interactive whiteboards (ex: SMART Boards, Promethean Boards, etc.), computers, PLAY Interactive Choice Boards (developing stages), and a variety of handheld devices, and electronic tools. Students and educators have access to digital curriculum and assessment tools, a variety of educational apps (Class Dojo, DojoMaster, Class Remind, etc.) and educational games that foster 21st Century Learning. Educators are versed and immersed in online learning formats including webinars, GoToMeetings, Skype, Todays Meet, online games libraries, Teacher Quest, Slack, etc.

Blended Learning Curriculum

Blended learning is a valuable tool in maximizing instruction, student support services, assessment opportunities, student engagement, and achievement. The instructional model will implement a blended learning curriculum across grade levels. Currently, Achievers faculty have experience using Pearson blended learning curricular products including Reading Street, Literature, enVision Math, Digits, and Interactive Science. This curriculum will allow for easy transition to implement the school model in multiple sites. However, the long-term vision of the organization may call for research and development of other curricula to implement blended learning.

Student Choice & Agency

PLAY™: Promoting Learning and Accountability with Young children / Youth

Achievers is a licensed partner with PLAY™ Technologies in Education to develop and implement patent-pending technology that supports student choice and agency. The product will be developed using a mobile-web based system that will serve as a relatively low-cost, high impact tool. Initial

development will focus building the technology with features to track student-level engagement data across subjects, incorporate student-centered, individualized, differentiated, personalized, and standards-based learning. The technology is designed to address barriers to ensure equal access in an authentic education setting. The technology fosters meta-cognition, self-regulation, responsibility for learning, engagement which leads to a positive attitude toward school and increased academics as student make choices related to their learning and educational program. A 3D prototype is in development at this time. The description of the technology is slightly vague at this time due to propriety information that is protected intellectual property due to the competitiveness of the technology.

Teachers manage other rules or parameters within the technology based on individual students and/or group(s) of students in given week. Teachers control the operation of the technology via the web-portal when designing instruction. Teachers establish a set number of points students earned for engagement each day and can adjust the points as necessary according to individual performance. For example, a student who is not engaged in the given model may not earn the total allowable points awarded for that day. The teacher would redirect and reteach appropriate student engagement skills so the student has the opportunity to earn the points in the future.

The technology supports a learning educational climate where accountability is embedded within the daily life of the classroom while decreasing the aforementioned identified gap. Significant long-term societal impacts are anticipated through the development and implementation of the product.

This is the first technology to track real-time student engagement and provide learning analytics. The product is embedded in the daily life of the classroom and will support state and national accountability systems such as the Nevada School Performance Framework and Nevada Education Performance Framework (teacher evaluation framework). Significant long-term societal impacts are anticipated from the implementation.



Ada, the EdTech Guru Girl

The technology will feature an avatar character, similar to a host, named “Ada, the EdTech Guru Girl”. The name “Ada” is known as the first computer programming language and possibly one of the first programmers. This character will serve as a role model. Her attributes are intelligent, funny, edgy, quirky, and geeky. Think Miss Frizzle (the Magic School Bus) meets Grammar Girl. Her purpose is to provide EdTech information and positive reinforcement to students and teachers using the technology. She will have a blog linked between to the school website. The blog will feature EdTech related topics for students and teachers. There will be an “ask Ada” feature on her blog page. She will provide branding opportunities and steer people to the website and vice-versa, given the marketing plans for her. Other characters (her friends) will be developed to compliment her and highlight multicultural features such as Jaguar (female, Spanish for play as in children) and Juego (male, Spanish for play as in tech). Introducing characters like these (at a later date) will bring the gaming feature of the product while promoting student learning and embedded PD for teachers about EdTech in the classroom. Data collected on the technology synchronize through the mobile web page. Reports are generated by subject, activity, and individual or groups of students. Learning analytics is used to map future instructional

design, improve center effectiveness, to tailor students' needs and or interests, and other viable tools for effective instruction. Ada is being generated in 3D.

ICB Intended Student Outcomes

The instructional model, including the technology, supports a center-based learning educational climate where accountability is embedded within the daily life of the classroom. Successful development and implementation of the instructional model and associated technology will serve as a catalyst to change the current approaches in early childhood education, specifically in P-3. Significant long-term societal impacts are anticipated through the development and implementation of the product including long-term student outcomes:

- increased literacy (which leads to increased mathematics and extends across content areas) in the classroom via hands-on activities;
- increased executive functioning, working memory, and metacognition;
- increased ability to make choices (self-regulation), responsibility, student agency;
- increased attention control, cognitive flexibility, and response inhibition;
- increased levels of self-regulation in the cognitive, emotional, and social domains;
- increased teacher and leadership efficacy;
- increased digital learning and citizenship;
- literacy and vocabulary acquisition in centers; increased family engagement;
- embedded assessments links to instruction, increased language acquisition rates of dual-language learners;
- increased coding capabilities necessary to be career and college ready in a global society;
- increased engagement leading to increased achievement;
- student engagement data for use in teacher evaluation; and
- student engagement data for accountability frameworks.

Increasing the benefits for student outcomes results in long-term societal impact by increasing an individual's innate responsibility for learning, student agency, and promoting literacy; decreasing behavior issues, school drop-outs, and incarceration rates of youth and young adults; and increasing economic development and competition as students begin on a trajectory pathway toward career and college readiness.



Healthy Habits → Instilling healthy habits of the mind, body, and spirit are essential to student engagement and achievement. This includes incorporating social-emotional learning, character education, healthy nutrition and wellness, physical fitness, and spiritual opportunities to promote healthy habits.

The instructional model provides embedded supports for social-emotional learning through choice, learning through play, game design theory, individualized, differentiated, and personalized learning, and ability groups. These structures provide for transformational change and promote social emotional learning that lead to student agency, instill a responsibility for learning, metacognition, and executive functioning.

The intent is to analyze options in providing for healthy nutrition for breakfast, lunch, and snacks through the U.S. Department of Agriculture's free/reduced breakfast and lunch program and other support programs. Ideally students will be served nutritious meals that are appealing to them and

encourage healthy eating habits. Given time, space, and resources, an ideal health program would include a school garden program and embedded curriculum to support healthy habits.

Physical fitness is an important factor in supporting student engagement and achievement. Students will participate in a physical education program that provides students with opportunities to master skills associated with physical fitness and sports, including golf, baseball, soccer, hockey, basketball, running, track, etc. Students will participate in recess daily and be provided opportunities for activities after school.

Healthy habits of mind lead to increased engagement and achievement. Healthy habits of mind can be taught through an articulated character education program. Character education is an embedded component of daily school life and physical fitness programming. Character traits including: honest, integrity, perseverance, optimism, respect, responsibility, commitment, teamwork, synergy, and judgement will be taught as part of the program. The charter school will collaborate with community partners to foster these healthy habits of mind as part of a strong character education program. For example, the school will work with programs like The First Tee program, who teach core values through the game of golf.



Global Opportunities → Pathways in leadership, entrepreneurship, sports, the arts, & performance opportunities are essential to students discovering and exhibiting their potential as a global citizen.

Participating in global opportunities leads to increased engagement and achievement. Students will be provided opportunities to explore their interests and potential in various pathways. An overview of opportunities is provided.

Leadership – Students will participate in various leadership activities based on their grade level. Students will have opportunities to collaborate in and lead during school wide events. Students will participate in field trips to the Capitol and legislative building to learn about the legislative process. Middle school students may participate in each legislative sessions regarding various bills relevant to charter schools and education through observation, writing, and testifying. Middle and high school students will work as a team to research and write bills, testimonies, etc. as part of each session.

Entrepreneurship – Students will participate in activities such as invention convention where they learn about the entrepreneurship, invent products, develop prototypes, and present their projects in a pitch competition. The charter school will work with the local Chamber of Commerce to offer opportunities in entrepreneurship, similar to the Reno/Sparks Young Entrepreneurs' Academy. The RS Young Entrepreneurs' Academy is designed from the national program, which began at the University of Rochester in 2004. The charter school could serve as a resource in bringing this program to the local Carson City Chamber of Commerce. This program fosters leadership in youth and the entrepreneur spirit.

Sports – Students will engage in sports activities through Physical Education. Students will have opportunities to play in organized extracurricular sports activities. As the school develops the high school program, students will have opportunities to compete with other local schools.

Arts and Performance Opportunities – Students will engage in activities supporting the arts including art studio, dance, music, theatre, musical theater, etc. Students are encouraged to explore their “hundred languages” as described in the instructional design section. Students will have opportunities to perform for families and the local community. Partnerships with various organizations, like the Reno-Tahoe Players, will provide students with opportunities including performing at venues supporting children’s theater and musical performance. Students will have opportunities to participate in large scale art projects such as school and community murals and host gallery showings of their work.

Global Days

Global Design Principles are used to design special school community enhancement days, which allow for leadership and peer teaching, self-reflection, team and cooperative learning, community collaboration, school spirit and instilling school culture, and impacts to the local community. School events that promote leadership, healthy habits/character education, and school community:

- Arts Celebration Days
- Author’s Debut & Book Publishing
- Outdoor Lab Experiences
- Fire Prevention and Safety Days
- Nevada Farm and Ranch Days (Nevada History, Farming, and Mining)
- Harvest Festival
- Giving Festival
- Multicultural Celebration of Children Around the World Day
- Winter Celebration Family Event
- Scientific Inquiry Day
- Math Game Family Night (students create the math games)
- Invention Convention Day
- Celebrating Young Children through Picture Books Day
- Celebrating Nevada Charter Schools Day
- THE CHARTER SCHOOL Fun Run Day
- Earth Day Celebration Day
- Recycled Art Day
- Art Competitions (Scholastic, Google, Duck Stamp, and others)
- Spring Fling Community Celebration
- Cinco de Mayo Celebration Day
- Field Day
- Talent Show Days
- Family Breakfasts

A Global Highlight: GivingDay – Giving back to the Community

An annual Giving-day will be a global opportunity to learn about community service and giving back to the community. Givingday will be an annual event where students are engaged in the opportunity to give back to the community by preparing and collecting items to donate to a local shelter around Thanksgiving time. Students spent time learning about the needs of others and core items necessary for survival.

A similar program was conducted at SNACS, who worked with The Volunteers of America Family and Women’s Shelter to donate needed personal hygiene items, blankets, and warm weather items.

Preschool through 8th grade students worked in teams to make scarves, blankets, and personal hygiene kits. Students and their families donated all the items to make these the kits. Two hundred toiletry kits were prepared for the Volunteers America Family Shelter. The kits included much needed necessities such as soap, deodorant, shampoo, and toothpaste. SNACS students made 50 blankets and 50 scarves to donate to the shelter. Teachers and parents delivered the kits and school made blankets and scarves to the shelter. Recipients were extremely grateful for donations, hand-crafted materials, and cooked meals.

A Global Day Example: Author's Debut

This writing project gives our students the opportunity to live the life of an author and experience the publishing process. This experience improves metacognition and critical writing skills as required with the Common Core State Standards.

- Publication Process
 - Students brainstorming to find a topic
 - Create a story map about their topic
 - Draft their story
 - Sketch illustrations
 - Edit – review and revise process
 - Participate in a conference with the teacher - a one on one discussion between the teacher and student to analyze and improve their draft
 - Edit – review and revise process
 - Generate final draft
 - Manuscript to publisher
 - Published books delivered (students and parents don't view until debut)

Published books judged and candidates selected for school Caldecott Award. Author's Debut their published book at Barnes and Noble, or another suitable community partner, in a book-signing event where every student has their photograph taken while they autograph their book.



Excellence in Educators → Educators are empowered to be change agents for students who foster student agency, health, wellness, and educational attainment. Educators are vital to the pulse of student success. Educators establish an effective and evidence-based delivery system of instruction and develop meaningful experiences for all children. Educators of excellence provide strong classroom leadership that drives results.

The recruiting process for educators is rigorous and meant to deter any persons who are not committed to the charter school model and expectations therein. This is purposeful to ensure educators are chosen for their commitment and contributions to excellence to students, their families, and with the integrity of the school model. Educators are expected to embrace the school model as evidenced by their daily classroom instructional leadership, evidence of commitment to students and their families, student engagement and achievement data, and participation in and contributions toward the school community. Educators initial and sign a five-page Memorandum of Expectations prior to hire to ensure educators understand and adhere to the expectations set forth in the model and by the charter agreement.

Educators engage in professional development activities through a variety of formats. Professional development is designed to meet individual needs and to address a cadre of areas. All educators are trained in the charter agreement, academics, instructional model, assessments, parent volunteers, etc. Educators will be trained in-house and through contracts with partnering

organizations such as The Strong Museum of Play, The Institute of Play, and others deemed necessary. Developing Professional Learning Communities support Educators, promote school collaboration, and result in meaningful experiences in which our students ultimately benefit.

Educators are evaluated using a tool that includes Charlotte Danielson's work, e-walk, charter compliance, and student level data. This tiered approach is unique to the school model. A sample of an evaluation is provided in the attachments.



Strong Leadership and Systems Thinking → Strong leadership is essential to a dynamic educational model. Leaders who facilitate a true learning organizations subscribes to relevant leadership models and theory necessary to operate a thriving school community. A strong leader promotes instructional and operational strengths, the change process, and is knowledgeable about and participates in current research.



Family Engagement → Six key principles outline family engagement: welcoming all families into the school community; communicating effectively; supporting student success; speaking up for every child; sharing power; and, collaborating with community. These six principles are the foundation for family engagement.

Family Engagement information is delineated in the **Meeting the Need** section.



School Community Partnerships → School community partnerships are essential to bridge common goals for the socialization and education of children to minimize problems and maximize results. The school serves as a hub in the community. Building major long-term partnerships requires vision, commitment, collaboration, communication and a cohesive plan where stakeholders reap the highest return on investment.

School Community Partnerships information is delineated in the **Meeting the Need** section.

Other items not yet addressed:

A complete student and family handbook is provided in the attachments addressing compliance with the Nevada Revised Statutes, Nevada Administrative Code in regards to the academic program, retention and promotion, attendance requirements, enrollment, lottery, and withdrawal procedures, instructional program, assessments, discipline, and positive behavioral supports.

Distance Education

The charter school does not plan to offer Distance Education services as a part of their instructional model at this time.

Preschool Programs

The CMO does plan to offer a preschool program. The program will be similar in design to the proposed instructional model and include alignment with the Nevada Quality Rating Improvement System and the National Association for the Education of Young Children accreditation program. The CMO does provide a preschool and before and after school wrap around care for Sierra Nevada Academy Charter School. Extended program hours are between 6:30 am and 6:00 pm and serves children from 6 weeks through eighth grade. The current preschool is participating in the pilot of the preschool development block program through the SPCSA. Although Carson City is not a designated county at the current time, this could change in the future. If so, the CMO will pursue

participating in the grant for that location. Additionally, the CMO will apply to operate a state-preschool with state funding for the primary preschool program. Tuition will be charged for the extended day services and/or for those children not enrolled in a federally funded portion of the program. Students who attend the preschool will be not granted priority enrollment to the public school program at the onset of kindergarten due to regulations. The only exception to this ruling is where either siblings of prospective students are currently enrolled at the charter school or for children of faculty who are employed at the charter school.

High School Graduation Requirements

The charter school does not initially plan to offer a high school option during the 16-17 school year. However, as the charter school is approved and if building space warrants, the charter school would like the option to add one grade-level per year beginning the 17-18 school year to accommodate the existing school population if there is a need.

The charter school will provide applicable information during the 16-17 school year as appropriate to add the respective grade levels.

Driving for Results

The charter school will measure performance through mission-specific and academic specific goals that include specific charter school programs and/or structures.

Mission Specific Goals

Goal	Evaluation Tool & Frequency	Baseline	2016-2017	2017-2018
All students will be provided with a Personal Learning Plan (PLP).	PLP – will be monitored minimally 5 times per year.	Students will enter school with no PLP.	PLPs will be maintained in the cumulative file and reviewed by commencing educators responsible for each student and complete new PLPs for the new academic year.	Same at 2016-2017
All students will show growth on PLPs (see Academic Assessment Goals table).	PLP – will be monitored minimally 5 times per year.	Students will enter school with no PLP.	PLPs will be maintained in the cumulative file and reviewed by commencing educators responsible for each student and complete new PLPs for the new academic year.	Same at 2016-2017
Educators will provide all students with the opportunity to make choices regarding their learning via standards-based centers.	Observations, teacher self-reporting, student surveys	Students may enter school with limited opportunities to make choices regarding their learning.	Students will attend learning centers by choice. They will meet minimum requirements established by teachers (must dos) each week. Baseline student engagement and achievement data collected (post digital ICB). Post-baseline, new benchmarks established.	Same
Students will learn digital citizenship skills.	Observations, student surveys, teacher reporting, program data collected (i.e. AR	Students may enter school with limited opportunities with various	Students will engage with a variety of digital devices and media formats. They will learn how to use devices and format and understand safety	Same

	comprehension, Pearson digital components collected. Etc.)	digital devices. Inventory survey conducted to obtain baseline.	protocols for online learning formats.	
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Academic Assessment Goals

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students will improve their Reading, LA, and Mathematics MAP RIT score, based on age and ability, between 8-12 points per year growth.	Measures of Academic Progress (MAP) by NWEA.	Assessment is administered within the first school month (30 days). Data analyzed and goal set 1 st trimester.	Assessment is administered between the 80 th and 100 th day (beginning of the second trimester).	Data between first and second trimester analyzed, new goal set.	Assessment administered around the 150-170 th day. Data between the 2 nd and 3 rd trimester is analyzed for growth.
Students will improve their STAR assess. Score in Reading, based on age and ability, at least one grade level per year.	STAR assess. By Renaissance Learning.	Assessment is administered within the first school month (30 days). Data analyzed for quarter growth and goal set 1 st quarter.	Assessment is administered within the first school month of the 2 nd quarter. Data analyzed for quarter growth and goal set 2 nd quarter.	Assessment is administered within the first school month of the 3 rd quarter. Data analyzed for quarter growth and goal set 3 rd quarter.	Assessment is administered within the first school month of the 4 th quarter. Data analyzed for quarter growth and goal set 4 th quarter. Assess. Administered during the last school month of the 4 th quarter. Data analyzed for yearly growth.

At-Risk Students and Special Populations

At-Risk students are those faced with certain factors that indicate the level of risk they are for not graduating high school. The more indicators a student is identified with, the higher at-risk they are to not graduate. At-risk indicators include living in poverty, being below grade level in one or more subjects, homelessness, being in foster care, one or more parents deceased, being incarcerated, one or more parent being incarcerated, mother not graduating from high school, being an English language learner, having special education services as designated on an individualized education plan.

The charter school will complete an annual at-risk report that assigns students points based on at-risk indicators in a matrix format. Scores culminate into an at-risk rating based on their level of risk for not graduating high school. Identified students with medium or high risk will be monitored and provided with supports to mitigate the risk indicators and support them on a trajectory pathway toward college and career readiness.

Staffing Students

All educators have common planning time to “staff students” much like the process used to triage patients in the medical field. This process is used for ALL students to ensure growth over time and a trajectory toward college and career readiness. Educators meet in teams and rotate reviewing student data and progress toward growth. This collaborative time provides educators with support and resources to meet the needs of all students.

Behavior Plans

School leaders and educators work with parents in developing personalized contracts for students having behavioral difficulty in the classroom. All parties participate in the development of the contract, which specifies behaviors, consequences, and duration of the intervention. Positive behavior plans are established to reinforce appropriate school behaviors and mitigate negative behaviors. Data is collected and analyzed and plans adjusted accordingly until a student successfully manages their behavior in the school setting.

Special Education and Individualized Educational Programs (IEP)

Students who qualify for special education services under the Individuals with Disabilities Education Act (IDEA) are provided with Free and Appropriate Public Education including equitable access to the school instructional model. Students with IEPs or 504 plans are determined according to special education law. Students who are identified were deemed eligible based on Response to Intervention Team (RTI) results as part of the eligibility process. The RTI team includes educators, instructional leaders, special education educators, parents or guardians, students, and others as deemed necessary by the team. The RTI process includes a data-driven, tiered intervention system where educators work with students using varied approaches to dispel and identify potential disabilities under IDEA.

Response to Intervention Tiers

Tier 1

At Tier 1, all students receive scientific, research-based instruction emphasizing standards and school-wide expectations implemented with fidelity. Universal screenings occur in the beginning, middle, and end of the school year. Classroom/unit assessments occur on an ongoing basis to inform instruction for all students at Tier 1. Tier 1 supports should result in favorable responses from 80 to 85 percent of the school population. If Tier 1 instruction results in favorable responses for less than 80 percent of the school's population, the IAT should consider possible solutions to improve student outcomes (e.g., professional development, improving differentiation strategies, and supplemental instructional materials). The goal at Tier 1 should be to achieve favorable response to instruction for 80 percent of the school's population.

Tier 2

At Tier 2, students identified as being at-risk for failure through universal screenings are provided scientific, research-based interventions. Interventions are implemented with groups of students demonstrating common skill deficits or risk characteristics. A series of intervention changes may be deemed necessary at Tier 2. The intensity of interventions should inform frequency of progress monitoring using Curriculum-Based Measurement (CBM) and should occur at least monthly.

Tier 3

At Tier 3, students who have not responded satisfactorily to Tier 2 interventions require more time in more intensive interventions based on individualized assessment. The frequency of progress monitoring using CBM should match the intensity of the intervention and should occur at least weekly. The primary factors distinguishing Tier 3 from Tier 2 are the intensity of services and the

individualized assessment (i.e., targeted assessments to pinpoint specific skill deficits) that drives the intervention plan.

Within an RTI system, special education eligibility decisions are made only after there is documented resistance to Tier 3 interventions implemented with fidelity. Educators maintain Child Find obligations (i.e., the responsibility to identify children with disabilities).

- *If reason exists to suspect a disability (e.g., autism, mental retardation, traumatic brain injury, visual impairment, hearing impairment, etc.), teams have a legal obligation to gain consent to proceed with a comprehensive evaluation.*

Special Education Eligibility

After the RTI team concludes they have exhausted resources to dispel a potential disability, a comprehensive evaluation is conducted. At the conclusion of the comprehensive evaluation, the eligibility team is convened that may include the RTI group, a school psychologist, and others as deemed necessary to determine eligibility for special education services. The team determines eligibility and then convenes an Individualized Education Plan (IEP) team to develop the IEP including accommodations, goals, and benchmarks for the academic year. The team determines placement based on the Least Restrictive Environment and equitable access to the regular education classroom. Accommodations and modifications provide student with equitable access to education based on their disability and individual needs. Parents/guardians receive the *Special Education Rights of Parents and Children* packet during the IEP meeting and may request a copy.

The charter school provides push-in and pull-out services deemed necessary under IDEA. The charter school will work with the local school district and other charter schools to provide a consortium of services under IDEA. The curriculum and instructional model provides for remediation, small groups, individualized instruction based on ability within the regular education classroom. This model has proven to work for many students with disabilities due to the personalized philosophy of the charter school.

Section 504 of the Rehabilitation Act of 1973

Section 504 is a civil rights law which protects the rights of students with disabilities to receive a free and appropriate public education. (FAPE). A student is eligible under Section 504 if he or she has a mental or physical impairment that substantially limits one or more major life activities (e.g. learning, breathing, hearing, seeing, etc.) and is in between the ages of 3-21.

Rights under Section 504

- An education free of discrimination, harassment or retaliation based on disability.
- Ability to file a complaint if discrimination, harassment or retaliation takes place.
- Ability to take part and receive benefit from public education programs without discrimination.
- Inspect and receive educational records.
- Receive written notice for identification, evaluation, re-evaluation and placement.
- Have evaluations, educational and placement decisions based upon a variety of information sources and by persons who have knowledge of the student and disability in question, the evaluation data and placement options.
- Request an administrative review and have the right to an impartial hearing.

Professional Development

Educators and instructional leaders are provided with professional development regarding special education law, procedures, policies, accommodations, instructional strategies, etc.. This ensures disabled students are provided with equitable access from educators of excellence, who are trained to help students grow on a trajectory path toward college and career readiness.

Collaboration and Communication

The special education team work closely to collaborate with families and appropriate agencies to ensure early identification and intervention services at the earliest onset possible. Ongoing collaboration and communication with the team ensures student success.

Staffing Students

All educators have common planning time to “staff students” much like the process used to triage patients in the medical field. This process is used for ALL students to ensure growth over time and a trajectory toward college and career readiness. Educators meet in teams and rotate reviewing student data and progress toward growth. This collaborative time provides educators with support and resources to meet the needs of all students.

English Language Learners

The charter school provides for rigorous, explicit, high-quality language instruction support for learners of English. Pearson curriculum programs provide instructional support services track and texts in Spanish. In addition, the program provides information for families in Spanish. Support services includes a strong commitment to encouraging strong connections to home language and culture. All ELL students and families are provided with consistency in translations and interpretations to bridge for understanding. Additional information related to ELL services and meeting the needs of all students is embedded in the education model and instructional design section. The charter school works to administer appropriate assessments including the W-APT and the WIDA model with students. Progress will be monitored from year to year. A TESL endorsed educator will be contracted to provide additional services as necessary.

Homeless/Migrant

Children in transition need additional support services. The site-based Student Support Services Coordinator will work with instructional staff to identify students and families to ensure they receive appropriate services within a specified timeframe. The site-based Instructional Leaders will oversee the coordination of services between school and appropriate agencies.

School Structure: Culture

The ethos of the school culture is in providing a voice and a choice in public education. The spirit of the charter school is embedded in *Essentials* of the high-quality and innovative education model. Replication of existing high-quality charter schools will allow for collaboration and partnership between the charter schools. Parent and community input for positive school climate is described in the parent and community involvement sections. Additional surveys may be administered to monitor successful climate during the incubation year.

The first day of school involves a welcome ceremony for all students and families. The celebration is a positive kick-start to the first day of the school year. En-culturing students mid-year involves induction practices as described in the Education Model described by touring and personalized learning. At the core of the school is the student spirit in which new students are welcomed and

supported by existing classmates. The personalized culture of the school is portrayed when students act in ways that show empathy and support for fellow classmates.

The charter school has a student campaign revolved around a “Strive for Five” philosophy. Students and staff are trained in five star behavior across daily practices, academic and social behaviors, and classroom routines. Reinforcing positive behavior to ensure students remain on-track to achieve academic and social objectives includes whole, small and individual rewards within the classroom and across the school setting. Students earn individual star-bucks where they use their star rewards in the school store for various tangible rewards.

School Structure: Student Discipline

School Safety and Crisis Prevention Plan

The Progressive Discipline Policy is one part of the School Safety and Crisis Prevention Plan. Charter school leaders and educators work diligently with families and students to ensure a safe campus. The School Safety and Crisis Prevention Plan incorporate policies and procedures to ensure a safe school climate and culture. The plans consider student academic and social behavior expectations, attendance policies, discipline policies, volunteer policies, visitor policies, local and state districts and/or health professionals, safety regulations, and additional safety protocols. The policies are revised as necessary each year to include updated legislative and/or administrative codes and to reflect current research and best practices. Final drafts of the policies are approved the Board of Governance each school year and as necessary.

Safety Drills

Charter school leaders work with the education team to conduct various safety drills including fire, earthquake, windstorm, chemical spills, and intruders. Students and staff participate in such drills in order to ensure an orderly and safe environment in the event of a crisis or emergency. Refer to the Emergency Procedures Manual for specific procedures.

Should a long-term evacuation of the charter be necessary, parents should be prepared to sign their children out at a location as specified through an all-call notification system. The specific location is dependent on the type and location of a given situation. Attempts will be made to coordinate evacuation efforts with local emergency support services, districts, and request emergency school busses therein. In the event busses are not available, students may have to walk to the evacuation site. Parents may not pick up students when en route to the evacuation site to ensure all students arrive safely. Students will be dismissed by homeroom class as designated family members arrive and sign for their children. Evacuation locations include locations near the facility deemed as a safe place to gather. A copy of the complete safety procedure manual will be accessible online, in classrooms, common areas, and in the front office.

Discipline Policy

Administrators, teachers, parents, and students actively participated in the development of the school-wide discipline policy and procedures, which are designed to be progressive. Instructional leaders participate in continuous opportunities for school safety training using programs like SPARTAN.

Students are expected to adhere to rigorous academic and behavior expectations that inspire life-long learning. Students have the right to learn in a school climate and culture conducive to learning

and free from distractions. Student must act within the expectations. Students who disrupt the learning environment by any means will not be tolerated.

To ensure an orderly environment it is necessary to have school and classroom expectations, rules, and consequences. Educators work diligently to guide students to develop problem-solving skills that apply in many given situations. Teaching students' responsibility in maintaining order and a positive learning environment is the foundation to a productive classroom and student success. A sense of order, safety, security and civility, is crucial to a thriving school culture.

It is of the utmost importance that the school leaders, educators, and families work together toward academic success when discipline issues arise. School discipline is not viewed as a list of rules, regulations, regimentation, policies, or punishment. Healthy and productive student behavior is a by-product of the beliefs, values, and academic culture of the organization. The roots of positive discipline lie in the way adults and students think about themselves, others, and the way they treat each other every day. The "small school community" culture drives the discipline policy and procedures.

Educator Responsibilities

Educators are responsible for the classroom-learning environment, which extends to all aspects of the school climate and culture. Teachers are on the front line of establishing and maintaining order necessary to foster safety, security, and civility. Classroom teachers develop classroom-level academic and social behavior, instill school rules, and foster accountability for associated consequences.

Educators are expected to use positive reinforcement in their classrooms for academics and social behavior. The positive reinforcement includes individual, small group, and whole classroom positive reward systems. Educators are expected to instill a sense of wonder where engagement is key to achievement. Educators, with the guidance of administrators, establish their own protocols for providing rewards or addressing a specific behavior concern within their classroom and related to their students. Educators are encouraged to consult with the Education Director as necessary for intervention strategies on a situation arises. It is the intention of the charter school educators to utilize positive reinforcement and other behavioral interventions to teach students appropriate social skill and academic behaviors.

Positive Behavioral Intervention Support (PBIS)

Charter school leaders and education team members implement a Positive Behavioral Intervention Support (PBIS) system. This program is designed to motivate students to succeed using tactics that promote the positive aspects of choice making. The charter school has utilized a PBIS system since its origination in 1999. This new selection will allow for trainings, provided by the WCSD, to specific principals, teachers, and team leaders. All selected charter school personnel will attend and commit to various professional developments throughout each school year.

PBIS is directed for school-wide, class, groups, and individual students. PBIS also aims to build effective environments in which positive behavior is more effective than problem behavior. It is a collaborative, assessment-based approach, to developing effective interventions for problem behavior. PBIS systems emphasize the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes.

The charter school has a student campaign revolved around a “Strive for Five” philosophy. Students and staff are trained in five star behavior across daily practices, academic and social behaviors, and classroom routines. Reinforcing positive behavior to ensure students remain on-track to achieve academic and social objectives includes whole, small and individual rewards within the classroom and across the school setting. Students earn individual star-bucks where they use their star rewards in the school store for various tangible rewards.

Security Cameras

The charter school plans to install a school-wide security camera system. Security cameras exist in the interior and exterior of the school. This system is used by instructional leaders for the purpose of monitoring student behavior and facilitating interventions where needed. Images and recordings are filed for a period of time.

School Rules

- 1) Keep self to self.
- 2) Follow instructions.
- 3) Show respect for others and property.
- 4) Be safe

School Guidelines – Students are taught protocols and skills to adhere to procedural guidelines.

Hallway Guidelines:

- Walk.
- Speak using an inside voice so other students will not be disturbed.
- Walk on the right side.
- Stay in line when you are with your class.
- Obtain permission to go to the bathroom or water fountain.

Lunch Guidelines:

- Be kind.
- Talk with an inside voice.
- Seek permission to leave your seat.
- Use teacher attention for any assistance.
- Clean up as a community.

Playground Guidelines:

- Be kind.
- Play only in designated areas.
- Share and return equipment.
- Follow instructions.
- Only enter the building with adult permission.
- Shoes must be worn.
- Rocks, snow and sand remain on the ground.
- Play fighting is not permitted.

Dress Code

The following is the dress code for normal school days. Special dress days may allow certain clothing pertaining to such a designated day. However, any such days require that student attired does not interfere with the daily operation of the school or the classroom. Any disruptions therein

are at the mutual discretion between the teacher and administrator and will not be tolerated.

Condition and Wear of Clothing

- Nothing that distracts from the learning environment or poses a safety hazard, which may include holes or rips designed to reveal the body

Safety

- Clothing that can pose a potential health or safety problem is prohibited
- Gloves or single glove inside the building is prohibited
- Jewelry or chains that can cause injury, hanging chains is prohibited
- Spiked or studded accessories are prohibited

Tops/Skirts/Dresses

- Tops/shirts must cover the upper and middle torso at all times
- Skirts must cover the lower torso with no skin showing between top and skirt
- Skirts and dresses must be at least mid-thigh in length; no mini-skirts
- Exposed undergarments are prohibited
- Halter, tank or tube tops, no transparent, half, or muscle shirts are prohibited
- Low cut necklines, exposed cleavage, or spaghetti straps are prohibited
- Pajamas, lounge wear, or bath robes are prohibited unless on specified “pajama days”

Pants/Shorts

- Must cover lower torso with no skin showing between top and pants/shorts
- Exposed undergarments are prohibited
- Sagging pants or shorts are prohibited
- Single rolled up pant leg is prohibited
- Exposed buttocks is prohibited
- Belt buckle monograms must be appropriate
- Hanging or extended belt lengths are prohibited
- Unfastened overalls are prohibited
- Shorts must be hemmed and at least mid-thigh in length
- mini-shorts; spandex shorts are prohibited – spandex running pants allowed during fun run and field day events as part of an appropriate athletic outfit

Head Coverings

- Head coverings or sunglasses worn in the building during school hours (exceptions are made for religious or medical reasons) are prohibited unless it is part of a themed-dress day
- Bandanas, do-rags, hairnets, surgical/shower caps, or hair picks at any time on campus or at any school-sponsored event are prohibited unless it is part of a themed-dress day

Footwear

- Proper footwear at all times
- House slippers are prohibited unless it is part of “pajama” day and then regular shoes must be worn outdoors

Language/Illustrations on Clothing

- Obscene, vulgar, profane, or derogatory language or illustrations on clothing is prohibited
- Sexual over tones or anything that promotes alcohol, drugs, tobacco, gang membership, or violence is prohibited

Gang Attire

All items that have been identified as gang-related by local law enforcement agencies are prohibited. These may include but are not limited to:

- Dangling belts is prohibited
- Chains are prohibited
- Unfastened overalls are prohibited
- Sagging pants/shorts are prohibited
- Single rolled up pant leg is prohibited
- Hairnets, bandanas, or do-rags is prohibited
- Blue and/or red shoelaces on footwear at any time; other colors may be deemed inappropriate as necessary to protect student safety on campus is prohibited
- Altered insignias or graffiti is prohibited
- Jewelry or belt buckles symbolizing any gangs are prohibited
- Graffiti in or on personal belongings symbolizing any identified gang is prohibited

Consequences for Violation of Dress Code

1st Violation: Student may call home to have appropriate clothing brought to change into. If no one is available to bring appropriate clothing, student will be provided with appropriate clothing to wear for the remainder of the day.

2nd Offense: Student will be provided with appropriate clothing to wear for the day. The parent/guardian will be called to inform them of the second offense.

3rd Offense: The parent/guardian will be required to bring appropriate clothing to school. The student will go to Temporary Alternative Placement (TAP) until appropriate clothing is brought. Detention may be assigned.

4th Offense: Student will be suspended out of school and a conference must be held with the parent/guardian before the student may return.

Water Bottles, Thermoses, Etc.

Students are permitted to bring water bottles or other appropriate containers filled with water to school. Other beverages are not permitted in the classrooms. Soda is not appropriate.

Home to School Items

Students are not permitted to bring toys, electronic devices or pets without the permission of their classroom/homeroom teacher. The charter school is not responsible for any lost or stolen items. Teachers will confiscate such items if seen in the classroom and the item will be returned to the parent. Should a student repeat this offense, the teacher may keep an item to the end of a given quarter or to the end of the school year.

Internet Usage

Students are permitted to use the Internet, upon return of the Parent Permission to use charter school internet access. Internet usage is restricted to research and school-related websites. Teachers monitor Internet usage. Any misuse or abuse of the Internet may result in detention, in school suspension or suspension. In addition, a student may be prohibited from further use of the internet, which may adversely affect their grade.

Medication during the School Day

The following provisions apply to both prescription and over-the-counter medication:

- a. Parents should avoid medicating students during the school day.
- b. When a student is deemed as needing medication, parents must administer any medication to the child directly on school grounds.
- c. School personnel are not permitted to administer medication.

- d. Students are not permitted to have medication on their person with the exception of registered prescription inhalers for those students with asthma.
- e. In such cases, the inhaler medication must be contained in a current pharmacy container labeled with the student's name, physician's name, date, medication, correct dosage, and time to use the inhaler.
- f. Any other medication issues must be brought to the attention of the certified clinical aide and will be addressed accordingly.

Students who do not abide by this policy could be found as possessing a controlled substance.

Law Enforcement Agency Compliance

The charter school is obliged to work closely with law enforcement agencies in the control of certain student behavior. These agencies will be called upon to assist in handling situations including but not limited to theft, physical danger or dangerous search and seizure. State law charges every school leader and educator with maintaining order and discipline among students. Therefore, rules, regulations and procedures are developed to establish and to maintain an orderly learning environment in the school. These rules, regulations, sanctions and due process procedures are designed to protect all members of the educational community in the exercise of their rights and duties in all aspects of their experience, including participation in extracurricular activities, inter-school athletic competition and school transportation services. The Executive Director has the overall responsibility for the discipline and welfare of all students. Imposition of serious disciplinary action on any student, including but not limited to suspension from school, suspension from inter-scholastic activities, transfer and expulsion as required by law.

Definitions of Acts Specifically Prohibited

The commission of, or participation in, or unlawful attempt of any of the following activities or acts on the charter school campus are prohibited and will constitute cause for disciplinary action. In addition, students at school-sponsored, off campus events and those using district-sponsored transportation shall be governed by school district rules and regulations and are subject to the authority of school district officials. An incident, which constitutes the commission of a criminal act, shall be reported at once to the proper law enforcement agency. The student's parent(s) or guardian(s) shall also be notified, if possible. Charter school leaders will take disciplinary action, whether or not criminal charges result. The following acts are specifically prohibited:

1. ALCOHOL: The possession, sales or furnishing of alcoholic beverages.
2. ARSON: The intentional setting of a fire.
3. ASSAULT: Physical or verbal threats with the intent to carry through with same.
4. BATTERY: Any not-consented-to touch or application of force to another person.
5. BOMB THREAT/FALSE: Willfully conveying by mail, written notes, telephone, telegraph, radio, or any other means of communication, any threat, knowing it to be false.
6. BURGLARY: Illegal entry with the intent or with the act of stealing property.
7. DESTRUCTION OF PROPERTY: Willfully and maliciously destroying or injuring real or personal property of another.
8. DISTURBING THE PEACE: Maliciously and willfully disturbing the peace of any person in the school, i.e., harassment.
9. EXPLOSIVE DEVICES: The possession of explosive or incendiary devices.
10. FALSE FIRE ALARMS: False reporting of or transmission of fire alarm signal, knowing same to be false.
11. FIREWORKS: The possession, sales, distribution, use or discharge of fireworks.

12. INDECENT EXPOSURE: Exposure of body parts that should be covered pursuant to the dress code.
13. LARCENY: Taking of another's property without permission.
14. LIBEL: A written defamation of another person's character.
15. MARIJUANA: The possession, sales or distribution of marijuana.
16. NARCOTICS: The possession, sales or distribution of a controlled substance.
17. DRUG PARAPHERNALIA: The possession, sales or distribution of materials whose purpose it is to ingest or make narcotics.
18. PROFANITY: Use of indecent language.
19. RESISTING/INTERFERING WITH THE DUTIES OF A POLICE OFFICER: Willfully resisting, delaying or obstructing a police officer in the performance of official duties.
20. ROBBERY: The unlawful taking of another's property with the use of force, violence or fear of injury to the owner of the property or another person present during the commission of the act.
21. RIOT: A noisy, violent public disorder caused by a group or crowd of people.
22. SLANDER: A spoken defamation of another person's character.
23. STOLEN PROPERTY: Receiving or possessing property of another knowing, or under such circumstances as would cause a reasonable person to know, that the property is stolen.
24. TAMPERING WITH MOTOR VEHICLES: Willfully breaking, injuring, tampering, removing parts, defacing, or climbing into or upon a vehicle with the intent to cause damage, manipulating any levers while vehicle is at rest or unattended or setting resting vehicle in motion without the consent of the owner.
25. THROWING SUBSTANCE AT VEHICLE: Throwing any object or substance at any motor vehicle.
26. TRESPASS: To be on the property of another without permission of the owner and to stay upon same after warning. Or, to be on school property or at school function while under suspension from school.
27. WEAPONS: It is unlawful for any student, staff member, parent volunteer or any other person to come on school property with any weapon. Weapons include, but are not limited to: knives, pocket knives, utility knives, blackjack, sling shot, billy club, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver or other firearm.
28. OTHER PROHIBITED ACTS: violation of other federal or state laws or local ordinances at school, at school-sponsored activities or on district-sponsored transportation is prohibited.

