Charter School Application Packet

A Model Resource for Nevada

Charter Public School Applicants

FEBRUARY 2012

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** Denotes sections required only of certain applicants*

Introduction

This application packet calls for proposals to start charter schools that are likely to achieve strong educational outcomes. Through charter schools, we expect to provide families with educational options of many different shapes and sizes but with one thing in common: quality education.

This application packet, its appendices and the Nevada Charter School Operation Manual will guide you through the steps of developing a charter school proposal. The Packet, Appendices and Operation Manual provide instructions; Evaluation Criteria by which reviewers will evaluate your responses; statutory references that document the legal authority for information/documentation requests; and requirements for your application's Narrative and Attachments. Each section requests information about a specific aspect of your plan and presents the evaluation criteria that reviewers will use to determine whether the section meets the standard for approval. Experience has shown that successful charter schools tend to have a number of common characteristics:

- A clear, focused, results-oriented mission statement that aligns all parts of the proposal;
- Demonstrated understanding of the population that the school is likely to serve;
- An educational program that is likely to be effective for the target population;
- Strong and diverse leadership; and
- Strong financial planning and management.

We are eager to receive well-developed applications from capable school developers who are committed to educating their students well and improving the lives of children and families in our community.

A charter school application for sponsorship by the State Public Charter School Authority (Authority) proposing a fall, 2013, startup of the school must be submitted by the Committee to Form the School and received by the Authority staff at 1749 Stewart Street, Suite 40, Carson City, between 8:00A.M., Monday, August 27, 2012, and 5:00P.M., Friday, August 31, 2012. For the purposes of NRS 386.525, the date of receipt of an application submitted between the dates and times identified above will be Tuesday, September 4, 2012.

If you have any questions regarding this application or the evaluation process, please contact:

Tom McCormack
Education Programs Professional
State Public Charter School Authority
1749 N. Stewart Street, Suite 40
Carson City, NV 89706
tmccormack@spcsa.nv.gov
775-687-9149

Dear Prospective Charter School Applicant:

Thank you for your interest in creating a charter school in Nevada. In 1997, the Nevada Legislature created an opportunity for the creation of new, performance-based public schools through the charter process. The intent of the legislation is to provide teachers and other educational personnel, legal guardians, and other persons who are interested in public education in Nevada the opportunity to:

1. Improve the learning of pupils by creating public schools with rigorous standards for the academic achievement of pupils;
2. Close the achievement gaps between high-performing and low-performing groups of pupils;
3. Increase the opportunities for learning for all pupils;
4. Increase access to alternative educational programs for pupils who are identified as being at risk for academic failure; and
5. Encourage diverse approaches to public education and the use of innovative teaching methods that have proven effective.

Charter schools are secular, tuition-free public schools that operate as independent nonprofit, non-incorporated organizations. They offer new public education options to children, families, teachers and school leaders. Our state's charter school legislation offers students, families and educators more choices in public education. It allows schools autonomy and flexibility in how they operate in exchange for establishing higher expectations for educating students well.

Nevada is not alone in looking to charter schools to improve public education. More than 5,600 charter schools educate more than 2 million children nationally. The federal government has made it a priority to increase substantially federal financial support for starting new charter schools.

Sponsors

Charter schools are created by application to a designated charter school sponsor. The State Public Charter School Authority, local school districts, and public colleges and universities have been designated as charter school sponsors under Nevada law. A charter school sponsor's goals are to enhance public education opportunities and quality. Nevada is committed to creating opportunities for high quality schools for the youth and families of our communities. This application packet is designed to provide potential applicants a clear understanding of our expectations for the content and quality of an application that merits approval.

Governance

Charter schools are governed by a non-incorporated, nonprofit, governing body (also referred to as a board). Nevada law requires applicants to demonstrate that they are qualified to operate a charter school. Typically, high performing charter schools have governing boards that are composed of individuals with a mixture of backgrounds and expertise relevant to governing a public, not-for-profit, educational organization. Persons with experience and expertise in the law, education, real estate, facilities, and finance; and parents of enrolled pupils should be included on boards. NRS 386.520 and 386.549 identify required membership on the Committee to Form the School and the school's board.

Autonomy

Charter schools operate with substantial flexibility and autonomy in comparison to traditional public schools. Charter school operators have the opportunity and responsibility to decide the best ways to allocate resources like time, people and money to best meet the needs of their students. For example, operators may determine the length and structure of the school day in a way that best fits the educational program; they may structure staffing in a way that best supports teachers and students; and they may structure the budget to ensure that teachers will have the instructional resources they need to be effective. The authority of charter school operators to make these types of decisions is premised on the belief that those closest to students are best suited to make critical decisions about meeting learning needs.

Accountability

Performance-based accountability is a central component of the charter school idea. Nevada charter school law requires that schools have clear, measurable academic performance standards under which they will operate and be evaluated. In addition, schools must be financially accountable and must comply with applicable laws such as health and safety, special education, and all civil rights laws.

The Sponsor will approve applications that clearly demonstrate strong capacity for establishing and operating a quality charter school. This standard requires a sound education program, organizational plan, and financial plan, as well as strong capacity to implement the proposal effectively.

Applicable Law and Regulation

In addition to using this packet as a guide, charter school applicants and operators are encouraged to review the Nevada Revised Statutes (NRS) relating to charter schools (NRS 386.490 to 386.610) and the Nevada Administrative Code (NAC) relating to charter schools (NAC 386.010 to 386.445 and NAC 387.600 – 387.780). NRS and NAC can be found on the Nevada Legislature's website (see Law Library): http://www.leg.state.nv.us/.

A charter school applicant/operator must also be acquainted with the following statutes (NRS) and regulation (NAC):

- NRS Chapters 385 – 395 and Chapter 399;
- NRS Chapters 63, 288, 332, and 354; and
- NRS Sections 49.290, 49.291, 218E.600 to 218E.625, inclusive, and 236.015.
- NAC Chapters 385 - 395

See also:

- www.doe.nv.gov
- http://www.doe.nv.gov/SD_CharterSchools_Forms.htm
- http://www.doe.nv.gov/SD_CharterSchools.htm

Appendices

The Appendices to this packet provide resources related to the application, including the questionnaire for prospective charter school board members.

Charter School Operation Manual

The Operation Manual, available from the Nevada Department of Education's website at http://www.doe.nv.gov/SD_CharterSchools.htm, also provides information relevant to the application.

Application Components and Guidelines

Components

The application consists of the following components:

Cover Sheet

The Cover Sheet provides a summary of key information related to the proposed school, including geographic location, enrollment projections, and applicant contact information.

Table of Contents

A table of contents must identify where in the document each Required Element can be found. Narrative pages must be paginated.

Narrative

The three sections of the Application are the Education Plan, Organizational Plan, and Business Plan. Within each section, there are specific response categories (e.g., Curriculum and Instruction under the Education Plan or Budget under the Business Plan). Application "Required Elements" must be addressed either as a "narrative" or an "attachment" according to instructions.

Attachments

Because there is a 50 page limit on the Narrative portion of the Charter School Application, documents such as the governing body bylaws should be submitted as Attachments. The documents that must be submitted as Attachments rather than Narratives are clearly identified for each item

Guidelines

Format Requirements

- Hard copy on white, 8.5" x 11" paper;
- One inch margins on all sides;
- Minimum 11 point font;
- Spiral-bound (3 ring binder-bound is also acceptable), tabbed (see below); and
- Expect to revise your application after it has been submitted to the proposed sponsor. Use word processing that will allow you to revise the application with ~~strikethroughs~~ and/or ***bold italic*** font.

Each Required Element (as many as 119) must be addressed specifically and separately; See A.1.1 through C.4.7, below.