Antiviolence and Zero Tolerance

All children, staff and volunteers have the right to learn and work in a safe environment. Under no circumstances may a child be permitted to harm another child, staff member or volunteer. Students are responsible to utilize conflict resolution and problem solving skills. Students must seek appropriate help from an adult in any situation where violence may occur.

School leaders and educators are responsible to respond accordingly and to take action immediately. School leaders and educators follow all associated antiviolence and bullying protocols. ALL volunteers are to seek the assistance of a supervising staff member. All members of the school community are expected to abide with the self-to-self school rule in all situations and adhere to a zero tolerance policy. There are no exceptions.

Bullying

SNACS has a zero-tolerance policy for bullying. Bullying is defined as “a willful act or course of conduct on the part of one or more pupils which is not authorized by law and which exposes a pupil repeatedly and over time to one or more negative actions which is highly offensive to a reasonable person and is intended to cause and actually causes the pupil to suffer harm or serious emotional distress.” There are varieties of bullying that are not tolerated at SNACS. This includes, and not limited to; harassment, cyber-bullying, electronic communication, verbal statements, physical contact, and intimidation. Students and parents are encouraged to further study NRS 388.122 through 388.129.

Drugs/Substance

There is a no tolerance policy for drug use or distribution. Any student participating in such activity on school grounds or during school activities will receive consequences under NRS 392.466. Substances include cigarettes, alcohol, glue (if sniffed), spray paint (if sniffed), illegal drugs, over-the-counter drugs and prescription medication. Substances will also include anything that a student portrays to his/her peers as being a substance.

Gangs

There is no gang policy by using several approaches that address the root of gang related behavior, such as teaching positive identity, social competencies, positive values and boundaries and expectations for others. The presence of gangs and gang activities can cause a substantial disruption of or material interferences with school and school activities. A “gang,” as identified in this policy, is any group of two or more persons whose purpose includes the commission of illegal acts. The charter school faculty recognize gang-related clothing, apparel, attire, jewelry, insignias, colors, paraphernalia and materials may vary from school to school and from year to year. Professional development is provided and updates incorporated as they are applicable. The charter school leaders shall consult with local law enforcement agencies and other agencies to ascertain the changes in gang appearances and activities and shall apprise the Executive Director or designee as needed, but not less than two times per year.

Sexual Harassment

SNACS is committed to providing a place of learning free from sexual harassment. Sexual harassment is a form of sex discrimination, consisting of unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with an individual’s school performance or creating an intimidating, hostile, or offensive learning environment at school or school sponsored events.

Prohibited activities include:

1. Verbal or written sexually suggestive or obscene comments, jokes, or propositions.
2. Unwanted physical contact, such as grabbing, touching, or pinching.
3. Displaying sexually suggestive objects, pictures, or magazines.
4. Continual expression of sexual or social interest after an indication that such interest is not desired.
5. Conduct with sexual implications when such conduct interferes with a student’s performance or creates an intimidating school environment.

Any person found to have harassed another individual will be subject to appropriate disciplinary action, including out of school suspension and expulsion. Any person committing sexual harassment may also be held legally liable for his/her actions under applicable law.

Bullying Prevention

Policies and regulations create a safe and welcoming learning environment for all students. The charter school adheres to a strict “bully free zone” in all aspects of the law. Bullying is simply not tolerated or accepted in any fashion. SNACS follows a rigorous defined procedure for bullying prevention including mandated immediate reporting of suspected incidents, and 24 hour investigation and response protocols.

Secret Witness Program

The charter school operates a secret witness program where members of the school community may report suspicious behavior and/or incidents anonymously to support a safe school environment. Students who know another student is doing something illegal or harmful to others could result in the being “guilty by association.” All students are encouraged and requested to get help from a charter school faculty member. The identity of the reporting student will remain confidential. Parents and family members are encouraged to participate in the program. If a student has told a parent/guardian/family member information that could result in injury or legal action, we encourage timely communication with school leaders and/or educators. Participation in this program will help keep the charter school a safe learning environment for all students.

Consequences

The charter school promotes a proactive approach to discipline. The goal is to teach corrective practices rather than punish for mistakes. All charter school faculty are trained on the policies of PBIS (Positive Behavioral Intervention Support). This program has many benefits to motivate students appropriately. However, there are consequences for inappropriate academic or social behavior. Such consequences may include Refocus, Temporary Alternative Placement, detention, Saturday school, in-school suspension, out-of-school suspension and expulsion. Parents will be informed of all behavior issues, which result in a consequence. Parents are required to sign forms notifying them of an occurrence and return it to school with the student on the next school day. Students who do not return the signed document may incur further consequences. Consequences are not optional and are mandated. Continued missing consequences will lead to additional consequences which may lead to suspension and/or expulsion. Consequences may include:

1. Temporary Alternative Placement (TAP): TAP is an immediate consequence for disruptive behavior in the classroom. This placement allows removal of the student to another supervised room, where s/he is required to work on classroom assignments, and it allows the classroom to remain a place of learning. Three TAPs within a given five day period will result in detention.
2. Detention: Detention may be held on assigned days from 3:00 pm until 4:00pm. Detention is not an option for the student or parent of the student to whom a detention has been assigned. It is the student’s responsibility to show up for detention or additional consequences will be issued. Missing a detention will result in a second detention. Missing the second detention will result in suspension.
3. In school suspension (ISS): ISS is utilized as needed. ISS is not an option for the student or parent of a student to whom OSS has been assigned.
4. Out of school suspension (OSS): Suspension is utilized as needed. Suspension is not an option for the student or for the parent of a student to whom in-school suspension (ISS) has been assigned. SNACS follows all laws pertaining to suspension and expulsion. Students suspended from school

may not participate in any school events during their suspension time. If a student was suspended through the last day of the week, they may not attend any event over the weekend. They must be back in school attendance before attending an event.

Suspensions/Expulsions

NRS 392.466 Suspension or Expulsion of Pupil for Battery, etc.

1. Any pupil must be suspended for at least one semester who:
 - a. Commits battery resulting in bodily injury of a school employee, or
 - b. Sells or distributes a controlled substance, or
 - c. Is found to be in possession of a dangerous weapon.
2. Any pupil must be suspended for at least one year who:
 - a. Is found to be in possession of a firearm.
3. These occurrences can take place at any of the following locations:
 - a. On school grounds;
 - b. At a school sponsored activity; or
 - c. On a school bus.
4. For a second occurrence, a pupil must:
 - a. Be permanently expelled; and
 - b. Receive equivalent instruction per NRS 392.070.
5. The Board of Governance may allow an exception to the expulsion requirement.
6. A pupil deemed a habitual disciplinary problem (NRS 392.4655) must be:
 - a. Suspended or expelled for at least one semester, and
 - b. Receive equivalent instruction per NRS 392.070.

Note: If a student is deemed a habitual disciplinary problem by the Board of Governance, they will be referred to their zoned district for appropriate placement.
7. A pupil in grades 1-6, except one who possesses a dangerous weapon, may be suspended, as set forth in this section, or permanently expelled only upon board accord.

-No pupil may be suspended or expelled until he/she has been:

 - A. Notified of the charges against him/her both verbally and in writing;
 - B. Provided with an explanation of the evidence; and
 - C. Given an opportunity for a hearing in front of the Board of Governance (for expulsions only).
8. A pupil may be removed from school immediately, upon explanation of reasons and pending procedures to both pupil and parent, if he meets the following criteria:
 - a. Poses a continuing danger to persons or property;
 - b. Is an ongoing disruption to the academic climate.
 - c. Is selling or distributing any controlled substance or any substance that he/she is passing off as a controlled substance.
 - d. Is in possession of a weapon.

Search and Seizure

To provide an orderly and safe school environment where students are learning, the SNACS staff must control the behavior of students and prevent the introduction by students of harmful, damaging, unlawful or harmful items onto the school campus. The law, therefore, permits school authorities to search students, their personal possessions and their desks and lockers under appropriate circumstances. A decision to search a student, his/her possessions, or any school property or area assigned to him/her for his/her individual use shall be made in accordance with the following guidelines:

1. Student's Rights and Responsibilities – Each student has a right of privacy of his/her person, his/her personal belongings and effects, but that right is limited by the needs of all students for a safe, calm and orderly school environment. Students shall not carry or conceal or bring onto school premises any material that is prohibited by law or published school rules, regulations or policies or any material that will detract from the maintenance of a calm, orderly and safe school environment.
2. An administrator, teacher, or other school employee designated by an administrator may search the person of any student, the personal effects in the student's possession, under any of the following circumstances:
 - a. The search is made in connection with a lawful arrest.
 - b. The search is made with the voluntary consent of the student.
 - c. The search is conducted on the reasonable suspicion that the student is engaged in an activity which violates a law or published school district rule, regulation or policy or that the student is carrying, concealing or sequestering material, the possession of which is prohibited by law or published school rule, regulation or policy. If the search is made with the consent of the student, a staff member will witness the consent and the search. The administrator, teacher, or other designated school employee making the search shall be of the same sex as the student searched, unless the need for an immediate search requires a search by an administrator, teacher, or other employee of the opposite sex. In either case, another school employee should always witness the search.
3. The search of a desk or locker assigned to a student may be done at any time pursuant to either of the following rules:
 - a. The search is made to maintain discipline and to protect students from the introduction into the school of offensive or undesirable materials, or,
 - b. The search is made on the reasonable suspicion that the student is engaged in an activity which violates a law or a published school rule, regulation or policy or that the student is using the school property for an illegal or prohibited purpose.
4. Reasonable Suspicion: In those cases requiring a reasonable suspicion as the basis for the search, the school official or employee authorizing the search shall have a reasonable suspicion that prohibited or illegal items will be found. A reasonable suspicion is a subjective, good faith belief supported by objective facts which may include, but are not limited to, the student's age, history and record in the school, the reliability of the information giving rise to the suspicion and the seriousness and prevalence of the problem in the school.
5. Limitations on Right of Privacy – Lockers and Desks: Students do not have the exclusive right to possession of the locker or desk to which s/he is assigned. The school reserves the right to conduct searches of lockers and desks as outlined in Section 2 above. Each student shall accept and use the assigned locker or desk on such basis.
6. Canine Searches: The school may conduct canine searches of school hallways, lockers, classrooms, buildings, parking lots and other school property through the use of a canine unit. A canine unit consists of a qualified handler and a dog(s) specially trained to detect illegal or prohibited substances, weapons or bombs. If an administrator, teacher, or other school employee, official, police or security personnel, have a reasonable suspicion to believe that a student(s) have in his/her/their possession an illegal item or an item that is prohibited by school policy or rules, the canine unit may search the student(s). Such a search may only be conducted on reasonable suspicion, described above in paragraph 3.

Classroom Management

Educators are the primary adult who works with the students in an assigned classroom or role. He or she carries the bulk of the supervision of discipline responsibility which is in accordance with all Federal regulations found under Individuals with Disabilities Education Act, Family Education Rights to Privacy Act, Free Appropriate Public Education and NRS 392.

Educators are responsible for the environment of their classrooms. In every respect, rooms must be kept clean, orderly, attractive and stimulating. All classrooms must be supervised at all times by a faculty member. Individual classroom teachers are responsible to assure effective supervision. Students are to be held accountable for their cooperation with educators and other supervising adults. Educators must document behaviors in an objective manner. Educators will provide parents with a set of expected behaviors and consequences for their classroom. Additionally, NRS 391.270 prescribes that every teacher in the public school shall hold pupils to a strict account of their conduct on and in close proximity to the school grounds, on the playground, and during any intersession.

Educators must also document interventions implemented before seeking administrative intervention. The only exception to this is when the safety of any person(s) is in question. It is important that the teacher work closely with the Executive Director, Education Director, the special education teacher, and/or behavior consultant (for special education students with behavior plans) and the parents in these matters and that communications are open and honest.

Discipline and Conflict Resolution Related Curriculum

The charter school will research and implement professional development and curriculum/programs related to charter education, healthy habits, positive discipline, discipline management, and conflict resolution. Such topics may include: anger management, peer cooperation, values and virtues programs, feelings journals, social skills training, etc. Structured conflict resolution activities will allow students to work cooperatively, make fair decisions, solve problems, and manage anger or fear without threatening or injuring others.

Behavior Plans

School leaders and educators work with parents in developing personalized contracts for students having behavioral difficulty in the classroom. All parties participate in the development of the contract, which specifies behaviors, consequences, and duration of the intervention. Positive behavior plans are established to reinforce appropriate school behaviors and mitigate negative behaviors. Data is collected and analyzed and plans adjusted accordingly until a student successfully manages their behavior in the school setting.

Family Volunteers

The charter school promotes a collaborative learning environment where parents are welcomed to volunteer in and out of the classroom in a meaningful way. The charter school relies heavily on volunteers and requests that each family volunteer 10 hours per month. Volunteers play an important role and contribute valuable time towards helping our small school community. We are grateful to our volunteers and want to ensure volunteerism is a pleasurable experience for everyone. There are several basic guidelines and procedures to help keep our volunteer program effective and efficient.

In order to protect the safety of the students, **all** persons who wish to volunteer in the classroom and/or around the students must complete a Volunteer Application (at least yearly) for a background check and submit a set of fingerprints. Those persons who hold other agency clearances related to fingerprints must still submit a set of fingerprints as SNACS is solely responsible for our volunteer fingerprints and may not accept other agency reports in lieu of current fingerprints. SNACS reserves the right to submit the fingerprints to law enforcement agencies for the purpose of obtaining a background check. Unless a background check is returned with any arrest/conviction information that contradicts the documentation provided in the Volunteer Application, volunteers may be allowed to volunteer in the classroom as long as they are not a distraction to the class or school environment.

All volunteers must be under the direct supervision of a staff member. They may not be alone with students or unsupervised on school grounds. All volunteers are permitted at the discretion of the school administrators. At any time school administrators have the right to refuse volunteerism if they deem it is in the best interest of the school. Volunteers are expected to behave in such a way that is conducive to the learning environment and not impeding the primary focus of schooling. Volunteering should be conducted with a positive attitude keeping the spirit of the school as a guiding principle. Those who volunteer with a positive attitude and refrain from complaining help the school climate flourish. Those who volunteer with a focus on the negative can hurt the school climate. The latter will not be tolerated. A volunteer should refrain from interference with classroom or school related issues that are the responsibility of school personnel. All school rules must be followed, including the use of appropriate language, dress, and overall behavior.

According to federal law, the Family Educational Rights to Privacy Act (FERPA), classroom volunteers are not permitted to discuss any student or student related information they witness as a result of their being in the classroom or on school grounds as a volunteer. Any volunteer violating FERPA may be asked to volunteer in situations where they are not working directly with or around children.

The charter school has a list available for suggested ways to fulfill family volunteer requirements. However, the charter school encourages each family to use its unique talents and interests in volunteering at school. The school will benefit the most from such meaningful volunteering, and the families will enjoy volunteering more.

From time to time the charter school will send to each family, a detail of its volunteer hours. Therefore, it is absolutely vital that each family keep accurate records of their volunteer time or donations. A volunteer log via computer is available in the front office for recording hours or donations. Please remember that if you are making material donations, the receipt needs to be turned in to the front office.

Visitor Sign In

All visitors, volunteers and board members must sign in at the front office on the volunteer sign-in sheet & receive a badge. Classrooms will be called to announce a visitor before the visitor will be allowed beyond the front desk. This is a fire code requirement and safety protocol. This is not optional. All volunteers must be under the direct supervision of a faculty member and may not be alone with students at any time. The only considered exception to this if SNACS is provided with a current copy of a valid Nevada teaching license and/or a WCSS Child Care work card, which are verified with the respective issuing agency.

Closed Campus

The charter school will operate a closed campus. Students are not permitted to leave the premises unattended during regular school hours for any reason. Parents/legal guardians wishing to have students leave the premises during school hours must sign them out of school in the main office.

Court/Custody Issues

The charter school honors all court orders on file in the main office. It is the responsibility of the parent/guardian to make sure that court orders regarding students are provided to the school. The charter school cannot honor requests regarding custody issues without a court order.

School Structure: School Calendar

The school calendar will operate within a 10 school month schedule and meet all provisions within the NRS. All instructional minutes will meet minimum requirements of the NRS on a daily and weekly basis.

Attendance

This attendance policy is based on Nevada Revised Statute (NRS) 392.122, as revised in the 2003 legislative session. Pursuant to NRS 392.122(4), all parents or legal guardians and all pupils are required to comply with the provisions governing attendance and truancy of pupils as set forth in NRS 392.040 to 392.160, inclusive, and any other rules concerning attendance and truancy as adopted by the Board of Governance.

Recognizing that being a student at the charter school is a choice made by parents and students, and recognizing that attendance is vital to each of the charter school students' ability to achieve academic growth at their fullest potential, the following attendance policy is set forth:

1. According to NRS 392.040(1), parent(s) or legal guardian(s) are required to send children between the ages of 7-17 years old to school during all the time that school is in session. NRS 392.130(1) provides that a student is truant if s/he is absent from the school where s/he is enrolled if s/he is absent without permission of the school, unless s/he is physically or mentally unable to attend. SNACS Board of Governance has established a policy requiring students to be in attendance at least **90%** for promotion to the next grade or earning credit. That means that a student **must** be present at least 163 of the 180 school days.
2. All students must be in their seat when the bell rings. If you arrive late in the morning, you must check in with the office before reporting to class. Students who are tardy to school will have consequences. Students who are continually late to school may be suspended and/or expelled from school. It is crucial that your child report to school on time. If you or your child has shown difficulty arriving to school on time, there may be need of a consultation with administration to determine an action plan so the child is on school on time.
3. When a student is absent, the legal parent / guardian must call the school in the morning (preferably before 9:00 a.m.) to excuse your absence.

Absences that do not Count Against the 90% Attendance Requirement

Students are permitted up to 10 circumstance absences per year. Circumstance absences include the following:

**Religious Family Business Legal Emergencies Bereavement Pre-
Arranged**

Parent(s) or legal guardian(s) must send a note or call the school regarding the student's absence. Other documentation that relates to the reason for the absence, i.e., religious calendar, court paper, obituary, doctor's excuse, etc., must also be provided if it is available. This must be done within three days after the student returns to school for the absence(s) to be excused. Parent(s) and legal guardian(s) are strongly encouraged to **both** call the school to inform the school of an absence **and** to send a note regarding the student's absence. This gives the school immediate notice of the absence and provides written proof of the reason for the absence to be placed in the student's file. Pre-approved absences must be requested at least 5 school days in advance by completing a Request for Approval of Student Absence in the front office.

*Parents/guardians are encouraged to schedule medical/dental appointments after school whenever possible. Proof of the appointment must be provided when the student returns to school.

Medical absences do not count against the 90%. There are two types of codes for medical absences. One code designates a medical absence which has documentation provided by a health care professional. The other medical absence is coded to indicate that the parent/guardian has affirmed that the absence is of a medical nature. The school has a right to request a parent/guardian conference if medical absences become excessive and if there is no documentation of a health concern. It is extremely important that parents/guardians provide a note from a medical professional if available and always notify the school of an absence due to a medical reason. It should be noted that parents/ guardians must send a note or call the school regarding any absences. This must be done within three days after the student returns to school.

Absences that do Count Against the 90% Attendance Requirement

Certain types of absences do count against the 90% rule, and are therefore considered unexcused. They are:

1. Any absence that is in excess of the 10 days that do not count against the 90% attendance requirement, including absences that are for the reasons given under that section.
2. Any absence that is not verified by a parent. Unverified absences are treated as truanancies and will be treated as such, according to SNACS Discipline Policy.
3. Absences that are within the parent's control also count as Unexcused absences.

Examples of these types of absences are:

- Staying home to care for siblings
- Any truancy issue
- Vacation (unless pre-approved)
- Sleeping in too late

Students who suffer from a medically diagnosed chronic illness that excessively affects their attendance may be referred back to their zoned district to receive educational services the charter school cannot provide.

Missing Instruction and ½ Day Attendance

At the elementary level, students will be marked as having missed instruction if they are late to school, leave school early, or attend 2/3 or more of the session. If an elementary student attends 1/3 or more, but less than 2/3, of the required minutes for his/her grade level, a half-day of attendance will be recorded. Missed instruction at the middle school level is marked when the student is late to class or leaves class early. An absence will be recorded when a student misses more than 1/3 of a class period. Attendance for students is expected when various grades, groups, or individuals attend the charter school related events. Such events include, but not limited to, AR field trips, campouts, tours, etc. Students are expected to participate in as many charter school related events as possible.

Make-up Work

Make-up work will be provided for any absence, but it is the student's and/or the parent's responsibility to request the make-up work in advance or on the first day the student returns to class. Because it is impossible to make-up some in-class assignments, coursework of a similar nature may be given. It is the student's responsibility to turn in all make-up class work at the designated deadline. Failure to complete the make-up work within the designated deadline will result in no credit received for the make-up work. In order for an absence to be considered for review, the student must have completed the make-up work. If a future absence is known, please communicate to your child's teacher. It does take time for work to be prepared and ready for the student. It is recommended that at least a three day notice is given prior to a child's pre-approved absence.

Two/Three-Day Rule

If a student is absent, unexcused, more than two days, or misses instruction more than 3 days, during a school quarter (depending on grade level) and continues to be absent during subsequent quarters, the student may, at the discretion of the Executive Director, or his/her designee:

1. Be the subject of a staff, legal parent / guardian and student conference to determine possible causes and solutions to the student's attendance problems wherein the student and the legal parent / guardian will be required to sign an attendance contract, which will include a notice that if the student continues to fail to comply with the attendance policy, s/he will be in jeopardy of failure to be promoted or failure to earn credit.
2. Be strongly recommended to participate in alternative means of earning credit not necessarily offered at the charter school be reported to the Student Attendance Review Board (SARB) for a hearing, wherein the parent(s) or legal guardian(s) may be cited with a misdemeanor for failure to follow the legal requirements, as set forth above.
3. Be referred to the Board of Governance for review and advisement, including whether the student should be referred back to the district for placement.

Retention and Appeal Policy

Students who attend less than 90% of the year or course will be retained or not earn credit.

Before a student is retained or fails to earn credit due to failure to comply with the attendance requirements, the Executive Director or her designee of the charter school shall provide written notice of the intended retention or denial of credit to the parent(s) or legal guardian(s) of the student. The notice will include a statement indicating that the student and his/her parent(s) or legal guardian(s) may request a review of the absences of the student and a statement of the procedure for requesting such a review. Upon the request for a review by the student and his/her parent(s) or legal guardian(s), the Executive Director, or her designee, shall review the reason for

each absence of the student upon which the intended denial of credit or promotion is based. After the review, the Executive Director shall credit toward the required days of attendance each day of absence for which:

1. There is evidence, or a written affirmation, by the parent or legal guardian of the student that the student was physically or mentally unable to attend school on the day of the absence (a doctor's note will be required at the discretion of the Executive Director or her designee), and the student completed the course-work requirements and is passing.
2. The student and his-her parent(s) or legal guardian(s) may appeal a decision of the Executive Director, or his/her designee, to the Board of Governance.

In addition to the consequences set forth above, the charter school will implement a school-wide discipline policy for students who are tardy, missing instruction, or who have unverified absences, which are counted as trancies. The discipline policy will include such consequences as missing recess, detention, alternative learning placement, or attending Saturday School. The charter school expects all students to be in class on time as it is a distraction to the learning environment when students do not arrive on time and enter the classroom late.

MEETING THE NEED

Targeted Plan

Target Community

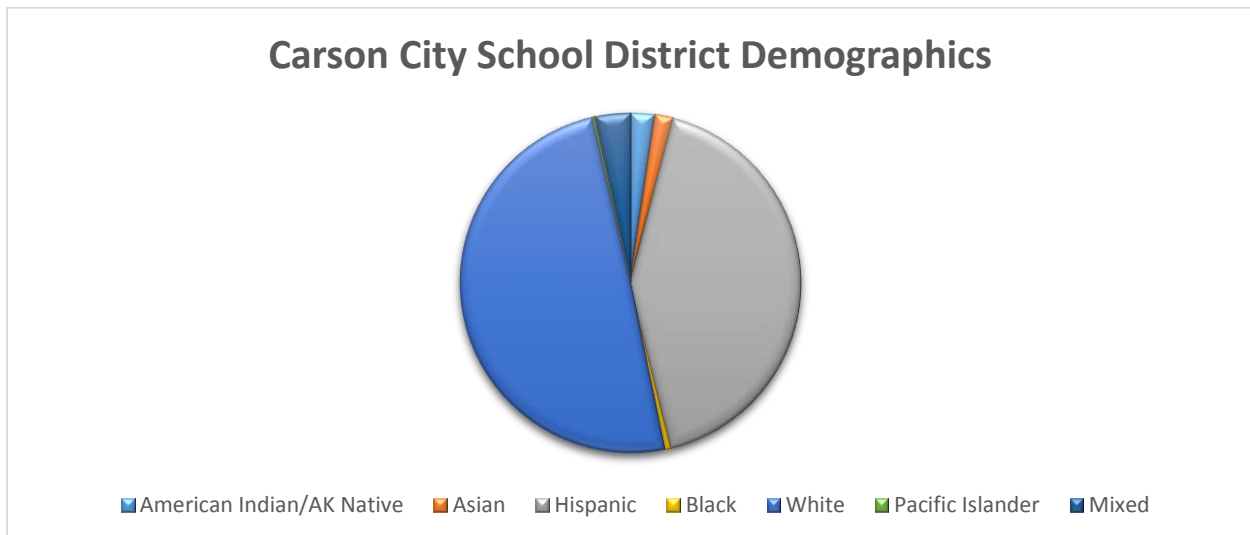
The application is being submitted to launch a high-quality model charter school in Carson City, Nevada.

Why Carson City?

Carson City, Nevada is where the legislative session and Governor's office is located. There are limited charter schools in this area and there is a need for a high-quality charter school where legislators can observe a model charter school. Many legislative bills are introduced related to or which effect charter schools. The model will promote student participation and leadership in sessions as well as provide legislators with a resource and reference.

The model can be implemented in any school setting as it is designed for personalized learning for all students based on theory, research, and best practices. Including the neighboring community members is a key feature embedded in the model.

The SPCSA application is to operate a charter school in Carson City due to the proximity to the legislative session and Governor's office. The location of this school will serve as a catalyst to launch additional sites within Nevada, which will extend to other states in the future.



Meeting the SPCSA Mission

The State Public Charter School Authority improves and influences public education in Nevada by sponsoring public charter schools that prepare all students for college and career success and by modeling best practices in charter school sponsorship.

The proposed charter school model is an ideal school model that leads to student growth and trajectory toward success across the P-20 pipeline. The model is intended to serve students, their families, the community, and the SPCSA as a thriving charter school in Carson City. The model is aligned with Sierra Nevada Academy Charter School (SNACS) model implemented in Stead, Nevada. Dr. Kimberly Regan, the Chief Executive Officer, developed the model at SNACS over the past 17 years. Monitoring current education research and best practices is a constant necessity in the evolution of a successful charter school. She has taken the best of what works and strengthened the proposed model to include current research. The proposed model establishes a culture and climate where innovation results in constant positive change. The intent is for the proposed charter school to serve as a lab school for best practices in education. The lab school model is in the spirit of the original Kindergarten exposition schools beginning at the World Fair Philadelphia Centennial Exposition. At the exposition, kindergarten classrooms served as mini-lab schools and were on display to teach the community about the importance of kindergarten. Dr. Regan has experience in participating with the lab school format. She operated the first full-day kindergarten lab in Walterboro, South Carolina where. Observers traveled from all over the state to observe the full-day model. SNACS and Achievers have been model sites for public-private partnerships in transitioning to full-day kindergarten programming, an effective P-3 site, and P-8 site in Nevada. The proposed charter school would be a viable lab site for the SPCSA.

Family and Community Involvement

Two Essentials



Family Engagement → Six key principles outline family engagement: welcoming all families into the school community; communicating effectively; supporting student success; speaking up for every child; sharing power; and, collaborating with community.

These six principles are the foundation for family engagement.



School Community Partnerships → School community partnerships are essential to bridge common goals for the socialization and education of children to minimize problems and maximize results. The school serves as a hub in the community. Building major long-term partnerships requires vision, commitment, collaboration, communication and a cohesive plan where stakeholders reap the highest return on investment.

Family Engagement

Achievers will strive to ensure every family that is a part of the school community feels welcomed and appreciated as partners in their child's education. Families are expected to work in the spirit of the school community to make a difference in the lives of all of all students. Families serve the school community through varied opportunities from serving as a leader on the school board, painting murals, sponsoring events, providing tech support, and helping in the classroom, etc. Parents are viewed as students' first teachers. The family engagement philosophy is based on the notion that family engagement is vital to student achievement. The family-school partnership is the framework to providing students with every opportunity to succeed. There are six driving principles that support family engagement: welcoming all families into the school community; communicating effectively; supporting student success; speaking up for every child; sharing power; and collaborating with community.

These six principles lead to school wide practices that support students and their families. Through the family-school partnership, students have the foundation to work hard to meet goals and expectations as outlined through the school, district, state, and national accountability efforts. The small school community flourishes when its members are excited and passionate about the premise of educating children and changing the world, one student at a time. We envision a school where people work together to help children succeed today and become the leaders of tomorrow.

Welcoming All Families

Families are valued as their child's first teacher, bringing a wealth of information, which supports the whole child approach in education.

Families, regardless of family structure; socioeconomic status, ethnic, religious, and cultural backgrounds; gender; abilities; or preferred language are welcomed and encouraged to participate in their child's education as a valued and integral member of the school community.

Family support and participation is vital to every child's success in all aspects of life.

Communicating Effectively

Parents and families are encouraged to engage in meaningful two-way communication with educators, as partners, to enhance student learning through activities, policies, practices, and programs.

Supporting Student Success

Parents are partners in their child's education and work collaboratively to support student learning and a small school community.

Parents actively participate in developing personal learning plans that drive their child's education.

Speaking up for Every Child

Every child has the right to an education that is full of rich opportunities to learn and advance in a global society. Effective parent-school partnerships foster a safe school community with access to multi-tiered support systems necessary to increase student achievement regardless of family structure, ethnicity, gender, socioeconomic status, religious, and cultural backgrounds. THE CHARTER SCHOOL faculty members provide assistance and support to families to ensure equal access to resources and services deemed necessary for students to learn.

The charter school faculty members provide technical assistance and empower families to navigate complex systems (Infinite Campus grades and attendance, curriculum, etc.).

Sharing the Power

Parents and students have a voice and a choice in their child's education. We appreciate parents choosing our charter school and being an active voice in all aspects of their child's education. Their contributions are priceless!

The charter school faculty identify and connect with families from diverse cultural backgrounds and provide pathways to family engagement.

Collaborating with Community

Students and their families are supported in a P-8 system that will result in sense of community, belonging, and increased student achievement.

The charter school faculty are knowledgeable about resources and services, make referrals to appropriate programs, and plan activities that provide expanded learning opportunities in the school, district, and community.

The charter school family volunteer philosophy

The small charter school has an underlying motto: *Bringing the Small School Community Back to the Neighborhood*. Establishing and maintaining a thriving small school community involves families and staff working together participating in many activities, events, and celebrations throughout the school year. The small school community network is the foundation to student achievement and life-long learning.

School community is promoted through collaborative learning where younger students work with and learn from the older students and parents work as partners in their child's educational experiences. At the charter school, parent volunteers are vital to help facilitate daily activities and participate in events. The charter school families are embraced as important stakeholders who have a voice.

The charter school promotes an environment where parents are welcomed to volunteer in and out of the classroom in a meaningful way. The charter school relies heavily on volunteers and requests that each family volunteer 10 hours per month. Volunteers play an important role and contribute valuable time towards helping our small school community. We are grateful to our volunteers and want to ensure volunteerism is a pleasurable experience for everyone. There are several basic guidelines and procedures to help keep our volunteer program effective and efficient with safety and student learning as the driving forces.

The charter school has a list available for suggested ways to fulfill family volunteer expectations. However, the charter school encourages each family to use its unique talents and interests in volunteering at school. The school will benefit the most when volunteerism is conducted with school spirit and passion for learning.

Family members who are interested in starting a new event or helping in a way that will enhance the student learning environment should talk to their child's teacher and/or the front office.

Volunteer Expectations

The charter school promotes a collaborative learning environment where parents are welcomed to volunteer in and out of the classroom in a meaningful way. The charter school relies heavily on volunteers and requests that each family volunteer 10 hours per month. Volunteers play an important role and contribute valuable time towards helping our small school community. We are grateful to our volunteers and want to ensure volunteerism is a pleasurable experience for everyone. There are several basic guidelines and procedures to help keep our volunteer program effective and efficient.

Safety

In order to protect the safety of the students, **all** persons who wish to volunteer in the classroom and/or around the students must complete a Volunteer Application (at least yearly) for a

background check and submit a set of fingerprints through the a local/school police department. Those persons who hold other agency clearances related to fingerprints must still submit a set of fingerprints as the charter school is solely responsible for our volunteer fingerprints and may not accept other agency reports in lieu of current fingerprints. The contracted police department monitors and reports to the Executive Director any instances that may occur that could result in suspended volunteer privileges. All other agencies are not required monitor and report any such incidents to the charter school administration. Unless a background check is returned with any arrest/conviction information that contradicts the documentation provided in the Volunteer Application, volunteers may be allowed to volunteer in the classroom. Safety is of utmost importance and volunteers are expected to not be a distraction to the class or school environment. Volunteers must adhere to all school rules and follow proper protocols, which ensure the safety of all students and the school community. Volunteering is a privilege at the charter school. The Executive and/or Education Director have the right to suspend, refuse, and/or terminate volunteer privileges at their discretion and during all school related activities.

Supervision

All volunteers must be under the direct supervision of a qualified and trained staff member. They may not be alone with students or unsupervised on school grounds. All volunteers are permitted at the discretion of the school administrators. At any time school administrators have the right to refuse volunteerism if they deem it is in the best interest of the school.

Behavior

Volunteers are expected to behave in such a way that is conducive to the learning environment and not impeding the primary focus of schooling. Volunteering should be conducted with a positive attitude keeping the spirit of the school as a guiding principle. Those who volunteer with a positive attitude and refrain from complaining help the school climate flourish. Those who volunteer with a focus on the negative can hurt the school climate. The latter will not be tolerated. A volunteer should refrain from interference with classroom or school related issues that are the responsibility of school personnel. All school rules must be followed, including the use of appropriate language, dress, and overall behavior.

FERPA

According to federal law, the Family Educational Rights to Privacy Act (FERPA), classroom volunteers are not permitted to discuss any student or student related information they witness as a result of their being in the classroom or on school grounds as a volunteer. Any volunteer violating FERPA may be asked to volunteer in situations where they are not working directly with or around children.

Purposeful Volunteerism

The charter school has a list available for suggested ways to fulfill family volunteer requirements. However, the charter school encourages each family to use its unique talents and interests in volunteering at school. The school will benefit the most from such meaningful volunteering, and the families will enjoy volunteering more.

Celebration of Contributions

From time to time the charter school will send to each family, a detail of its volunteer hours. Therefore, it is absolutely vital that each family keep accurate records of their volunteer time or donations. A volunteer log via computer is available in the front office for recording hours or

donations. Please remember that if you are making material donations, the receipt needs to be turned in to the front office.

Sign In/Sign Out

All visitors, volunteers and board members must sign in at the front office on the volunteer sign-in sheet & receive a badge. Classrooms will be called to announce a visitor before the visitor will be allowed beyond the front desk. This is a fire code requirement and safety protocol. This is not optional. All volunteers must be under the direct supervision of the charter school staff member and may not be alone with students at any time.

Volunteerism through Celebrations and Events

Events and Celebrations are opportunities for families to contribute to the school community. Family volunteers and community organizations are vital to help facilitate activities and participate in events. Please see your child's teacher to plan, organize and participate in events!

Daily Classroom Activities— The charter school implements a unique model where differentiated instruction is the core of classroom activities. Family members who are able to participate in the classroom are always welcomed and encouraged. Every day is a celebration at the charter school!

Arts Celebration Days— Charter school students participate in celebrating the arts with organizations such as the Nevada Museum of Art and Tahoe Players to involve students in art studio, history, theater, music, and dance. Families are welcome to attend and participate in these events!

Author's Book Publishing—Every student publishes a hard cover book. Students create their own stories and fully engage in the writing process as they write, edit, design, and illustrate their work. The world of writing books leaves an open ended opportunity for creativity. The event is culminated at Barnes and Noble where the charter school hosts an Author's Signing Event. Each student has the official unveiling of their publication as they sign the first copy of their book in front of their family and friends.

Outdoor Lab Experiences—Bringing the classroom studies to the real world is an exciting way to engage students in expeditionary learning. Teachers instruct and engage students in classroom activities on habitats, environmental science, art, culture, history, astronomy, and leadership skills and then allow students opportunities to apply their knowledge in real world settings. Families participate in canoeing, kayaking, fishing, flower, fauna, and tree identifying, animal observing, hiking, biking, ranger activities, orienteering, rock climbing, and swimming. The charter school community will travel to places such as Mt. Lassen, Davis Creek, Washoe Lake, Boca Stampede, Mt. Mammoth, Fort Churchill, Fallen Leaf Lake, Point Reyes and Yosemite National Park.

School Dances—Students and families participate in various school and grade level dances.

Fire Prevention and Safety—Onsite visit from local firemen who teach children fire safety and stop, drop, and roll through interactive activities. Students test their abilities to hold the hose and explore the inside of the fire engine. Parents are encouraged to attend and learn about fire prevention.

Nevada Ranch and Farm Days— Parents support this event by helping set up and run various

activities including: onsite pumpkin patch, square dancing, petting zoo, roping and saddling, horseback riding presentation, pioneer experiences via baking and mining activities. Local square dance callers and ranchers come onsite to work with children. Families are welcome!

Lattinberry Farms– This is a family day trip to explore the farm, fruit & vegetable picking, pumpkin patch, farm animal tour, and scarecrow making. The event culminates with the charter school Great Corn Maze Race!

Harvest Festival—Onsite carnival activities where every classroom is a fun filled carnival game area – complete with a student created haunted house. Families and friends are welcome!

Giving Festival - The charter school students and families participate in creating baskets of goodies for the local family shelter in the community. Then, they participate in their own Thanksgiving Festival where all students gathered to enjoy a Thanksgiving feast.

Multicultural Celebration of Children around the World—Every classroom focuses on the life of children in a different country. As a culminating event, classrooms are designed and set up as a different country. Students dress up, like the children in the country they are studying, and participate in activities that are representative of their country including food, activities, dance, etc.

Winter Celebration— The charter school students and families participate in making various winter crafts in each classroom including ornaments, candles, wreaths, pins, and gingerbread houses which culminate with a caroling gathering in our circle.

Scientific Inquiry - Students explore the scientific process and experience a science fair creation through guided and supported activities in an inquiry based, hands-on approach. Families help children conduct various experiments.

Math Game Family Night—Students and their families come to celebrate learning about mathematics concepts, problem solving through playing games in all of the classrooms. Each room has a different theme or focus through gaming. Children and families learn a love of mathematics!

Invention Convention - Student collaboratively worked to build inventions out of everyday items such as a pair of glasses & spaghetti bridges/structures. Families support by assisting students in completing invention projects.

Celebrating Young Children through Picture Books - The NAEYC Week of the Young Child is held during the month of April. Various activities will be held all week and will culminate with students dressing up as their favorite book character or children's book author. Parents come dressed as book characters and read to children promoting a love of literacy.

Celebrating Nevada Charter Schools - National Charter School Week is celebrated across the county. THE CHARTER SCHOOL will hold activities throughout the week to celebrate students, families, educators, and the community.

Fun Run & Earth Day Celebration— Students participate in creating earth awareness artifacts and establish displays to teach other students about earth day. Simultaneously students participate in the annual fun run where they run laps around the school campus to raise awareness on physical

education, health, and nutrition. Parents are vital to tally laps and provide support.

Spring Fling – Students participate in outdoor carnival activities in a family filled event that includes bounce house, dunk tank and various other games. Parents help in managing games and booths at carnival-like event.

Cinco de Mayo— The charter school students participate in Cinco de Mayo celebrations with various activities including food, dance, dress, and other celebratory customs. Families and children enjoy music and dance when our guest Mariachi band performs.

Field Day—Students participate in a fun filled outdoor lab of various games and activities such as a three legged race, water races, tug of war, long jump, relay races, board races, hula hoop contest, etc. Parents help coach field games.

Talent Show- The charter school staff and students participate in a talent show where the students (and families) compete against one another for the charter school Idol winners.

Family Breakfasts – Charter school staff members sponsor monthly themed pancake breakfasts where students and their families come to school early to enjoy a home-cooked breakfast. These events are themed in attire and celebrations.

Fundraisers and Book fairs—Several charter school fundraisers and book fairs are vital to the charter school community and helping children succeed. Parents are encouraged to participate in these events.

Other Volunteer Opportunities

Crosswalk and Safety Patrol: Home to school transitions can be complex as nearly 300 students are dismissed in 15 minutes via walking, front office pick-up and the carpool line. Trained adult volunteers during this time are vital to student and school safety. Several years ago, two THE CHARTER SCHOOL parent volunteers developed our afternoon Safety Patrol and Crosswalk program. Volunteers in this program are trained to promote student safety each day as they leave school grounds. Many volunteers are necessary to make this important part of our day a success. We accept parents willing to volunteer on a normal basis or to support our normal volunteers on an occasional basis. We would have enough support for the entire year of dismissal if every parent volunteered at least one day per year. Additional volunteers are necessary during arrival each morning.

Kitchen Support for Breakfast and Lunch: Healthy breakfast and lunches are vital to student learning. There are more than 100 student breakfast and lunches are served every day. Volunteers can assist in packing lunches, delivery, classroom assistance, and clean-up after breakfast or lunch.

School Store: The student store is one opportunity where students are rewarded for great behavior. Volunteers are trained to help operate the store before school, during recess times, and after school.

AR Case: The AR case is one opportunity where students are rewarded for reading achievement. Volunteers are trained to help operate the AR case, which is open on Fridays.

Landscaping: Landscaping projects include activities that support school community through the art of landscape. Any volunteer with that special niche is invited and encouraged to apply.

Grounds & Maintenance: Living in northern Nevada can cause debris to be blown on and around our school grounds. In addition, we acquire debris left behind. We take pride in our school and want to portray a safe, neat, and clean grounds at all times. Contact the front office if you are interested in helping us keep our school clean on the outside.

Playground Improvement: Outdoor learning fosters academic achievement. It is important for students to have daily access to opportunities for free-play and using gross motor skills. Keeping our playground clean and up to date is imperative for students. We have a Playground Improvement Plan that will require the work of many hands and supporting donations. The plan involves outdoor labs, landscaping, building a new stage and amphitheater, a recycled greenhouse, acquiring and installing groundcover, relocating current equipment, murals and garden boxes, etc.. We need every family willing to help to contact the Education and/or Executive Director.

Front Office Reception: The front office is an information and traffic highway that is vital to the entire school. We are looking for a few volunteers who have light office experience, a friendly smile, and a passion about the charter school to help answer phones, light filing, copying, and most importantly greet all students and visitors with kindness. Please contact the front office if you are interested to apply.

Other ideas: Families are encouraged to volunteer in a capacity that capitalized on their interests and expertise. Volunteers discuss options with the Education and/or Executive Director.

KEY SUPPORTERS, PARTNERS, RESOURCES



There are multiple needs for supporters, partners, and resources. The proposed charter school is the first under the CMO, which will implement the ICB. The initial implementation of the ICB in a school setting involves collaboration among key stakeholders in the industry. Partnerships increase the validity and scalability of the scope and sequence of the project toward national rollout. School community partnerships are essential to bridge common goals for the socialization and education of children to minimize problems and maximize results. The school serves as a hub in the community. Building major long-term partnerships requires vision, commitment, collaboration, communication and a cohesive plan where stakeholders reap the highest return on investment.

The initial implementation of the project involves collaboration among key stakeholders in the industry. Partnerships increase the validity and scalability of the scope and sequence of the project toward national rollout. Partners include the International Society for Technology in Education, WestEd, The Strong National Museum of PLAY, The Institute of PLAY, The Nevada Department of Education, Sierra Nevada Academy Charter School, and Sierra Nevada Achievers for Community Services. Each partner has a defined role.



WestEd leads with the research team to ensure a series of robust research studies are implemented from the technology development stage to implementation in classrooms. WestEd will test feasibility, fidelity, usability, of the technology. The research team will be responsible to conduct the pilot study research to evaluate the effectiveness of the technology and model, making recommendations therein. WestEd will custom design the research study aligned with the technology design using rigorous research and a nonpartisan approach. WestEd will provide transparency and accountability to answer complex questions about impact, efficacy, and quality. WestEd will collect data, summarize, analyze, publish, and present findings related to the study in conjunction with and for key project stakeholders.



The International Society for Technology in Education (ISTE) will co-develop the technology through senior-level expert advice and consulting services to produce student and teacher curriculum that aligns with ISTE standards. Co-development will lead to eligibility for the Seal of Alignment program. The Seal of alignment will provide for third party validation that can lead to increased consumer awareness through ISTE's promotional initiatives reaching more than 100,000 professionals worldwide. ISTE will provide Professional Development services related to standards alignment fostering digital citizenship. ISTE has pioneered work to develop national and international standards for students, teachers, administrators, technology coaches, and computer science educators. The standards support the teaching and learning of critical higher order thinking skills, such as creativity, innovation, critical thinking, problem solving, and decision making in across content areas and grade levels. Participants will learn how to design classroom experiences to engage students in learning through leveraging technology.



The Strong National Museum of PLAY will provide professional development services related to play foundations, understanding human development, instructional and assessment strategies when implementing the authentic learning environment. Content includes Reggio Emilio inspired pedagogy, implementing playful routines, designing standards-based learning centers through play, and 21st Century skills while building play-based learning communities. Participants will have access to the Strong's Brian Sutton-Smith Library and Archives of Play that includes scholarly works, professional journals, other periodicals, children's books, comic books, trade catalogs, gaming magazines, and other printed materials that illustrate and document the role of play in learning and human development and the ways in which it illuminates cultural history. Participants will engage in opportunities to learn about play and explore short and long-term exhibitions and have access to the artifacts collections.



The Institute of PLAY will provide Professional Development in person and in an online learning community related to exploring the design and use of games and game-like activities as powerful contexts for learning. Supporting, developing, and assessing learning in traditional content and skill

areas when using sing games as tools for student engagement while increasing student engagement through games. The PD will provide a foundation to using games as tools for developing and assessing 21st Century skills, such as social-emotional learning, collaboration, systems thinking, and complex problem solving.



The Nevada Department of Education, Office of Early Learning and Development (NDE, OELD) will provide ongoing support and collaboration during the scope and sequence of the project. The OELD will serve as a key strategist in the development of a statewide project to implement the technology. The OELD will support communication to establish the selected schools in the consortium and data access therein. The OELD will provide advisory services and

consult as necessary to coordinate the P-3 trajectory of the project. These services are in line with the OELD's state-level reform efforts as part of the national initiative to transform how children learn. The participation in the initiative focuses on building strong connections between learning experiences, standards, curriculum, assessment, instruction, and professional development are considered throughout the project. The expertise and input of the department is valuable in the long-term trajectory of the technology as a viable P-3 strategy in Nevada. This will serve to place Nevada in the forefront of P-3 public education initiatives in the nation.



Sierra Nevada Academy Charter School (SNACS) & SNACS Preschool will serve as the lab site to test the technology within the model. SNACS is the first K-8 charter school in Nevada and has been in operation since 1999. SNACS implements a unique model of innovation public education. The small school community is the foundation where personalized instruction, technology, choice, parent and student engagement all drive student achievement. The model of

instructional delivery involves instructional practices to meet the needs of individual students small and large, or mixed-aged groups of students. SNACS, as a lab site, will support the development of the technology in actively participating in feedback loops through a series of iterations toward usability. In addition, SNACS will foster Professional Development to support participants through observation and hands-on coaching.

OPERATIONS PLAN

LEADERSHIP TEAM

Chief Executive Officer

Dr. Kimberly Regan

Dr. Regan has over 20 years' experience in education including 17 years as the Executive Director of Sierra Nevada Academy Charter School, a highly-rated quality public charter school. Dr. Regan simultaneously serves as the Executive Director for Sierra Nevada Achievers for Community Services, a private, non-profit community service agency that currently serves the charter school including wrap around services for students, ages 6 weeks to 8th grade. With her doctorate in Educational Leadership from the University of Nevada, Dr. Regan serves on Governor Sandoval's P-20 Council and on an ad hoc committee of Early Childhood Advisory Council. She is the President for the Nevada Association for the Education of Young Children and works statewide and nationally to promote access to high-quality learning for all students. Dr. Regan owns PLAY™ Technologies in Education, an emerging edTech company focused on innovation, accountability, and learning through active engagement. PLAY™ Technologies in Education purpose is to provide education stakeholders and children with proven technology, strategies, and tools in education. Dr. Regan has a vision to implement the model she developed in multiple schools in Nevada with intentions of national rollout. Her complete bio can be found on the SNACS website at [http://www.The charter school.org/about/meet-the-executive-director-dr-regan/](http://www.Thecharter school.org/about/meet-the-executive-director-dr-regan/).

Chief Educational Officer

Victor Schoenfeldt

Mr. Schoenfeldt has over 11 years' experience in education including 10 years at SNACS where he taught and serves as the Education Director. He has a Master's degree in Teaching and an endorsement in Education, and is pursuing his doctorate degree in Education Leadership and Technology.

Special Education Coordinator

John Mark Berthoumieux

Mr. John has taught special education for three years. Mr. John served as the SNACS Dean of Students and Special Education Coordinator for an additional three years. He has two Master's in Theology and Special Education and is pursuing his administration credential.

Chief Technology Officer

John Molt

Mr. Molt has experience as the Lead IT Director for Truckee Meadows Community College for nearly 35 years. He owns JBL Technologies and contracts for as the Lead Technology Director for PLAY™ Technologies in Education. Mr. Molt is currently overseeing a team to develop a marketing prototype of the Interactive Choice Board, which should be ready to demonstrate with potential investors in the fall of 2015.

Achievers hosts a partnership consortium to develop the PLAY Technologies in Education Interactive Choice Board, as a critical component of the instructional model. Currently, a consortium of partners includes The Nevada Department of Education, Office of Early Learning and Development; WestEd; the International Society for Technology in Education; the Institute of Play; The Strong Museum of Play; and Sierra Nevada Academy Charter School. These organizations enhance the robustness of the design and management plan.

Achievers employs a small group of folks who provide services to the charter school community. The charter school employs a slightly larger group of highly qualified experienced administrators, educators, and support staff. Both organizations are located within the same campus. Together, they represent diversity across cultures and genders. As the organization propels forward to launch new schools, the launch team will include several members of the existing team to ensure diversity, reliability, and validity of the model across the network of schools. In addition, the team will need to add strong diverse leaders to oversee technology, research and development, marketing and social media.

The Governing Body may contract with Achievers as part of the charter management organization. This would allow three schools to exist under the CMO within the first few years of operation. The Governing Body may have several members willing to serve on multiple boards. Achievers is committed to ensure a diverse leadership in ethnicity, racial composition, and gender when filling vacancies.

LEADERSHIP FOR EXPANSION and SCALE STRATEGY

The proposed Instructional Model is similar to the Sierra Nevada Academy Charter School (SNACS) instructional model, which is currently operating in Stead, Nevada. SNACS was founded by Dr. Kimberly Regan in 1999 as the first K-8 charter school in Nevada. The SNACS governing board is in support of the replication, modification, and expansion from the model to launch additional charter schools in Nevada and other states. The SNACS Board will serve as the founding board of the new charter school and serve during the planning term of the inception of the new school to maintain continuity of the vision and mission of the original charter. The SNACS Board is in support of Achievers and Dr. Regan launching a Nevada-based charter management organization that modifies and replicates the charter school model.

There are plans to reach out to the Nevada Office of Economic Development for additional support as part of the growth plan. Achievers is currently submitting applications under the Achievement School District and the Nevada Public Charter School Authority. Other resources including New Schools, The Public Education Foundation, the National Charter School Alliance, and other non-profit and/or philanthropic entities will be sought out for resources to successfully replicate and expand the model, number of sites, and in developing a strong CMO in Nevada. The charter school leadership team will apply for dissemination funds designed for replication of quality charter schools under the U.S. Department of Education Charter Schools Program. The charter school leadership team will apply for start-up grant funding to pay for initial costs related to starting a new charter school.

The CMO is gaining traction to apply to open additional school sites to replicate the model. The CMO applied for the New Schools Catapult application with the following projections related to scale up and the number of schools to open.

Year 1: up to 3 Nevada schools ⇒ Year 5: 4-5 Nevada schools ⇒ Year 10: 10 schools in Nevada and potentially New York State (the Strong Museum of Play is open to discussions to support a play-based charter school in NY based on this model and technology) ⇒ Year 20: 20 or more schools across the nation

The instructional model will need to be implemented with fidelity across the spectrum of schools comprised of various demographics. The model will continuously evolve given current research and technology capabilities.

The CMO plans to open new schools as lab sites to expand the opportunities for the model to grow and to exhibit the PLAY™ Technologies in Education Interactive Choice Board, which will catalyze P-12 education. The product will serve as a catalyst in education and promote innovative teaching methodologies. The instructional model leverages technology to support a high quality learning environment while tracking student engagement and achievement and providing analytics therein. This will lead in the market as a novel product substantially different from existing approaches. This will require a full-scale product rollout that penetrates the market with capabilities multiple grade levels and across subjects at a national level to lead the industry. The timeline involved to get the product to market includes in-depth technology development, curriculum development (PD, rubrics, checklists, and center libraries), investor and capitol acquisition, and a national marketing plan. Additional technologies, including learning games and apps will be developed.

HUMAN RESOURCES & STAFFING

The recruiting process for educators and support staff is rigorous and meant to deter any persons who are not committed to the charter school model and expectations therein. This is purposeful to ensure educators are chosen for their commitment and contributions to excellence to students, their families, and with the integrity of the school model. Educators are expected to embrace the school model as evidenced by their daily classroom instructional leadership, evidence of commitment to students and their families, student engagement and achievement data, and participation in and contributions toward the school community. Educators and assistants initial and sign a five-page Memorandum of Expectations prior to hire to ensure educators understand and adhere to the expectations set forth in the model and by the charter agreement. Administrative support staff also sign expectations relevant to their prescribed positions.

STUDENT RECRUITMENT AND ENROLLMENT

Admission Policy

The charter school shall not base admission on intellectual ability, measures of achievement or aptitude, athletic ability, or discriminate on the basis of ethnicity, race, religion or disability.

Recruitment

Recruitment for prospective students will involve ongoing efforts to provide students, families, and the community with the opportunity to enroll in the charter school. Efforts include but are not limited to website and online campaigns, television commercials, school events (open house and celebrations), radio commercials and interviews, ads in local publications, flyers, street signs, marketing and PR campaigns, etc.

Enrollment

New School Year Enrollment

During the month of April, parents of children attending the charter school will be asked to re-enroll their children for the following school year. Enrollment for the following year will then be determined as follows:

1. All re-enrolling students will be placed first;
2. Siblings of re-enrolling students will be placed next;

3. A **lottery** will be held to fill all remaining openings. The lottery will consist of the names of all students whose parents have inquired about the school throughout the year and have completed a tour. An enrollment packet must be completed and all accompanying information / documents are required. For each grade, those names will be drawn from a “hat” until the numbers of spaces available in the class are filled. Parents of the students chosen shall be notified by telephone that their child has a space in a class. The parent will then be given three (3) school or business days, depending on whether school is in or out of session, to provide any of the remaining required paperwork to complete the enrollment process. The names of those students who are not chosen will be placed on a waiting list, with the name of whose parent(s) made the first inquiry at the top of the list, by date of completed paperwork.

Mid-Year Enrollment

During the school year, if a parent desires their child to attend SNACS, and the class in which the child needs placement is full, that child will be placed on a waiting list if the parent elects to do so. This list shall include the grade level needed and the date and time that the parent put their child on the list. When a space is available in a class, the enrollment officer will refer to the waiting list and call the parents of the first child on the list. If the parent passes on enrollment at that time, the parents of the next child will be called, and so on. In the event that there is a sibling of a child attending SNACS on the waiting list, the sibling has first priority, regardless of date and time placed on the waiting list. After count day, students will be enrolled into a given classroom based upon openings only as a result of student withdrawals in the given classroom. However, no more students than the number approved in the charter shall be enrolled in a classroom.

BOARD GOVERNANCE

Vision work for Board Service

Strategic Objectives (How do we achieve the big picture? What are the smaller steps to the big picture?)

In carrying out the goals, board members support and make decisions to pursue specific strategic objectives. These objectives provide a working framework for effective and efficient efforts and resources toward a learning organization. Board Members strive to provide a collective series of work that includes:

- Board Service with Longevity
- Board Development
- Increase Funding Sources
- Financial Framework for Strong Foundation
- Strategic Planning
- Networking
- Collaboration with other entities/stakeholders in education and the community
- Partnerships with other entities/stakeholders in education and the community
- Leverages Technology
- National and Nevada Public Policy Forum
- PD Opportunities
- Provides Educational Opportunities
- Support Higher Education
- Support Research
- Professional Learning Community onsite
- PD Opportunities via conferences and workshops

- Data & Research
- Resource support
- Family Engagement & Parent Involvement in Education
- Community Engagement & Involvement
- Growth of Members

Organizational Values (What do we character traits do we value as an organization and how do we expect our board members and staff to act in the capacity of leading others?)

The Board of Governance holds core values that guide the principles, which outline the spirit in which they expect all members to conduct work. The Board expects all of our leaders to uphold and instill core values and support the model in all work surrounding children, their families, and the professionals who serve them. Core values include:

- | | | | |
|-----------------------------|-------------------------|------------------------------------|-------------------------------|
| • Integrity | • Knowledge | • Education | • Personalized Learning |
| • Small School Community | • Leveraging Technology | • Choice | • Responsibility for Learning |
| • Leadership | • Effective Instruction | • Assessments | • Data |
| • Fidelity | • Feasibility | • Inclusivity | • Diversity |
| • Equity & Adequacy | • Active Leadership | • Longevity | • Approachability |
| • Collaboration | • Adaptive | • Responsive | • Accountability |
| • Transparency | • Positive | • Multi-generational | • Research |
| • Best Practices | • Professional Growth | • Continuous Learning Organization | • Value family |
| • Environmentally Conscious | • Honor Children | • Sound Business Practices | • Financially Solvent |
| • Maximizing Resources | • Mission | • Vision | • Strong Community |

BOARD OF GOVERNANCE BYLAWS

Number Members

The Board of Governance shall consist of five (5) members. The minimum membership and qualifications of governing body are established in NRS 386.549.1 as follows. The governing body of a charter school must consist of:

(a) one member who is a teachers or other person licensed pursuant to chapter 391 of the NRS or who previously held such a license and is retired, as long as his or her license was held in good standing.

(b) one member who:

(1) satisfies the qualifications of paragraph (a); or

(2) is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing.

(c) one parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school.

(d) two members who possess knowledge and experience in or more of the following areas:

(1) Accounting;

(2) Financial Services;

(3) Law; or

(4) Human Resources.

2. In addition to the members who serve pursuant to subsection 1, the governing body of a charter school may include, without limitation, parents and representatives of nonprofit organizations and businesses. Not more than two persons who serve on the governing body may represent the same organization or business or otherwise represent the interests of the same organization or business. A majority of the members of the governing body must reside in this State. If the membership of the governing body changes, the governing body shall provide written notice to the sponsor of the charter school within 10 working days after such change.

3. A person may serve on the governing body only if the person submits an affidavit to the Department indicating that the person:

(a) Has not been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude.

(b) Has read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other material designed to assist the governing bodies of charter schools, if such material is provided to the person by the Department.

4. The governing body of a charter school is a public body. It is hereby given such reasonable and necessary powers, not conflicting with the Constitution and the laws of the State of Nevada, as may be requisite to attain the ends for which the charter school is established and to promote the welfare of pupils who are enrolled in the charter school.

5. The governing body of a charter school shall, during each calendar quarter, hold at least one regularly scheduled public meeting in the county in which the charter school is located. Upon an affirmative vote of a majority of the membership of the governing body, each member is entitled to receive a salary of not more than \$80 for attendance at each meeting, as fixed by the governing body, not to exceed payment for more than one meeting per month.

6. As used in subsection 1, "teacher" means a person who:

(a) Holds a current license to teach issued pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; and

(b) Has at least 2 years of experience as an employed teacher.

(c) The term does not include a person who is employed as a substitute teacher.

(Added to NRS by [1999, 3290](#); A [2001, 3131](#); [2003, 2697](#); [2005, 2539](#); [2007, 2574](#); [2011, 3053](#))

SNACS Board of Governance will serve as the founding board of the charter school during the initial planning year and a governing body will be transitioned as local members are identified who are familiar with the district of the charter school community.

Qualifications of Members

To qualify as a candidate for election as a member of the SNACS Board of Governance, an individual cannot be employed by the governing body and shall be of age of maturity in this state.

NRS 386.305 provides that a member of any Board of Governance shall not be financially interested in any contract made by the Board of Governance of which he or she is a member.

Terms of Office

All members shall hold office for a period of two (2) years and/or until his or her successor is appointed and qualified.

Filling Vacancies

If any vacancy occurs on the Board of Governance, the members shall appoint a new member by voting at the next scheduled meeting.

Removal from Office

The Board of Governance serve at pleasure and may be removed at any time and for any reason the Board determines is “just cause” by a majority vote of the Board.

Officers

The Governing Body members shall be President, Vice President, Secretary, and Directors. These officers shall be elected at the last meeting of previous academic year.

Duties: President

The President shall preside at all meetings of the governing body. He or she shall conduct all meetings in a timely manner and in accordance with the Policies, Regulations, and Bylaws adopted by the Board. He or she shall appoint committees of study when directed by the Board. He or she shall have the right, as other members of the Board, to discuss and ask questions during board meetings. It shall be the prerogative of the President, if there is no objection from other members, to move an agenda item to a different position during the course of any meeting. The President shall have the authority to sign all necessary documents related to the functions of the charter school as approved by the board and those required by law under Nevada Revised Statutes. The President shall hold office for one (1) year.

Duties: Vice President

The Vice President presides at any meetings the President is absent. He or she shall take the position of President in the event the President is unable to perform his/her duties due to unforeseen and unavoidable circumstances.

Duties: Secretary

The Secretary shall keep the work with SNACS staff to ensure accurate minutes of all meetings and transactions of the Board of Governance. The Secretary shall hold office for one (1) year.

Chief Executive Officer/Regional Director

The Board of Governance shall appoint a Chief Executive Officer/ Regional Director as a lead administrator for a consortium of schools. The CEO has full authority to oversee site administrators for the daily operation of the school, including hiring and firing of personnel with the exception of certified teachers and administrators. It is acknowledged that the CEO is also the listed Social Services Regional Director for Achievers preschool and before/after school programs (the non-profit 501 c-3 entity). The CEO shall form a committee to recommend the hiring for certified teachers and administrators. Final approval shall be made by Board of Governance at the next

board meeting. The CEO shall present a report to the Board in each meeting, if necessary. The CEO shall be evaluated yearly by the Governing Body as required by statute.

Budget and Finance

The Board of Governance shall approve the annual tentative budget for each upcoming academic year, hold a public budget hearing, and approve the final budget as required under regulations. The Board shall augment the budget based on count day numbers and DSA appropriations as required by regulations. The Board shall approve for filing the financial reports, including a list of transactions, at least at each quarterly meeting. The board shall review and approve all budget amendments throughout any given fiscal year.

Contract Oversight

The SNACS Board of Governance shall approve and monitor, and terminate/negotiate all contracts as required by statute.

Policy Oversight

The Board of Governance shall approve, amend, and monitor, all policies as required by statute. The Governing Body members are responsible to review current policies, handbooks, etc., for understanding and adherence to the policies previously adopted. Copies of any policies, handbooks, etc. may be requested through the CEO.

Adoption of Bylaws

The internal operation of the Board of Governance shall be governed by a set of bylaws adopted by the Board. Bylaws may be proposed by any member of the Board. Written notification of any proposal shall be sent to the members of the Board prior to a regularly scheduled Board meeting wherein it will be discussed and action taken. Final action shall be by a majority vote.

Amendment of Bylaws

The bylaws of the Board shall be subject to amendment only upon a majority vote of all the members of the Board as amended by the board or Executive Director.

Meetings

Meetings are conducted by the President or in his or her absence by the Vice President.

REGULAR MEETINGS

The Board shall meet once per quarter as established at the last quarter meeting. The Board may need to change a scheduled meeting due to special circumstances a meeting date is changed or cancelled. The majority of the Board members or Executive Director shall request the President to call a meeting in the event a meeting is necessary.

VOTING

Board members in attendance must vote on all issues. Voting shall be by "yes," "no," or "abstain." If a Board member cannot be present at a meeting due to exceptional circumstances, a vote may be cast by means of a speakerphone.

Public Meetings

All meetings of the Board are open to the public except that the Board may exercise its right to close meetings to the public at those times when appropriate pursuant to the provisions of the Nevada Open Meeting Law and NRS 288.220.

Agenda Preparation

The agenda of the Board of Trustees shall be prepared by the CEO in consultation with Board members, site administrators, staff members and other groups or individuals directly concerned. The proposed agenda will be posted in compliance with NRS 241.020. Board members requesting an item to be placed on the agenda shall put in writing a request to the Executive Director at least 10 working days prior to the regularly scheduled meeting.

Quorum

In all meetings of the Board, other than those for which the law requires all members be present, the presence of three (3) members shall constitute a quorum. No action of the Board is valid unless approved by a majority of the entire Board of five (5) members.

Parliamentary Procedure

Except as provided by specific stipulations in the Bylaws of the Board, the Board shall conduct all of the meetings in accordance with Robert's Rules of Order, Newly Revised.

Minutes

The minutes of all official meetings of the Board are recorded and filed in the Executive Director's office. Minutes are considered public property after approval by the Board and are available for inspection. Inspection requests should be put in writing at least two business days prior to the requested time. Inspection requests will be granted in a timely manner based on availability of the Executive Director or his/her designee.

Special Meetings

Special meetings of the Board of Governance shall be held at the call of the President whenever there is sufficient business to come before the Board, or upon the written request of three (3) members of the Board, and in compliance with the provisions of the Nevada Open Meeting Law.

DUAL-CREDIT PARTNERSHIPS

This section does not apply at the time of application. High school will not be offered. The earliest date for the high school is at the onset of the 2017-18 school year and a separate supplemental amendment will be provided to delineate plans for the high school.

SERVICES

Transportation

Families choosing to enroll their child in the charter school will be responsible for transportation services. School staff will provide an opportunity for families interested in establishing car-pools to and from school to leave their name, location, and contact information to partner with other interested families. The school will not provide transportation services.

Student Information Management: Infinite Campus

SNACS will participate in the Infinite Campus (IC) Student Database Management System. Each parent will receive a login and pw to log into their child's account. The system will allow parents to access student information in real time easing home to school communication. It is recommended

that parents routinely view their child's progress using the IC portal. The charter school does offer free computer access if any households are unable to have Internet access.



Innovation & Technology → Innovation is viewed as a catalyst for growth which is vital to a thriving school community. Technology is leveraged to provide engaging and powerful learning experiences, content, and assessments promoting increased achievement in complete, authentic, and meaningful ways. Technology provides opportunities for innovation in education that are vital to a connected global world.

The US Department of Education, Office of Educational Technologies, describes these opportunities in detail in the Ed Tech Developers guide. Opportunities include: improving mastery of skills; developing skills to promote life-long learning; increasing family engagement; planning for future education opportunities; designing effective assessments; improving educator professional development; improving educator productivity; making learning accessible to all students; closing opportunity gaps; and closing achievement gaps. Technology is viewed as a core necessity, not an optional expenditure. Technology advances will require continuous instructional iterations to ensure maximizing new and emerging technologies. Equitable access to multiple digital formats and modern-day technology is essential for all students.

Technology is embedded in a variety of platforms through the daily life of the school day. Connectivity and digital citizenship is cultivated to transform the learning environment to meet the needs of a global society. Classrooms are designed as future ready learning environments with access to digital interactive whiteboards (ex: SMART Boards, Promethean Boards, etc.), computers, PLAY Interactive Choice Boards (developing stages), and a variety of handheld devices, and electronic tools. Students and educators have access to digital curriculum and assessment tools, a variety of educational apps (Class Dojo, DojoMaster, Class Remind, etc.) and educational games that foster 21st Century Learning. Educators are versed and immersed in online learning formats including webinars, GoToMeetings, Skype, Today's Meet, online games libraries, Teacher Quest, Slack, etc.

A complete technology infrastructure analysis will be completed once a facility is secured to ensure a strong infrastructure and support mechanisms to meet the school community needs. The plan will address reliable and secure systems for wide area networking, hardware, devices, servers, telephony, storage, routers, switches, technology policies and procedures, device management and end user support.

Nutrition Services

The intent is to analyze options in providing for healthy nutrition for breakfast, lunch, and snacks through the U.S. Department of Agriculture's free/reduced breakfast and lunch program and other support programs. Ideally students will be served nutritious meals that are appealing to them and encourage healthy eating habits.

The charter school intends to participate in the hot breakfast and lunch program. We request that each family complete the Application for Free/Reduced Meals, as the information contained in the application is also used for grant writing. If a family does not qualify for free/reduced meals, the cost is projected as follows:

Breakfast: \$1.75/meal

Lunch: \$3.50/meal
Healthy snacks: \$.50 - \$2.00

Educators commit to helping all children eat a healthy breakfast every day. Breakfast is optional and served in the classrooms at 8:00 a.m. These are working breakfasts where children are still completing academic work while eating breakfast. Lunch is served between 11:00 a.m. – 12:30 p.m., depending on the age grade-level of the student. Meals may be purchased singly or by the week, two weeks, month, etc. Contact your child’s teacher for a specific lunch time.

The charter school follows a nutrition policy that must be adhered to. We encourage parents to provide healthy meals for their child. Further, if snacks are to be provided to the classroom roster for any reason, we ask that the food items be store purchased and healthy in nature. Such items include fruit, vegetables, granola bars, yogurt, etc.

The charter school intends to employ nutrition service personnel and/or contract for services to provide the healthiest and cost-effective options within the guidelines of the free/reduced meal program.

School Health and Nursing Services

School health and nursing services will be contracted as needed to train and monitor onsite clinical aides. Nursing services will be contracted to conduct annual universal vision, hearing, and scoliosis screenings by grade-level as required in statute.

Family Education Rights to Privacy Act

Under the Family Education Rights to Privacy Act (FERPA), data security involves protecting all school records, and data that falls under the strict requirements for security, privacy, and retention. All staff members will maintain confidentiality for each family.

All cumulative records will be maintained in a fire-proof locked cabinet with limited access by adults or students. Any person who reviews a cumulative record will be required to sign and attest as to the purpose of the review.

School Record Request

Legal parents / guardians have the right to review their child’s cumulative school records. The procedure for reviewing such records is as follows:

1. A natural parent(s) or guardian(s) of the student has the right to review and inspect the education records of the student.
2. The education record includes files, documents, and other materials maintained at and by SNACS, directly related to your child.
3. If the applicant desires to review and inspect the education records of the student, s/he shall file an application in writing to the Executive Director of SNACS. Said application is available in the front office.
4. Within five (5) days of the receipt of the request for access to education records, the applicant will be notified of a time, date and place at which such records will be made available. In no case shall access be withheld more than forty-five (45) days after the request has been made. Each time the term “days” is used in this policy, it refers to “school days” during the school year or to “work days” during the summer vacation.

5. The right of access specified above shall include: (1) the right to be provided a list of the types of education records which are maintained by SNACS and which are directly related to the student; (2) the right to inspect and review the contents of those records; (3) the right to obtain copies of those records, although the actual cost of reproduction shall be covered by the applicant; and (4) the right to a response from SNACS to reasonable requests for explanations and interpretations of those records.
6. If any material or documents in the student's education record includes information more than one student, access shall be limited only to that part of the material which relates to the applicant's student. If the material cannot be provided to the applicant, the applicant has the right to be informed of the specific information contained in the material.
7. If access to a student's record is requested, such records may not be destroyed before the applicant has had the opportunity to review and inspect them.
8. At least annually, the school shall notify the parents enrolled in the school, or the student if eighteen years of age or older, of the basic rights of access and privacy as well as all information required under the regulations adopted pursuant to the Family Educational Rights and Privacy Act of 1974 or any amendment thereto.
9. There may be additional procedures if the applicant challenges the content of the education records of the student at SNACS. Contact SNACS for a copy of these procedures.

Under no circumstances, without written consent of the parents, may staff engage in conversation relating to a specific student or discipline-related incidents involving students to other staff members not directly related to the incident, student or parents. This would be in direct violation of FERPA

Facilities and Maintenance

The charter school will employ a facilities coordinator responsible for janitorial, custodial, grounds keeping, and facilities compliance services.

FACILITIES

The charter school does not have a designated facility at the time of the application. The location will be determined during the planning process.

FINANCIAL PLAN

The Board Adopted the Financial Policies herein as a framework for the daily procedures and accounting practices related to business and finance. The Suggested Model Financial Policies for Nevada Charter Schools as provided by the Nevada Department of Education was designed to assist Nevada's charter schools in their attempts to establish and maintain strong financial standing and accountability. The board also referenced related Nevada Revised Statutes and the Nevada Administrative Code to establish and maintain generally accepted accounting procedures.

Fiscal Management Goals

The governing body will review the organizational and fiscal needs of the charter school annually, considering instruction, capital outlay, building improvements and adjustments to accommodate any growth or decline of student enrollment or charter school area. The governing body encourages the input of staff, parents and members of the community as a part of the review and recommendation process. After due consideration of recommendations, the governing body will adopt organizational, fiscal, and related goals for the charter school.

Budgeting System

The charter school's budgeting system will be in accordance with federal and state laws, regulations and sponsor and charter school procedures. The budget for SNACS will adopt a chart of accounts coding system to identify and record income and expenditures of the charter school using the Nevada Common Elements for Accounting and reporting K-12 Educational Finances including the Standard Chart of Accounts as prescribed by the State of Nevada Department of Education.

The Nevada Revised Statutes (NRS) chapter 385 section 310 subsection 2 prescribes one of the duties of the Deputy Superintendent for Administrative and Fiscal Services to be the development of a uniform system of budgeting and accounting for all public schools in the State. Additionally, the Department of Taxation is responsible for determining school district compliance with the requirements of the Local Government Budget Act (NRS 354.596). This dual authority requires a close working relationship between the Departments of Education and Taxation.

As the necessity to provide for financial comparability between organizations both within and outside the State of Nevada has increased, the existing reporting structure has been expanded or modified to meet particular reporting needs with minimal coordination of the reporting elements. There are three major financial reports, one required by State law and two by Federal mandate, that compare the finances of elementary and secondary education. These are in addition to the annual budget and audited financial statement requirements in the NRS. While these reports have many commonalities, they are not identical and the collection and consolidation of the information for each has been primarily done manually with a great deal of effort on both the part of the school districts and charter schools and the Department of Education staff.

To simplify these tasks, the Department of Education embarked on a project to standardize reporting elements and electronically collect and consolidate the data required for the various reports. To this end, the State Board of Education adopted a standard chart of accounts in October 2008 effective for the Fiscal Year beginning July 1, 2009. This effort was the culmination of months of work by Department of Education, school district and charter school staff. The chart of accounts was based primarily on the National Center for Education Statistics (NCES) handbook entitled *Financial Accounting for Local and State School Systems (2003 edition)* and modified as necessary to meet the needs of Nevada school districts and charter schools.

This manual replaces the *Nevada Financial Accounting Handbook (1979)* and provides the basis for complete accounting for all district and charter school receipts and disbursements; for developing program budgets and for accumulating and disseminating program costs. It is presented to the school districts and charter schools of Nevada with the intent to promote better efficiency and resource utilization in the financial reporting process.

Budget Calendar

The Governing body will adopt and comply with a budget calendar which identifies dates and deadlines required for the legal presentation and adoption of the budget as determined by the Nevada Department of Education. The budget calendar will be prepared on an annual basis

The Chief Executive Officer will work with appropriate faculty (accountants, book keepers, site administrators, etc) to prepare and recommend a proposed calendar for governing body approval. The calendar will identify dates and activities to include those needed to comply with state law. The budget will be approved by the board in an open meeting held by the board of governance under the regulation timeline.

- On or before April 15th – a tentative budget is submitted to the Secretary or Clerk of the Board of Governance and Department of Education
- At the same time, the governing body gives notice of the time and place of a public hearing on the tentative budget.
- Budget hearings held at 2nd or 3rd week in May.
- Governing Body indicates changes made, if any during hearing.
- Not later than June 8 of each year, the governing body of each charter school adopts its final budget for the ensuing fiscal year. Submit to Department, Legislative Counsel Bureau, and WCSD.
- If anticipated resources exceed those estimated, charter school may amend the budget by augmentation of the appropriations of the fund at a regular mtg.
- Grants accepted agree to terms in grant.
- Budget appropriations may be transferred between functions, if such a transfer does not increase the total appropriation for any fiscal year and is not in conflict with any statutory provisions.
- The person designated to administer the budget may transfer appropriations within any function.
- The person designated to administer the budget may transfer appropriations between any functions if: the board is notified at the next meeting, & it is recorded in the minutes.
- Upon recommendation of the person designated to administer the budget, the governing body may authorize the transfer of appropriations between functions or from the contingency account if: the governing body announces the transfer of appropriations at a regularly scheduled meeting and sets for exact amounts and records those action in the minutes.
- In any year Legislature by law increases or decreases the revenues of a charter school, and the increase/decrease was not anticipated in the final budget, the governing body files an amended budget with the department within 60 days after the adjournment sine die of the legislative session.
- Within 60 days of the receipt of the final enrollment and attendance audit performed pursuant to NRS 387.126, each charter school shall adopt and amendment to its final budget

after the count of pupils is completed pursuant to subsection 1 of NRS 387.1233.

- Capital improvements must be included in approved budget.
- Can establish contingency accounts for later transfer in accordance with procedures to other funds.

Budget Priorities

As the budget is prepared, staff will use a prioritizing system consistent with program needs as identified by staff and the governing body. Priorities should be established to be used as a basis for budget additions or reductions. The Chief Executive Officer will work with appropriate faculty (accountants, book keepers, site administrators, etc) prepare and present the budget and any suggested priorities therein. The Board of Governance may review suggested priorities and will either accept, modify or reject the priorities.

General Operating Contingencies

General operating contingencies may be established at an amount deemed sufficient by the governing body to responsibly enable the charter school to meet unforeseen financial needs due to emergencies and changing charter school needs. The amount will be established by the governing body during the budget development process.

The CEO and/or her designee (accountant, site administrator) is authorized to issue nonrecurring payments up to \$5,000 per transaction. Any emergency that requires consideration above the \$5,000 transaction limit requires board approval. In the event of a true emergency, the Executive Director will consult with the Board President or her designee to determine appropriate actions therein and call an emergency board meeting.

General operating contingencies may be recommended by the administrator for governing body approval. The need, purpose and amount of the transfer shall be duly recorded at the next regularly scheduled meeting as established in statute. The CEO and/or her designee is responsible to oversee and facilitate any appropriations within the budget as follows:

- Budget appropriations may be transferred between functions, if such a transfer does not increase the total appropriation for any fiscal year and is not in conflict with any statutory provisions.
- The person designated to administer the budget may transfer appropriations within any function.
- The person designated to administer the budget may transfer appropriations between any functions if: the board is notified at the next meeting, & it is recorded in the minutes.
- Upon recommendation of the person designated to administer the budget, the governing body may authorize the transfer of appropriations between functions or from the contingency account if: the gov. body announces the transfer of appropriations at a regularly schedule meeting and sets for exact amounts and records those action in the minutes.

DSA Basic Support and Local Apportionment Monies

The charter school receives DSA Basic Support and Local Apportionment Monies from the Nevada Department of Education on a quarterly payment schedule for each school year. The Executive Director is responsible to work with appropriate persons at the Nevada Department of Education to ensure adequate enrollment projections are provided and counts are accurate on each count day.

SNACS Executive Director is responsible to oversee the process of enrollment and accounting to ensure accurate revenues based on count day numbers are received by the charter school from the Nevada Department of Education. This includes bank verification of all deposits therein. All DSA monies are recorded according to the appropriate chart of accounts in the school reporting.

Fund Balance

The governing body recognizes its responsibility to establish an unreserved fund balance¹ in an amount sufficient to:

1. Protect the charter school from unnecessary borrowing in order to meet cash-flow needs;
2. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
3. Meet the uncertainties of state and federal funding; and
4. Help ensure a charter school credit rating that would qualify the charter school for lower interest costs.

Consequently, the governing body directs the CEO and/or her designee to manage the currently adopted budget in such a way to ensure [strive for] an ending fund balance of at least 8.3 percent of total adopted revenues as recommended by the NDE.

In determining an appropriate unreserved fund balance, the governing body will consider a variety of factors with potential impact on the charter school's budget including the predictability and volatility of its expenditures²; the availability of resources in other funds as well as the potential drain upon general fund resources from other funds³; liquidity⁴; and designations⁵. Such factors will be reviewed annually.

Legal Reference(s):

¹The Government Finance Officers Association (GFOA) recommends, at a minimum, that general-purpose governments, regardless of size, maintain an unreserved fund balance in their general fund of no less than 5 to 15 percent of regular general fund operating revenues, or of no less than one to two months of regular general fund operating expenditures. The Nevada Association of School Business Officials recommends, at a minimum, an unreserved ending fund balance of no less than 3 to 8 percent of the general fund budget. In general practice, levels of fund balance, typically, are less for larger governments than for smaller governments because of the magnitude of the amounts involved and because the diversification of their revenues and expenditures often results in lower degrees of volatility.