There is a limit of no more than 50 pages of Narrative. Narrative pages must be paginated and the entire application must be assembled in a way that makes it easy to determine that it contains no more than 50 Narrative pages.

There is no limit to the number of Attachment pages.

Avoid quoting entire statutes or regulations, or including documents that could just as well be referred to rather than provided in their entirety in the application. Do not simply print materials off the Nevada Department of Education's website or the State Public Charter School Authority's website for inclusion in the application; the Application Review Team can access those websites if necessary. Including documents and statutes and regulations in their entirety will result in an unmanageably large application. Rather than quoting or including the entire text of statute, regulation and/or documents in the application, include only relevant excerpts or summarize the statute, regulation or document. Do not hesitate to provide citations of relevant statutes or regulations, perhaps along with an assurance that the school will comply with the statute or regulation and a summary of the statute or regulation.

While it may be informative for applicants to view others' approved charter school applications, copying from other applicants is strongly discouraged. What was approved in the past may no longer be applicable for a number of reasons, and what applied to the charter school whose application was approved may not apply to another charter school.

Narrative pages must be double-spaced. For the hard copies, tabs must identify each of the **bold-font** headings below (**Narrative A.1.1, Attachment A.3.2, etc**.). Because "tabs" are of limited use in an electronic submission, **provide cover sheets that state the same things as the tabs, placed in the same place in the application as the tabs**.

A.1: Mission, Vision and Educational Philosophy

Address Required Element 1 as **Narrative A.1.1**
Address Required Element 2 as **Narrative A.1.2**
Address Required Element 3 as **Narrative A.1.3**
Address Required Element 4 as **Narrative A.1.4**

A.2: School-Specific Goals and Objectives

Address Required Element 1 as **Narrative A.2.1**
Address Required Element 2 as **Narrative A.2.2**
Address Required Element 3 as **Narrative A.2.3**
Address Required Element 4 as **Narrative A.2.4**

A.3: Curriculum and Instruction

Address Required Element 1 as **Narrative A.3.1**
Address Required Element 2 as **Attachment A.3.2**
Address Required Element 3 as **Attachment A.3.3**
Address Required Element 4 as **Attachment A.3.4**
Address Required Element 5 as **Attachment A.3.5**
Address Required Element 6 as **Attachment A.3.6**
Address Required Element 7 as **Attachment A.3.7**
Address Required Element 8 as **Attachment A.3.8**
Address Required Element 9 as **Attachment A.3.9**
Address Required Element 10 as **Narrative A.3.10**
Address Required Element 11 as **Attachment A.3.11**
Address Required Element 12 as **Narrative A.3.12**
Address Required Element 13 as **Narrative A.3.13**

A.4: Assessment and Accountability

Address Required Element 1 as **Attachment A.4.1**
Address Required Element 2 as **Narrative A.4.2**
Address Required Element 3 as **Narrative A.4.3**

Address Required Element 4 as **Narrative A.4.4**
Address Required Element 5 as **Narrative A.4.5**
Address Required Element 6 as **Narrative A.4.6**
Address Required Element 7 as **Narrative A.4.7**

A.5: Tentative School Calendar and Daily Schedule

Address Required Element 1 as **Attachment A.5.1**
Address Required Element 2 as **Narrative A.5.2**
Address Required Element 3 as **Attachment A.5.3**
Address Required Element 4 as **Narrative A.5.4**

A.6: School Climate and Discipline

Address Required Element 1 as **Narrative A.6.1**
Address Required Element 2 as **Narrative A.6.2**
Address Required Element 3 as **Attachment A.6.3**
Address Required Element 4 as **Attachment A.6.4**
Address Required Element 5 as **Attachment A.6.5**
Address Required Element 6 as **Narrative A.6.6**

A.7: Target Population

Address Required Element 1 as **Narrative A.7.1**
Address Required Element 2 as **Attachment A.7.2**
Address Required Element 3 as **Narrative A.7.3**
Address Required Element 4 as **Attachment A.7.4**
Address Required Element 5 as **Narrative A.7.5**
Address Required Element 6 as **Narrative A.7.6**

A.8: Special Student Populations

Address Required Element 1 as **Narrative A.8.1**
Address Required Element 2 as **Narrative A.8.2**
Address Required Element 3 as **Narrative A.8.3**
Address Required Element 4 as **Narrative A.8.4**

A.9: Records

Address Required Element 1 as **Narrative A.9.1**
Address Required Element 2 as **Attachment A.9.2**

A.10: Career Education (if applicable)

Address Required Element 1 as **Attachment A.10.1**
Address Required Element 2 as **Attachment A.10.2**
Address Required Element 3 as **Attachment A.10.3**
Address Required Element 4 as **Attachment A.10.4**
Address Required Element 5 as **Attachment A.10.5**
Address Required Element 6 as **Attachment A.10.6**
Address Required Element 7 as **Attachment A.10.7**
Address Required Element 8 as **Attachment A.10.8**
Address Required Element 9 as **Attachment A.10.9**
Address Required Element 10 as **Attachment A.10.10**
Address Required Element 11 as **Attachment A.10.11**

B.1: Governing Body

Address Required Element 1 as **Attachment B.1.1**
Address Required Element 2 as **Attachment B.1.2**
Address Required Element 3 as **Attachment B.1.3**
Address Required Element 4 as **Narrative B.1.4**

B.2: Composition of the Committee to From the School

Address Required Element 1 as **Narrative B.2.1**
Address Required Element 2 as **Attachment B.2.2**
Address Required Element 3 as **Attachment B.2.3**
Address Required Element 4 as **Attachment B.2.4**

B.3: Management and Operation

Address Required Element 1 as **Narrative B.3.1**
Address Required Element 2 as **Narrative B.3.2**
Address Required Element 3 as **Attachment B.3.3**
Address Required Element 4 as **Narrative B.3.4**
Address Required Element 5 as **Narrative B.3.5**
Address Required Element 6 as **Narrative B.3.6**
Address Required Element 7 as **Narrative B.3.7**
Address Required Element 8 as **Narrative B.3.8**
Address Required Element 9 as **Narrative B.3.9**

B.3.1: Educational Management Organization (EMO), CMO, ESP (if applicable)

Address Required Element 1 as **Narrative B.3.1.1**
Address Required Element 2 as **Attachment B.3.1.2**
Address Required Element 3 as **Attachment B.3.1.3**

B.3.2: Distance Education

Address Required Element 1 as **Narrative B.3.2.1**
Address Required Element 2 as **Narrative B.3.2.2**
Address Required Element 3 as **Narrative B.3.2.3**
Address Required Element 4 as **Narrative B.3.2.4**
Address Required Element 5 as **Narrative B.3.2.5**

B.4: Staffing and Human Resources

Address Required Element 1 as **Narrative B.4.1**
Address Required Element 2 as **Narrative B.4.2**
Address Required Element 3 as **Narrative B.4.3**
Address Required Element 4 as **Narrative B.4.4**
Address Required Element 5 as **Narrative B.4.5**
Address Required Element 6 as **Narrative B.4.6**
Address Required Element 7 as **Narrative B.4.7**
Address Required Element 8 as **Narrative B.4.8**
Address Required Element 9 as **Narrative B.4.9**

C.1: Budget

Address Required Element 1 as **Attachment C.1.1**
Address Required Element 2 as **Attachment C.1.2**
Address Required Element 3 as **Attachment C.1.3**
Address Required Element 4 as **Narrative C.1.4**
Address Required Element 5 as **Attachment C.1.5**
Address Required Element 6 as **Narrative C.1.6**

C.2: Financial Management

Address Required Element 1 as **Narrative C.2.1**
Address Required Element 2 as **Narrative C.2.2**
Address Required Element 3 as **Narrative C.2.3**
Address Required Element 4 as **Narrative C.2.4**
Address Required Element 5 as **Narrative C.2.5**
Address Required Element 6 as **Narrative C.2.6**
Address Required Element 7 as **Narrative C.2.7**