²Higher levels of unreserved fund balance may be needed if significant revenue sources are subject to unpredictable fluctuations or if operating expenditures are highly volatile.

³The availability of resources in other funds may reduce the amount of unreserved fund balance needed in the general fund, just as deficits in other funds may require that a higher level of unreserved fund balance be maintained in the general fund.

⁴The disparity between when financial resources actually become available to make payments and the average maturity of related liabilities may require that a higher level of resources be maintained.

⁵The need to maintain a higher level of unreserved fund balance to compensate for any portion of unreserved fund balance already designated for a special purpose.

The CEO and/or her designee has the overall responsibility for budget preparation and will develop such procedures necessary to ensure that the proposed budget reflects all areas of charter school operation. The CEO and/or her designee and the governing body will establish budget priorities for the charter school and will make appropriate recommendations related to those priorities.

The CEO and/or her designee will deliver the budget message and actual budget document to the board of governance when the message and budget have been completed and are ready for presentation. The CEO and/or her designee will act as a liaison to deliver the budget message and the actual budget document to the staff and families, as necessary, when the proposed budget is complete and ready for presentation.

Budget Preparation

The following steps will be followed in preparing the budget:

1. In developing the tentative budget, the CEO and/or her designee will solicit participation by teachers and other building staff in determining the budget requirements necessary to meet identified student needs;
2. The CEO and/or her designee will evaluate proposed staff budget requests to ensure compatibility with charter school goals, curriculum goals and fiscal guidelines;
3. After screening requests, the CEO and/or her designee will submit their proposed budgets to the management team for discussion and possible modification before presentation to the board;
4. The CEO and/or her designee will compile the tentative budget and will present it to the board of governance for final approval. He/She will see that board members have detailed as well as summary information early enough to allow time for adequate study before decisions are made.
5. The timeline regarding the budget preparation is as follows:
 - On or before April 15th – a tentative budget is submitted to the Secretary or Clerk of the Board of Governance and Department of Education
 - At the same time, the governing body gives notice of the time and place of a public hearing on the tentative budget.
 - Budget hearings held at 2nd or 3rd week in May.
 - Governing Body indicates changes made, if any during hearing.
 - Not later than June 8 of each year, the governing body of each charter school adopts its final budget for the ensuing fiscal year. Submit to Department, Legislative Counsel Bureau, and the sponsor.

Budget Hearing

After the budget document has been approved by the board of governance, a public hearing will be held regarding the recommended budget document. The date will be held during the second or third week of May; the time and place will be determined by the governing body when they adopt the tentative budget. At the hearing, any person may speak for or against items in the budget document. The board of governance may choose to make changes to the tentative budget at the hearing.

Budget Implementation & Transfer Authority

The budget, as adopted by the governing body, becomes the financial plan of the charter school for the ensuing budget period.

The CEO and/or his/her designee and authorized staff are authorized to make expenditures and commitments in accordance with the policies of the governing body and the approved budget. Budget appropriations may be transferred between functions, if such a transfer does not increase the total appropriation for any fiscal year and is not in conflict with any statutory provisions.

The person designated to administer the budget is the Executive Director. The Executive Director may transfer appropriations within any function. The CEO and/or his/her designee may transfer appropriations between any functions if: the board is notified at the next meeting, & it is recorded in the minutes.

Upon recommendation of the CEO and/or his/her designee, the governing body may authorize the transfer of appropriations between functions or from the contingency account if: the governing body announces the transfer of appropriations at a regularly scheduled meeting and sets for exact amounts and records those action in the minutes.

In any year Legislature by law increases or decreases the revenues of a charter school, and the increase/decrease was not anticipated in the final budget, the governing body files an amended budget with the department within 60 days after the adjournment sine die of the legislative session. Within 60 days of the receipt of the final enrollment and attendance audit performed pursuant to NRS 387.126, each charter school shall adopt an amendment to its final budget after the count of pupils is completed pursuant to subsection 1 of NRS 387.1233.

The CEO and/or his/her designee will make the governing body aware of any substantial changes in expected revenues or unusual expenditures to the governing body at each regularly scheduled board meeting and as deemed necessary due to new legislation or changes identified through the sponsoring entity or the NDE.

Funding Proposals and Applications

The charter school shall pursue federal, state or private grants or other such funds that will assist the charter school in meeting adopted governing body and charter school goals. Proposals for external funds may be prepared and be submitted to the governing body for evaluation and approval at the next regularly scheduled board meeting.

In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the governing body, the CEO and/or his/her designee is authorized to use his/her judgment in approving it for submission. The CEO and/or his/her designee will review the proposal with the governing body at its next regular meeting. The governing body reserves the right to reject funds associated with any grant which has been approved.

The governing body shall, before an acceptance of such funds, consider the charter school's obligations, expectations or encumbrances when the grant ceases. Awarded and received grants must be spent in accordance with the grant itself and the related regulations therein. All grant reporting must be completed according to requirements within the grant.

Revenues from Private, State and Federal Sources

The governing body may authorize, accept and use private, state or federal funds available to the charter school to carry out charter school educational programs. The charter school will comply with all regulations and procedures required for receiving and using such funds.

Charter School Foundation – Private, non-profit

The governing body authorizes the establishment and incorporation of a foundation for the purposes of accepting, holding and administering funds and gifts to the charter school for special and general purposes. The purposes of funds administered by the foundation may include scholarship, student aid, capital improvement projects, improvement and extension of programs and other activities of benefit to the charter school and its students. Both the governing body and the foundation governing body of directors will receive annual evaluations for all funded projects.

The foundation will be incorporated under Nevada Revised Statutes and registered as a tax exempt corporation under Section 501 of the Internal Revenue Service Code. The foundation will be governed by a governing body of directors whose selection, membership and functions will be set forth in the foundation's by-laws. There may be no more than two (2) representatives of the foundation on the charter school's governing body.

Investment of Funds

The governing body may authorize the investment or reinvestment of funds which are not immediately needed for operation of the charter school. Such investments will comply with state law and Nevada Administrative Code.

Investment of Funds

These regulations are issued for the guidance of the portfolio manager in the day-to-day operation of the investment program. These regulations apply to activities of the portfolio manager with regard to investing the financial assets of all excess funds of the charter school including the General Fund, Special Revenue Funds, Capital Project Funds, Internal Services Funds and any and all Trust and Agency Funds under the control and direction of the charter school.

The portfolio manager will routinely and actively monitor the contents of the investment portfolio, the available markets and the relative values of competing investments and will adjust the portfolio accordingly. The portfolio manager, acting in accordance with these procedures and exercising due diligence, shall not be held personally responsible for a specific security's credit risk or market price changes, provided that these deviations are reported as soon as practical and that appropriate action is taken to control adverse developments.

All investments will be carried at cost. Gains or losses from investments will be credited or charged to investment income at the time of sale. Premiums or discounts on securities may be amortized over the life of the security.

Diversification of Maturity

1. The charter school shall attempt, to the maximum extent possible, to match investment maturity schedules with anticipated cash flow requirements. In no event, unless specifically matched to specific requirements such as bond sinking funds or reserves, will the charter school invest in securities having a maturity more than 18 months from the date of purchase.
2. Investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs.
3. In determining the amount of excess funds available for investment purposes, the portfolio manager will maintain cash flow projections and schedules as well as a historical record of

expenditures and receipts. These forecasts and schedules will be reviewed and updated as required to reflect actual conditions as they exist.

Qualified Institutions for Investment Purchases

1. The charter school shall evaluate each financial institution (as used herein, the term is meant to include brokers/dealers) from whom it purchases investments as to financial soundness at least once annually. Investigation may include review of the most recent Consolidated Report of Condition ("call" report), rating reports, financial statements as well as analysis of the particular institution's management, profitability, capitalization and asset quality.
2. Any financial institution with whom the charter school wishes to do business shall provide financial data at the request of the portfolio manager. The information will be reviewed by the portfolio manager who will decide on the soundness of the institution before adding that institution to those that are on the approved qualified institution list for the charter school. The charter school reserves the right to be selective and to add or delete institutions from the approved list at will.
3. The portfolio manager will maintain a qualified institution list. A financial institution must be on this approved list prior to transacting any business with the charter school. A basic requirement for inclusion on the approved listing is a capital adequacy ratio in excess of [120 percent (1.2 to 1)].
4. All approved financial institutions must be chartered in Nevada and insured by either the FDIC or FSLIC.
5. Brokers or dealers not affiliated with a bank shall have offices located in Nevada, be classified as reporting dealers affiliated with the New York Federal Reserve Bank as primary dealers, or be required to meet capital adequacy requirements.

Diversification of Instrument of Investment

1. The portfolio manager will diversify the investment portfolio to avoid incurring unreasonable risks inherent in over investing in specific instruments, individual institutions or maturities.
2. Time certificates of deposit: In purchasing a time certificate of deposit (TCD), the portfolio manager will not invest an amount which is more than 10 percent of the total deposits of any single institution. As required by Nevada Revised Statutes, the portfolio manager will be responsible to ensure that a Certificate of Participation has been presented by the issuing institution to cover any outstanding TCD above the statutory level of insurance provided by FDIC/FSLIC. The charter school will always require full collateralization on all TCD investments.
3. Banker's acceptances: All banker's acceptances (BA's) will be purchased from a Nevada chartered financial institution.
4. Repurchase Agreements: All repurchase agreements will be collateralized [110 percent] by U.S. Government or Agency obligations. All collateral will be held by third party safekeeping. A signed repurchase agreement will be obtained from the issuing institution.
5. U.S. Treasury Obligations: No limits on purchase.
6. U.S. Government Agency Securities: No limits on purchases other than limit on concentration of [25 percent] in any one type issue.
7. Local Government Investment Pool: The LGIP limits investment to two accounts of [\$30,630,000] each. Other than this limitation, there is no limit to the amount that can be invested in the pool, although the pool does not collateralize or deliver investment instruments.

8. Diversification Guidelines:	
Diversification by Instrument	Percent of Portfolio
(The charter school will consult ORS 294.035 when establishing limitations.)	
U.S. Treasury Obligations (Bills, Notes, Bonds)	100
U.S. Government Agencies	100
Banker's Acceptances	25 (of surplus in any single qualified institution)
	[50]* (of surplus funds in the aggregate)
Time Certificates of Deposit	[75]*
Repurchase Agreements	[25]* (of operations surplus funds)
	[100]* (of capital funds surplus funds)
State and Local Government Securities	[25]*
Local Government Investment Pool	100

*Suggested maximums. Limit not set in statute.

From time-to-time, funds may become available to the charter school prior to the time they are needed to offset current expenditures. The custodial officer shall forward all such receipts to the Local Government Investment Pool or other investment instrument as authorized by the charter school's investment policies. Funds that are not currently needed for the operation of the charter school will be invested with the interest from these funds being credited to the same account as that to which the invested funds revert.

Grants from Outside Sources

Grant proposals for external funds from private sources will be submitted to the governing body for evaluation and approval.

In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the governing body, the CEO and/or his/her designee is authorized to use his/her judgment in approving it for submission. The CEO and/or his/her designee will review the grant proposal with the governing body at its next regular meeting. The governing body reserves the right to reject funds associated with any grant which has been approved.

Acceptance of any grant monies requires abiding by any grant reporting policies therein as established in the grant requirements itself.

Income from Program-Related Sales and Services

Certain activities allow students to charge the public for goods and services. These activities are designed for educational purposes and not to compete with community businesses. Charges for work performed and goods sold through these activities will be kept current with costs for the service or item. Money collected will be deposited in the student body fund account in accordance with the charter school student activity account handbook.

Depository of Funds

The governing body will, at its annual organizational meeting following January 1, or at other times deemed necessary by the governing body, designate one or more banks which meet charter school, state and federal guidelines as official depositories for charter school funds.

Authorized Signatures

The CEO and/or his/her designee are authorized as check signers two signatures required on all charter school checks. The designation carries the responsibility of duties as prescribed by the board, the budget, regulations, and statutory compliance requirements. Check signers shall conduct daily operations in accordance with the financial policies as prescribed therein and report to the board at least on a quarterly basis at the regularly scheduled board meetings.

The CEO and/or his/her designee is authorized to issue nonrecurring payments up to \$5,000 per transaction. Any emergency that requires consideration above the \$5,000 transaction limit requires board approval. In the event of a true emergency, the CEO and/or his/her designee will consult with the Board President or her designee to determine appropriate actions therein and call an emergency board meeting.

The board may designate an additional card holder for the subsidiary account of the general fund. The CEO and/or his/her designee are responsible to oversee any additional card holder and their duties therein. The additional card holder may be identified to assist in the acquisition of local general supplies necessary to the daily operation of the charter school. The card holder may only use the card after authorization for the purchase of general supply items as directed by the CEO and/or his/her designee.

The account the card is assigned to carry a general balance on the account in excess of \$10,000 unless an emergency is determined by the CEO and/or his/her designee and President. All board members will be notified of such emergencies within 24 hours of the said emergency.

Bonded Employees and Officers

All charter school employees responsible for funds, fees, cash collections or inventory control will be bonded to protect the charter school against loss in an amount determined by the governing body and upon recommendation of the charter school's agent-of-record. In compliance with Nevada statutes and administrative codes, the administrator [fund custodians and other individuals as deemed necessary by the governing body] will have individual fidelity bond coverage in the amount of [\$50,000]. The charter school will pay the cost of such bonds.

Fiscal Accounting and Reporting

The charter school's accounting and reporting system will be in accordance with generally accepted accounting principles and will conform to state laws and regulations.

Accounting procedures shall show a detailed and meaningful analysis of both receipts and expenditures. This analysis should be adequate for study and evaluation by the governing body and school management, and will serve as a basis to make financial and related educational decisions, to formulate future plans, to safeguard public funds and to ensure adequate financial accountability.

Payment on all charter school accounts, including the general fund and special accounts, shall operate according to established accounting procedures.

All cash received is to be properly receipted. Money received shall be placed in deposit.

The CEO and/or his/her designee shall be the lawful custodial officer of all charter school funds and shall demand receipt for, and safely keep according to law, all bonds, mortgages, notes, moneys, effects, books and papers belonging to the charter school. Funds may be commingled in the depository so long as they are budgeted and accounted for separately.

Financial Reports and Statements

The governing body will receive and accept financial reports that include estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates and the charter school's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the governing body.

Appropriate staff will be available at any governing body meeting, upon the governing body's request, to respond to questions and to present current financial information. The administrator will notify the governing body at any time of substantial deviations in the anticipated revenues and/or expenditures.

Property Inventory and Capitalization

The charter school will maintain a complete property inventory which lists all school sites, buildings, equipment and supplies. This inventory will be updated as necessary. The governing body may authorize the employment of an appraisal company to assist with the inventory procedure.

The charter school will maintain an inventory of all capital assets in accordance with governmental accounting standards. The charter school's inventory will be updated [annually] to include property newly purchased and disposed.

Capital assets includes all charter school-owned property such as land, buildings, improvements to property other than buildings (i.e., parking lots, athletic fields, playgrounds, etc.) and equipment with a value greater than [\$5,000].

The Destiny Program is the elected software program to record all inventory and assets. The Inventory will be verified at least twice yearly by classroom teachers. Lost or stolen items will be reported therein. Every attempt must be made by the classroom teacher and the ensuing administrator to acquire all SNACS property borrowed by students.

Inventory will be recorded by the designated employee according to date, source, title (if necessary), ISBN and/or Barcode or serial numbers (depending on item).

All inventory and assets will be reported and included in annual audits. The CEO and/or his/her designee is responsible for all inventory in the event the charter school closed. He/she would be expected to work with the Nevada Department of Education in such an event.

Audits

An audit of all charter school accounts will be made at least annually by an accountant selected by the governing body. A copy of the audit report will be presented to the governing body. The Executive Director will submit a copy of the audit report to the sponsor, Legislative Counsel Bureau and Department of Education.

Charter School Purchasing

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. The CEO and/or his/her designee is designated to act as and/or oversee the purchasing agent.

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.

With the exception of recurring expenses such as payroll and facility operating costs, all purchases must be authorized by the Executive and/or Education Director. No purchase will be authorized without prior approval. No bills will be approved for payment without such approval. All purchases shall be recorded on a Request for Approval (RFA) form. The RFA shall be presented prior to purchasing items and shall be within budgeted amounts as approved by the board and designated by the CEO and/or his/her designee.

The CEO and/or his/her designee to enter into and approve payment on contracts obligating charter school funds not to exceed (\$10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations if they warrant "as board approves". The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees or services through the WCSD, such as food service and transportation services.

The CEO and/or his/her designee 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 Executive Director will direct payment of the just claims against the charter school. The Executive Director is responsible to monitor the accuracy of all bills and vouchers.

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

Expenditure of Charter School Funds for Meals, Refreshments and Gifts

The charter school recognizes there may be occasions when it is appropriate for governing body members, administrators and others to expend charter school funds in the course of conducting

charter school business to provide meals or refreshments (bakery goods, snacks, fruit, punch, coffee, tea, soft drinks, etc.). The purchase of gifts may also be approved, in certain situations. Such occasions may include, but are not limited to, various charter school and building level meetings, gatherings to celebrate charter school successes or recognize individual achievements, contributions or outstanding service to the charter school and other charter school and school-sponsored activities. Such expenditures may be made within budgeted allocations, subject to the provisions of the administrative regulation.

The use of charter school funds, as used in this regulation, means the use of money in any of the general accounts of the charter school. This includes the General Fund, Food Service Fund and others. It also includes money in student body accounts held at each school that are derived from any student activity or from parent organizations. Exceptions are funds collected from staff members or others for the specific purpose of providing gifts or parties. It is also recognized that buildings may have established a "social fund" or "sunshine fund" to which each staff member may voluntarily contribute. Such funds are generally used for birthday recognition, bereavement and illness acknowledgment activities, etc. These funds are also exempt from the following requirements.

Meals and Refreshments

Charter school funds may be used to pay for individual or group meals only if official charter school business is being conducted during the time in which the meal is provided and only if the meal provides a particularly practical time or setting for the discussion, consistent with governing body policy and the following:

- Meals may be provided by the charter school to recognize the contributions of staff, through retirement dinners or other recognition events;
- Snacks may be provided by SNACS as part of governing body meetings. Meals may be provided by the charter school as a part of governing body or administrative work sessions, at charter school or building-level committee meetings or other charter school-approved activities such as professional development days where training time prohibits a normal lunch schedule.

Meals not directly business related may be provided to staff or others at the individual's expense only.

Governing body members, administrators and other charter school administrative staff may use charter school funds to provide refreshments for staff, parents or others at meetings, in-service programs or other similar charter school or school-sponsored activities, not to exceed a reasonable amount per participant and subject to the following additional requirements:

- The purchase of alcoholic beverages with charter school funds is strictly prohibited;
- The use of charter school funds for parties is prohibited.

Gifts

There are numerous occasions that may arise whereby governing body members, administrators or other charter school staff may feel the need to recognize employees, i.e., Bosses' Day, Secretaries'

Day, classified employees' week, birthday, etc. A governing body member, administrator or other charter school employee may provide such recognition at his/her expense only, unless as otherwise permitted below:

- The charter school may provide a small token of appreciation for a governing body member's or employee's retirement and years of service and other related activities utilizing charter school funds, as approved. For example, the governing body generally proclaims special recognition for classified employees' week and teacher appreciation week;
- Administrators may use charter school funds to provide an appropriate token of appreciation on behalf of the governing body. The value of this item may not exceed a reasonable amount per person;
- No other expenditure of charter school funds for gifts is permitted without prior authorization from the Body or administrator.

Petty Cash Accounts

The handling and processing costs of a single purchase order for nominal purchases are very expensive. To facilitate small expenditures, a petty cash revolving fund may be established for each charter school. Administrative regulations will be developed establishing the amount of petty cash to be allowed, the maximum dollar amount for a single purchase and the accounting system to be used for record keeping. Petty cash will not be used to thwart or circumvent established purchasing procedures. It is a convenient accommodation to facilitate immediate acquisition of low-cost goods and services in an efficient manner.

The business manager/deputy clerk may, at their discretion, periodically audit each petty cash account to ensure that the proper accounting is followed. Records will be kept of all expenditures from the petty cash fund and receipts will be furnished to account for all money expended. Expenses will be assigned to the proper budget account.

Bidding Requirements

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

The charter school welcomes business and bids from all eligible vendors. Preferential treatment will not be extended to any vendor. Orders will be placed on the basis of quality, price and delivery, with past services being a factor if other considerations are equal. Salesmen or agents may not solicit staff members during hours when students are present or during teach prep. [School administrators] may allow sales representatives or agents of educational products to contact staff members at times that will not interfere with the educational program.

Advertising is not allowed in the charter school unless it is approved by the Executive and Education Directors. No charter school employee will receive compensation of any kind from any vendor for the sale of supplies or services.

Personal Services and Other Contracts

The charter school may enter into personal services contracts with qualified professionals. Personal services contracts, as used in this policy, means contracts for specialized skills, knowledge and resources in the application of highly technical or scientific expertise or the exercise of professional, artistic or management discretion or judgment. The charter school may enter into a personal services contract with a current charter school employee only when the individual meets independent contractor status in accordance with state, Public Employees Retirement System (PERS) and Internal Revenue Service (IRS) requirements.

Selection of a personal services contractor will be based primarily on qualifications and performance history, expertise, knowledge and creativity and the ability to exercise sound professional judgment. All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price.

All contracts for service must fall within the appropriate budgeted category as approved by the board. Contracts (in excess of \$5,000) shall require prior governing body approval.

Credit/Debit Cards

The governing body authorizes the CEO and/or his/her designee and Chief Education Officer to hold a bank credit card in the name of the charter school and to issue such cards to designated employees such as the appropriate purchasing designee. Approved card holders will be held responsible for maintaining sole possession and security of issued cards at all times. Credit/debit cards shall have a governing body approved maximum limit. Debit cards are approved at maintaining a regular balance of no more than \$10,000. Credit card authorization is approved through the board.

Credit cards issued to site administrators/employees may only be used to purchase items authorized by the adopted charter school budget when purchase orders are not feasible.

Purchase slips and receipts must be turned in to the business office within [15] days of the transaction. [The business office shall pay in full the credit card balance no later than the due date so that finance charges will not be incurred.]

Charter school-issued credit cards shall be subject to the following:

1. Personal items shall not be charged on charter school-issued credit/debit cards. If a personal item is inadvertently purchased on a charter school-issued credit/debit card in violation of this policy, repayment by the employee must be made immediately. Failure to make the required payment may result in an automatic deduction from the individual's next payroll disbursement. Accordingly, the charter school will require individuals issued credit cards to sign a written authorization for payroll deduction in the event of such personal use;
2. The purchase of alcoholic beverages is strictly prohibited. The purchase of gasoline for a privately-owned vehicle is also prohibited without prior authorization;
3. Leaving a gratuity that exceeds [15%] is prohibited;
4. Airline tickets may be purchased with a charter school-issued credit/debit card only with prior administrator or designee approval. If the issued credit/debit card provides for

purchase incentives (i.e., points, discounts or airline mileage credits), such incentives shall only be redeemed for authorized charter school business.

Violation of the provisions of this policy may result in the revocation of the credit/debit card and/or discipline up to and including termination of employment.

Payment Procedures

All claims for payment from charter school funds will be processed by the designated business manager in conformance with charter school procedures. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers approved by the governing body.

The CEO and/or his/her designee will be responsible to oversee and assure the budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget.

Contracts, Pay Schedules and Payroll

The Governing Body utilized local district's negotiated agreements and salary schedules as much as feasible for the charter school organization. Every attempt will be made to align such agreement where practicality allows. The board will continue to follow the salary schedule for certified and classified staff whenever possible. Certified employees must therefore adhere to all requirements therein for training and licensure.

Certified employees such as FT teachers and administrators are board approved on an annual basis by May 1st of each school year for the upcoming school year. In the event the board doesn't hold a meeting to approve the certified employee, such approval would be assumed as approval for the next school year. The only exception to this is when situations arrive where employees have received any letters of admonition and are in need of improvement as a result. Those instances must be presented to the board for approval in the next school year. Classified and non-certified employees are hired and may be terminated by the CEO and/or his/her designee.

Preparation of payroll, including time schedules and payroll periods, will be done in accordance with the governing body agreements therein. Payroll will be processed through the use of a payroll company which will automatically make deposits for taxes as required by the Internal Revenue Service and employee contributions with the Public Employee Retirement System.

Payroll is scheduled to be disbursed on the 5th and 20th of each month. Anytime the 5th or 20th falls on a weekend or holiday, it shall be disbursed on the Friday prior to the weekend or holiday. Mandatory payroll deductions will be withheld as required by state and federal law. The charter school follows any garnishments as required by respective authorizing entities such as the Washoe County Judicial System.

Employee health, accident, dental and other types of insurance will be provided as outlined in the agreements with a monthly CAP of \$475 per full time employee. Any cost beyond the CAP will be paid by the employee and deducted at the disbursement of each payroll cycle. Employees may elect to add dependents to their insurance policies. Any expenses therein are the employee's responsibility. AFLAC/other supplemental is offered as a supplemental insurance for employees on an individual voluntary basis. Each employee is responsible for the costs associated therein.

Expense Reimbursements

The governing body recognizes that certain expenses are incurred by charter school employees in carrying out authorized duties. The governing body approves the reimbursement of necessary and reasonable expenditures as outlined in the accompanying administrative regulation and consistent with Internal Revenue Service requirements and Nevada Administrative Codes.

All approval and reimbursement procedures must be followed prior to reimbursement. Any reimbursements must be pre-authorized by the Executive Director prior to any purchases. In the event a purchase is made without prior authorization the employee may not be reimbursed.

Staff Expense Reimbursement

Expense reimbursement for staff traveling on approved charter school business will be governed by the following procedures. Travel expenses include travel fares, meals and lodging and expenses incident to travel. Only travel expenses as are ordinary and necessary in the conduct of approved travel for charter school business purposes and directly attributable to it will be reimbursed. As used in this regulation an "ordinary" expense means one that is common and accepted in the profession; a "necessary" expense means one that is essential and appropriate in order to conduct charter school business. [Reimbursement procedures established by the charter school will also apply to governing body members traveling on [governing body-approved] charter school business, as applicable.]

In-Charter School Travel – Use of Private Vehicles

Staff will use charter school-owned vehicles, whenever possible, in conducting charter school business that requires travel within charter school boundaries. Private vehicles may be used in conducting charter school business only with prior approval from the Executive Director according to line item budgeting using the chart of accounts. In-charter school travel approval may be granted for individual trips or by blanket approval, as deemed appropriate. Travel in a private vehicle for the purpose of conducting charter school business may be approved when:

- a. A charter school vehicle is not available;
- b. The destination is not conveniently accessible by commercial carrier;
- c. Various points must be visited and commercial carrier schedules are such that the use of commercial carrier transportation is not practical;
- d. Carrying articles by commercial carrier would not be feasible; or
- e. Commercial travel is deemed to be less economical.

Out-of-Charter School Travel (In-State) – Use of Private Vehicles

Staff will use charter school-owned vehicles, whenever possible, in conducting approved charter school business that requires in-state travel outside charter school boundaries. Private vehicles may be used only with prior approval from the Executive Director. Out-of-charter school travel approval may be granted by the Executive Director for individual trips or by blanket approval, as deemed appropriate.

Out-of-State Travel

Out-of-state travel requires prior CEO and/or his/her approval.

Insurance Coverage

Insurance costs are included as part of the mileage reimbursement for employees authorized to use a private vehicle to conduct charter school business. It is the responsibility of the owner or driver

of the vehicle to be certain that the vehicle is adequately covered by insurance. The responsibility of the charter school for damages resulting from vehicle accidents is not the same as set forth in the charter school's general liability insurance policy. The employee's insurance coverage provides primary coverage when the employee is driving his/her own vehicle on approved charter school business.

All charter school employees operating private vehicles on approved charter school business are required to complete and maintain on file with the charter school, verification of vehicle liability insurance that meets or exceeds Nevada statutory minimum limits. This verification is required [annually] [prior to any charter school approval to conduct charter school business in a private vehicle]. Employees are required to update their verification of vehicle liability information maintained on file with the charter school upon **any** change in the employee's vehicle insurance coverage.

Meals and Meetings

Whenever possible, employees traveling on official charter school business will be provided with Per Diem for ordinary and necessary meal expenses incurred in the course of approved travel for charter school business. Meals include amounts spent for food, beverage, taxes and related gratuities. It is the employees' responsibility to use Per Diem funds accordingly for their travel expenses for food. Per Diem will be based on the schedule provided by the NDE links and according to the region of travel. Alcoholic beverages are not permitted while conducting official charter school business and will not be reimbursed by the charter school.

Expenses in excess of the charter school's established limit are ordinarily the responsibility of the employee and may be reimbursed only with CEO and/or his/her approval. Receipts for all meal expenses must be secured and attached to the claim.

Reservations, Commercial Carrier and Lodging

Travel must be conducted in the most expeditious and cost-effective manner, as determined by the charter school. Every attempt will be made to make reservations for the employee prior to travel. Reservations will be made for hotel accommodations and any shuttles required to and from the place of business whenever feasible. Every attempt will be made to make reservations for hotels in the place where business is conducted or the closest available place to the point of business if costs are economically feasible.

Vehicle Rentals

Rental vehicles may be used only when use will effect a savings or otherwise be more advantageous to the charter school or when the use of other transportation is not feasible.

Rental of a compact vehicle is recommended when suitable for approved charter school business because of the lower initial rate and the guaranteed rate. Certain rental agencies guarantee the compact rate in all owned stations and in most licensee stations, which means that if a reservation for a compact vehicle is accepted and one is not available, a standard-sized vehicle will be substituted at the compact rate. Rental vehicles will be used only for official travel or in lieu of taxi for necessary travel. Any additional costs incurred for other usage will be the personal responsibility of the traveler. Employees will be informed if the charter school carries the rental car endorsement as part of its insurance coverage. In the event the charter school does not carry

the rental car endorsement, the employee will be authorized to purchase insurance coverage from the rental agency.

Cancelled Trips or Reservation Changes

1. If an employee cannot leave at the scheduled time, it is his/her responsibility to call the travel agency or carrier and arrange to have the tickets cancelled or exchanged. Any expenses incurred therein as a result of employee actions, the employee will be responsible for such expenses.
2. Commercial carrier reservation cancellations must be made at least 24 hours before departure time, whenever possible.
3. Lodging reservations must be cancelled by the employee as soon as possible to avoid a cancellation charge.
4. If a trip is cancelled after an advance and/or tickets have been issued, the advance and tickets must be returned to the business office immediately.

Personal Travel Combined With Charter School Business Travel

1. If an individual traveling on approved charter school business engages in both business and personal activities, travel expenses incurred will be reimbursed only for expenses that are ordinary and necessary in the conduct of charter school business. Expenses incurred as a part of personal business are the sole responsibility of the traveler.
2. When personal travel is combined with approved charter school business travel and the individual is traveling by less than the most expeditious and cost-effective manner, any additional costs must be paid by the traveler.
3. Time away from work caused by traveling by less than the most expeditious means available for personal purposes must be charged to vacation or other appropriate leave.
4. Vacation or other personal leave may be taken in conjunction with approved charter school travel subject to the following:
 - a. Time delays related to pre-approved charter school business are charged as working time even if no work is performed;
 - b. If the employee travels by less than the most cost-effective manner, as determined by the charter school, for approved charter school business or for personal travel combined with travel for charter school business purposes, he/she must pay the additional cost (e.g., increased fare, meals, lodging expenses, etc.) incurred as a result of the personal travel;
 - c. All subsistence and local transportation (taxi, vehicle fare, etc.) while on vacation status or other appropriate leave must be paid by the employee;
 - d. The traveler will not be required to pay any of the basic transportation costs incurred as a part of the approved charter school business, even though he/she spends a part of the total time away from home on vacation or other personal leave, provided the employee was traveling on approved charter school business;
 - e. A traveler who decides on his/her own to conduct charter school business without prior approval, while on vacation or other personal leave, cannot then use this as a justification to have the charter school pay his/her basic transportation cost from the charter school to the location visited, or submit a request for other expense reimbursement.

Expense Reimbursement Request and Accounting Procedures

1. Reimbursement requests detailing actual expenditures must be submitted on the charter school's travel expense form and be approved by the Executive Director in writing. Receipts and supporting documentation must accompany all expense reimbursement requests. This includes, but is not limited to, receipts for transportation, lodging, meals, and registration, conference and workshop fees. All requests must be submitted to the charter school office within [10] working days of the conclusion of the trip.
 - a. If the completed travel expense report totals less than any given travel advance, the difference must be returned within [10] working days to the business office with the report.
 - b. Reimbursement for expenditures in excess of a travel advance, or where no travel advance has been requested, will be made within [30] working days after the approved travel expense report is received by the business office.
2. Expenses which consist primarily of the cost of furnishing meals for others will be reimbursed upon submission of a travel expense report which includes:
 - a. Names of guests;
 - b. Organizations involved;
 - c. Full explanation of the charter school business purpose of the meeting.
3. In the event a vehicle was rented, a copy of the rental agreement must be attached to the travel expense report. The rental charge should be paid from the amount advanced, as applicable. Purchase of gas and oil which have been deducted from the rental charge by the rental agency must be included.
4. Any claim for mileage reimbursement only may be submitted at the end of each month in which reimbursement is to be claimed. A claim must be submitted no later than [90] calendar days of incurring the expense. Reimbursement claims later than [90] calendar days of the expense will be denied.
5. Mileage for approved charter school business travel in a private vehicle will be reimbursed at the current rate per mile established by the charter school, collective bargaining agreement or Internal Revenue Service (IRS), as applicable. Reimbursement that exceeds the IRS rate will be included as income to the employee in accordance with IRS regulations.
6. Meal expenses for approved charter school business travel purposes may be reportable as income to the employee in accordance with IRS regulations. Generally, meal expenses incurred for approved charter school business purposes in which charter school business is conducted with at least one or more other persons or that is incurred on approved charter school business for a trip that is overnight, or long enough that the individual needs to stop for sleep or rest to properly perform his/her duties, as defined by the IRS, will not be reportable as income to the employee.
7. In the event the total of the amount charged to, and/or received from, the charter school by the employee as advances, reimbursement or otherwise, exceeds the ordinary and necessary business expenses, the excess must be reported as income in accordance with IRS requirements.

Reimbursable Expense Limitations

1. Meal expenses may be reimbursed subject to the following limitations will be based on the location and area of travel as provided through the NDE links for travel reimbursement.
2. Gratuities must not exceed [15] percent and must be included as a part of the receipt. Gratuities in excess of [15] percent are the responsibility of the employee and will not be reimbursed by the charter school.
3. Other expenses such as toll charges, parking fees, valet services, cleaning, pressing and laundry may be reimbursed if the length of the trip or circumstances demand.
4. Mileage reimbursement for actual miles traveled on charter school business, may be approved subject to the following limitations:
 - a. In-charter school mileage reimbursement will not be granted to an employee, other than a charter school-approved tutor, for traveling from his/her residence to the place where work begins for the day or for returning home from the last place worked during the day;
 - b. Reimbursement will be made only for those miles actually traveled in the course of completing approved charter school business. When chauffeured, mileage for two round trips and short-term parking will be reimbursed if not greater than the cost of one round trip plus economy parking;
 - c. Group travel may be requested on one travel request form for a group traveling together as long as advance and reimbursement is payable to one person who has complete responsibility for reporting expenses;
 - d. In the event a private vehicle is approved for use from home, to or from airport or railroad station, mileage for one round trip and economy parking will be reimbursed. Parking receipts are required;
 - e. Individuals requesting reimbursement for use of a private vehicle on approved charter school business must meet insurance requirements. See **Insurance Coverage** above.
5. Lodging will be reimbursed at reasonable commercial rates.
6. Local taxi, shuttle, bus fares and vehicle rentals may be reimbursed, subject to the charter school's requirement that travel selected is by the most expeditious, cost-effective manner, as determined by the charter school.

Cash in Charter School Buildings

Money collected within school buildings will be taken to the charter school's designated depository when the sum accumulated in any one day by a class, a teacher or others at any school exceeds \$2,500. At Minimum, bank deposits must be made at least once a week, or whenever physically possible when receipts equal or exceed \$2,500. Accumulated cash maintained in school buildings overnight must be locked in a fireproof cabinet located in the office of the highest level site administrator. Pre-numbered two-way receipt is required for any cash transaction. Specific procedures are provided for the deposit of monies collected.

Accounting and Auditing

The charter school will establish and utilize a chart of accounts as prescribed by the Nevada Department of Education. Charter employees working in finance will conduct all business in accordance with generally accepted accounting practices in the United States of America. All accounts will be reconciled on a monthly basis. A copy of the reconciliation report will be provided to the Executive Director by the 20th of each school month for the preceding school month. The board will receive financial reports for monitoring at each regularly scheduled meeting. Such reports will be provided based on the most recent reconciled school month. All accounts will be audited on an annual basis by the sponsor as part of the annual monitoring.

All accounts will be audited by an independent auditor whereas the findings are presented to the board in a board meeting. Copies of the independent audit will be provided to the Sponsor, Deputy Superintendent for Administrative and Fiscal Services in the Nevada Department of Education, and Director of the Legislative Counsel Bureau.

Disposal of Charter School Property

Except as stipulated in NAC 386.342, the governing body may, at any time, declare charter school property as surplus and authorize its disposal when such property is no longer useful to the charter school, unsuitable for use, too costly to repair or obsolete. If reasonable attempts to dispose of surplus properties fail to produce a monetary return to the charter school, the governing body may dispose of them in another manner.

Revenue Receivables Procedure

This procedure is prepared for classroom educators, administrative support staff, teacher assistants, and any other staff member that receives funds that are for the school. Classroom Receivables are those funds received from student fees, fundraisers, breakfast and lunch monies, parental payment plans, etc. Checks and money orders are the preferred mode of monies for student activities.

- 1) Appropriate staff members such as the classroom teacher collects the funds from students as a particular fee, event, book order, or fundraiser requires.
- 2) Record the funds on the appropriate deposit ledger.
- 3) A separate deposit ledger will be completed for each separate account and/or event (one ledger for student fees and a separate ledger for field trip monies).
- 4) Each deposit ledger must include a written title of the event or associated fee.
- 5) Each deposit ledger must include the date received, child's name, amount paid, and check numbers or cash.
- 6) Breakfast and lunch monies are submitted when order sheets are turned into the front office where the money is kept in a locked cabinet until the nutrition coordinator to generate a deposit. A separate procedure is provided to all staff related to breakfast and lunch monies.
- 7) Submit all cash and deposit ledger as soon as physically possible and by the end of each school day to the Education Director, the Executive Director, or his/her designee.
- 8) Any cash in excess of \$100 must be submitted immediately to limit unauthorized access to such cash. Call for assistance, if necessary.
- 9) Each deposit submitted to the Education Director or Executive Director must be completed with a Sierra Nevada Academy Charter School Deposit Ledger. Multiple deposit ledgers may be accepted.

- 10) The individual and the administrator who receives the deposit both provide signatures validating the amount submitted. The administrator and submitter both receive copies of the deposit ledger after the submitted monetary amount is verified.
- 11) All checks are stamped with a deposit only endorsement by the administrator or designee.
- 12) A deposit slip is generated by the administrator or designee that is representative of the deposit summary ledger.
- 13) A deposit to the bank is conducted within 48 hours by one of the administrators or a designee.
- 14) The bank receipt is attached to the ledger, recorded in the accounting system in the appropriate account according to the chart of accounts, and filed in the accounting office.
- 15) Any persons warranted a copy of the deposit ledger and accompanying slip will be provided with such.
- 16) The bookkeeper is provided with copies of the deposit ledger and the accompanying slip.
- 17) The bookkeeper will enter deposits in the system by the 20th of the following month.
- 18) At a minimum, monthly financials will be provided to the Executive Director.
- 19) At a minimum, quarterly financials will be provided to the Board of Governance.

Educator Reimbursements for Classroom and Related Supplies Procedure

The board recognizes educators provide hands-on projects for students. Such projects may require unique items, not necessarily available through traditional ordering procedures. Educators may be permitted to be reimbursed assuming the lessons are planned for in lesson plans, adhere to state standards of content, and enhance the learning of students. The appropriate site administrator must sign off on any reimbursement therein.