C.3: Facilities

Of the three following Required Elements, address the one that applies to your situation as **Narrative C.3.1**

Required Element NAC 386.140(2)(a-g)
Or
Required Element NAC 386.140(3)(a-b)
Or
Required Element NAC 386.140(4)(a-f)

If NAC 386.140(4) applies to your situation:

Submit the estimate of the cost of insurance as **Attachment C.3.2**

If NAC 386.140(2) applies to your situation:

Submit the inspection documents as **Attachment C.3.3**
Submit the OSHA document as **Attachment C.3.4**

C.4: Transportation, Health Services and Emergency Services

Address Required Element 1 as **Narrative C.4.1**
Address Required Element 2 as **Narrative C.4.2**
Address Required Element 3 as **Narrative C.4.3**
Address Required Element 4 as **Attachment C.4.4**
Address Required Element 5 as **Attachment C.4.5**

If transportation will be provided, submit the policies/procedures as **Attachment C.4.6**

If the school will contract for health services, submit the contract as **Attachment C.4.7**

Application Deadline and Submission Requirements

The application packet shall include the following:

Four (4) tabbed, spiral-bound or ring binder-bound copies (see Format Requirements, above);
One clearly labeled, tabbed, unbound original copy; and
A PDF version of the application on either a CD or USB-compatible flash drive (only attachments easily transferable to disk need to be included electronically).

The full application must be received by the proposed sponsor of the charter school no later than 5:00PM on the date of the deadline.

For more information on application preparation, see A.1 to A.10, B.1 to B.4, and C.1 to C.4 on the following pages. Also see the Appendices following C.4. Finally, see the Nevada Charter School Operation Manual at http://www.doe.nv.gov/SD_CharterSchools.htm

Nevada Charter School Application Cover Sheet *Page 1 of 3*

Part 1: Basic Information

Name of Proposed Charter School

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

Mailing Address of Liaison

Telephone for Liaison (Primary)

Email Address for Liaison

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

Physical Address of School (If Known)

Geographic Region or Neighborhood Where Proposed School Will be Located

School District in Which the School Will Be Located

Title/Relationship to Committee to Form School

Telephone for Liaison (Secondary)

Fax for Liaison

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

Proposed Sponsor:

___State Public Charter School Authority

___School District

Which One?_____

___Public College or University

Which one?_____

Enrollment Projections

	Grade Levels Served		Projected Enrollment per grade (This response may be provided On a separate sheet of paper)
School year 1		……	
School year 2		……	

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

grades _____ to _____.

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

Is this school intended to serve primarily At-Risk pupils? (See NRS 386.500)

☐ Yes
☐ No

If yes, address the applicable Required Element in A.7

Will the charter school enroll pupils who are in a particular category of at risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580 (NRS 386.520(2)(p))?

☐ Yes
☐ No

If yes, address the applicable Required Element in A.7

Vocational education status (NAC 386.415):
Is this an application for the vocational education charter school?

☐ Yes
☐ No

If yes, respond to A.10

Distance education status:
Does the proposed school intend to provide Distance Education (also known as Virtual or Cyber Education)?

☐ Yes
☐ No

If yes, address B.3.2 and submit (an) appropriate distance education application(s) to the Nevada Department of Education.

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

☐ Yes
☐ No

If yes attach the Private School Conversion Assurances found at:
http://nde.doe.gov/SD_CharterSchools_Forms.htm

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

☐ Yes
☐ No

If yes, what is that number or ratio?

If yes, state your plan in B.3, Required Element 9.

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

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

Application Certification

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocations after award.