1. Collect the fees and follow the deposit procedure as outlined.
2. If a deposit is submitted by a classroom teacher for student school fees, the teacher is given a spreadsheet that signifies the year-to-date accounts collected. Each classroom teacher receives a copy of their statement each time a deposit is submitted.
3. Educators who established fees at the beginning of the school year will be reimbursed on \$100 increments after receipts total such an amount. Receipts for classroom supplies will be in accordance with lesson plans and documentation are necessary. Associated lesson plans will be attached to receipts as necessary.
4. Reimbursements will be verified and an attempt will be made to provide such reimbursement within 10 school days. No reimbursements will be made without the proper lesson plan attached.
5. A running tally of reimburses against monies deposited will be maintained on a per-classroom teacher basis.
6. Educator reimbursement records may be audited at any time so all paperwork must be maintained in compliance with the procedures as outlined.
7. The bookkeeper will enter deposits and reimbursements in the system by the 20th of the following month.
8. At a minimum, monthly financials will be provided to the appropriate site administrator and CEO and/or his her designee.
9. At a minimum, quarterly financials will be provided to the Board of Governance.

Accounts Payables Procedures

1. Accounts payables are received via personal delivery, USPS, email, and fax. All payables are delivered to the Executive Director mailbox for review.

2. Upon review, the Executive Director makes any relevant notes and chart of accounts coding (when not a recurring bill), or initials to document it has been reviewed and is approved.
3. Any long-term items with installment payments will be entered as a bill with all payments and their due dates as necessary in the system.
4. A designated employee will write checks and record such checks in the accounting system using the NDE approved chart of accounts coding system.
5. The appropriate document (invoice or bill) is attached to the check stub as printed.
6. In the case of debit card transactions, the debit receipt is attached to the invoice or bill provided.
7. All accounts payables are filed alphabetically.
8. All accounts are reconciled by the 20th of each school month for the preceding school month. Copies of the reconciliation are provided each school month to the Executive Director. The Board of Governance is provided with a copy of financial reports at each regularly scheduled board meeting to include financial information to the most recent reconciliation therein.

Monetary Deposit Procedures

This procedure is prepared for classroom teachers, administrative support staff, teacher assistants, and any other staff member who receives funds related to school. Each step must be followed in order to ensure all funds received are accounted for.

Managing Student and Classroom Receivables

Classroom receivables are those funds received from student fees, fundraisers, parental payment plans, child payments, etc. Checks and money orders are the preferred mode of monies for student activities.

- 1) Collect the funds. All money shall be kept in a safe area (locked cabinet, locked drawer, etc.) when not in possession of the teacher.
- 2) Record the funds on the SNACS Deposit Ledger.
- 3) Write down your name, the activity, student's names, method of payment, amount received (per student), date, and the total deposit.
- 4) A separate deposit ledger is completed for each separate account (type of deposit). Do not mix funds on to one deposit ledger. An example is placing student fees with fundraising monies. You would need two separate deposit slips for such.
- 5) Submit as soon as possible to the Education Director, the Executive Director, or his/her designee. Funds include any monetary amount in which is in the form of check, money order, or cash that is intended for Sierra Nevada Academy Charter School.
- 6) Do not encourage cash. Try to emphasize check or money order.
- 7) Any cash in the excess of \$100 should be submitted within the same working day to the Education Director, the Executive Director, or his/her designee.
- 8) Each deposit must include a SNACS Deposit Ledger.
- 9) The individual and the administrator who receives the deposit both provide signatures validating the amount submitted. The administrator and submitter both receive copies of the deposit ledger after the submitted monetary amount is verified.
- 10) All monies received by the administrator are kept in a locked, fireproof file cabinet.
- 11) At Minimum, bank deposits must be made at least once a week, or whenever physically possible when receipts equal or exceed \$2,500.

- 12) After the deposit is completed, the bank receipt is attached to the ledger, recorded in the accounting system in the appropriate chart of accounts, and filed in the accounting office.

Nutrition Program Procedures

School breakfasts and lunches are available for purchase by students. Students must pre-order breakfast the day before food service. School lunches may be ordered the morning of food service. Students and families should be directing breakfast/lunch orders through the classroom teacher. If payment is made after teachers have placed their orders, or during non-school hours, the front office will collect monies. Nutrition accounts are to be served on a prepaid program basis. All efforts will be made to ensure students prepay prior to being served food. However, the Nutrition Coordinator will make every effort to ensure students are provided for, regardless of account status. The Nutrition Coordinator will work with Administrators, on a case-by-case basis, to ensure accounts are kept current.

1. Teachers will follow the Revenue Receivables procedures related to monies collected on behalf of the breakfast and/or lunch program.
2. Teachers write on the amount received in the cell (next to the correlated student name and day) on the breakfast/lunch order form.
3. Teachers send money in an envelope with the order form to the front office by 9:00 each morning.
4. The Nutrition Services Coordinator will receive all monies given from classroom teachers related to breakfast and lunch in a secure lock box.
5. The Nutrition Services Coordinator will verify the amount received from a teacher on behalf of students and record the amount on the deposit ledger.
6. The Nutrition Services Coordinator will enter the charges and receivables in the Nutrition Services Database as required by WCSD.
7. The Nutrition Services Coordinator will provide weekly statements to families related to monies received and charges incurred.
8. The Nutrition Services Coordinator will place food orders, based on student counts in each class, sign off on all ordered meals for breakfast and lunches to ensure accurate ordering.
9. After all money has been collected from all students and parents, the Nutrition Services Coordinator will send the signed breakfast/lunch deposit sheet to the Education Director in a sealed/secured envelope. Monies should be given to the Education Director daily, whenever possible, and at a minimum of weekly.
10. The site administrator will verify and sign the breakfast/lunch deposit sheet and make the deposit according to the deposit procedures.
11. Signed copies are provided to the Nutrition Services Coordinator and the Bookkeeper.
12. The CEO and/or his/her designee will receive a minimum of monthly statements related to Nutrition.
13. The Board of Governance will receive a minimum of quarterly statements related to Nutrition.

Please refer to the budget worksheet for the charter school.

ROSTER

	COMMITTEE ASSIGNMENT					EXPERTISE				
Capital Campaign						PR/HR/Communications				
Governance	X	X	X	X	X	Education	X	X		
Finance		X		X		Medical			X	
Board Development		X				Community/Volunteer	X			X
Real Estate						Board Experience	X	X	X	X
Development	X	X	X	X	X					X

Charter School Board Member Information

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board you intend to serve Sierra Nevada Academy Charter School
2. Full name Melinda Jean Whitney
Home Address 1690 Shadow Park Dr, Reno NV 89529
Business Name and Address _____
Phone Number 775-747-6046
E-mail address mjmwhit@pyramid.net
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. Retired from WCSO Aug. 2005
 Resume and professional bio are attached.

Expansion

1. Explain how expansion into the State of Nevada and the portfolio of the SPCSA aligns with the vision of the current charter school board. To provide a world class, high achieving education to Nevada Students

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is, or has been in the last two years, a school/CMO employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school/CMO (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school/CMO. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any current or former employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes

6. If the school contracts with an education management organization or other education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

7. If the school plans to contract with an education management organization or other education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated

with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

Certification

I, Melinda J. Whitney, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for SNAC 9 Charter School is true and correct in every respect.

Sierra Nevada Academy


Signature

8/27/15
Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Sierra Nevada Academy Charter School,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

Melinda J. Whitney

Signature of Certifying Charter School Official

Melinda J. Whitney

Name Printed

President, Board of Trustees

Sierra Nevada Academy Charter School

Title

August 27, 2015

Date

State of Nevada
County of Washoe

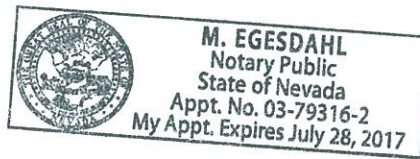
Subscribed and sworn to before me

by Melinda J. Whitney,

This 27th day of August, 2015.
date month year

M. Egisdahl

(Notary Public Seal)



Charter School Board Member Information

**To be completed individually by each proposed charter school board member.
All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board you intend to serve Sierra Nevada Academy Charter School
2. Full name Jayson Culbert
Home Address 5940 Ridge Ln. Reno, NV 89523
Business Name and Address _____
Phone Number 775-762-6778
E-mail address jayculbert@yahoo.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

Resume and professional bio are attached.

Expansion

1. Explain how expansion into the State of Nevada and the portfolio of the SPCSA aligns with the vision of the current charter school board.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is, or has been in the last two years, a school/CMO employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school/CMO (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school/CMO. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any current or former employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education management organization or other education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an education management organization or other education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated

with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

Certification

I, Jayson Culbert, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Sierra Nevada Academy Charter School is true and correct in every respect.

Jayson Culbert
Signature

8/27/15
Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[Signature]
Signature of Certifying Charter School Official

Jayson Culbert
Name Printed

Vice president
Title

August 27, 2015
Date

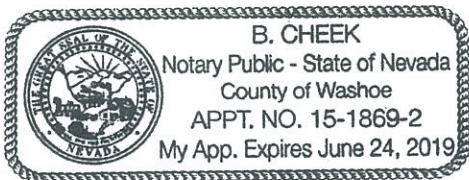
Subscribed and sworn to before me

State of Nevada
County of Washoe

This 27 day of August 2015
date month year

[Signature]

(Notary Public Seal)



Charter School Board Member Information

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All forms must be signed by hand.**

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As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

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2. Full name Jayson Culbert
Home Address 5940 Ridge Ln. Reno, NV 89523
Business Name and Address _____
Phone Number 775-762-6778
E-mail address jayculbert@yahoo.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

Resume and professional bio are attached.

Expansion

1. Explain how expansion into the State of Nevada and the portfolio of the SPCSA aligns with the vision of the current charter school board.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is, or has been in the last two years, a school/CMO employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school/CMO (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school/CMO. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any current or former employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education management organization or other education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
7. If the school plans to contract with an education management organization or other education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated

with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

None. Yes

Certification

I, Jayson Culbert, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Sierra Nevada Academy Charter School is true and correct in every respect.

Jayson Culbert
Signature

8/27/15
Date

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

[Signature]
Signature of Certifying Charter School Official

Jayson Culbert
Name Printed

Vice president
Title

August 27, 2015
Date

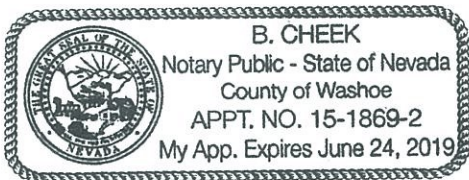
Subscribed and sworn to before me

State of Nevada
County of Washoe

This 27 day of August 2015
date month year

[Signature]

(Notary Public Seal)



**SNACS InNEVations Lab School
BOARD OF GOVERNANCE BYLAWS**

NUMBER OF MEMBERS

The Board of Governance shall consist of five (5) members. The minimum membership and qualifications of governing body are established in NRS 386.549.1 as follows. The governing body of a charter school must consist of:

(a) one member who is a teachers or other person licensed pursuant to chapter 391 of the NRS or who previously held such a license and is retired, as long as his or her license was held in good standing.

(b) one member who:

(1) satisfies the qualifications of paragraph (a); or

(2) is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing.

(c) one parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school.

(d) two members who possess knowledge and experience in or more of the following areas:

(1) Accounting;

(2) Financial Services;

(3) Law; or

(4) Human Resources.

2. In addition to the members who serve pursuant to subsection 1, the governing body of a charter school may include, without limitation, parents and representatives of nonprofit organizations and businesses. Not more than two persons who serve on the governing body may represent the same organization or business or otherwise represent the interests of the same organization or business. A majority of the members of the governing body must reside in this State. If the membership of the governing body changes, the governing body shall provide written notice to the sponsor of the charter school within 10 working days after such change.

3. A person may serve on the governing body only if the person submits an affidavit to the Department indicating that the person:

(a) Has not been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude.

(b) Has read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other material designed to assist the governing bodies of charter schools, if such material is provided to the person by the Department.

4. The governing body of a charter school is a public body. It is hereby given such reasonable and necessary powers, not conflicting with the Constitution and the laws of the State of Nevada, as may be requisite to attain the ends for which the charter school is established and to promote the welfare of pupils who are enrolled in the charter school.

5. The governing body of a charter school shall, during each calendar quarter, hold at least one regularly scheduled public meeting in the county in which the charter school is located. Upon an affirmative vote of a majority of the membership of the governing body, each member is entitled to receive a salary of not more than \$80 for attendance at each meeting, as fixed by the governing body, not to exceed payment for more than one meeting per month.

6. As used in subsection 1, “teacher” means a person who:

(a) Holds a current license to teach issued pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; and

(b) Has at least 2 years of experience as an employed teacher.

☐ The term does not include a person who is employed as a substitute teacher.

(Added to NRS by [1999, 3290](#); A [2001, 3131](#); [2003, 2697](#); [2005, 2539](#); [2007, 2574](#); [2011, 3053](#))

Current Board of Governance of the SNACS shall appoint the new Board of Governance at the last meeting of the academic year.

QUALIFICATIONS OF MEMBERS

To qualify as a candidate for election as a member of the SNACS Board of Governance, an individual cannot be employed by SNACS and shall be of age of maturity in this state.

NRS 386.305 provides that a member of any SNACS Board of Governance shall not be financially interested in any contract made by the Board of Governance of which he or she is a member.

TERMS OF OFFICE

All members shall hold office for a period of one (1) year and/or until his or her successor is appointed and qualified.

FILLING VACANCIES ON THE BOARD OF TRUSTEES

If any vacancy occurs on the Board of Governance, the members shall appoint a new member by voting at the next scheduled meeting.

REMOVAL FROM OFFICE

The SNACS Board of Governance serve at pleasure and may be removed at any time and for any reason the Board determines is “just cause” by a majority vote of the Board.

OFFICERS OF THE BOARD OF TRUSTEES

The Governing Body members shall be President, Vice President, Secretary, and Directors. These officers shall be elected at the last meeting of previous academic year.

DUTIES OF THE PRESIDENT

The President shall preside at all meetings of the governing body. He or she shall conduct all meetings in a timely manner and in accordance with the Policies, Regulations, and Bylaws adopted by the Board. He or she shall appoint committees of study when directed by the Board. He or she shall have the right, as other members of the Board, to discuss and ask questions during board meetings. It shall be the prerogative of the President, if there is no objection from other members, to move an agenda item to a different position during the course of any meeting. The President shall have the authority to sign all necessary documents related to the functions of SNACS as approved by the board and those required by law under Nevada Revised Statutes. The President shall hold office for one (1) year.

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The Vice President presides at any meetings the President is absent. He or she shall take the position of President in the event the President is unable to perform his/her duties due to unforeseen and unavoidable circumstances.

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The Secretary shall keep the work with SNACS staff to ensure accurate minutes of all meetings and transactions of the Board of Governance. The Secretary shall hold office for one (1) year.

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The Board of Governance shall appoint an Executive Director as a head administrator for the school. The Executive Director has full authority for the daily operation of the school, including hiring and firing of personnel with the exception of certified teachers and administrators. It is acknowledged that the Executive Director is also the listed WCSS Director for Achievers preschool and before/after school programs (a separate, non-profit 501 c-3 entity). The Executive Director shall form a committee to recommend the hiring for certified teachers and administrators. Final approval shall be made by Board of Governance at the next board meeting. The Executive Director shall present a report to the Board in each meeting, if necessary. The Executive Director shall be evaluated yearly by the Governing Body as required by statute.

BUDGET and FINANCE OVERSIGHT

The Board of Governance shall approve the annual tentative budget for each upcoming academic year, hold a public budget hearing, and approve the final budget as required under regulations. The Board shall augment the budget based on count day numbers and DSA appropriations as required by regulations. The Board shall approve for filing the financial reports, including a list of transactions, at least at each quarterly meeting. The board shall review and approve all budget amendments throughout any given fiscal year.

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The SNACS Board of Governance shall approve, amend, and monitor, all policies as required by statute. The SNACS Governing Body members are responsible to review current policies, handbooks, etc., for understanding and adherence to the policies previously adopted. Copies of any policies, handbooks, etc. may be requested through the Executive Director.

ADOPTION OF BYLAWS

The internal operation of the Board of Governance shall be governed by a set of bylaws adopted by the Board. Bylaws may be proposed by any member of the Board. Written notification of any proposal shall be sent to the members of the Board prior to a regularly scheduled Board meeting wherein it will be discussed and action taken. Final action shall be by a majority vote.

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The agenda of the Board of Trustees shall be prepared by the Executive Director in consultation with Board members, staff members and other groups or individuals directly concerned. The proposed agenda will be posted in compliance with NRS

241.020. Board members requesting an item to be placed on the agenda shall put in writing a request to the Executive Director at least 10 working days prior to the regularly scheduled meeting.

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**SNACS InNEVations Lab School
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Name of School **CHARTER SCHOOL BUDGET**
SNACS inNEVations Lab School

Base Year **2015**

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
REVENUE	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ASSUMPTIONS	2015	2016	2017	2018	2019	2020
Number of grade levels		9	10	11	12	13
Number of classrooms		18	20	22	26	26
K		42	42	42	42	42
1st		46	46	46	46	46
2nd		46	46	46	46	46
3rd		46	46	46	46	46
4th		50	50	50	50	50
5th		50	50	50	50	50
6th		50	50	50	50	50
7th		50	50	50	50	50
8th		50	50	50	50	50
9th		0	60	60	60	60
10th		0	0	60	60	60
11th		0	0	0	60	60
12th		0	0	0	0	60
Total Student Enrollment	0	430	490	550	610	670
Title I (% of student body)	0%	50%	50%	50%	50%	50%
Special Education (% of student body)	0%	20%	20%	20%	20%	20%
Total Distributive School Account (funding per student)	\$7,639					
Inflation adjustor	1.03					
Special Education Weighted Funding	\$533					
Title I	\$0					
IDEA	\$0					
Breakfast Program -- Federal Reimbursement	yes					
Breakfast Program	\$2					
Lunch Program	\$3					
School level fundraising	\$100					
County where school is located	Carson City					
DSA Funding	\$0	\$3,284,770	\$3,855,403	\$4,457,318	\$5,091,878	\$5,760,500
DSA Sponsorship Fee	\$0	\$49,272	\$57,831	\$66,860	\$76,378	\$86,408
Title I	\$0	\$0	\$0	\$0	\$0	\$0
Federal Breakfast Program	\$0	\$59,663	\$67,988	\$76,313	\$84,638	\$92,963
Federal Lunch Program	\$0	\$99,438	\$113,313	\$127,188	\$141,063	\$154,938
IDEA	\$0	\$0	\$0	\$0	\$0	\$0
State Special Education Funding	\$0	\$45,838	\$52,234	\$58,630	\$65,026	\$71,422
Charter start-up funds (Federal R&E already awarded to operator--not SEA grant)	\$150,000	\$150,000				
Other start-up grant funds	\$100,000					
School level fundraising	\$0	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Student fees		\$51,600	\$63,700	\$71,500	\$85,400	\$100,500
Investment Income						
Private fundraising (foundations, corporate)		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Private fundraising						
TOTAL REVENUE	\$250,000	\$3,690,036	\$4,148,806	\$4,784,089	\$5,457,626	\$6,165,915

				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	
4	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
4	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
5	Math	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
5	Reading	Grade Level Teacher	NA		0.00	0.00	0.00	0.00	0.00	
5	Language Arts	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
5	Science	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
5	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
5	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
6	Math	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
6	Reading	Grade Level Teacher	2016	\$43,000.00	0.00	1.00	1.00	1.00	1.00	
6	Language Arts	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
6	Science	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
6	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
7	Math	Grade Level Teacher	2016	\$45,000.00	0.00	1.00	1.00	1.00	1.00	
7	Reading	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
7	Language Arts	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
7	Science	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
7	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
8	Math	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
8	Reading	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
8	Language Arts	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
8	Science	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
8	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
9	Math/Science	Grade Level Teacher	2017	\$40,000.00	0.00	0.00	1.00	1.00	1.00	
9	Reading/LA	Grade Level Teacher	2017	\$48,000.00	0.00	0.00	1.00	1.00	1.00	
9	Language/soc. Stu.	Grade Level Teacher	2017	\$38,000.00	0.00	0.00	1.00	1.00	1.00	
9		Grade Level Teacher	2017		0.00	0.00	1.00	1.00	1.00	
9	Technology/special area	Grade Level Teacher	2017	\$38,000.00	0.00	0.00	1.00	1.00	1.00	
10	Math/Science	Grade Level Teacher	2018	\$45,000.00	0.00	0.00	0.00	1.00	1.00	
10	Reading/LA	Grade Level Teacher	2018	\$40,000.00	0.00	0.00	0.00	1.00	1.00	
10	Lang./Social Studies	Grade Level Teacher	2018	\$38,000.00	0.00	0.00	0.00	1.00	1.00	
10	Technology	Grade Level Teacher	2018	\$35,000.00	0.00	0.00	0.00	1.00	1.00	
10	PE/health	Grade Level Teacher	2018	\$38,000.00	0.00	0.00	0.00	1.00	1.00	
11	Math/Science	Grade Level Teacher	2019	\$48,000.00	0.00	0.00	0.00	0.00	1.00	
11	Reading/LA	Grade Level Teacher	2019	\$38,000.00	0.00	0.00	0.00	0.00	1.00	
11	Lang./Social Studies	Grade Level Teacher	2019	\$48,000.00	0.00	0.00	0.00	0.00	1.00	
11	ARTS	Grade Level Teacher	2019	\$38,000.00	0.00	0.00	0.00	0.00	1.00	
11	Theater	Grade Level Teacher	n/a	\$42,000.00	0.00	0.00	0.00	0.00	0.00	
12	Math/Science	Grade Level Teacher	2020	\$48,000.00	0.00	0.00	0.00	0.00	1.00	
12	Reading/LA	Grade Level Teacher	2020	\$40,000.00	0.00	0.00	0.00	0.00	1.00	
12	Lang./Social Studies	Grade Level Teacher	2020	\$48,000.00	0.00	0.00	0.00	0.00	1.00	
12	Technology	Grade Level Teacher	2020	\$38,000.00	0.00	0.00	0.00	0.00	1.00	
12		Grade Level Teacher	n/a		0.00	0.00	0.00	0.00	0.00	
Total Grade Level Teachers					6.00	28.00	33.00	38.00	42.00	46.00

SALARIES

Administrators

Site Instructional Leader	\$0	\$95,000	\$97,850	\$100,786	\$103,809	\$106,923
Special Education Coordinator	\$0	\$65,000	\$66,950	\$68,959	\$71,027	\$73,158
Special Education Coordinator	\$0	\$80,000	\$82,400	\$84,872	\$87,418	\$90,041
Lead Technology Coordinator	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$6,306
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$6,306
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$6,306
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$6,306
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Total Grade Level Teacher Medical Costs		\$32,640	\$156,890	\$190,453	\$225,889	\$257,156	\$290,097
Total Medical Benefits		\$32,640	\$207,318	\$242,394	\$279,388	\$312,261	\$346,855
Total FICA		\$0	\$102,854	\$118,862	\$138,335	\$156,863	\$176,551
Total State Retirement Costs		\$0	\$376,460	\$435,051	\$506,325	\$574,141	\$646,200
Total Life Insurance		\$0	\$134,450	\$155,376	\$180,830	\$205,050	\$230,786
Total GASB 45		\$0	\$0	\$0	\$0	\$0	\$0
Total Unemployment Insurance		\$1,800	\$11,100	\$12,600	\$14,100	\$15,300	\$16,500
TOTAL BENEFITS		\$34,440	\$832,183	\$964,284	\$1,118,979	\$1,263,615	\$1,416,891
<i>% of Salaries</i>		<i>#DIV/0!</i>	<i>61.9%</i>	<i>62.1%</i>	<i>61.9%</i>	<i>61.6%</i>	<i>61.4%</i>
PART-TIME EMPLOYEES							
Input part-time employee	Percentage of full-time FTE	15,000.00	15,500.00	16,000.00	17,000.00	17,500.00	18,000.00
Annualized salary		\$75,000	\$77,500	\$80,000	\$85,000	\$87,500	\$90,000
Input part-time employee	Percentage of full-time FTE						
Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee	Percentage of full-time FTE						
Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee	Percentage of full-time FTE						
Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee	Percentage of full-time FTE						
Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0
PART TIME SALARIES		\$75,000	\$77,500	\$80,000	\$85,000	\$87,500	\$90,000

[INSERT School Name]

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
PERFORMANCE BONUSES	\$0	\$134,450	\$155,376	\$180,830	\$205,050	\$230,786

PAYROLL SERVICES	\$1,800	\$11,100	\$12,600	\$14,100	\$15,300	\$16,500
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	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	2015	2016	2017	2018	2019	2020

GENERAL OPERATING EXPENSES

	Assumptions						
Instruction							
Professional development	\$500	Per FTE	\$18,500	\$21,000	\$23,500	\$25,500	\$27,500
Staff recruitment	\$500	Per Year	\$500	\$500	\$500	\$500	\$500
Student recruitment and marketing	\$15,000	Annual expense	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Special Ed/Psychology Consultant	\$10,000	Annual Expense	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
CMO Fee	\$50	Per Student	\$21,500	\$24,500	\$27,500	\$30,500	\$33,500
Textbooks - initial costs	\$300	Per student	\$129,000	\$18,000	\$18,000	\$18,000	\$18,000
Textbooks - repurchase of new books	6	Number of years use			FALSE	FALSE	FALSE
Library books	\$25	Per student	\$10,750	\$12,250	\$13,750	\$15,250	\$16,750
Food services	\$100	Per student	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Music program	\$50	Per Student	\$21,500	\$24,500	\$27,500	\$30,500	\$33,500
Management fees	5%	% of S&L Revenues	\$164,239	\$192,770	\$222,866	\$254,594	\$288,025
Licensing fees	3%	% of S&L Revenues	\$98,543	\$115,662	\$133,720	\$152,756	\$172,815
Charter application							
Office Supplies	\$15	Per student	\$6,450	\$7,350	\$8,250	\$9,150	\$10,050
Assessment costs	\$75	Per student	\$32,250	\$36,750	\$41,250	\$45,750	\$50,250
Supplies for students	\$100	Per student	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Yearbook	\$10	Per student	\$4,300	\$4,900	\$5,500	\$6,100	\$6,700
School store	\$5	Per student	\$2,150	\$2,450	\$2,750	\$3,050	\$3,350
Contracted SPED	\$500	Per SPED student	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Instructional supplies - Teachers (just teaching faculty)	\$250	Per Instructional FTE	\$7,750	\$9,000	\$10,250	\$11,250	\$12,250
General office supplies	\$300	Per month	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
School uniforms		Per new student	\$0	\$0	\$0	\$0	\$0
School uniforms - returning students		Per returning student	\$0	\$0	\$0	\$0	\$0
General building decorum	\$5,000	Annual Exp	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Health supplies	\$10	Per student per year	\$4,300	\$4,900	\$5,500	\$6,100	\$6,700
Bank fees	\$500	Annual Exp	\$500	\$500	\$500	\$500	\$500
Athletic expenditures	\$20	Per Student	\$8,600	\$9,800	\$11,000	\$12,200	\$13,400
Postage and shipping	\$5	Per student	\$2,150	\$2,450	\$2,750	\$3,050	\$3,350
Gifts & awards - students	\$5	Per student	\$2,150	\$2,450	\$2,750	\$3,050	\$3,350
Gifts & awards - faculty and staff	\$25	Per FTE	\$925	\$1,050	\$1,175	\$1,275	\$1,375
Dues and memberships	\$100	Per FTE	\$3,700	\$4,200	\$4,700	\$5,100	\$5,500
Travel and Meetings	\$1,000	Per FTE	\$37,000	\$42,000	\$47,000	\$51,000	\$55,000
Background checks	\$75	Per new FTE	\$2,775	\$375	\$375	\$300	\$300
Accounting services	\$40,000	Annual Exp	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
Field trips	\$2,000	Per grade level	\$18,000	\$20,000	\$22,000	\$24,000	\$26,000
Field trips - out of state		Per grade level	\$0	\$0	\$0	\$0	\$0
Parent & staff meetings	\$5,000	Annual Exp	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Saturday School (contractors for instruction)	no	Input "yes" or "no"	\$0	\$0	\$0	\$0	\$0

Total Instructional Supplies	\$0	\$805,132	\$782,957	\$876,685	\$971,075	\$1,068,265
<i>Per student</i>		<i>\$1,872</i>	<i>\$1,598</i>	<i>\$1,594</i>	<i>\$1,592</i>	<i>\$1,594</i>

Contracted Services						
Annual audit	\$15,000	Per year	\$15,000	\$15,000	\$15,000	\$15,000
Legal funds	\$10,000	Per year	\$10,000	\$10,000	\$10,000	\$10,000

Total Contract Services	\$10,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
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[INSERT School Name]

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Food Program	School Pays?							
Breakfast	no	\$0.25		\$9,944	\$11,331	\$12,719	\$14,106	\$15,494
Lunch program	no	\$0.50		\$19,888	\$22,663	\$25,438	\$28,213	\$30,988
Snacks	no	\$0.00		\$0	\$0	\$0	\$0	\$0
Saturday food program	no	\$0.00		\$0	\$0	\$0	\$0	\$0
Total Food Costs			\$0	\$29,831	\$33,994	\$38,156	\$42,319	\$46,481
TOTAL GENERAL OPERATING EXPENSES			\$10,000	\$859,963	\$841,951	\$939,842	\$1,038,394	\$1,139,746

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
TRANSPORTATION COSTS ASSUMPTIONS							
		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
		2015	2016	2017	2018	2019	2020
Percentage of students transported	5%						
Students per bus	50						
Bus purchase price (used bus)	\$15,000						
Miles driven per bus per day	15						
Miles driven per bus per year	2,775						
Miles per gallon	1.00						
Gallons purchased per year	2,775.00						
Price per gallon	\$10.00						
Annual fuel costs per bus	\$27,750.00						
Maintenance costs per bus	\$0.25 per mile						
Annual maintenance costs per bus	\$694						
Bus Contracting Costs	\$3,000 annual						
Number of students participating		0	21.5	24.5	27.5	30.5	33.5
Number of buses required		0	1	1	1	1	1
Bus purchasing costs		\$0	\$15,000	\$0	\$0	\$0	\$0
Fuel costs		\$0	\$27,750	\$27,750	\$27,750	\$27,750	\$27,750
Maintenance costs		\$0	\$694	\$694	\$694	\$694	\$694
Bus Contracting Costs		\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
TOTAL TRANSPORTATION COSTS		\$0	\$46,444	\$31,444	\$31,444	\$31,444	\$31,444
<i>Per student</i>			<i>\$2,160.17</i>	<i>\$1,283.42</i>	<i>\$1,143.41</i>	<i>\$1,030.94</i>	<i>\$938.62</i>
TOTAL EXPENSES		\$121,240	\$3,306,139	\$3,639,409	\$4,178,499	\$4,691,806	\$5,233,222

FINANCIAL PLAN WORKBOOK INSTRUCTIONS

expenditures during a five year time period. The workbook is designed to serve as a simplified guideline for recording your projected revenues and expenditures through both the 'School Inputs' and 'Technology & Equipment Inputs' tabs in this Microsoft Excel workbook. Please note that this is a protected workbook and data should only be entered into the unprotected cells (yellow cells). To maximize the usage of the Financial Plan Workbook, please familiarize yourself with the following general instructions prior to data entry.

School Inputs

The 'School Inputs' tab will be utilized as a place for data entry regarding your charter school's revenue assumptions along with any compensation, benefits and general expense assumptions. Data entry will begin in the revenue assumptions section. Note that FTE stands for Full-Time Equivalent. If this term is unfamiliar, please consult with an individual experienced in budgeting and pupil accounting. If your budget plans include staff less than full time please contact the State Public Charter School Authority to adjust formulas in this budget tool.

Revenue Assumptions

1. Please enter a Base Year into 'F9'. Additionally, please enter the appropriate school years in cells H13 through N13 as well as H14 through N14.
2. Next, be sure to enter your projected student enrollment in the enrollment section. This section captures the number of students by grade level (Rows 15-29) and by school year (Columns H-N).
3. In cells I32 through N32, please enter your school's percentage of Title 1 students. Similarly, in cells I33 through N33, enter your institution's percentage of special education students.
4. Enter the county where the school is located (Cell F45). If the school will be multi-district (e.g. a virtual school), the applicant must enter an estimated number of students per county in the County DSA tab to generate an appropriate figure. A conservative assumption would be to assume 100 percent of students are from the county with the lowest DSA.
5. The Inflation Adjuster in 'F36' is designed to account for any increases in the cost of labor and expenses over time. Please be sure to enter a cost of inflation in this cell. An inflation rate of 1.03 is a good rule of thumb for
6. Enter your Title 1, IDEA (cost per SPED student) and school level fundraising income per student. Each of these entries will automatically calculate the revenue line items for BEP, Title 1, IDEA and school level funding.
7. Any remaining revenue entries can be manually accounted for in the following subgroups:
 - Charter Start-Up Funds (H53-N53)**
 - Other Start-Up Grant Funds (H54-N54)**
 - Student Fees (H56-N56)**
 - Investment Income (H57-N57)**
 - Private Fundraising (H59-N59)**

Staffing and Compensation Assumptions

The staffing and compensation assumptions section will require input data on not only the charter school's staffing levels and average salaries, but it will also require the preparer to provide benefits data in order to provide the charter school with realistic financial projections. Please follow the instructions below:

1. Enter the average medical benefits for employees with both single and family coverage into cells 'F72' and 'F73'
2. Second, enter the school's percentage of coverage in 'F75'.
3. In 'F75', enter the assumed percentage of employees choosing single for their health benefits.
4. In cells F77 through F80, enter the percentage of your employee's salaries that will be allocated to FICA, State Retirement for Certified Employees, State Retirement for Non-Certified Employees and Life Insurance.

5. Next, enter any per-employee expenses associated with GASB 45 and Unemployment Insurance in 'F81' and 'F8
6. Payroll services are accounted for as a dollar value on a per employee/per month basis in 'F84'.
7. Any bonuses should be accounted for in 'F85', which is calculated as a percentage of salaried employees.
8. The information requested in cells F92 through F96 serve as drivers for some of your charter school's general expenses. Therefore, be sure to enter your school's instructional days per year (required) as well as the Saturday schools per year, contractors required for Saturday school and price per contractor (if necessary).
- administrators such as the School Director should be entered into the Administrator section. The positions, salaries and staffing levels in this section are marked for input, so feel free to adjust the position levels, salaries and staffing levels as your charter school finds necessary. Please note that each line represents one position,
10. Part-Time employees are considered in a less cumbersome fashion. Simply enter the average salary for each respective position and enter the number of employees per year.
11. Lastly, the salaries and staffing levels work in unison with the inputs you entered to get to the total salary and benefits for your charter school. Feel free to adjust any of the staffing and compensation inputs to either decrease or increase your school's total compensation.

General Operating Expense Assumptions

The general operating expense assumptions section houses the majority of the expenditures that are necessary to operate your charter school.

1. This section is extremely user-friendly in terms of data entry. Each general operating expense line item is tied to a driver, i.e. per year or per student. The driver is then multiplied by the dollar value that was entered, which results in the amount of that expense line item for the given year.
2. The Contracted Services section should be completed in the same manner. Here the driver is per year, therefore any annual audits or legal services need to be calculated on an annual basis.

Technology and Equipment Inputs

The technology and equipment assumptions section is used to record any expenses related to technology and equipment usage at your charter school.

1. Similar to the general operating expense assumptions, these expense line items are tied to a driver. Simply enter a value into the input cell and the driver is then multiplied by the dollar value that was entered, which results in the amount of that technology/equipment expense line item for the given year.

i_2 , respectively.

Name of School **CHARTER SCHOOL BUDGET**
SNACS InNEVations Lab School

Base Year **2015**

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
REVENUE	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ASSUMPTIONS	2015	2016	2017	2018	2019	2020
Number of grade levels		9	10	11	12	13
Number of classrooms		18	20	22	26	26
K		42	42	42	42	42
1st		46	46	46	46	46
2nd		46	46	46	46	46
3rd		46	46	46	46	46
4th		50	50	50	50	50
5th		50	50	50	50	50
6th		50	50	50	50	50
7th		50	50	50	50	50
8th		50	50	50	50	50
9th		0	60	60	60	60
10th		0	0	60	60	60
11th		0	0	0	60	60
12th		0	0	0	0	60
Total Student Enrollment	0	430	490	550	610	670
Title I (% of student body)	0%	50%	50%	50%	50%	50%
Special Education (% of student body)	0%	20%	20%	20%	20%	20%
Total Distributive School Account (funding per student)	\$7,639					
Inflation adjustor	1.03					
Special Education Weighted Funding	\$533					
Title I	\$0					
IDEA	\$0					
Breakfast Program -- Federal Reimbursement	yes					
Breakfast Program	\$2					
Lunch Program	\$3					
School level fundraising	\$100					
County where school is located	Carson City					
DSA Funding	\$0	\$3,284,770	\$3,855,403	\$4,457,318	\$5,091,878	\$5,760,500
DSA Sponsorship Fee	\$0	\$49,272	\$57,831	\$66,860	\$76,378	\$86,408
Title I	\$0	\$0	\$0	\$0	\$0	\$0
Federal Breakfast Program	\$0	\$59,663	\$67,988	\$76,313	\$84,638	\$92,963
Federal Lunch Program	\$0	\$99,438	\$113,313	\$127,188	\$141,063	\$154,938
IDEA	\$0	\$0	\$0	\$0	\$0	\$0
State Special Education Funding	\$0	\$45,838	\$52,234	\$58,630	\$65,026	\$71,422
Charter start-up funds (Federal R&E already awarded to operator--not SEA grant)	\$150,000	\$150,000				
Other start-up grant funds	\$100,000					
School level fundraising	\$0	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Student fees		\$51,600	\$63,700	\$71,500	\$85,400	\$100,500
Investment Income						
Private fundraising (foundations, corporate)		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Private fundraising						
TOTAL REVENUE	\$250,000	\$3,690,036	\$4,148,806	\$4,784,089	\$5,457,626	\$6,165,915

				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	
4	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
4	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
5	Math	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
5	Reading	Grade Level Teacher	NA		0.00	0.00	0.00	0.00	0.00	
5	Language Arts	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
5	Science	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
5	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
5	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
6	Math	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
6	Reading	Grade Level Teacher	2016	\$43,000.00	0.00	1.00	1.00	1.00	1.00	
6	Language Arts	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
6	Science	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
6	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
7	Math	Grade Level Teacher	2016	\$45,000.00	0.00	1.00	1.00	1.00	1.00	
7	Reading	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
7	Language Arts	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
7	Science	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
7	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
8	Math	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
8	Reading	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
8	Language Arts	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
8	Science	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
8	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
9	Math/Science	Grade Level Teacher	2017	\$40,000.00	0.00	0.00	1.00	1.00	1.00	
9	Reading/LA	Grade Level Teacher	2017	\$48,000.00	0.00	0.00	1.00	1.00	1.00	
9	Language/soc. Stu.	Grade Level Teacher	2017	\$38,000.00	0.00	0.00	1.00	1.00	1.00	
9		Grade Level Teacher	2017		0.00	0.00	1.00	1.00	1.00	
9	Technology/special area	Grade Level Teacher	2017	\$38,000.00	0.00	0.00	1.00	1.00	1.00	
10	Math/Science	Grade Level Teacher	2018	\$45,000.00	0.00	0.00	0.00	1.00	1.00	
10	Reading/LA	Grade Level Teacher	2018	\$40,000.00	0.00	0.00	0.00	1.00	1.00	
10	Lang./Social Studies	Grade Level Teacher	2018	\$38,000.00	0.00	0.00	0.00	1.00	1.00	
10	Technology	Grade Level Teacher	2018	\$35,000.00	0.00	0.00	0.00	1.00	1.00	
10	PE/health	Grade Level Teacher	2018	\$38,000.00	0.00	0.00	0.00	1.00	1.00	
11	Math/Science	Grade Level Teacher	2019	\$48,000.00	0.00	0.00	0.00	0.00	1.00	
11	Reading/LA	Grade Level Teacher	2019	\$38,000.00	0.00	0.00	0.00	0.00	1.00	
11	Lang./Social Studies	Grade Level Teacher	2019	\$48,000.00	0.00	0.00	0.00	0.00	1.00	
11	ARTS	Grade Level Teacher	2019	\$38,000.00	0.00	0.00	0.00	0.00	1.00	
11	Theater	Grade Level Teacher	n/a	\$42,000.00	0.00	0.00	0.00	0.00	0.00	
12	Math/Science	Grade Level Teacher	2020	\$48,000.00	0.00	0.00	0.00	0.00	1.00	
12	Reading/LA	Grade Level Teacher	2020	\$40,000.00	0.00	0.00	0.00	0.00	1.00	
12	Lang./Social Studies	Grade Level Teacher	2020	\$48,000.00	0.00	0.00	0.00	0.00	1.00	
12	Technology	Grade Level Teacher	2020	\$38,000.00	0.00	0.00	0.00	0.00	1.00	
12		Grade Level Teacher	n/a		0.00	0.00	0.00	0.00	0.00	
Total Grade Level Teachers					6.00	28.00	33.00	38.00	42.00	46.00

SALARIES

Administrators

Site Instructional Leader	\$0	\$95,000	\$97,850	\$100,786	\$103,809	\$106,923
Special Education Coordinator	\$0	\$65,000	\$66,950	\$68,959	\$71,027	\$73,158
Special Education Coordinator	\$0	\$80,000	\$82,400	\$84,872	\$87,418	\$90,041
Lead Technology Coordinator	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0

[INSERT School Name]

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Office Staff							
	Executive Assistant/Registrar	\$0	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
	Education Assistant/Attendance Coord.	\$0	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
	Student Support Services Coord.	\$0	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
	Total Administrators and Office Staff	\$0	\$350,000	\$360,500	\$371,315	\$382,454	\$393,928
Special Education and ELL Teachers							
	Special Education and ELL Teachers	\$0	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
	Special Education and ELL Teachers	\$0	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
	Special Education and ELL Teachers	\$0	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Special Education/ELL Teachers	\$0	\$125,000	\$128,750	\$132,613	\$136,591	\$140,689
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Grade Level Teacher Salaries	\$0	\$869,500	\$1,064,505	\$1,304,377	\$1,531,457	\$1,773,239
TOTAL SALARIES		\$0	\$1,344,500	\$1,553,755	\$1,808,304	\$2,050,502	\$2,307,856

BENEFITS

Medical	Administrators						
Medical	Site Instructional Leader	\$0	\$5,603	\$5,771	\$5,944	\$6,123	\$6,306
Medical	Special Education Coordinator	\$0	\$5,603	\$5,771	\$5,944	\$6,123	\$6,306
Medical	Lead Technology Coordinator	\$0	\$5,603	\$5,771	\$5,944	\$6,123	\$6,306
Medical	0	\$0	\$0	\$0	\$0	\$0	\$0
Medical	0	\$0	\$0	\$0	\$0	\$0	\$0
Medical	Office Staff						
Medical	Executive Assistant/Registrar	\$0	\$5,603	\$5,771	\$5,944	\$6,123	\$6,306
Medical	Education Assistant/Attendance Coord.	\$0	\$5,603	\$5,771	\$5,944	\$6,123	\$6,306
Medical	Student Support Services Coord.	\$0	\$5,603	\$5,771	\$5,944	\$6,123	\$6,306
Medical	Total Administrators and Office Staff	\$0	\$33,619	\$34,628	\$35,667	\$36,737	\$37,839

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$6,306
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$6,306
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$6,306
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$6,306
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Total Grade Level Teacher Medical Costs		\$32,640	\$156,890	\$190,453	\$225,889	\$257,156	\$290,097
Total Medical Benefits		\$32,640	\$207,318	\$242,394	\$279,388	\$312,261	\$346,855
Total FICA		\$0	\$102,854	\$118,862	\$138,335	\$156,863	\$176,551
Total State Retirement Costs		\$0	\$376,460	\$435,051	\$506,325	\$574,141	\$646,200
Total Life Insurance		\$0	\$134,450	\$155,376	\$180,830	\$205,050	\$230,786
Total GASB 45		\$0	\$0	\$0	\$0	\$0	\$0
Total Unemployment Insurance		\$1,800	\$11,100	\$12,600	\$14,100	\$15,300	\$16,500
TOTAL BENEFITS		\$34,440	\$832,183	\$964,284	\$1,118,979	\$1,263,615	\$1,416,891
<i>% of Salaries</i>		<i>#DIV/0!</i>	<i>61.9%</i>	<i>62.1%</i>	<i>61.9%</i>	<i>61.6%</i>	<i>61.4%</i>
PART-TIME EMPLOYEES							
Input part-time employee	Percentage of full-time FTE						
Annualized salary	<input type="text" value="\$5"/>	<input type="text" value="15,000.00"/>	<input type="text" value="15,500.00"/>	<input type="text" value="16,000.00"/>	<input type="text" value="17,000.00"/>	<input type="text" value="17,500.00"/>	<input type="text" value="18,000.00"/>
		\$75,000	\$77,500	\$80,000	\$85,000	\$87,500	\$90,000
Input part-time employee	Percentage of full-time FTE						
Annualized salary	<input type="text" value="7"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>
		\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee	Percentage of full-time FTE						
Annualized salary	<input type="text" value=""/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>
		\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee	Percentage of full-time FTE						
Annualized salary	<input type="text" value=""/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>
		\$0	\$0	\$0	\$0	\$0	\$0
PART TIME SALARIES		\$75,000	\$77,500	\$80,000	\$85,000	\$87,500	\$90,000

[INSERT School Name]

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
PERFORMANCE BONUSES	\$0	\$134,450	\$155,376	\$180,830	\$205,050	\$230,786

PAYROLL SERVICES	\$1,800	\$11,100	\$12,600	\$14,100	\$15,300	\$16,500
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	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
GENERAL OPERATING EXPENSES	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	2015	2016	2017	2018	2019	2020

	Assumptions						
Instruction							
Professional development	\$500	Per FTE	\$18,500	\$21,000	\$23,500	\$25,500	\$27,500
Staff recruitment	\$500	Per Year	\$500	\$500	\$500	\$500	\$500
Student recruitment and marketing	\$15,000	Annual expense	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Special Ed/Psychology Consultant	\$10,000	Annual Expense	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
CMO Fee	\$50	Per Student	\$21,500	\$24,500	\$27,500	\$30,500	\$33,500
Textbooks - initial costs	\$300	Per student	\$129,000	\$18,000	\$18,000	\$18,000	\$18,000
Textbooks - repurchase of new books	6	Number of years use			FALSE	FALSE	FALSE
Library books	\$25	Per student	\$10,750	\$12,250	\$13,750	\$15,250	\$16,750
Food services	\$100	Per student	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Music program	\$50	Per Student	\$21,500	\$24,500	\$27,500	\$30,500	\$33,500
Management fees	5%	% of S&L Revenues	\$164,239	\$192,770	\$222,866	\$254,594	\$288,025
Licensing fees	3%	% of S&L Revenues	\$98,543	\$115,662	\$133,720	\$152,756	\$172,815
Charter application							
Office Supplies	\$15	Per student	\$6,450	\$7,350	\$8,250	\$9,150	\$10,050
Assessment costs	\$75	Per student	\$32,250	\$36,750	\$41,250	\$45,750	\$50,250
Supplies for students	\$100	Per student	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Yearbook	\$10	Per student	\$4,300	\$4,900	\$5,500	\$6,100	\$6,700
School store	\$5	Per student	\$2,150	\$2,450	\$2,750	\$3,050	\$3,350
Contracted SPED	\$500	Per SPED student	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Instructional supplies - Teachers (just teaching faculty)	\$250	Per Instructional FTE	\$7,750	\$9,000	\$10,250	\$11,250	\$12,250
General office supplies	\$300	Per month	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
School uniforms		Per new student	\$0	\$0	\$0	\$0	\$0
School uniforms - returning students		Per returning student	\$0	\$0	\$0	\$0	\$0
General building decorum	\$5,000	Annual Exp	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Health supplies	\$10	Per student per year	\$4,300	\$4,900	\$5,500	\$6,100	\$6,700
Bank fees	\$500	Annual Exp	\$500	\$500	\$500	\$500	\$500
Athletic expenditures	\$20	Per Student	\$8,600	\$9,800	\$11,000	\$12,200	\$13,400
Postage and shipping	\$5	Per student	\$2,150	\$2,450	\$2,750	\$3,050	\$3,350
Gifts & awards - students	\$5	Per student	\$2,150	\$2,450	\$2,750	\$3,050	\$3,350
Gifts & awards - faculty and staff	\$25	Per FTE	\$925	\$1,050	\$1,175	\$1,275	\$1,375
Dues and memberships	\$100	Per FTE	\$3,700	\$4,200	\$4,700	\$5,100	\$5,500
Travel and Meetings	\$1,000	Per FTE	\$37,000	\$42,000	\$47,000	\$51,000	\$55,000
Background checks	\$75	Per new FTE	\$2,775	\$375	\$375	\$300	\$300
Accounting services	\$40,000	Annual Exp	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
Field trips	\$2,000	Per grade level	\$18,000	\$20,000	\$22,000	\$24,000	\$26,000
Field trips - out of state		Per grade level	\$0	\$0	\$0	\$0	\$0
Parent & staff meetings	\$5,000	Annual Exp	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Saturday School (contractors for instruction)	no	Input "yes" or "no"	\$0	\$0	\$0	\$0	\$0

Total Instructional Supplies	\$0	\$805,132	\$782,957	\$876,685	\$971,075	\$1,068,265
<i>Per student</i>		\$1,872	\$1,598	\$1,594	\$1,592	\$1,594

Contracted Services						
Annual audit	\$15,000	Per year	\$15,000	\$15,000	\$15,000	\$15,000
Legal funds	\$10,000	Per year	\$10,000	\$10,000	\$10,000	\$10,000

Total Contract Services	\$10,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
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[INSERT School Name]

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Food Program	School Pays?							
Breakfast	no	\$0.25		\$9,944	\$11,331	\$12,719	\$14,106	\$15,494
Lunch program	no	\$0.50		\$19,888	\$22,663	\$25,438	\$28,213	\$30,988
Snacks	no	\$0.00		\$0	\$0	\$0	\$0	\$0
Saturday food program	no	\$0.00		\$0	\$0	\$0	\$0	\$0
Total Food Costs			\$0	\$29,831	\$33,994	\$38,156	\$42,319	\$46,481

TOTAL GENERAL OPERATING EXPENSES	\$10,000	\$859,963	\$841,951	\$939,842	\$1,038,394	\$1,139,746
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		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
TRANSPORTATION COSTS							
ASSUMPTIONS		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
		2015	2016	2017	2018	2019	2020
Percentage of students transported	5%						
Students per bus	50						
Bus purchase price (used bus)	\$15,000						
Miles driven per bus per day	15						
Miles driven per bus per year	2,775						
Miles per gallon	1.00						
Gallons purchased per year	2,775.00						
Price per gallon	\$10.00						
Annual fuel costs per bus	\$27,750.00						
Maintenance costs per bus	\$0.25 per mile						
Annual maintenance costs per bus	\$694						
Bus Contracting Costs	\$3,000 annual						
Number of students participating		0	21.5	24.5	27.5	30.5	33.5
Number of buses required		0	1	1	1	1	1
Bus purchasing costs		\$0	\$15,000	\$0	\$0	\$0	\$0
Fuel costs		\$0	\$27,750	\$27,750	\$27,750	\$27,750	\$27,750
Maintenance costs		\$0	\$694	\$694	\$694	\$694	\$694
Bus Contracting Costs		\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
TOTAL TRANSPORTATION COSTS		\$0	\$46,444	\$31,444	\$31,444	\$31,444	\$31,444
<i>Per student</i>			<i>\$2,160.17</i>	<i>\$1,283.42</i>	<i>\$1,143.41</i>	<i>\$1,030.94</i>	<i>\$938.62</i>

TOTAL EXPENSES	\$121,240	\$3,306,139	\$3,639,409	\$4,178,499	\$4,691,806	\$5,233,222
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EQUIPMENT & TECHNOLOGY

FACILITIES	
INPUT "Purchase" or "Lease"	lease

LEASE OPTION

Square feet leased

Lease rate	\$7.20	Per sq ft
Custodial		Per sq ft
Utilities	\$0.60	Per sq ft
Capital Outlay (building renovations)	\$40,000	One-time cost

Total cost to lease

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
2015	2016	2017	2018	2019	2020	2021
	40,000	40,000	40,000	40,000	40,000	40,000
Annual lease cost	\$0	\$288,000	\$288,000	\$288,000	\$288,000	\$288,000
	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
Capital Outlay	\$40,000.00					
Total	\$40,000	\$312,000	\$312,000	\$312,000	\$312,000	\$312,000

PURCHASE OPTION

Square feet purchased	
Purchase price per sq ft	
Purchase price	\$0
Renovation cost per sq ft	
Total renovation costs	\$0
Purchase price and renovation costs	\$0
Equity	% of purchase price
Amount Financed	\$0.00
Loan Term (years)	25
Interest Rate	
Monthly Debt Service	\$0
Annual Debt Service	\$0
Custodial Services	
Utilities	
Equity (down payment)	\$0
Financing costs (6 months during planning year)	\$0
Total costs to purchase	\$0
General liability insurance	\$18,000.00 Annual cost

Annual Debt Service	\$0	\$0	\$0	\$0	\$0	\$0
Custodial Services	\$0	\$0	\$0	\$0	\$0	\$0
Utilities	\$0	\$0	\$0	\$0	\$0	\$0
Equity (down payment)	\$0					
Financing costs (6 months during planning year)	\$0					
Total costs to purchase	\$0	\$0	\$0	\$0	\$0	\$0
General liability insurance	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000

TOTAL FACILITIES COSTS	\$58,000	\$330,000	\$330,000	\$330,000	\$330,000	\$330,000
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TECHNOLOGY & EQUIPMENT COSTS	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
	2015	2016	2017	2018	2019	2020	2021

ASSUMPTIONS

Copier (monthly lease rate)	\$500	Per month
	200	Students per copier
Desktop computer costs (faculty and computers for carts)	\$500	Per laptop
Desktop computers	14	Per grade level
Cart costs		Per cart

Student enrollment			0	430	490	550	610	670	670	
Number of copiers needed				3	3	3	4	4	4	
Monthly copier lease				\$18,000	\$18,000	\$18,000	\$24,000	\$24,000	\$24,000	
Copier - usage fee	\$10	Per student		\$4,300	\$4,900	\$5,500	\$6,100	\$6,700	\$6,700	
New Laptops - faculty	\$500	Per laptop	\$3,000	\$15,500	\$2,500	\$2,500	\$2,000	\$2,000	\$0	
Laptop replacement costs	5	Number of years use		\$0	\$0	\$0	\$0	\$3,000	FALSE	
Mobile lap top cart - students	0	Per grade level		\$0	\$0	\$0	\$0	\$0	\$0	
Mobile Laptop cart replacement costs	0	Number of years use			FALSE	FALSE	FALSE	FALSE	FALSE	
FTE cell phone handset	\$100	Per handset	\$600	\$3,100	\$500	\$500	\$400	\$400	\$0	
FTE Cell phones (monthly coverage)	\$0	Per month	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Internet setup	\$1,000	Setup fee		\$1,000						
Server	\$5,500	Per server		\$5,500						
Classroom technology	\$6,000	Per classroom		\$0	\$108,000	\$120,000	\$132,000	\$156,000	\$156,000	
Educational software	\$65	Per student		\$27,950	\$31,850	\$35,750	\$39,650	\$43,550	\$43,550	
Technology Support Services	\$50	Per month		\$600	\$600	\$600	\$600	\$600	\$600	
Internet and phone monthly service	\$200	Per month		\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	
Other Equipment (security system)	\$30,000	Setup cost		\$30,000						Hardware costs, setupfees
Monthly equipment cost	\$500	Per month		\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	
Computer Hardware	\$15	Per FTE		\$555	\$630	\$705	\$765	\$825	\$825	
Computer Software	\$100	Per FTE		\$3,700	\$4,200	\$4,700	\$5,100	\$5,500	\$5,500	
Faculty furniture	\$200	Per FTE	\$1,200	\$6,200	\$1,000	\$1,000	\$800	\$800	\$0	
Student furniture	\$100	Per new student		\$43,000	\$6,000	\$6,000	\$6,000	\$6,000	\$0	
TOTAL TECHNOLOGY & EQUIPMENT COSTS			\$4,800	\$167,805	\$186,580	\$203,655	\$225,815	\$257,775	\$245,575	

[INSERT School Name] Budget Summary

BUDGET SUMMARY

Name of School

[S InNEVations Lab School](#)

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of Students	0	430	490	550	610	670
Number of Employees	6	37	42	47	51	55
REVENUE						
DSA Funding	\$0	\$3,284,770	\$3,855,403	\$4,457,318	\$5,091,878	\$5,760,500
DSA Sponsorship Fee	\$0	\$49,272	\$57,831	\$66,860	\$76,378	\$86,408
State Special Education Funding	\$0	\$45,838	\$52,234	\$58,630	\$65,026	\$71,422
Title I	\$0	\$0	\$0	\$0	\$0	\$0
Federal Breakfast Program	\$0	\$59,663	\$67,988	\$76,313	\$84,638	\$92,963
Federal Lunch Program	\$0	\$99,438	\$113,313	\$127,188	\$141,063	\$154,938
IDEA	\$0	\$0	\$0	\$0	\$0	\$0
R&E start-up funds	\$150,000	\$150,000	\$0	\$0	\$0	\$0
Other start-up funds	\$100,000	\$0	\$0	\$0	\$0	\$0
Student fees	\$0	\$51,600	\$63,700	\$71,500	\$85,400	\$100,500
Investment Income	\$0	\$0	\$0	\$0	\$0	\$0
School level fundraising	\$0	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Private fundraising (foundations, corporate)	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Private fundraising (individuals)	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$250,000	\$3,690,036	\$4,148,806	\$4,784,089	\$5,457,626	\$6,165,915
EXPENSES						
Personnel	\$111,240	\$2,399,733	\$2,766,014	\$3,207,214	\$3,621,968	\$4,062,032
General Operating Expenses	\$10,000	\$859,963	\$841,951	\$939,842	\$1,038,394	\$1,139,746
Transportation	\$0	\$46,444	\$31,444	\$31,444	\$31,444	\$31,444
Facilities		\$330,000	\$330,000	\$330,000	\$330,000	\$330,000
Technology & Equipment	\$4,800	\$167,805	\$186,580	\$203,655	\$225,815	\$257,775
TOTAL EXPENSES	\$126,040	\$3,803,944	\$4,155,989	\$4,712,154	\$5,247,621	\$5,820,997
SURPLUS/(DEFICIT)	\$123,960	(\$113,908)	(\$7,183)	\$71,934	\$210,006	\$344,917
<i>Per student</i>		<i>-\$265</i>	<i>-\$15</i>	<i>\$131</i>	<i>\$344</i>	<i>\$515</i>
Ending Fund Balance	\$123,960	\$10,052	\$2,870	\$74,804	\$284,810	\$629,727

School Name:

SNACS InNEVations Lab School

2016-17

REVENUES

Type:

- Distributive School Acct
- Donations
- State Special Ed
- IDEA



Total Revenues

Total Revenues Y-T-D

EXPENDITURES

Salaries & Benefits

- Salaries
- Benefits

Total Salaries & Ben

Operating

- Supplies
- Rent
- Utilities
- Contracts
- Textbooks
- Equipment



Total Expenses

Total Expenses Y-T-D

	PROJECTED July	PROJECTED August	PROJECTED September
Total Revenues	\$ -	\$ -	\$ -
Total Revenues Y-T-D	\$ -	\$ -	\$ -
Total Salaries & Ben	\$ -	\$ -	\$ -
Total Expenses	\$ -	\$ -	\$ -
Total Expenses Y-T-D	\$ -	\$ -	\$ -

Percent of Budget

#DIV/0!	#DIV/0!	#DIV/0!
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Net change in Cash (F/B)

\$ -	\$ -	\$ -
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Begin Cash Balance(F/B)

\$ -	\$ -	\$ -
------	------	------

End Cash Balance (F/B)

\$ -	\$ -	\$ -
------	------	------

School Name:

SNACS InNEVations Lab School

Cash Flow Statement

PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -

#DIV/0!

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Projected Cash B

\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -

PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -

#DIV/0!

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Balance Statement

\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -

#DIV/0!

\$ -	\$ -	\$ -	\$ -
\$ -			\$ -
\$ -	\$ -	\$ -	\$ -

2015-16

WEIGHTED
2015 Count Day

County District	DSA	Outside Revenue	Total	Enrollment	Subtotal
Carson City	\$ 6,637	\$ 1,002	\$ 7,639	480	\$3,666,720.00
Churchill	\$ 6,621	\$ 1,100	\$ 7,721		\$0.00
Clark	\$ 5,527	\$ 979	\$ 6,506		\$0.00
Douglas	\$ 5,941	\$ 2,466	\$ 8,407		\$0.00
Elko	\$ 6,707	\$ 1,302	\$ 8,009		\$0.00
Esmeralda	\$ 15,590	\$ 7,867	\$ 23,457		\$0.00
Eureka	\$ 5,653	\$ 26,220	\$ 31,873		\$0.00
Humboldt	\$ 5,738	\$ 2,269	\$ 8,007		\$0.00
Lander	\$ 3,955	\$ 6,063	\$ 10,018		\$0.00
Lincoln	\$ 10,369	\$ 1,469	\$ 11,838		\$0.00
Lyon	\$ 7,150	\$ 928	\$ 8,078		\$0.00
Mineral	\$ 9,561	\$ 1,644	\$ 11,205		\$0.00
Nye	\$ 7,104	\$ 1,458	\$ 8,562		\$0.00
Pershing	\$ 8,964	\$ 2,662	\$ 11,626		\$0.00
Storey	\$ 8,309	\$ 5,783	\$ 14,092		\$0.00
Washoe	\$ 5,582	\$ 1,152	\$ 6,734		\$0.00
White Pine	\$ 7,376	\$ 1,677	\$ 9,053		\$0.00
Multi-District	\$ 7,639			480.0	3,666,720.0

Name of School **CHARTER SCHOOL BUDGET**
SNACS inNEVations Lab School

Base Year **2015**

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
REVENUE	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ASSUMPTIONS	2015	2016	2017	2018	2019	2020
Number of grade levels		9	10	11	12	13
Number of classrooms		18	20	22	26	26
K		42	42	42	42	42
1st		46	46	46	46	46
2nd		46	46	46	46	46
3rd		46	46	46	46	46
4th		50	50	50	50	50
5th		50	50	50	50	50
6th		50	50	50	50	50
7th		50	50	50	50	50
8th		50	50	50	50	50
9th		0	60	60	60	60
10th		0	0	60	60	60
11th		0	0	0	60	60
12th		0	0	0	0	60
Total Student Enrollment	0	430	490	550	610	670
Title I (% of student body)	0%	50%	50%	50%	50%	50%
Special Education (% of student body)	0%	20%	20%	20%	20%	20%
Total Distributive School Account (funding per student)	\$7,639					
Inflation adjustor	1.03					
Special Education Weighted Funding	\$533					
Title I	\$0					
IDEA	\$0					
Breakfast Program -- Federal Reimbursement	yes					
Breakfast Program	\$2					
Lunch Program	\$3					
School level fundraising	\$100					
County where school is located	Carson City					
DSA Funding	\$0	\$3,284,770	\$3,855,403	\$4,457,318	\$5,091,878	\$5,760,500
DSA Sponsorship Fee	\$0	\$49,272	\$57,831	\$66,860	\$76,378	\$86,408
Title I	\$0	\$0	\$0	\$0	\$0	\$0
Federal Breakfast Program	\$0	\$59,663	\$67,988	\$76,313	\$84,638	\$92,963
Federal Lunch Program	\$0	\$99,438	\$113,313	\$127,188	\$141,063	\$154,938
IDEA	\$0	\$0	\$0	\$0	\$0	\$0
State Special Education Funding	\$0	\$45,838	\$52,234	\$58,630	\$65,026	\$71,422
Charter start-up funds (Federal R&E already awarded to operator--not SEA grant)	\$150,000	\$150,000				
Other start-up grant funds	\$100,000					
School level fundraising	\$0	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Student fees		\$51,600	\$63,700	\$71,500	\$85,400	\$100,500
Investment Income						
Private fundraising (foundations, corporate)		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Private fundraising						
TOTAL REVENUE	\$250,000	\$3,690,036	\$4,148,806	\$4,784,089	\$5,457,626	\$6,165,915

				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	
4	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
4	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
5	Math	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
5	Reading	Grade Level Teacher	NA		0.00	0.00	0.00	0.00	0.00	
5	Language Arts	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
5	Science	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
5	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
5	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
6	Math	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
6	Reading	Grade Level Teacher	2016	\$43,000.00	0.00	1.00	1.00	1.00	1.00	
6	Language Arts	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
6	Science	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
6	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
7	Math	Grade Level Teacher	2016	\$45,000.00	0.00	1.00	1.00	1.00	1.00	
7	Reading	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
7	Language Arts	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
7	Science	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
7	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
8	Math	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
8	Reading	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
8	Language Arts	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
8	Science	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
8	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
9	Math/Science	Grade Level Teacher	2017	\$40,000.00	0.00	0.00	1.00	1.00	1.00	
9	Reading/LA	Grade Level Teacher	2017	\$48,000.00	0.00	0.00	1.00	1.00	1.00	
9	Language/soc. Stu.	Grade Level Teacher	2017	\$38,000.00	0.00	0.00	1.00	1.00	1.00	
9		Grade Level Teacher	2017		0.00	0.00	1.00	1.00	1.00	
9	Technology/special area	Grade Level Teacher	2017	\$38,000.00	0.00	0.00	1.00	1.00	1.00	
10	Math/Science	Grade Level Teacher	2018	\$45,000.00	0.00	0.00	0.00	1.00	1.00	
10	Reading/LA	Grade Level Teacher	2018	\$40,000.00	0.00	0.00	0.00	1.00	1.00	
10	Lang./Social Studies	Grade Level Teacher	2018	\$38,000.00	0.00	0.00	0.00	1.00	1.00	
10	Technology	Grade Level Teacher	2018	\$35,000.00	0.00	0.00	0.00	1.00	1.00	
10	PE/health	Grade Level Teacher	2018	\$38,000.00	0.00	0.00	0.00	1.00	1.00	
11	Math/Science	Grade Level Teacher	2019	\$48,000.00	0.00	0.00	0.00	0.00	1.00	
11	Reading/LA	Grade Level Teacher	2019	\$38,000.00	0.00	0.00	0.00	0.00	1.00	
11	Lang./Social Studies	Grade Level Teacher	2019	\$48,000.00	0.00	0.00	0.00	0.00	1.00	
11	ARTS	Grade Level Teacher	2019	\$38,000.00	0.00	0.00	0.00	0.00	1.00	
11	Theater	Grade Level Teacher	n/a	\$42,000.00	0.00	0.00	0.00	0.00	0.00	
12	Math/Science	Grade Level Teacher	2020	\$48,000.00	0.00	0.00	0.00	0.00	1.00	
12	Reading/LA	Grade Level Teacher	2020	\$40,000.00	0.00	0.00	0.00	0.00	1.00	
12	Lang./Social Studies	Grade Level Teacher	2020	\$48,000.00	0.00	0.00	0.00	0.00	1.00	
12	Technology	Grade Level Teacher	2020	\$38,000.00	0.00	0.00	0.00	0.00	1.00	
12		Grade Level Teacher	n/a		0.00	0.00	0.00	0.00	0.00	
Total Grade Level Teachers					6.00	28.00	33.00	38.00	42.00	46.00

SALARIES

Administrators

Site Instructional Leader	\$0	\$95,000	\$97,850	\$100,786	\$103,809	\$106,923
Special Education Coordinator	\$0	\$65,000	\$66,950	\$68,959	\$71,027	\$73,158
Special Education Coordinator	\$0	\$80,000	\$82,400	\$84,872	\$87,418	\$90,041
Lead Technology Coordinator	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Office Staff						
Executive Assistant/Registrar	\$0	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
Education Assistant/Attendance Coor.	\$0	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
Student Support Services Coor.	\$0	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
Total Administrators and Office Staff	\$0	\$350,000	\$360,500	\$371,315	\$382,454	\$393,928
Special Education and ELL Teachers						
Special Education and ELL Teachers	\$0	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
Special Education and ELL Teachers	\$0	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
Special Education and ELL Teachers	\$0	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
Total Special Education/ELL Teachers	\$0	\$125,000	\$128,750	\$132,613	\$136,591	\$140,689
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
0	\$0	\$0	\$0	\$0	\$0	\$0
Total Grade Level Teacher Salaries	\$0	\$869,500	\$1,064,505	\$1,304,377	\$1,531,457	\$1,773,239
TOTAL SALARIES	\$0	\$1,344,500	\$1,553,755	\$1,808,304	\$2,050,502	\$2,307,856

BENEFITS

Medical						
Medical	Administrators					
Medical	Site Instructional Leader	\$0	\$5,603	\$5,771	\$5,944	\$6,123
Medical	Special Education Coordinator	\$0	\$5,603	\$5,771	\$5,944	\$6,123
Medical	Lead Technology Coordinator	\$0	\$5,603	\$5,771	\$5,944	\$6,123
Medical	0	\$0	\$0	\$0	\$0	\$0
Medical	0	\$0	\$0	\$0	\$0	\$0
Medical						
Medical	Office Staff					
Medical	Executive Assistant/Registrar	\$0	\$5,603	\$5,771	\$5,944	\$6,123
Medical	Education Assistant/Attendance Coor.	\$0	\$5,603	\$5,771	\$5,944	\$6,123
Medical	Student Support Services Coor.	\$0	\$5,603	\$5,771	\$5,944	\$6,123
Medical						
Medical	Total Administrators and Office Staff	\$0	\$33,619	\$34,628	\$35,667	\$36,737
Medical						

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$6,306
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$6,306
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$6,306
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$6,306
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Total Grade Level Teacher Medical Costs		\$32,640	\$156,890	\$190,453	\$225,889	\$257,156	\$290,097
Total Medical Benefits		\$32,640	\$207,318	\$242,394	\$279,388	\$312,261	\$346,855
Total FICA		\$0	\$102,854	\$118,862	\$138,335	\$156,863	\$176,551
Total State Retirement Costs		\$0	\$376,460	\$435,051	\$506,325	\$574,141	\$646,200
Total Life Insurance		\$0	\$134,450	\$155,376	\$180,830	\$205,050	\$230,786
Total GASB 45		\$0	\$0	\$0	\$0	\$0	\$0
Total Unemployment Insurance		\$1,800	\$11,100	\$12,600	\$14,100	\$15,300	\$16,500
TOTAL BENEFITS		\$34,440	\$832,183	\$964,284	\$1,118,979	\$1,263,615	\$1,416,891
<i>% of Salaries</i>		<i>#DIV/0!</i>	<i>61.9%</i>	<i>62.1%</i>	<i>61.9%</i>	<i>61.6%</i>	<i>61.4%</i>
PART-TIME EMPLOYEES							
Input part-time employee	Percentage of full-time FTE	15,000.00	15,500.00	16,000.00	17,000.00	17,500.00	18,000.00
Annualized salary	\$5	\$75,000	\$77,500	\$80,000	\$85,000	\$87,500	\$90,000
Input part-time employee	Percentage of full-time FTE						
Annualized salary	7	\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee	Percentage of full-time FTE						
Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee	Percentage of full-time FTE						
Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee	Percentage of full-time FTE						
Annualized salary		\$0	\$0	\$0	\$0	\$0	\$0
PART TIME SALARIES		\$75,000	\$77,500	\$80,000	\$85,000	\$87,500	\$90,000

[INSERT School Name]

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
PERFORMANCE BONUSES	\$0	\$134,450	\$155,376	\$180,830	\$205,050	\$230,786

PAYROLL SERVICES	\$1,800	\$11,100	\$12,600	\$14,100	\$15,300	\$16,500
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	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	2015	2016	2017	2018	2019	2020

GENERAL OPERATING EXPENSES

	Assumptions						
Instruction							
Professional development	\$500	Per FTE	\$18,500	\$21,000	\$23,500	\$25,500	\$27,500
Staff recruitment	\$500	Per Year	\$500	\$500	\$500	\$500	\$500
Student recruitment and marketing	\$15,000	Annual expense	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Special Ed/Psychology Consultant	\$10,000	Annual Expense	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
CMO Fee	\$50	Per Student	\$21,500	\$24,500	\$27,500	\$30,500	\$33,500
Textbooks - initial costs	\$300	Per student	\$129,000	\$18,000	\$18,000	\$18,000	\$18,000
Textbooks - repurchase of new books	6	Number of years use			FALSE	FALSE	FALSE
Library books	\$25	Per student	\$10,750	\$12,250	\$13,750	\$15,250	\$16,750
Food services	\$100	Per student	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Music program	\$50	Per Student	\$21,500	\$24,500	\$27,500	\$30,500	\$33,500
Management fees	5%	% of S&L Revenues	\$164,239	\$192,770	\$222,866	\$254,594	\$288,025
Licensing fees	3%	% of S&L Revenues	\$98,543	\$115,662	\$133,720	\$152,756	\$172,815
Charter application							
Office Supplies	\$15	Per student	\$6,450	\$7,350	\$8,250	\$9,150	\$10,050
Assessment costs	\$75	Per student	\$32,250	\$36,750	\$41,250	\$45,750	\$50,250
Supplies for students	\$100	Per student	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Yearbook	\$10	Per student	\$4,300	\$4,900	\$5,500	\$6,100	\$6,700
School store	\$5	Per student	\$2,150	\$2,450	\$2,750	\$3,050	\$3,350
Contracted SPED	\$500	Per SPED student	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Instructional supplies - Teachers (just teaching faculty)	\$250	Per Instructional FTE	\$7,750	\$9,000	\$10,250	\$11,250	\$12,250
General office supplies	\$300	Per month	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
School uniforms		Per new student	\$0	\$0	\$0	\$0	\$0
School uniforms - returning students		Per returning student	\$0	\$0	\$0	\$0	\$0
General building decorum	\$5,000	Annual Exp	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Health supplies	\$10	Per student per year	\$4,300	\$4,900	\$5,500	\$6,100	\$6,700
Bank fees	\$500	Annual Exp	\$500	\$500	\$500	\$500	\$500
Athletic expenditures	\$20	Per Student	\$8,600	\$9,800	\$11,000	\$12,200	\$13,400
Postage and shipping	\$5	Per student	\$2,150	\$2,450	\$2,750	\$3,050	\$3,350
Gifts & awards - students	\$5	Per student	\$2,150	\$2,450	\$2,750	\$3,050	\$3,350
Gifts & awards - faculty and staff	\$25	Per FTE	\$925	\$1,050	\$1,175	\$1,275	\$1,375
Dues and memberships	\$100	Per FTE	\$3,700	\$4,200	\$4,700	\$5,100	\$5,500
Travel and Meetings	\$1,000	Per FTE	\$37,000	\$42,000	\$47,000	\$51,000	\$55,000
Background checks	\$75	Per new FTE	\$2,775	\$375	\$375	\$300	\$300
Accounting services	\$40,000	Annual Exp	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
Field trips	\$2,000	Per grade level	\$18,000	\$20,000	\$22,000	\$24,000	\$26,000
Field trips - out of state		Per grade level	\$0	\$0	\$0	\$0	\$0
Parent & staff meetings	\$5,000	Annual Exp	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Saturday School (contractors for instruction)	no	Input "yes" or "no"	\$0	\$0	\$0	\$0	\$0

Total Instructional Supplies	\$0	\$805,132	\$782,957	\$876,685	\$971,075	\$1,068,265
<i>Per student</i>		<i>\$1,872</i>	<i>\$1,598</i>	<i>\$1,594</i>	<i>\$1,592</i>	<i>\$1,594</i>

Contracted Services						
Annual audit	\$15,000	Per year	\$15,000	\$15,000	\$15,000	\$15,000
Legal funds	\$10,000	Per year	\$10,000	\$10,000	\$10,000	\$10,000

Total Contract Services	\$10,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
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[INSERT School Name]

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Food Program	School Pays?							
Breakfast	no	\$0.25		\$9,944	\$11,331	\$12,719	\$14,106	\$15,494
Lunch program	no	\$0.50		\$19,888	\$22,663	\$25,438	\$28,213	\$30,988
Snacks	no	\$0.00		\$0	\$0	\$0	\$0	\$0
Saturday food program	no	\$0.00		\$0	\$0	\$0	\$0	\$0
Total Food Costs			\$0	\$29,831	\$33,994	\$38,156	\$42,319	\$46,481
TOTAL GENERAL OPERATING EXPENSES			\$10,000	\$859,963	\$841,951	\$939,842	\$1,038,394	\$1,139,746

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
TRANSPORTATION COSTS ASSUMPTIONS							
		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
		2015	2016	2017	2018	2019	2020
Percentage of students transported	5%						
Students per bus	50						
Bus purchase price (used bus)	\$15,000						
Miles driven per bus per day	15						
Miles driven per bus per year	2,775						
Miles per gallon	1.00						
Gallons purchased per year	2,775.00						
Price per gallon	\$10.00						
Annual fuel costs per bus	\$27,750.00						
Maintenance costs per bus	\$0.25 per mile						
Annual maintenance costs per bus	\$694						
Bus Contracting Costs	\$3,000 annual						
Number of students participating		0	21.5	24.5	27.5	30.5	33.5
Number of buses required		0	1	1	1	1	1
Bus purchasing costs		\$0	\$15,000	\$0	\$0	\$0	\$0
Fuel costs		\$0	\$27,750	\$27,750	\$27,750	\$27,750	\$27,750
Maintenance costs		\$0	\$694	\$694	\$694	\$694	\$694
Bus Contracting Costs		\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
TOTAL TRANSPORTATION COSTS		\$0	\$46,444	\$31,444	\$31,444	\$31,444	\$31,444
<i>Per student</i>			<i>\$2,160.17</i>	<i>\$1,283.42</i>	<i>\$1,143.41</i>	<i>\$1,030.94</i>	<i>\$938.62</i>
TOTAL EXPENSES		\$121,240	\$3,306,139	\$3,639,409	\$4,178,499	\$4,691,806	\$5,233,222

FINANCIAL PLAN WORKBOOK INSTRUCTIONS

expenditures during a five year time period. The workbook is designed to serve as a simplified guideline for recording your projected revenues and expenditures through both the 'School Inputs' and 'Technology & Equipment Inputs' tabs in this Microsoft Excel workbook. Please note that this is a protected workbook and data should only be entered into the unprotected cells (yellow cells). To maximize the usage of the Financial Plan Workbook, please familiarize yourself with the following general instructions prior to data entry.

School Inputs

The 'School Inputs' tab will be utilized as a place for data entry regarding your charter school's revenue assumptions along with any compensation, benefits and general expense assumptions. Data entry will begin in the revenue assumptions section. Note that FTE stands for Full-Time Equivalent. If this term is unfamiliar, please consult with an individual experienced in budgeting and pupil accounting. If your budget plans include staff less than full time please contact the State Public Charter School Authority to adjust formulas in this budget tool.

Revenue Assumptions

1. Please enter a Base Year into 'F9'. Additionally, please enter the appropriate school years in cells H13 through N13 as well as H14 through N14.
2. Next, be sure to enter your projected student enrollment in the enrollment section. This section captures the number of students by grade level (Rows 15-29) and by school year (Columns H-N).
3. In cells I32 through N32, please enter your school's percentage of Title 1 students. Similarly, in cells I33 through N33, enter your institution's percentage of special education students.
4. In cell F45, enter the county where the school is located (Cell F45). If the school will be multi-district (e.g. a virtual school), the applicant must enter an estimated number of students per county in the County DSA tab to generate an appropriate figure. A conservative assumption would be to assume 100 percent of students are from the county with the lowest DSA.
5. The Inflation Adjuster in 'F36' is designed to account for any increases in the cost of labor and expenses over time. Please be sure to enter a cost of inflation in this cell. An inflation rate of 1.03 is a good rule of thumb for
6. Enter your Title 1, IDEA (cost per SPED student) and school level fundraising income per student. Each of these entries will automatically calculate the revenue line items for BEP, Title 1, IDEA and school level funding.
7. Any remaining revenue entries can be manually accounted for in the following subgroups:
 - Charter Start-Up Funds (H53-N53)**
 - Other Start-Up Grant Funds (H54-N54)**
 - Student Fees (H56-N56)**
 - Investment Income (H57-N57)**
 - Private Fundraising (H59-N59)**

Staffing and Compensation Assumptions

The staffing and compensation assumptions section will require input data on not only the charter school's staffing levels and average salaries, but it will also require the preparer to provide benefits data in order to provide the charter school with realistic financial projections. Please follow the instructions below:

1. Enter the average medical benefits for employees with both single and family coverage into cells 'F72' and 'F73'
2. Second, enter the school's percentage of coverage in 'F75'.
3. In 'F75', enter the assumed percentage of employees choosing single for their health benefits.
4. In cells F77 through F80, enter the percentage of your employee's salaries that will be allocated to FICA, State Retirement for Certified Employees, State Retirement for Non-Certified Employees and Life Insurance.

5. Next, enter any per-employee expenses associated with GASB 45 and Unemployment Insurance in 'F81' and 'F8
6. Payroll services are accounted for as a dollar value on a per employee/per month basis in 'F84'.
7. Any bonuses should be accounted for in 'F85', which is calculated as a percentage of salaried employees.
8. The information requested in cells F92 through F96 serve as drivers for some of your charter school's general expenses. Therefore, be sure to enter your school's instructional days per year (required) as well as the Saturday schools per year, contractors required for Saturday school and price per contractor (if necessary).
- administrators such as the School Director should be entered into the Administrator section. The positions, salaries and staffing levels in this section are marked for input, so feel free to adjust the position levels, salaries and staffing levels as your charter school finds necessary. Please note that each line represents one position,
10. Part-Time employees are considered in a less cumbersome fashion. Simply enter the average salary for each respective position and enter the number of employees per year.
11. Lastly, the salaries and staffing levels work in unison with the inputs you entered to get to the total salary and benefits for your charter school. Feel free to adjust any of the staffing and compensation inputs to either decrease or increase your school's total compensation.

General Operating Expense Assumptions

The general operating expense assumptions section houses the majority of the expenditures that are necessary to operate your charter school.