Signature of Liaison:

Date:

Printed Name:

Appendices

Appendix 1:
Request for Information from Prospective Charter School Board Members (B.2)

Appendix 2:
Frequently Asked Questions about Charter Schools

Appendix 3:
Sample Calendar (A.5)

Appendix 4:
Special Education (A.8)

Appendix 5:
Facilities (C.3)

Appendix 6:
Goals and Objectives (A.2)

Appendix 7:
Application Process and Timeline

A.1 Mission, Vision and Educational Philosophy

Applicant Instructions

The purpose of this section is for you to provide an overview of the educational philosophy that provides the foundation for the school. Explain how this philosophy will be reflected in the culture or ethos of the school. Included in the explanation should be an overview of the research and pedagogy that supports your decision to use this approach with your anticipated student population. Provide a mission statement that defines the overall purpose of the school. A mission statement provides a statement of what will be done and answers the question: "What do we do?" Finally, create a vision for how the school will operate. Consider: What is the school striving to become? What does it want to achieve?

NRS 386.520(4)(b) states that a charter school must have as its stated purpose at least one of the following:

1. Improving the academic achievement of pupils;
2. Encouraging the use of effective and innovative methods of teaching;
3. Providing an accurate measurement of the educational achievement of pupils;
4. Establishing accountability and transparency of public schools;
5. Providing a method for public schools to measure achievement based upon the performance of the schools; or
6. Creating/providing professional development opportunities for teachers.

Required Elements

At a minimum, your response must include the following elements:

1. Choose at least one purpose per NRS 386.520(4)(b);
2. A clear mission statement;
3. A clear vision of the school; and
4. A narrative explaining the educational philosophy for the school;

Attachments

1. No attachments are required. Response shall be submitted as narrative.

A.1: Mission, Vision and Educational Philosophy Guidelines

Address Required Element 1 as **Narrative A.1.1**
Address Required Element 2 as **Narrative A.1.2**
Address Required Element 3 as **Narrative A.1.3**
Address Required Element 4 as **Narrative A.1.4**

Evaluation Criteria

A response that meets the standard will:

1. Present a compelling mission statement that defines the purpose of the school;
2. Identify the school's philosophical approach to educating students – ensure that priorities are meaningful, manageable and measurable, and focus on improving student outcomes;
3. Present a coherent vision of what the school will look like in 5-10 years if it is achieving its mission; and
4. Demonstrate clear alignment among the stated purpose, mission, vision, and educational philosophy.

Statutory Reference

NRS 386.520(4)(b)
NAC 386.150(4)

A.2 School-Specific Goals and Objectives

Applicant Instructions

This section of the application focuses on the specific outcomes anticipated for the school and its students within the terms of the charter (usually six years). Some of the goals and objectives are focused on specific student outcomes (pupil performance or educational performance goals); others are broader school-based goals and objectives (organizational and management performance goals). You do not need to include detailed strategies for meeting the goal identified in this section, as that will be covered in several different subsequent sections of the application. It is understood that your goals and associated objectives are written taking into account that baseline data is not yet available. For example, without knowing at what level students will be able to perform when they enroll in the school, it would be premature to set a goal of 90% proficiency on the Nevada CRT at the end of the first year in any grade or subject area. A better goal would be that 90% of the students will make at least one year's progress in one year's time as measured by a growth analysis of student assessment data using a nationally-normed assessment. Additional options may include using district averages or collecting baseline data for particular goals during the first year of operation. Applicants are strongly encouraged to use the resource Developing Sound Performance Goals and Measures: Guidance for Charter Schools by Margaret Lin found in Appendix 6.

In addition to writing goals that cover core educational expectations the applicant shall include developed goals in other areas such as attendance and re-enrollment, parent involvement, alignment of curriculum and instruction with state standards, professional development, and other aspects of the program that are unique and essential to the school (e.g., service learning, project based learning, outdoor education, foreign language acquisition, etc).

Following are examples of the types of educational performance goals you may want to include.

Example 1: Student Gains

At all grade levels, students at the Charter School will average 1.1 years of academic growth as measured by multiple administrations of a nationally norm referenced growth-measured exam.