1. This section is extremely user-friendly in terms of data entry. Each general operating expense line item is tied to a driver, i.e. per year or per student. The driver is then multiplied by the dollar value that was entered, which results in the amount of that expense line item for the given year.
2. The Contracted Services section should be completed in the same manner. Here the driver is per year, therefore any annual audits or legal services need to be calculated on an annual basis.

Technology and Equipment Inputs

The technology and equipment assumptions section is used to record any expenses related to technology and equipment usage at your charter school.

1. Similar to the general operating expense assumptions, these expense line items are tied to a driver. Simply enter a value into the input cell and the driver is then multiplied by the dollar value that was entered, which results in the amount of that technology/equipment expense line item for the given year.

i_2 , respectively.

Name of School **CHARTER SCHOOL BUDGET**
SNACS InNEVations Lab School

Base Year **2015**

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
REVENUE	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
ASSUMPTIONS	2015	2016	2017	2018	2019	2020
Number of grade levels	9	10	11	12	13	13
Number of classrooms	18	20	22	26	26	26
K	42	42	42	42	42	42
1st	46	46	46	46	46	46
2nd	46	46	46	46	46	46
3rd	46	46	46	46	46	46
4th	50	50	50	50	50	50
5th	50	50	50	50	50	50
6th	50	50	50	50	50	50
7th	50	50	50	50	50	50
8th	50	50	50	50	50	50
9th	0	60	60	60	60	60
10th	0	0	60	60	60	60
11th	0	0	0	60	60	60
12th	0	0	0	0	60	60
Total Student Enrollment	0	430	490	550	610	670
Title I (% of student body)	0%	50%	50%	50%	50%	50%
Special Education (% of student body)	0%	20%	20%	20%	20%	20%
Total Distributive School Account (funding per student)	\$7,639					
Inflation adjustor	1.03					
Special Education Weighted Funding	\$533					
Title I	\$0					
IDEA	\$0					
Breakfast Program -- Federal Reimbursement	yes					
Breakfast Program	\$2					
Lunch Program	\$3					
School level fundraising	\$100					
County where school is located	Carson City					
DSA Funding	\$0	\$3,284,770	\$3,855,403	\$4,457,318	\$5,091,878	\$5,760,500
DSA Sponsorship Fee	\$0	\$49,272	\$57,831	\$66,860	\$76,378	\$86,408
Title I	\$0	\$0	\$0	\$0	\$0	\$0
Federal Breakfast Program	\$0	\$59,663	\$67,988	\$76,313	\$84,638	\$92,963
Federal Lunch Program	\$0	\$99,438	\$113,313	\$127,188	\$141,063	\$154,938
IDEA	\$0	\$0	\$0	\$0	\$0	\$0
State Special Education Funding	\$0	\$45,838	\$52,234	\$58,630	\$65,026	\$71,422
Charter start-up funds (Federal R&E already awarded to operator--not SEA grant)	\$150,000	\$150,000				
Other start-up grant funds	\$100,000					
School level fundraising	\$0	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Student fees		\$51,600	\$63,700	\$71,500	\$85,400	\$100,500
Investment Income						
Private fundraising (foundations, corporate)		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Private fundraising						
TOTAL REVENUE	\$250,000	\$3,690,036	\$4,148,806	\$4,784,089	\$5,457,626	\$6,165,915

				PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	
4	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
4	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
5	Math	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
5	Reading	Grade Level Teacher	NA		0.00	0.00	0.00	0.00	0.00	
5	Language Arts	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
5	Science	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
5	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
5	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
6	Math	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
6	Reading	Grade Level Teacher	2016	\$43,000.00	0.00	1.00	1.00	1.00	1.00	
6	Language Arts	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
6	Science	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
6	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
7	Math	Grade Level Teacher	2016	\$45,000.00	0.00	1.00	1.00	1.00	1.00	
7	Reading	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
7	Language Arts	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
7	Science	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
7	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
8	Math	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
8	Reading	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
8	Language Arts	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
8	Science	Grade Level Teacher	2016	\$48,000.00	0.00	1.00	1.00	1.00	1.00	
8	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	
9	Math/Science	Grade Level Teacher	2017	\$40,000.00	0.00	0.00	1.00	1.00	1.00	
9	Reading/LA	Grade Level Teacher	2017	\$48,000.00	0.00	0.00	1.00	1.00	1.00	
9	Language/soc. Stu.	Grade Level Teacher	2017	\$38,000.00	0.00	0.00	1.00	1.00	1.00	
9		Grade Level Teacher	2017		0.00	0.00	1.00	1.00	1.00	
9	Technology/special area	Grade Level Teacher	2017	\$38,000.00	0.00	0.00	1.00	1.00	1.00	
10	Math/Science	Grade Level Teacher	2018	\$45,000.00	0.00	0.00	0.00	1.00	1.00	
10	Reading/LA	Grade Level Teacher	2018	\$40,000.00	0.00	0.00	0.00	1.00	1.00	
10	Lang./Social Studies	Grade Level Teacher	2018	\$38,000.00	0.00	0.00	0.00	1.00	1.00	
10	Technology	Grade Level Teacher	2018	\$35,000.00	0.00	0.00	0.00	1.00	1.00	
10	PE/health	Grade Level Teacher	2018	\$38,000.00	0.00	0.00	0.00	1.00	1.00	
11	Math/Science	Grade Level Teacher	2019	\$48,000.00	0.00	0.00	0.00	0.00	1.00	
11	Reading/LA	Grade Level Teacher	2019	\$38,000.00	0.00	0.00	0.00	0.00	1.00	
11	Lang./Social Studies	Grade Level Teacher	2019	\$48,000.00	0.00	0.00	0.00	0.00	1.00	
11	ARTS	Grade Level Teacher	2019	\$38,000.00	0.00	0.00	0.00	0.00	1.00	
11	Theater	Grade Level Teacher	n/a	\$42,000.00	0.00	0.00	0.00	0.00	0.00	
12	Math/Science	Grade Level Teacher	2020	\$48,000.00	0.00	0.00	0.00	0.00	1.00	
12	Reading/LA	Grade Level Teacher	2020	\$40,000.00	0.00	0.00	0.00	0.00	1.00	
12	Lang./Social Studies	Grade Level Teacher	2020	\$48,000.00	0.00	0.00	0.00	0.00	1.00	
12	Technology	Grade Level Teacher	2020	\$38,000.00	0.00	0.00	0.00	0.00	1.00	
12		Grade Level Teacher	n/a		0.00	0.00	0.00	0.00	0.00	
Total Grade Level Teachers					6.00	28.00	33.00	38.00	42.00	46.00

SALARIES

Administrators

Site Instructional Leader	\$0	\$95,000	\$97,850	\$100,786	\$103,809	\$106,923
Special Education Coordinator	\$0	\$65,000	\$66,950	\$68,959	\$71,027	\$73,158
Special Education Coordinator	\$0	\$80,000	\$82,400	\$84,872	\$87,418	\$90,041
Lead Technology Coordinator	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$6,306
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$6,306
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$6,306
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$6,306
Medical	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Total Grade Level Teacher Medical Costs		\$32,640	\$156,890	\$190,453	\$225,889	\$257,156	\$290,097
Total Medical Benefits		\$32,640	\$207,318	\$242,394	\$279,388	\$312,261	\$346,855
Total FICA		\$0	\$102,854	\$118,862	\$138,335	\$156,863	\$176,551
Total State Retirement Costs		\$0	\$376,460	\$435,051	\$506,325	\$574,141	\$646,200
Total Life Insurance		\$0	\$134,450	\$155,376	\$180,830	\$205,050	\$230,786
Total GASB 45		\$0	\$0	\$0	\$0	\$0	\$0
Total Unemployment Insurance		\$1,800	\$11,100	\$12,600	\$14,100	\$15,300	\$16,500
TOTAL BENEFITS		\$34,440	\$832,183	\$964,284	\$1,118,979	\$1,263,615	\$1,416,891
<i>% of Salaries</i>		<i>#DIV/0!</i>	<i>61.9%</i>	<i>62.1%</i>	<i>61.9%</i>	<i>61.6%</i>	<i>61.4%</i>
PART-TIME EMPLOYEES							
Input part-time employee	Percentage of full-time FTE						
Annualized salary	<input type="text" value="\$5"/>	<input type="text" value="15,000.00"/>	<input type="text" value="15,500.00"/>	<input type="text" value="16,000.00"/>	<input type="text" value="17,000.00"/>	<input type="text" value="17,500.00"/>	<input type="text" value="18,000.00"/>
		\$75,000	\$77,500	\$80,000	\$85,000	\$87,500	\$90,000
Input part-time employee	Percentage of full-time FTE						
Annualized salary	<input type="text" value="7"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>
		\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee	Percentage of full-time FTE						
Annualized salary	<input type="text" value=""/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>
		\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee	Percentage of full-time FTE						
Annualized salary	<input type="text" value=""/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>	<input type="text" value="\$0"/>
		\$0	\$0	\$0	\$0	\$0	\$0
PART TIME SALARIES		\$75,000	\$77,500	\$80,000	\$85,000	\$87,500	\$90,000

[INSERT School Name]

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
PERFORMANCE BONUSES	\$0	\$134,450	\$155,376	\$180,830	\$205,050	\$230,786

PAYROLL SERVICES	\$1,800	\$11,100	\$12,600	\$14,100	\$15,300	\$16,500
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	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
GENERAL OPERATING EXPENSES	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	2015	2016	2017	2018	2019	2020

	Assumptions						
Instruction							
Professional development	\$500	Per FTE	\$18,500	\$21,000	\$23,500	\$25,500	\$27,500
Staff recruitment	\$500	Per Year	\$500	\$500	\$500	\$500	\$500
Student recruitment and marketing	\$15,000	Annual expense	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Special Ed/Psychology Consultant	\$10,000	Annual Expense	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
CMO Fee	\$50	Per Student	\$21,500	\$24,500	\$27,500	\$30,500	\$33,500
Textbooks - initial costs	\$300	Per student	\$129,000	\$18,000	\$18,000	\$18,000	\$18,000
Textbooks - repurchase of new books	6	Number of years use			FALSE	FALSE	FALSE
Library books	\$25	Per student	\$10,750	\$12,250	\$13,750	\$15,250	\$16,750
Food services	\$100	Per student	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Music program	\$50	Per Student	\$21,500	\$24,500	\$27,500	\$30,500	\$33,500
Management fees	5%	% of S&L Revenues	\$164,239	\$192,770	\$222,866	\$254,594	\$288,025
Licensing fees	3%	% of S&L Revenues	\$98,543	\$115,662	\$133,720	\$152,756	\$172,815
Charter application							
Office Supplies	\$15	Per student	\$6,450	\$7,350	\$8,250	\$9,150	\$10,050
Assessment costs	\$75	Per student	\$32,250	\$36,750	\$41,250	\$45,750	\$50,250
Supplies for students	\$100	Per student	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Yearbook	\$10	Per student	\$4,300	\$4,900	\$5,500	\$6,100	\$6,700
School store	\$5	Per student	\$2,150	\$2,450	\$2,750	\$3,050	\$3,350
Contracted SPED	\$500	Per SPED student	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Instructional supplies - Teachers (just teaching faculty)	\$250	Per Instructional FTE	\$7,750	\$9,000	\$10,250	\$11,250	\$12,250
General office supplies	\$300	Per month	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600
School uniforms		Per new student	\$0	\$0	\$0	\$0	\$0
School uniforms - returning students		Per returning student	\$0	\$0	\$0	\$0	\$0
General building decorum	\$5,000	Annual Exp	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Health supplies	\$10	Per student per year	\$4,300	\$4,900	\$5,500	\$6,100	\$6,700
Bank fees	\$500	Annual Exp	\$500	\$500	\$500	\$500	\$500
Athletic expenditures	\$20	Per Student	\$8,600	\$9,800	\$11,000	\$12,200	\$13,400
Postage and shipping	\$5	Per student	\$2,150	\$2,450	\$2,750	\$3,050	\$3,350
Gifts & awards - students	\$5	Per student	\$2,150	\$2,450	\$2,750	\$3,050	\$3,350
Gifts & awards - faculty and staff	\$25	Per FTE	\$925	\$1,050	\$1,175	\$1,275	\$1,375
Dues and memberships	\$100	Per FTE	\$3,700	\$4,200	\$4,700	\$5,100	\$5,500
Travel and Meetings	\$1,000	Per FTE	\$37,000	\$42,000	\$47,000	\$51,000	\$55,000
Background checks	\$75	Per new FTE	\$2,775	\$375	\$375	\$300	\$300
Accounting services	\$40,000	Annual Exp	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000
Field trips	\$2,000	Per grade level	\$18,000	\$20,000	\$22,000	\$24,000	\$26,000
Field trips - out of state		Per grade level	\$0	\$0	\$0	\$0	\$0
Parent & staff meetings	\$5,000	Annual Exp	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Saturday School (contractors for instruction)	no	Input "yes" or "no"	\$0	\$0	\$0	\$0	\$0

Total Instructional Supplies	\$0	\$805,132	\$782,957	\$876,685	\$971,075	\$1,068,265
<i>Per student</i>		\$1,872	\$1,598	\$1,594	\$1,592	\$1,594

Contracted Services						
Annual audit	\$15,000	Per year	\$15,000	\$15,000	\$15,000	\$15,000
Legal funds	\$10,000	Per year	\$10,000	\$10,000	\$10,000	\$10,000

Total Contract Services	\$10,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
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[INSERT School Name]

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Food Program	School Pays?							
Breakfast	no	\$0.25		\$9,944	\$11,331	\$12,719	\$14,106	\$15,494
Lunch program	no	\$0.50		\$19,888	\$22,663	\$25,438	\$28,213	\$30,988
Snacks	no	\$0.00		\$0	\$0	\$0	\$0	\$0
Saturday food program	no	\$0.00		\$0	\$0	\$0	\$0	\$0
Total Food Costs			\$0	\$29,831	\$33,994	\$38,156	\$42,319	\$46,481

TOTAL GENERAL OPERATING EXPENSES	\$10,000	\$859,963	\$841,951	\$939,842	\$1,038,394	\$1,139,746
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		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
TRANSPORTATION COSTS ASSUMPTIONS		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
		2015	2016	2017	2018	2019	2020
Percentage of students transported	5%						
Students per bus	50						
Bus purchase price (used bus)	\$15,000						
Miles driven per bus per day	15						
Miles driven per bus per year	2,775						
Miles per gallon	1.00						
Gallons purchased per year	2,775.00						
Price per gallon	\$10.00						
Annual fuel costs per bus	\$27,750.00						
Maintenance costs per bus	\$0.25 per mile						
Annual maintenance costs per bus	\$694						
Bus Contracting Costs	\$3,000 annual						
Number of students participating		0	21.5	24.5	27.5	30.5	33.5
Number of buses required		0	1	1	1	1	1
Bus purchasing costs		\$0	\$15,000	\$0	\$0	\$0	\$0
Fuel costs		\$0	\$27,750	\$27,750	\$27,750	\$27,750	\$27,750
Maintenance costs		\$0	\$694	\$694	\$694	\$694	\$694
Bus Contracting Costs		\$0	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
TOTAL TRANSPORTATION COSTS		\$0	\$46,444	\$31,444	\$31,444	\$31,444	\$31,444
<i>Per student</i>			<i>\$2,160.17</i>	<i>\$1,283.42</i>	<i>\$1,143.41</i>	<i>\$1,030.94</i>	<i>\$938.62</i>

TOTAL EXPENSES	\$121,240	\$3,306,139	\$3,639,409	\$4,178,499	\$4,691,806	\$5,233,222
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EQUIPMENT & TECHNOLOGY

FACILITIES	
INPUT "Purchase" or "Lease"	lease

LEASE OPTION

Square feet leased

Lease rate	\$7.20	Per sq ft
Custodial		Per sq ft
Utilities	\$0.60	Per sq ft
Capital Outlay (building renovations)	\$40,000	One-time cost

Total cost to lease

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
2015	2016	2017	2018	2019	2020	2021
	40,000	40,000	40,000	40,000	40,000	40,000
Annual lease cost	\$0	\$288,000	\$288,000	\$288,000	\$288,000	\$288,000
	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
Capital Outlay	\$40,000.00					
Total cost to lease	\$40,000	\$312,000	\$312,000	\$312,000	\$312,000	\$312,000

PURCHASE OPTION

Square feet purchased	
Purchase price per sq ft	
Purchase price	\$0
Renovation cost per sq ft	
Total renovation costs	\$0
Purchase price and renovation costs	\$0

Equity % of purchase price

Amount Financed	\$0.00
Loan Term (years)	25
Interest Rate	

Monthly Debt Service	\$0					
Annual Debt Service	\$0	\$0	\$0	\$0	\$0	\$0

Custodial Services		\$0	\$0	\$0	\$0	\$0
Utilities		\$0	\$0	\$0	\$0	\$0

Equity (down payment)	\$0					
Financing costs (6 months during planning year)	\$0					

Total costs to purchase	\$0	\$0	\$0	\$0	\$0	\$0
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General liability insurance	\$18,000.00	Annual cost	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000	\$18,000
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TOTAL FACILITIES COSTS	\$58,000	\$330,000	\$330,000	\$330,000	\$330,000	\$330,000	\$330,000
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TECHNOLOGY & EQUIPMENT COSTS

ASSUMPTIONS

Copier (monthly lease rate)	\$500	Per month
	200	Students per copier
Desktop computer costs (faculty and computers for carts)	\$500	Per laptop
Desktop computers	14	Per grade level
Cart costs		Per cart

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
2015	2016	2017	2018	2019	2020	2021

Student enrollment			0	430	490	550	610	670	670	
Number of copiers needed				3	3	3	4	4	4	
Monthly copier lease				\$18,000	\$18,000	\$18,000	\$24,000	\$24,000	\$24,000	
Copier - usage fee	\$10	Per student		\$4,300	\$4,900	\$5,500	\$6,100	\$6,700	\$6,700	
New Laptops - faculty	\$500	Per laptop	\$3,000	\$15,500	\$2,500	\$2,500	\$2,000	\$2,000	\$0	
Laptop replacement costs	5	Number of years use		\$0	\$0	\$0	\$0	\$3,000	FALSE	
Mobile lap top cart - students	0	Per grade level		\$0	\$0	\$0	\$0	\$0	\$0	
Mobile Laptop cart replacement costs	0	Number of years use			FALSE	FALSE	FALSE	FALSE	FALSE	
FTE cell phone handset	\$100	Per handset	\$600	\$3,100	\$500	\$500	\$400	\$400	\$0	
FTE Cell phones (monthly coverage)	\$0	Per month	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Internet setup	\$1,000	Setup fee		\$1,000						
Server	\$5,500	Per server		\$5,500						
Classroom technology	\$6,000	Per classroom		\$0	\$108,000	\$120,000	\$132,000	\$156,000	\$156,000	
Educational software	\$65	Per student		\$27,950	\$31,850	\$35,750	\$39,650	\$43,550	\$43,550	
Technology Support Services	\$50	Per month		\$600	\$600	\$600	\$600	\$600	\$600	
Internet and phone monthly service	\$200	Per month		\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400	
Other Equipment (security system)	\$30,000	Setup cost		\$30,000						Hardware costs, setupfees
Monthly equipment cost	\$500	Per month		\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	\$6,000	
Computer Hardware	\$15	Per FTE		\$555	\$630	\$705	\$765	\$825	\$825	
Computer Software	\$100	Per FTE		\$3,700	\$4,200	\$4,700	\$5,100	\$5,500	\$5,500	
Faculty furniture	\$200	Per FTE	\$1,200	\$6,200	\$1,000	\$1,000	\$800	\$800	\$0	
Student furniture	\$100	Per new student		\$43,000	\$6,000	\$6,000	\$6,000	\$6,000	\$0	
TOTAL TECHNOLOGY & EQUIPMENT COSTS			\$4,800	\$167,805	\$186,580	\$203,655	\$225,815	\$257,775	\$245,575	

[INSERT School Name] Budget Summary

BUDGET SUMMARY

Name of School

[S InNEVations Lab School](#)

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of Students	0	430	490	550	610	670
Number of Employees	6	37	42	47	51	55
REVENUE						
DSA Funding	\$0	\$3,284,770	\$3,855,403	\$4,457,318	\$5,091,878	\$5,760,500
DSA Sponsorship Fee	\$0	\$49,272	\$57,831	\$66,860	\$76,378	\$86,408
State Special Education Funding	\$0	\$45,838	\$52,234	\$58,630	\$65,026	\$71,422
Title I	\$0	\$0	\$0	\$0	\$0	\$0
Federal Breakfast Program	\$0	\$59,663	\$67,988	\$76,313	\$84,638	\$92,963
Federal Lunch Program	\$0	\$99,438	\$113,313	\$127,188	\$141,063	\$154,938
IDEA	\$0	\$0	\$0	\$0	\$0	\$0
R&E start-up funds	\$150,000	\$150,000	\$0	\$0	\$0	\$0
Other start-up funds	\$100,000	\$0	\$0	\$0	\$0	\$0
Student fees	\$0	\$51,600	\$63,700	\$71,500	\$85,400	\$100,500
Investment Income	\$0	\$0	\$0	\$0	\$0	\$0
School level fundraising	\$0	\$43,000	\$49,000	\$55,000	\$61,000	\$67,000
Private fundraising (foundations, corporate)	\$0	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Private fundraising (individuals)	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$250,000	\$3,690,036	\$4,148,806	\$4,784,089	\$5,457,626	\$6,165,915
EXPENSES						
Personnel	\$111,240	\$2,399,733	\$2,766,014	\$3,207,214	\$3,621,968	\$4,062,032
General Operating Expenses	\$10,000	\$859,963	\$841,951	\$939,842	\$1,038,394	\$1,139,746
Transportation	\$0	\$46,444	\$31,444	\$31,444	\$31,444	\$31,444
Facilities		\$330,000	\$330,000	\$330,000	\$330,000	\$330,000
Technology & Equipment	\$4,800	\$167,805	\$186,580	\$203,655	\$225,815	\$257,775
TOTAL EXPENSES	\$126,040	\$3,803,944	\$4,155,989	\$4,712,154	\$5,247,621	\$5,820,997
SURPLUS/(DEFICIT)	\$123,960	(\$113,908)	(\$7,183)	\$71,934	\$210,006	\$344,917
<i>Per student</i>		<i>-\$265</i>	<i>-\$15</i>	<i>\$131</i>	<i>\$344</i>	<i>\$515</i>
Ending Fund Balance	\$123,960	\$10,052	\$2,870	\$74,804	\$284,810	\$629,727

Percent of Budget

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Net change in Cash (F/B)

\$ -	\$ -	\$ -
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Begin Cash Balance(F/B)

\$ -	\$ -	\$ -
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End Cash Balance (F/B)

\$ -	\$ -	\$ -
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School Name:

SNACS InNEVations Lab School

Cash Flow Statement

PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -

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Projected Cash B

\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -

PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
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Balance Statement

\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -

PROJECTED June	Total Projected	Final Approved Budget	Variance
\$ -	\$ -	\$ -	\$ -
\$ -			
\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -

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\$ -	\$ -	\$ -	\$ -
\$ -			\$ -
\$ -	\$ -	\$ -	\$ -

2015-16

WEIGHTED
2015 Count Day

County District	DSA	Outside Revenue	Total	Enrollment	Subtotal
Carson City	\$ 6,637	\$ 1,002	\$ 7,639	480	\$3,666,720.00
Churchill	\$ 6,621	\$ 1,100	\$ 7,721		\$0.00
Clark	\$ 5,527	\$ 979	\$ 6,506		\$0.00
Douglas	\$ 5,941	\$ 2,466	\$ 8,407		\$0.00
Elko	\$ 6,707	\$ 1,302	\$ 8,009		\$0.00
Esmeralda	\$ 15,590	\$ 7,867	\$ 23,457		\$0.00
Eureka	\$ 5,653	\$ 26,220	\$ 31,873		\$0.00
Humboldt	\$ 5,738	\$ 2,269	\$ 8,007		\$0.00
Lander	\$ 3,955	\$ 6,063	\$ 10,018		\$0.00
Lincoln	\$ 10,369	\$ 1,469	\$ 11,838		\$0.00
Lyon	\$ 7,150	\$ 928	\$ 8,078		\$0.00
Mineral	\$ 9,561	\$ 1,644	\$ 11,205		\$0.00
Nye	\$ 7,104	\$ 1,458	\$ 8,562		\$0.00
Pershing	\$ 8,964	\$ 2,662	\$ 11,626		\$0.00
Storey	\$ 8,309	\$ 5,783	\$ 14,092		\$0.00
Washoe	\$ 5,582	\$ 1,152	\$ 6,734		\$0.00
White Pine	\$ 7,376	\$ 1,677	\$ 9,053		\$0.00
Multi-District	\$ 7,639			480.0	3,666,720.0

JAYSON CULBERT

jculbert@washoeschools.net

5940 Ridge Lane. Reno, Nevada 89523

775-762-6778

OBJECTIVES

- ❖ **Implement, and maintain, and develop the vision and mission statement of Washoe County School District**
- ❖ **To promote academic, social, and emotional growth for each student in order to enhance self-esteem**
- ❖ **To empower students, staff members, and the community through various forms of communication**
- ❖ **To build and foster a trusting atmosphere to facilitate optimal learning**

EDUCATION

University of Nevada – Reno, Nevada

**Educational Administration
(Certification)**

Completion: May 2011

Sierra Nevada College – Incline Village, Nevada

**Fifth Year Teacher
Education Program**

**Completion: December
2003**

University of Nevada – Reno, Nevada

**Master of Arts in English
Completion: May 2000**

University of Nevada – Reno, Nevada

**Bachelor of Arts in
Anthropology
Completion: May 1996**

CERTIFICATION LICENSES IN THE STATE OF NEVADA

Elementary: K-8 Teaching

October 2003 – October 2015

Special: K-12 School Administrator

October 2011 – October 2015

EXPERIENCE

George Wetsergard Elementary School

July 2015- Present

- ❖ **Teacher: Fifth Grade**

Edward Pine Middle School

July 2014- June 2014

- ❖ **Teacher: Seventh Grade Magnet U.S. History**

Jerry Whitehead Elementary School

July 2013 – June 2014

- ❖ **Teacher: SWAS Fifth/Sixth Grade Combination**

George Westergard Elementary School

Fall 2005 – July 2013

- ❖ **Teacher: First Grade**
- ❖ **Back-Up Principal and Testing Coordinator**
 - Planned strategies to improve reading, writing, and science scores on state test
 - Showed gains in state test scores for reading, writing, and science
 - Participated as a member of School Improvement Team
 - Facilitated student research and finished products using technology
 - Professional Development on integrating technology in the classroom
 - Handled discipline problems
- ❖ **Leader and Mentor to Staff in implementing Response to Intervention/Multi-Tiered System of Support**
- ❖ **Leader of Professional Learning Community (PLC)**
- ❖ **Trainer for Conscious Discipline, and Easy Grade Pro, and Infinite Campus**
- ❖ **Liaison between Westergard Staff and Parent Teacher Organization**
- ❖ **Mentor to Novice Teachers**
- ❖ **Committee Member to:**
 - **Intervention Assistance Team**
 - **Science Fair**
- ❖ **S.H.A.R.E. Coordinator and Instructor**

Sierra Nevada Academy Charter School

Spring 2008 – Present

- ❖ **Vice President of the Board of Governance**
- ❖ **Board Member**

Glenn Duncan Elementary – Reno, Nevada

July 2004 - June 2005

JAYSON L. CULBERT

❖ **Sixth Grade Teacher**

Alice Maxwell Elementary – Sparks, Nevada

January 2004 – June 2004

❖ **Long Term Substitute Teacher**

Roseville City School District – Roseville, CA

November 2001 – June 2002

❖ **Substitute Teacher K-8**

Rocklin Unified School District – Rocklin, California

November 2001 – June 2002

❖ **Substitute Teacher K-8**

Ackerman School District – Auburn, California

November 2001 – June 2002

❖ **Substitute Teacher K-8**

Marysville Joint Unified School District

August 2000 – December 2000

Lindhurst High School - Olivehurst, California

❖ **Sophomore English/Literacy Instructor**

University of Nevada- Reno, Nevada

Spring 1998- May 2000

❖ **Project Coordinator: The Nevada Census Project**

University Of Nevada – Reno, Nevada

August 1999 – December 1999

❖ **English Composition Instructor**

**CLASSES/ TRAINING/INSERVICE /PROFESSIONAL
DEVELOPMENT**

- ❖ **Project Guided Language Acquisition Design (GLAD™)**
- ❖ **Diving into Administration**
- ❖ **Infinite Campus**
- ❖ **Conscious Discipline**
- ❖ **Everyday Math Training**
- ❖ **Mentoring the Novice Teacher**
- ❖ **Foundations of Mentoring**
- ❖ **Let's Talk Math**

REFERENCES

**Stacey Cooper: Principal
Gifted and Talented Department
425 East Ninth Street
(775)-682-5549
scooper@washoeschools.net**

**Mischelle Bain: Principal
Lois Allen Elementary
5155 McGuffey Road
Sun Valley, Nevada 89433
(775) 622-5026
mbain@washoeschools.net**

**Melissa Olsen: Coordinator
425 East Ninth Street
Student Learning Objectives Department
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molsen@washoeschools.net**

**Debi McDowell: Administrative Assistant
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dmcdowell@washoeschools.net**

**William Chronister: Principal (Retired)
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wchronister@hotmail.com**

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JAYSON L. CULBERT

Job Description of the Chief Executive Officer

General Purpose of the Position

Under the direction of the Board of Governance, and in collaboration with the Chief Educational Officer, the Chief Executive Officer directed, planned, developed, executed or supervised the organizational aspects for the charter school in accordance with policies prescribed by law and the Board of Governance to ensure effective operation of the charter school. This position involved the responsibility for the overall success and coordination to address measurable school/student outcomes.

Essential Duties and Responsibilities of the Position

Provide leadership, daily management, and ensure compliance and accountability for all organizational related activities including but not limited to:

- 1. Organizational Planning and Management** – Leads, directs, plans, develops or supervises the implementation of the mission and vision of the charter and charter school board, systems analysis, future pacing, policy and procedures, department development, and lead effective change. Promote foresight into future needs of the organization and plan for scenarios in light of educational and business change.
- 2. Educational Program Planning** – Works in consultation with the Educational Director to lead, direct, plan, develop, or supervise the implementation of all education related activities, charter compliance, future pacing, and long-range plans for the educational program.
- 3. Business Management** - Leads, directs, plans, develops or supervises the acquisition, negotiation, and implementation of contracts and risk management to meet the needs of the school community and assure compliance.
- 4. Financial Management** – Leads, directs, plans, develops or supervises budgeting and planning, financial transactions, auditing, resource, fundraising, donations, and grants acquisition and management.
- 5. Sponsor, State, and Community Relations** – Develop and engage in positive working relationships with the extended charter school community such as WCSD sponsor, Nevada Department of Education, Nevada Legislators and Public Officials, the Nevada Charter School Council, the Nevada Leadership Team, the Federal Charter Schools Program Coordinator, and other associated agencies as necessary. Oversee all reporting and auditing for sponsor and state agencies to ensure compliance.
- 6. Board Relations** - Develop and engage in positive working relationships with the SNACS Governing Board. The Executive Director reports to board at least quarterly on progress of all business and financial, organizational and planning, and legal matters of charter school. In consultation with the Board President, the Executive Director leads, directs, plans, develops or supervises the coordination of all board correspondence, agenda items, and

provides direction and communicates to the board on all school related matters. The Executive Director ensures compliance of all board adopted policies, procedures, and directions.

7. Personnel and Human Resources - Leads, directs, plans, develops or supervises all hiring/firing of non-certified personnel, provide recommendations regarding certified personnel, human resource related issues, insurance, job descriptions, evaluations, and professional development activities.

8. School Community Relations - Leads, directs, plans, develops or supervises the climate and culture to ensure the environment is conducive to the charter intent, promote events that facilitate a positive school culture and climate, instill a positive sense of school community in others, and promote a climate of professional collegiality and life-long learning and includes various stakeholders in decision making where appropriate.

9. Public Relations and Marketing - Leads, directs, plans, develops or supervises all communication including internal/external initiatives of the school including media relations, interviews, emergency and press releases, educating others for community awareness of the charter school, act as a lobbyist for the charter school and charter school law that facilitates charter school growth, recruitment and enrollment, effective technology initiatives, communicates on behalf of the school, seeks to develop relationships/partnerships with entities or agencies that facilitate the positive growth of the charter school.

10. Facilities Management – Leads, directs, plans, develops or supervises all aspects of facility planning and expense management.

11. Legal, Charter, and Policy Compliance – Leads, directs, plans, develops or supervises all aspects of legal and charter compliance including keeping abreast of legislative issues and development, Nevada Administrative Code, Nevada Revised Statute, Regulations, Charter, and Policy compliance. Be knowledgeable and provide training as necessary to issues effecting the daily operation of the school or board compliance. Act as the Liaison with SNACS Legal Counsel as necessary and facilitate any interaction therein. Develop policy and procedures to ensure legal compliance for board adoption.

12. Research - Leads, directs, plans, develops or supervises all research projects conducted onsite or related to the charter school. Be knowledgeable of current research and train others as necessary in current research related to the organization and best practices for effective schools.

13. Professional Growth - Participate in professional development activities including participation in local, state, and national organizations that enhance the professional growth of the Executive Director as related to the position and the forward direction of the charter school.

14. Other duties as assigned by the board or deemed necessary.

Chief Educational Officer

General Purpose of the Position

Under the direction of the Board of Governance, and in collaboration with the Chief Executive Officer, the Chief Educational Officer shall execute, direct, plan, develop, or supervise the educational aspects for the charter school in accordance with policies prescribed by law and the Governing Body. This position will involve the responsibility for the school's academic evaluation and coordination to address measurable school/student outcomes.

Essential Duties and Responsibilities of the Position

Provide leadership, daily management, and ensure compliance and accountability for all education related activities including but not limited to:

- 1. Curriculum and Standards Management** - Leads, directs, plans, develops or supervises the implementation of all curriculum programs as adopted by the board, outlined in the charter, and the alignment and implementation of state standards in all aspects of the charter school.
- 2. Instructional Support** - Leads, directs, plans, develops or supervises the implementation of the SNACS model of instruction and classroom management to ensure effective educational strategies produce positive academic outcomes including circle, seat, center implementation, effective use of teacher assistants, parent volunteers, and resources.
- 3. Assessment, Testing, and Academic Accountability** - Leads, directs, plans, develops or supervises the quarterly school wide assessments and the state testing program including data analysis of student achievement and academic success of the charter school and to ensure individual, classroom, and school-wide accountability for academic achievement.
- 4. Student Services** - Leads, directs, plans, develops or supervises the student support services for the school including academic support services and documentation, discipline support services, attendance, RTI implementation, library services, accurate record keeping, parental communication, extended learning, school improvement.
- 5. Parent Involvement** - Leads, directs, plans, develops or supervises the implementation of the parent volunteer policy and seeks to increase parent involvement in the daily operation of the school.
- 6. Special education and 504's** - Leads, directs, plans, develops or supervises the special education program for IDEA, 504, and ADA compliance and overall effective implementation of special education services.
- 7. Facility Maintenance & Improvement** - Executes, directs, plans, develops or supervises the maintenance, facility emergencies, and building/grounds improvement.

8. School Safety - Leads, directs, plans, develops or supervises the safety policies, procedures and emergency drills, to ensure a safe school.

9. Personnel and Human Resources – Leads, directs, plans, develops or supervises and assists with recruiting personnel, coordinating professional development activities, and conducting evaluations.

10. School Community Relations – Leads, directs, plans, develops or supervises the educational direction of the school community in a climate and culture conducive to the charter intent and includes stakeholders in decision making process as appropriate.

11. Public Relations - Develop and engage in positive working relationships with extended charter school community such as WCSD sponsor, Nevada Department of Education, Surrounding Schools. Completes required sponsor, state, and related reports and ensures audit compliance as it relates to educational program.

12. Board Relations - Develop and engage in meaningful and positive working relationships with the SNACS Governing Board. The Educational Director provides direction and communicates to the board on all school related matters. The Education Director ensures compliance of all board adopted policies, procedures, and directions related to the Educational program. The Education Director reports to board at least quarterly on progress of education related activities.

13. Professional Growth - Participate in professional development activities including local, state, and national organizations that enhance the professional growth of the Education Director as related to the position and the forward direction of the charter school.

14. Other duties as assigned by the board or deemed necessary.



Formal Evaluation Summary Report

Name:	Employee ID:
Date:	
Position:	
Office/Department:	

The two chief officers develop portfolios that include artifacts which highlight various aspects of their respective jobs. Artifacts must include Annual Independent Financial and Performance Audits. Portfolios should contain rationale to the organization of the portfolio and artifacts therein. The board will interview each administrator, complete rubrics, review student and school level data, and establish professional growth goals. Board members may visit the school site, inspect facilities, conduct observations, attend events, and talk with students, staff, and families related to administrators positions as part of the evaluation process. Board members will convene in an open meeting to determine the final evaluation rating of each school administrator.

STANDARD 1: The central services administration is a leader in the organization who promotes success for all students as he/she facilitates and supports the department, articulation, and implementation of the school system's strategic plan.

Highly Effective Effective Minimally Effective Ineffective

Performance criteria:

1. Provides leadership and facilitates the development of a shared vision for how his/her office, department, division, or program contributes to student success.
2. Ensures that the WCSD's strategic plan and vision are communicated to staff and stakeholders so as to promote understanding and a shared commitment.
3. Provides leadership for the implementation of the school system's strategic plan.
4. Develops the leadership capacity of staff and stakeholders to share the responsibility for implementing the office and departments strategic plan.
5. Aligns programs, practices, and resources to support student success.
6. Facilitates an ongoing collaborative process to monitor, evaluate, and revise programs and practices based upon multiple sources of data.
7. Fosters a shared commitment to high standards with high expectations for quality services.
8. Provides leadership that promotes continuous and sustainable improvements.

As evidenced by:

STANDARD 2: The central services administrator is a leader in the organization who promotes success for all students as he/she creates and sustains a culture of professional growth and high expectations to support school system's strategic plan.

Highly Effective Effective Minimally Effective Ineffective

Performance criteria:

1. Promotes the principle that every child can learn and succeed.

2. Promotes high expectations for the delivery of quality products, programs, and services.
3. Designs, supports, and monitors the effective implementation of school system's initiatives.
4. Engages in a continuous improvement process to attend performance excellence.
5. Fosters a professional learning community.
6. Promotes an office climate that cultivates intellectual curiosity, stimulates innovations, and values diversity.
7. Ensures that the professional growth system for all staff is implemented with quality.

As evidenced by:

STANDARD 3: A central office administrator is a leader in the organization who promotes the success of all students as he/she ensures effective and efficient management of his/her office or program.

Highly Effective Effective Minimally Effective Ineffective

Performance criteria:

1. Demonstrates knowledge and skills necessary for his/her position.
2. Mobilizes people and coordinates their efforts to achieve targeted results.
3. Develops and supervises efficient processes in order to maximize performance.
4. Manages resources to cultivate and support a safe and healthy work environment.
5. Ensures that the allocation of resources is aligned with the strategic plan.
6. Builds the capacity of his/her office or program to respond to the needs of students, staff, and the community.

As evidenced by:

STANDARD 4: The central services administrator is an educational leader who promotes success for all students as he/she collaborates with stakeholder groups including students, staff, and families, community members, business partners, and community agencies.

Highly Effective Effective Minimally Effective Ineffective

Performance criteria:

1. Utilizes data to identify and engage the broadest, most diverse range of stakeholders necessary for continuous improvement.
2. Forms effective collaborative partnerships to strengthen programs, solicit input and feedback, and support goals.
3. Nurtures and promotes a workplace culture that includes stakeholders from diverse backgrounds and ethnicities.
4. Considers individual and group differences and treats all stakeholders with respect.

5. Demonstrates effective communication and collaboration with all stakeholders.
6. Holds supervised employees accountable for the inclusion, engagement and effective collaboration of stakeholders (where applicable).

As evidenced by:

STANDARD 5: The central services administrator is an educational leader who promotes success for all students as he/she models professionalism and growth to create a positive work environment.

Highly Effective Effective Minimally Effective Ineffective

Performance criteria:

1. Establishes trust and demonstrates openness and respect in relationships and decision-making processes.
2. Seeks and uses feedback and reflects on his/her leadership and the impact it has on others.
3. Establishes collaborative processes with diverse groups to develop and accomplish common goals.
4. Demonstrates values, beliefs, attitudes, and ethical behaviors that inspire others.
5. Demonstrates commitment to continuous improvement.
6. Uses data from a variety of sources to conduct a personal assessment of his/her own professional growth and continuous Improvement.

As evidenced by:

STANDARD 6: The central services administrator is an educational leader who promotes success for all students as he/she understands, responds to, and influences the political, social, economic, legal, and cultural contexts of the school system.