Example 2: Performance Status

(Percentage) of students enrolled at the Charter School for a three consecutive year period will achieve Proficient or Advanced status on the state's annual assessment.

Example 3: Student Re-enrollment (Non-academic)

The Charter School will retain (percentage) of its enrolled students year-to-year during its first three years of operation.

Example 4: Parent Satisfaction (Non-academic)

The Charter School will demonstrate a (percentage) overall satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the school during each academic year.

Required Elements

1. At least one and no more than ten goals and objectives related to educational performance.
2. At least one and no more than five goals and objectives related to organizational and management performance.

3. For each goal and/or objective the assessment tool, data and artifacts used to measure progress or attainment of the goal and/or objective is identified and is relevant. Please note: Section A.4 is where you will describe the assessment(s) used by your school.
4. Evidence to suggest the goals are reasonable given the school's mission, educational program and target population.

Attachments

1. No attachments are required. Response shall be submitted as narrative.

A.2: School-Specific Goals and Objectives Guidelines

Address Required Element 1 as **Narrative A.2.1**
Address Required Element 2 as **Narrative A.2.2**
Address Required Element 3 as **Narrative A.2.3**
Address Required Element 4 as **Narrative A.2.4**

Evaluation Criteria

A response that meets the standard will:

1. Define goals and objectives that are specific, measurable, ambitious, and attainable, relevant, and time-bound ;
2. Align with the technical information provided in A.4;
3. Align with the school's educational program and mission;
4. Identify for each goal and/or objective the relevant assessment tools, artifacts and evidence that will be used to determine whether or not the goal and/or objective are attained; and
5. Set high standards for student learning.

Statutory Reference

NRS 386.520(2)(b)
NRS 386.520(2)(n)
NAC 386.150(4)

A.3 Curriculum and Instruction

Applicant Instructions

The purpose of this section is for you to present a description of the school's curriculum which reflects the mission and educational philosophy of the school. For the core subject areas (math, science, English Language Arts, and social studies), there should be a clear and coherent framework for teaching and learning that aligns with Nevada State Standards in science and social studies and Common Core Standards in math and English Language Arts. If the school intends to adopt already established curriculum, provide only an overview of the curriculum (i.e.,: if a school plans on using the Clark County syllabi, that should be stated, and since the CCSD curriculum has already been aligned to the Nevada standards, no alignment document is necessary). Nevada Administrative Code (NAC) , Chapter 389, states what students need to know and be able to do by the completion of grades K – 12 (state standards). Charter schools must, at a minimum, teach the content stated in the Chapter 389 regulations for applicable grade levels and subject areas; however, additional content areas may also be taught. In addition to a comprehensive narrative describing the school's curriculum, provide a description of the relevant instructional strategies that will be necessary for successful implementation of the curriculum. Finally, discuss the school's plans for professional development which reflect the curriculum and instructional needs of the teachers.

Required Elements

1. A written narrative of the school's proposed curriculum;
2. As an attachment, a schedule of courses, *for each grade level*, that meets the requirements for prescribed courses and required courses of study set forth Chapter 389 of NRS and NAC;
3. As an attachment, course descriptions that include the content, skills, and measurable objectives for each of the core content areas at *each grade level* (NAC 386.150(5); NRS 386. 550(1)(i) and NRS 389.018(1));
4. As an attachment, Nevada State Standards alignment chart completed for each of the core content areas (Complete Addendum #1 which can be found at: http://nde.doe.nv.gov/SD_CharterSchools_Forms.htm);
5. As an attachment, a designation of the courses that a student must complete for promotion to *each grade level* and/or high school (NAC 386.150(5); and NAC 389.445);
6. As an attachment, provide a typical daily schedule, including breaks and lunch, for *each grade level*;
7. *If applicable*, as an attachment, a designation of courses and credits required for graduation (Complete Addendum #2 found at http://nde.doe.nv.gov/SD_CharterSchools_Forms.htm NAC 386.150(5); NRS 389.018; NAC 389.450 ~ NOTE: Addendum #2 is only applicable for a high school charter application);
8. *If applicable,* as an attachment, a copy of the proposed school's diploma (NRS 386.584);
9. As an attachment, a copy of the proposed school's transcript (NAC 386.150(8));
10. A narrative explaining the school's policy regarding the transfer of credit to another comparable school (NRS 386.582; NAC 386.150(8));
11. As an attachment, a listing of textbooks, including title, author, publisher, and copyright, to be used at the school; *listed by content area and grade level*;
12. A narrative describing the relevant instructional strategies that will be necessary for successful implementation of the curriculum;
13. A narrative providing a coherent framework for professional development that is likely to support effective implementation of the curriculum.