Highly Effective Effective Minimally Effective Ineffective

Performance criteria:

1. Expands personal knowledge and develops abilities to respond to changing conditions that affect the workplace and the school system.
2. Acquires and applies knowledge of policies, regulations, procedures and laws.
3. Participates in the development of policies, programs, and budgets.
4. Advocates for students, staff, families, communities and the school system.

- 5. Develops and communicates strategies to implement new initiatives.
- 6. Represents the interests of the office and school system when engaging with local, state, national, and governmental groups/agencies.

As evidenced by:

EVALUATION SUMMARY:

OPPORTUNITIES FOR CONTINUOUS IMPROVEMENT:

Signatures:

Administrator's Name (Print)	Signature	Date
Direct Supervisor Name (Print)	Signature	Date

Reviews:

April: WRITTEN SUMMATIVE

- Highly Effective
- Effective
- Minimally Effective
- Ineffective



School Performance Report
Sierra Nevada Academy Charter (16605.1)

	Reading/ELA				Math			
Growth Measures	N Count	Points Earned	Measure	State Rate	N Count	Points Earned	Measure	State Rate
MGP (Percentile)	61.0	8.0	66.0	N/A	61.0	6.0	45.0	N/A
AGP (Percent Met)	61.0	8.0	78.7	N/A	61.0	6.0	47.5	N/A
Points from Growth	16.0				12.0			
Growth Points Earned (eligible 40)	28.0							
Status Measures	N Count	Points Earned	Measure	State Rate	N Count	Points Earned	Measure	State Rate
Proficiency Rate	89.0	12.0	75.3	N/A	89.0	9.0	70.8	N/A
Proficiency Points Earned (eligible 30)	21.0							
Gap Measures *SuperGroup Used*	N Count	Points Earned	Measure	State Subgroup Gap	N Count	Points Earned	Measure	State Subgroup Gap
% FRL Meeting AGP	28.0	nd	67.9	N/A	28.0	nd	35.7	N/A
% IEP Meeting AGP	11.0	nd	45.5	N/A	11.0	nd	27.3	N/A
% ELL Meeting AGP	**	nd	**	N/A	**	nd	**	N/A
% Supergroup Meeting AGP	32.0	10.0	65.6	N/A	32.0	3.0	37.5	N/A
Points from Gap (Supergroup)	10.00				3.00			
Gap Points Earned (eligible 20)	13.00							
Other Indicator	N Count	Points Earned	Measure	State Rate	Star Rating	Index Score		
Average Daily Attendance Rate	N/A	6.0	95.3	N/A	★★★★★	at or above 77		
Other Indicator Points Earned (eligible 10)	6.0				★★★★☆	at or above 68 and below 77		
					★★★☆☆	at or above 50 and below 68		
Total Points Earned	68.00				★★★☆☆	at or above 32 and below 50		
Index Score	68.00				★★☆☆☆	below 32		
		<small>[Points Earned(68.00)/Points Eligible(100)] X 100</small>						
Star Rating		★★★★☆						

"nd" displays when a point value is not determined due to an insufficient number of students in the group.

"**" displays when data is suppressed because there are less than 10 students in the applicable group.

"N/A" displays when data is either not reported or not applicable.

"-" displays when calculations are not applicable.



Washoe County
School District

MyPGS



Teacher
Evaluation
Rubric

Washoe County
School District

Professional
Growth System

STANDARD 1 Planning and Preparation	STANDARD 2 Classroom Environment	STANDARD 3 Instruction	STANDARD 4 Professional Responsibility
1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> Knowledge of the structure of the discipline, Nevada Academic Standards and other content standards Knowledge of prerequisite relationships Knowledge of content-related pedagogy 	2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> Positive regard in teacher/student interactions Student/student interactions 	3a Communicating with Students <ul style="list-style-type: none"> Expectations for learning Directions, procedures and explanation of content structure 	4a Reflecting on Teaching <ul style="list-style-type: none"> Accuracy Use in future teaching
1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> Knowledge of child and adolescent development Knowledge of the learning process Knowledge of students' skills, knowledge, and language proficiency Knowledge of students' interests and cultural heritage Knowledge of students' special needs 	2b Establishing a Culture for Learning <ul style="list-style-type: none"> Importance of the content Expectations for learning and achievement Student pride in work 	3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> Quality of questions Discussion techniques/ student participation 	4b Maintaining Accurate Records <ul style="list-style-type: none"> Student completion of assignments Student progress in learning Non-instructional records
1c Setting Instructional Outcomes <ul style="list-style-type: none"> Alignment of outcomes with current standards Value, sequence, and alignment Clarity Integration Suitability for diverse learners 	2c Managing Classroom Procedures <ul style="list-style-type: none"> Instructional groups Transitions Materials and supplies Non-instructional duties Volunteers and paraprofessionals 	3c Engaging Students in Learning <ul style="list-style-type: none"> Activities and assignments Grouping of students Instructional materials and resources Structure and pacing Instructional strategies 	4c Developing Partnerships with Families <ul style="list-style-type: none"> Helping families to navigate the educational system Sharing information about the instructional program and helping families to support learning Building partnerships and outreach with families Understanding cultural differences
1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> For classroom use To extend content, knowledge and pedagogy For students 	2d Managing Student Behavior <ul style="list-style-type: none"> Expectations Monitoring of student behavior Response to student misbehavior 	3d Using Assessment in Instruction <ul style="list-style-type: none"> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress 	4d Participating in a Professional Community <ul style="list-style-type: none"> Relationships with colleagues Involvement in a culture of professional collaboration Service to the school Participation in school and district projects
1e Designing Coherent Instruction <ul style="list-style-type: none"> Learning activities Instructional materials and resources Instructional groups Lesson and unit structure 	2e Organizing Physical Space <ul style="list-style-type: none"> Safety and accessibility Arrangement of furniture and use of physical resources Resource-rich environment 	3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> Lesson adjustment Response to students Persistence 	4e Growing and Developing Professionally <ul style="list-style-type: none"> Enhancement of content knowledge and pedagogical skill Receptivity to feedback from colleagues Service to the profession
1f Designing Student Assessments <ul style="list-style-type: none"> Congruence with instructional outcomes Criteria and standards Design of formative and summative assessments Use of assessment in ongoing planning 			4f Showing Professionalism <ul style="list-style-type: none"> Integrity and ethical conduct Addressing students' needs Decision making Compliance with school and district regulations

**STANDARD 1
PLANNING AND PREPARATION**

COMPONENTS Elements	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>1a Demonstrating Knowledge of Content and Pedagogy</p> <ul style="list-style-type: none"> • <i>Knowledge of the structure of the discipline, Nevada Academic Standards and other content standards</i> • <i>Knowledge of prerequisite relationships</i> • <i>Knowledge of content-related pedagogy</i> 	<p>Teacher:</p> <ul style="list-style-type: none"> -makes content errors in planning and practice and/or does not correct errors made by students; -demonstrates lack of standard and/or content knowledge, and demonstrates little understanding of prerequisite relationships important to student learning; -demonstrates little or no understanding of the range of pedagogical approaches suitable to student learning of the content. 	<p>Teacher:</p> <ul style="list-style-type: none"> -demonstrates, in planning and practice, limited knowledge of important concepts in the standard(s), and may demonstrate lack of awareness of how these concepts and skills relate to one another; -reflects a limited awareness of prerequisite relationships, but such knowledge may be inaccurate or incomplete; -demonstrates a limited range of pedagogical approaches, or uses some approaches that are not suitable to the discipline or to the students. 	<p>Teacher:</p> <ul style="list-style-type: none"> -demonstrates, in planning and practice, solid knowledge of the important concepts and skills in the standard(s) and how these concepts and skills relate to one another; -reflects accurate understanding of prerequisite relationships between topics and concepts; -displays a wide range of effective pedagogical approaches in the discipline. 	<p>Teacher:</p> <ul style="list-style-type: none"> -demonstrates, in planning and practice, extensive knowledge of the important concepts and skills in the standard(s) and how these relate both to one another and to other disciplines; -demonstrates an understanding of prerequisite relationships between topics and concepts, and creates a link to necessary cognitive structures to ensure student understanding; -demonstrates an accurate understanding of a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
<p>1b Demonstrating Knowledge of Students</p> <ul style="list-style-type: none"> • <i>Knowledge of child and adolescent development</i> • <i>Knowledge of the learning process</i> • <i>Knowledge of students' skills, knowledge, and language proficiency</i> • <i>Knowledge of students' interests and cultural heritage</i> • <i>Knowledge of students' special needs</i> 	<p>Teacher:</p> <ul style="list-style-type: none"> -demonstrates little or no knowledge of the developmental characteristics of the age group, students' skills, knowledge, language proficiency, and students' interests or cultural heritage, and does not indicate that such knowledge is valuable; -sees no value in understanding how students learn and does not seek such information; -lacks an understanding of students' special learning and/or medical needs or why such knowledge is important. 	<p>Teacher:</p> <ul style="list-style-type: none"> -demonstrates partial knowledge of the developmental characteristics of the age group, students' skills, knowledge, language proficiency, and students' interests or cultural heritage, recognizes that such knowledge is valuable, but demonstrates this knowledge only for the class as a whole; -recognizes the value of knowing how students learn, but this knowledge is limited or outdated; -demonstrates awareness of the importance of knowing students' special learning and/or medical needs, but such knowledge may be incomplete or inaccurate. 	<p>Teacher;</p> <ul style="list-style-type: none"> -demonstrates accurate knowledge of the developmental characteristics of the age group, students' skills, knowledge, language proficiency, and students' interests or cultural heritage, recognizes that such knowledge is valuable, and demonstrates this knowledge for the class as a whole, recognizing exceptions to the general patterns; -demonstrates accurate and current knowledge of how students learn, and applies this knowledge to the class as a whole and to groups of students; -demonstrates awareness of students' learning and/or medical needs, collects information from a variety of sources, and applies the information in his/her planning. 	<p>Teacher:</p> <ul style="list-style-type: none"> -demonstrates accurate knowledge of developmental characteristics of the age group, individual students' skills, knowledge, language proficiency, interests, and cultural heritage, and applies this knowledge to individual students; -demonstrates extensive and subtle understanding of how students learn, and understands exceptions to the general patterns and the extent to which individual students follow the patterns; -possesses information about each student's learning and/or medical needs, collects such information from a variety of sources, continually seeks additional information about students' special needs, and continually applies

				this information in his/her planning and instruction.
<p>1c Setting Instructional Outcomes</p> <ul style="list-style-type: none"> • <i>Alignment of outcomes with current standards</i> • <i>Value, sequence, and alignment</i> • <i>Clarity</i> • <i>Integration</i> • <i>Suitability for diverse learners</i> 	<p>Instructional outcomes:</p> <ul style="list-style-type: none"> - do not demonstrate alignment with Nevada Academic Standards or other existing content standards; - demonstrate low expectations for students, lack rigor, and do not reflect important learning in the discipline or a connection to a sequence of learning; - are either not clear or are stated as activities, not as student learning, and do not permit viable methods of assessment; - demonstrate only one type of learning and only one discipline or strand; - lack rigor, attention to diverse learning styles, are not suitable for the class, or are not based on any assessment of student needs. 	<p>Instructional outcomes:</p> <ul style="list-style-type: none"> - demonstrate little alignment with Nevada Academic Standards or other existing content standards; -demonstrate moderately high expectations and rigor, reflect some important learning in the discipline, and show at least some connection to a sequence of learning; - are only moderately clear, consist of a combination of outcomes and activities, and/or do not permit viable methods of assessment; - demonstrate several types of learning, but Teacher has made no attempt at interdisciplinary integration at appropriate levels of rigor or diverse learning styles; - are suitable for most of the students in the class based on global assessments of student learning, however, the needs of some individual students may not be accommodated. 	<p>Instructional outcomes:</p> <ul style="list-style-type: none"> - demonstrate full alignment with Nevada Academic Standards or other existing content standards; - demonstrate reasonably high expectations, rigor and important learning in the discipline, and are connected to a sequence of learning; - are all clear, written in the form of student learning, and suggest viable methods of assessment most of the time; - demonstrate several different types of learning, provide opportunities for interdisciplinary integration at appropriate levels of rigor, and reflect diverse learning styles; - are suitable for all students in the class and are based on evidence of student proficiency, however, the needs of some individual students may not be accommodated. 	<p>Instructional outcomes:</p> <ul style="list-style-type: none"> - demonstrate full alignment with Nevada Academic Standards or other existing content standards; - demonstrate high expectations, rigor and important learning in the discipline, and are connected to a sequence of learning, both in the discipline and in related disciplines; -are all clear, written in the form of student learning, and permit viable methods of assessment; - demonstrate several different types of learning, provide opportunities for interdisciplinary integration at appropriate levels of rigor, reflect diverse learning styles, and allow enhanced integration as Teacher collaborates with colleagues; - are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups in the class.
<p>1d Demonstrating Knowledge of Resources</p> <ul style="list-style-type: none"> • <i>For classroom use</i> • <i>To extend content, knowledge and pedagogy</i> • <i>For students</i> 	<p>Teacher:</p> <ul style="list-style-type: none"> -does not use resources that are available through the school or district to enhance content and pedagogical knowledge in the classroom; -is unaware of resources for students available through the school or district. 	<p>Teacher:</p> <ul style="list-style-type: none"> -demonstrates awareness of and/or uses resources that are available through the school or district to enhance content and pedagogical knowledge in the classroom; -has no knowledge of resources available to students beyond the school or district. 	<p>Teacher</p> <ul style="list-style-type: none"> -regularly makes use of resources that are available through the school or district to enhance content and pedagogical knowledge in the classroom; -demonstrates some familiarity with current technology and with resources external to the school and, and knows how to gain access for students. 	<p>Teacher:</p> <ul style="list-style-type: none"> -has extensive knowledge of and uses resources, including those available through the school or district, to enhance content and pedagogical knowledge in the classroom; -is familiar with resources, including current technology, available in the community, through professional organizations and at universities, and assists students in gaining access.
<p>1e Designing Coherent Instruction</p> <ul style="list-style-type: none"> • <i>Learning activities</i> • <i>Instructional materials and</i> 	<p>Learning activities, materials and resources are not suitable to students or to instructional outcomes, and are not designed to engage students in</p>	<p>Only some of the learning activities, materials and resources are rigorous and relevant to students or to the instructional outcomes, only some</p>	<p>All of the learning activities, materials and resources are rigorous and relevant to students or to the instructional outcomes, most</p>	<p>Learning activities, materials and resources support the instructional outcomes, are highly rigorous and relevant to diverse learners, are all</p>

<p><i>resources</i></p> <ul style="list-style-type: none"> • <i>Instructional groups</i> • <i>Lesson and unit structure</i> 	<p>relevant and rigorous learning.</p> <p>Instructional groups are not suitable to instructional outcomes and student learning.</p> <p>The lesson or unit has no clearly defined structure, or the structure is chaotic.</p> <p>Activities do not follow or show an organized progression of scaffolding, and pacing/time allocations are unrealistic.</p>	<p>represent a moderate cognitive challenge and engage students in relevant and rigorous learning, but there is no differentiation for different students.</p> <p>Instructional groups provide limited support to the instructional outcomes and student learning with an effort at providing some variety.</p> <p>The lesson or unit has a limited structure, although the structure is not uniformly maintained throughout.</p> <p>Progression of activities shows limited scaffolding, but is uneven with only some reasonable pacing/time allocations.</p>	<p>represent significant cognitive challenge and are designed to engage students in relevant and rigorous learning, but there is only some differentiation for different groups of students.</p> <p>Instructional groups are varied, as appropriate, to support instructional outcomes and student learning.</p> <p>The lesson or unit has a clearly defined structure around which activities are organized.</p> <p>Progression of activities reflects even scaffolding, with reasonable pacing/time allocations.</p>	<p>designed to engage students in high-level cognitive activity and in relevant, rigorous meaningful learning, are differentiated for individual learners, there is evidence of appropriate use of technology, and students participate in selecting or adapting materials.</p> <p>Instructional groups are varied, as appropriate, to the students and the different instructional outcomes, and there is evidence of student choice in selecting the different patterns of instructional groups.</p> <p>The lesson's or unit's structure is clear and allows for different pathways of differentiated instruction according to diverse student needs.</p> <p>The progression of activities is highly coherent.</p>
<p>1f</p> <p>Designing Student Assessments</p> <ul style="list-style-type: none"> • <i>Congruence with instructional outcomes</i> • <i>Criteria and standards</i> • <i>Design of formative and summative assessments</i> • <i>Use of assessment in ongoing planning</i> 	<p>Assessment procedures are not congruent with instructional outcomes, and there are no criteria or standards.</p> <p>There are no plans to use assessment results in designing future instruction.</p> <p>There is no plan to incorporate formative and summative assessment in the lesson or unit.</p>	<p>Some of the instructional outcomes are assessed inconsistently, and only as a whole class.</p> <p>Assessment criteria and standards have been developed, but they are not clearly stated.</p> <p>Use of formative and summative assessment techniques is inconsistent, including only some of the instructional outcomes, and assessment results are used to plan for future instruction for the class as a whole.</p>	<p>All the instructional outcomes are assessed and adapted for groups of students as needed.</p> <p>Assessment criteria and standards are clearly stated.</p> <p>There is a well-developed strategy to use formative and summative assessment techniques, approaches are clearly stated, and assessment results are used to plan for future instruction for groups of students.</p>	<p>The proposed approach to assessment is fully aligned with the instructional outcomes in both content and process.</p> <p>Assessment methodologies have been adapted for individual students, criteria and standards are clearly stated, and there is evidence that the students have contributed to the development of the assessments.</p> <p>The approach to using formative and summative assessment techniques is well designed, includes student and Teacher use of the assessment information, and assessment results are used to plan future instruction for individual students.</p>

**STANDARD 2
CLASSROOM ENVIRONMENT**

COMPONENTS Elements	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • <i>Positive regard in teacher/student interactions</i> • <i>Student/student interactions</i> 	<p>Teacher/student interactions are negative, demeaning, sarcastic, or inappropriate to the age or culture of the students, and some students exhibit disrespect for the teacher.</p> <p>Teacher does not monitor or intervene in student/student interactions that are characterized by conflict, sarcasm, or put-downs.</p>	<p>Teacher/student interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures, and students exhibit only minimal respect for the teacher.</p> <p>Teacher facilitates a climate in which students may demonstrate disrespect for one another, and intervenes inconsistently when they do.</p>	<p>Teacher/student interactions are friendly, demonstrate caring and respect appropriate to the age and cultures of the students, and students exhibit respect for the teacher.</p> <p>Teacher facilitates a climate in which student/student interactions are polite and respectful, and intervenes appropriately and consistently.</p>	<p>Teacher/student interactions reflect genuine respect and caring for individuals as well as for groups of students, and there is an environment in which students feel safe and comfortable to ask questions, comment, discuss and share ideas.</p> <p>Teacher facilitates a climate in which students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.</p>
<p>2b Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • <i>Importance of the content</i> • <i>Expectations for learning and achievement</i> • <i>Student pride in work</i> 	<p>Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.</p> <p>Teacher conveys low academic and behavioral expectations, or shows overt bias for instructional outcomes, activities, assignments and classroom interactions.</p> <p>Students demonstrate little or no pride in their work, lack commitment, and seem to be motivated by the desire to complete a task rather than to do high-quality work.</p>	<p>Teacher communicates importance of the content but, with little conviction, and achieves only minimal apparent buy-in by the students</p> <p>Teacher conveys inconsistent academic and behavioral expectations of instructional outcomes, activities, assignments and classroom interactions.</p> <p>Students minimally accept the responsibility to do good work, but invest little of their energy, indicating minimal commitment to high quality work.</p>	<p>Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.</p> <p>Teacher conveys high academic and behavioral expectations for instructional outcomes, activities, assignments and classroom interactions for most students.</p> <p>Students accept the teacher's insistence on work of consistently high quality, and they demonstrate pride in that work.</p>	<p>Teacher intentionally creates opportunities for students to demonstrate through their active participation, curiosity, and taking initiative, that they value the importance of the content.</p> <p>Teacher consistently and skillfully conveys high expectations for the academic and behavioral performance of all students through instructional outcomes, activities, assignments and classroom interactions, and Teacher intentionally creates opportunities for students to set expectations for their own learning.</p> <p>Students demonstrate attention to detail and take obvious pride in their work, initiating improvements such as revising drafts on their own or helping peers.</p>
<p>2c Managing Classroom Procedures</p> <ul style="list-style-type: none"> • <i>Instructional groups</i> • <i>Transitions</i> 	<p>Teacher has not established procedures and routines for group work, or communicated the behavioral expectations to students.</p>	<p>Teacher has established a few procedures and routines for group work, with only some students aware of the behavioral expectations.</p>	<p>Teacher has established procedures and routines for group work, and students follow the behavioral expectations.</p>	<p>Teacher has clearly established procedures and routines for group work, all students follow the behavioral expectations, and are able to monitor themselves and</p>

<ul style="list-style-type: none"> • <i>Materials and supplies</i> • <i>Non-instructional duties</i> • <i>Volunteers and paraprofessionals</i> 	<p>There is significant loss of instructional time due to chaotic transitions, disorganized or unsafe management of materials and supplies, and inefficient performance of non-instructional duties.</p> <p>Volunteers and paraprofessionals have no clearly defined duties, and are idle most of the time.</p>	<p>Only some transitions, routines for handling materials and supplies, and performance of non-instructional duties function moderately well, resulting in some loss of instructional time.</p> <p>Volunteers and paraprofessionals are productively engaged during portions of class time.</p>	<p>Transitions, routines for handling materials and supplies, and performance of efficient systems for non-instructional duties occur smoothly, with little loss of instructional time.</p> <p>Volunteers and paraprofessionals are productively and independently engaged during the entire class.</p>	<p>others.</p> <p>Transitions, routines for handling materials and supplies, and performance of efficient systems for non-instructional duties are seamless, with students assuming responsibility in ensuring the efficient operation of the program.</p> <p>Volunteers and paraprofessionals make a substantive contribution to the classroom environment.</p>
<p>2d</p> <p>Managing Student Behavior</p> <ul style="list-style-type: none"> • <i>Expectations</i> • <i>Monitoring of student behavior</i> • <i>Response to student misbehavior</i> 	<p>No standards of conduct appear to have been established, or students are confused as to what the standards are.</p> <p>Teacher does not monitor or respond to misbehavior, leading to unawareness, or the response is inconsistent, overly repressive, or does not respect each student's dignity.</p>	<p>Standards of conduct appear to have been established, and most students follow expectations.</p> <p>Teacher is aware of student behavior, but may miss opportunities or achieve mixed results in providing positive reinforcement or consequences for some students.</p>	<p>Standards of conduct are posted, stated and followed by all students, who also monitor their own behavior.</p> <p>Teacher is alert to student behavior at all times, and takes the appropriate opportunity to provide positive reinforcement or consequences while respecting each student's dignity, or student behavior is generally appropriate.</p>	<p>Standards of conduct are posted, stated and referred to by all students, appear to have been developed with student participation, so monitoring by teacher is subtle and preventive, and students monitor their own and peers' behavior, correcting one another respectfully.</p> <p>Teacher response to misbehavior is appropriate, successful and sensitive to students' individual needs, or student behavior is entirely appropriate.</p>
<p>2e</p> <p>Organizing Physical Space</p> <ul style="list-style-type: none"> • <i>Safety and accessibility</i> • <i>Arrangement of furniture and use of physical resources</i> • <i>Resource-rich environment</i> 	<p>The physical arrangement of the classroom is unsafe, or learning is not accessible to some students.</p> <p>The furniture arrangement hinders the learning activities, or the Teacher makes poor use of physical resources.</p> <p>No student exemplars, relevant instructional materials, or representations of current content are displayed.</p>	<p>The physical arrangement of the classroom is safe, and essential learning is accessible to most students.</p> <p>The furniture may be adjusted for a lesson, but with limited effectiveness.</p> <p>Limited student exemplars, relevant instructional materials, or representations of current content are displayed, and minimal interaction with resources is initiated by the Teacher.</p>	<p>The physical arrangement of the classroom is safe, and learning is equally accessible to all students.</p> <p>Furniture is arranged and resource materials are available to aid and extend learning activities for most students.</p> <p>A variety of student exemplars, relevant instructional materials and/or representations of current content are displayed.</p>	<p>The classroom physical arrangement is safe, and students ensure that all learning is equally accessible to all.</p> <p>Furniture is arranged and resources available to advance learning.</p> <p>Teacher and students have multiple opportunities to use or create resource materials to learn or extend learning opportunities.</p>

STANDARD 3 INSTRUCTION				
COMPONENTS Elements	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
3a Communicating with Students <ul style="list-style-type: none"> • <i>Expectations for learning</i> • <i>Directions, procedures and explanation of content</i> 	<p>The oral or written purpose of a lesson or unit is unclear to students, including directions, procedures, or explanations of the content.</p> <p>The Teacher's spoken and/or written language contains errors of grammar or syntax.</p> <p>Objectives are not posted or communicated to students.</p>	<p>The instructional purpose, directions and procedures are explained with limited success and must be clarified after initial student confusion.</p> <p>The Teacher's vocabulary is correct, but limited or inappropriate to student ages and background.</p> <p>Objectives are posted or communicated, but not referred to during the lesson.</p>	<p>The purpose of the lesson or unit is clear, appropriate, and connects with students' knowledge and experience, including where the lesson is situated within broader learning.</p> <p>The Teacher's oral and written directions, procedures, and explanation of content are clear and appropriate.</p> <p>Objectives are posted or communicated to students and referred to throughout the lesson.</p>	<p>The purpose of the lesson or unit is clear, including where it is situated within broader learning, and linking that purpose to student interests.</p> <p>Directions and procedures are clear to students, anticipate possible student misunderstanding, the explanation of content connects with students' knowledge and experience, and students contribute to explaining concepts to their peers.</p> <p>References to objectives are integrated throughout the lesson.</p>
3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • <i>Quality of questions</i> • <i>Discussion techniques/student participation</i> 	<p>Questions are virtually all of poor quality, with low cognitive challenge, single correct responses, and asked in rapid succession.</p> <p>Teacher and student interactions are predominantly recitation style, with the teacher mediating all questions and answers, and few students participate in the discussion.</p>	<p>Questions are a combination of low and high quality, posed in rapid succession, and only some invite a thoughtful response.</p> <p>Teacher makes an attempt to engage students in a discussion, but with limited success.</p>	<p>Questions are of high quality, are appropriate for lesson objectives, promote thoughtful responses, and adequate time is provided for students to respond.</p> <p>Teacher creates discussions among students using a variety of discussion techniques.</p>	<p>Questions are of uniformly high quality, with adequate time for students to respond, and students formulate content-relevant questions.</p> <p>Teacher intentionally creates an opportunity for student-led discussions, where students make unsolicited contributions.</p>
3c Engaging Students in Learning <ul style="list-style-type: none"> • <i>Activities and assignments</i> • <i>Grouping of students</i> • <i>Instructional materials and resources</i> • <i>Structure and pacing</i> • <i>Instructional strategies</i> 	<p>Teacher-designed instructional groups, and instructional materials, resources, activities and assignments:</p> <ul style="list-style-type: none"> - are not developmentally appropriate and do not promote differentiated instruction; - do not engage students cognitively or provide opportunity for interaction, and are not appropriate to instructional outcomes; - have no clearly defined structure, or the pace of the lesson is too slow or rushed, or both. <p>No research-based instructional</p>	<p>Teacher-designed instructional groups, and instructional materials, resources, activities and assignments:</p> <ul style="list-style-type: none"> - partially facilitate differentiated instruction, but are only partially developmentally appropriate to the instructional purpose; - limit interaction and discussion, are only moderately successful in engaging students cognitively, and may fail to advance the instructional outcomes of the lesson; - have a recognizable structure, although it is not uniformly maintained throughout the lesson, although 	<p>Teacher-designed instructional groups, and instructional materials, resources, activities and assignments:</p> <ul style="list-style-type: none"> - facilitate differentiation, are developmentally productive, and are appropriate to the students or to the instructional purposes of the lesson; -engage most students cognitively, providing opportunity for interaction and discussion; -have a clearly defined structure around which the activities are organized, and pacing of the lesson is appropriate and reflects the needs of students. 	<p>Teacher-designed instructional groups, and instructional materials, resources, activities and assignments:</p> <ul style="list-style-type: none"> - facilitate differentiation, are developmentally productive, and are fully appropriate to the students and to the instructional purposes of the lesson; - engage students cognitively and provide opportunities for students to initiate choice, adaptation, or creation of materials and activities to enhance their learning; -have a structure that is highly coherent, allowing for reflection and

	strategies are used in the classroom, and appropriate technology is not incorporated into the lesson.	<p>pacing of the lesson is appropriate and reflects the needs of some students.</p> <p>Minimal research- based instructional strategies are used, and only minimal technology is incorporated into the lesson.</p>	Some research- based instructional strategies are used, and appropriate technology is incorporated into the lesson.	<p>closure, and pacing of the lesson is appropriate and reflects the needs of all students.</p> <p>Extensive research- based instruction strategies are used, and appropriate technology is always incorporated into the-lesson.</p>
<p>3d</p> <p>Using Assessment in Instruction</p> <ul style="list-style-type: none"> • <i>Assessment criteria</i> • <i>Monitoring of student learning</i> • <i>Feedback to students</i> • <i>Student self-assessment and monitoring of progress</i> 	<p>Teacher:</p> <ul style="list-style-type: none"> - has not provided students with the criteria and performance standards by which their work will be evaluated; - does not monitor student learning in the curriculum; - provides poor quality feedback to students in an untimely manner; -does not provide opportunity for student self-assessment. 	<p>Teacher:</p> <ul style="list-style-type: none"> - has provided students with minimal criteria and performance standards by which their work will be evaluated through formative and summative assessments; -monitors the progress of the class as a whole through limited use of formative and summative assessment techniques; -provides inequitable and inconsistent feedback to students; - provides limited opportunity for student self-assessment using the assessment criteria. 	<p>Teacher:</p> <ul style="list-style-type: none"> - has made students fully aware of the criteria and performance standards by which their work will be continuously evaluated through formative and summative assessments; -monitors the progress of groups of students through use of continuous formative and summative assessment techniques; -provides timely, equitable and specific feedback to students; -provides frequent opportunities for student self-assessment using the assessment criteria. 	<p>Teacher:</p> <ul style="list-style-type: none"> - has made students fully aware of the criteria and performance standards by which their work will be continuously evaluated through formative and summative assessments, and provides opportunities for students to contribute to the development of the criteria as appropriate; -monitors the progress of individual students through the use of continuous and specific formative and summative assessment techniques; -provides timely, equitable and specific feedback to students, and provides opportunities for students to make use of the feedback; -provides frequent opportunities for student self-assessment and for students to make active use of that information.
<p>3e</p> <p>Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • <i>Lesson adjustment</i> • <i>Response to students</i> • <i>Persistence</i> 	<p>Teacher:</p> <ul style="list-style-type: none"> - adheres rigidly to an instructional plan, even when evidence clearly indicates a change is needed; - ignores or brushes aside students' questions, interests, or feedback; -gives up or blames the student, the student's home environment, or the larger culture, when a student has difficulty learning. 	<p>Teacher:</p> <ul style="list-style-type: none"> - attempts to adjust a lesson in response to students' needs with minimal success; - responds or incorporates students' questions, interests or feedback, although the pacing of the lesson is disrupted; -accepts responsibility for the success of all students, but has only a limited repertoire of instructional strategies to draw on. 	<p>Teacher:</p> <ul style="list-style-type: none"> - successfully adjusts a lesson in response to students' needs; -responds to or incorporates students' questions, interests or constructive feedback; - persists in seeking approaches for all students, including those who need help and/or enrichment, drawing on a broad repertoire of strategies. 	<p>Teacher:</p> <ul style="list-style-type: none"> - makes fluid adjustments to a lesson, when appropriate for student needs, and may involve students in making those adjustments, seizing opportunities to enhance learning; -builds on students' interests, questions, constructive feedback, and/or a spontaneous event; - persists in seeking effective approaches for all students, including those who need help and/or enrichment, using an extensive

				repertoire of strategies, and soliciting additional resources beyond the school.
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**STANDARD 4
PROFESSIONAL RESPONSIBILITY**

COMPONENTS Elements	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4a Reflecting on Teaching <ul style="list-style-type: none"> • <i>Accuracy</i> • <i>Use in future teaching</i> 	<p>Teacher:</p> <ul style="list-style-type: none"> - does not know whether a lesson was effective or achieved its objectives, or misjudges the success of a lesson; - references no data to support the reflection of the lesson; - has no suggestions for how a lesson could be improved another time the lesson is taught. 	<p>Teacher:</p> <ul style="list-style-type: none"> - has a generally accurate impression of a lesson's effectiveness and the extent to which its objectives are met; -references limited data to support the reflection of the lesson; - makes general suggestions about how a lesson could be improved another time the lesson is taught. 	<p>Teacher:</p> <ul style="list-style-type: none"> - usually makes an accurate assessment of a lesson's effectiveness and the extent to which it achieves its objectives; - can cite general references, based on data, to support the reflection of the lesson; - makes a few specific suggestions of what could be tried another time the lesson is taught. 	<p>Teacher</p> <ul style="list-style-type: none"> -always makes an accurate assessment of a lesson's effectiveness and the extent to which it achieves its objectives; - cites specific examples, based on data, to support the reflection of the lesson; - offers specific alternative actions, complete with the probable success of different courses of action.
4b Maintaining Accurate Records <ul style="list-style-type: none"> • <i>Student completion of assignments</i> • <i>Student progress in learning</i> • <i>Non-instructional records</i> 	<p>Teacher's system for maintaining information on students' completion of assignments and student progress in learning is incomplete or in disarray.</p> <p>Records of non-instructional activities are incomplete or in disarray.</p>	<p>Teacher's system for maintaining information on students' assignments and student progress in learning requires frequent monitoring.</p> <p>Records of non-instructional activities are incomplete and/or inaccurate, and require frequent monitoring.</p>	<p>Teacher's system for maintaining information on students' completion of assignments and progress in learning is complete and accurate.</p> <p>Records of non-instructional activities are complete and accurate.</p> <p>Students may contribute information and participate in interpreting their own results, i.e. data folders, portfolios, charts, graphs and goal sheets, and may contribute to the maintenance of their instructional records.</p>	<p>Teacher's system for maintaining information on students' completion of assignments and progress in learning is complete, accurate and submitted appropriately.</p> <p>Records of non-instructional activities are complete, accurate, and submitted appropriately.</p> <p>Students contribute information, participate in interpreting their results, and contribute to the maintenance of their instructional records when appropriate.</p>
4c Developing Partnerships with Families <ul style="list-style-type: none"> • <i>Helping families to navigate the educational system</i> • <i>Sharing information about the instructional program and helping families to support learning</i> • <i>Building partnerships and outreach with families</i> 	<p>Teacher:</p> <ul style="list-style-type: none"> - provides no information or assistance to help families understand the components of the educational system, or understand the student's academic progress in the classroom; -cannot explain the meaning of the instructional program or its significance to families; - does not have relationships/connections established with families; 	<p>Teacher:</p> <ul style="list-style-type: none"> - provides little information or assistance to help families understand the components of the educational system in the classroom; - explains the instructional program and individual student academic progress by referring the family to other resources to support the student's academic needs; - makes modest or partially successful attempts to develop relationships/connections with families, 	<p>Teacher:</p> <ul style="list-style-type: none"> - provides frequent information or assistance to help families understand the components of the educational system in and outside the classroom; - clearly explains the instructional program and the student's academic progress, sharing strategies to support academic learning in terms understandable to families; - builds positive relationships/connections with families by collaborating in school and 	<p>Teacher:</p> <ul style="list-style-type: none"> - provides consistent and continuous information and assistance to help families and students understand the components of the educational system in and outside the classroom; -clearly explains, in understandable terms, the instructional program and the student's academic progress, sharing strategies/resources to support academic learning tailored to the student's areas of need; - maintains consistent and continuous

<ul style="list-style-type: none"> <i>Understanding cultural differences</i> 	<p>-does not respond, or responds insensitively, to family concerns about students;</p> <p>-does not seek to gain an understanding of cultural differences, does not initiate outreach, and provides minimal information to families about individual students.</p>	<p>or relationships are limited to families that are already visible at the school;</p> <p>-responds to family concerns in a minimal or occasionally insensitivity manner;</p> <p>- initiates conversations about culture, but does not have the skills or knowledge to further the conversation.</p>	<p>outreach opportunities in both traditional and non-traditional means;</p> <p>-communicates about the student's progress on a regular basis, and is available as needed to respond to family concerns;</p> <p>- is comfortable with conversations about culture and has the skills and knowledge to discuss the cultural backgrounds of his/her students and families.</p>	<p>positive relationships/connections with families, and fosters outreach opportunities in both traditional and non-traditional means;</p> <p>-communicates frequently with families and is able to prepare students to communicate and explain their progress to others;</p> <p>- consistently demonstrates an understanding of cultural differences, and communicates with students and families by initiating additional opportunities to build cultural awareness and understanding.</p>
<p>4d</p> <p>Participating in a Professional Community</p> <ul style="list-style-type: none"> <i>Relationships with colleagues</i> <i>Involvement in a culture of professional collaboration</i> <i>Service to the school</i> <i>Participation in school and district projects</i> 	<p>Teacher:</p> <p>-has negative or self-serving relationships with colleagues;</p> <p>- avoids participation in a culture of professional collaboration, resisting opportunities to become involved;</p> <p>- avoids becoming involved in school and district events and projects.</p>	<p>Teacher:</p> <p>- maintains cordial relationships with colleagues to fulfill duties that the school or district requires;</p> <p>- becomes involved in the school's culture of professional collaboration when invited to do so;</p> <p>- participates in school and district events and projects when specifically asked.</p>	<p>Teacher;</p> <p>-has relationships with colleagues that are characterized by mutual support and cooperation;</p> <p>-actively participates in a culture of professional collaboration;</p> <p>-volunteers to participate in school and district events and projects, making a substantial contribution.</p>	<p>Teacher:</p> <p>-has relationships with colleagues that are characterized by mutual support and cooperation, and takes initiative in assuming a leadership role within the faculty;</p> <p>-takes a leadership role within the faculty to promote a culture of professional collaboration;</p> <p>-volunteers to participate in school and district events and projects, assuming a leadership role and making a substantial contribution.</p>
<p>4e</p> <p>Growing and Developing Professionally</p> <ul style="list-style-type: none"> <i>Enhancement of content knowledge and pedagogical skill</i> <i>Receptivity to feedback from colleagues</i> <i>Service to the profession</i> 	<p>Teacher:</p> <p>- engages in no professional development activities to enhance knowledge or skill, and makes no effort to share knowledge with others;</p> <p>-does not assume professional responsibilities;</p> <p>- resists feedback on teaching performance from either supervisors or more experienced peers.</p>	<p>Teacher:</p> <p>- participates in professional activities to a limited extent, and only when they are convenient or required;</p> <p>-finds limited ways to contribute to the profession;</p> <p>- accepts, with some reluctance, feedback on teaching performance from both supervisors and professional peers.</p>	<p>Teacher:</p> <p>- seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and implements them in instructional practices;</p> <p>- participates actively in assisting other educators;</p> <p>- welcomes feedback when offered by supervisors or peers when opportunities arise through professional collaboration.</p>	<p>Teacher:</p> <p>- seeks out opportunities for professional development and takes a leadership role in utilizing and implementing new knowledge and skills;</p> <p>- initiates important activities to contribute to the profession;</p> <p>- seeks out feedback on his/her teaching from both supervisors and peers.</p>
<p>4f</p> <p>Showing Professionalism</p>	<p>Teacher:</p> <p>- openly displays dishonesty and</p>	<p>Teacher:</p> <p>- is honest and ethical in interactions</p>	<p>Teacher:</p> <p>- displays high standards of honesty,</p>	<p>Teacher:</p> <p>- holds the highest standards of</p>

<ul style="list-style-type: none"> • <i>Integrity and ethical conduct</i> • <i>Addressing students' needs</i> • <i>Decision making</i> <p><i>Compliance with school and district regulations</i></p>	<p>unethical interactions with colleagues, students, and the public;</p> <p>-does not comply with school and district regulations;</p> <p>- is unaware, unresponsive, or apathetic to student needs;</p> <p>- makes decisions and recommendations based on self-serving interests.</p>	<p>with colleagues, students, and the public;</p> <p>- complies minimally with school and district regulations, doing just enough to get by;</p> <p>- attempts to respond to student needs, but is inconsistent with decisions;</p> <p>-makes recommendations based on limited, though genuinely professional, considerations.</p>	<p>integrity, and confidentiality in interactions with colleagues, students, and the public;</p> <p>-complies with school and district regulations;</p> <p>- effectively responds to student needs by ensuring that all students receive a fair opportunity to succeed;</p> <p>- maintains an open mind and participates in team or departmental decision making.</p>	<p>honesty, integrity, and confidentiality;</p> <p>-always complies fully with school and district regulations;</p> <p>- is highly effective and proactive in responding to students by seeking out resources when needed;</p> <p>- takes a leadership role with colleagues in team or departmental decision making, and helps ensure that such decisions are based on the highest professional standards.</p>
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