Attachment

1. A schedule of courses *for each grade level*;
2. Course descriptions for each of the core content areas at *each grade level;*
3. Nevada State Standards alignment chart (Completed Addendum #1);
4. A designation of the courses for promotion to *each grade level*;
5. A typical daily schedule for *each grade level;*
6. *If applicable*, a designation of courses and credits required for graduation (Completed Addendum #2);
7. *If applicable,* a copy of the proposed school's diploma;
8. A copy of the proposed school's transcript; and
9. A listing of textbooks *listed by content area and grade level.*

A.3: Curriculum and Instruction Guidelines

Address Required Element 1 as **Narrative A.3.1**
Address Required Element 2 as **Attachment A.3.2**
Address Required Element 3 as **Attachment A.3.3**
Address Required Element 4 as **Attachment A.3.4**
Address Required Element 5 as **Attachment A.3.5**
Address Required Element 6 as **Attachment A.3.6**
Address Required Element 7 as **Attachment A.3.7**
Address Required Element 8 as **Attachment A.3.8**
Address Required Element 9 as **Attachment A.3.9**
Address Required Element 10 as **Narrative A.3.10**
Address Required Element 11 as **Attachment A.3.11**
Address Required Element 12 as **Narrative A.3.12**
Address Required Element 13 as **Narrative A.3.13**

Evaluation Criteria

A response that meets the standard will:

1. Be consistent with the school's mission and vision;
2. Demonstrate alignment between the schools curriculum, pedagogy, and professional development plan;
3. Present a comprehensive, sustainable plan for professional development; and
4. Present compelling research-based evidence for selecting the proposed curriculum and instructional strategy.

Statutory Reference

NRS 386.550(1)(i)
NRS 386.582
NRS 386.584
NRS 389.018
NRS 389.018(1)
NAC 386.150(5)
NAC 386.150(8)
NAC 386.415
NAC 389.040
NAC 389.445
NAC 389.450
NAC 389.655
NAC 389.659
NAC 389.664

A.4 Assessment and Accountability

Applicant Instructions

This section expands on the goals section earlier in the application by defining how the school will determine whether it is meeting its goals. It focuses both on formative assessments used to drive instructional decision-making, as well as external or summative assessments used to communicate academic achievement to stakeholders. Your mandate as the operator of a charter school is not just to teach well but also to demonstrate objectively, in ways that are clear, understandable and credible to a variety of audiences, that you are doing so. Thus you must measure and report educational progress precisely and extensively.

A quality assessment plan will include summative assessments as well as formative assessments to track student skill and knowledge development. Your response will include how this data will be used to evaluate the school's progress toward achieving the goals and/or objectives outlined in A.2 of this application. Through your response, it should be clear to the reviewer how the school will collect, analyze, triangulate, and manage data on an ongoing basis. Consider adopting a management plan that identifies what tools and resources will be used for purposes of data management (e.g., internal database, school staff, and professional services).

All public schools are required to comply with accountability reporting requirements as defined by the State. However, applicants should consider how the school will communicate individual student progress to parents/guardians. Applicants should also provide how the school will annually review and report its assessment data and academic success to the parent community and the broader community.

Required Elements

1. As an attachment please submit the school assessment plan. The assessment plan must comply with NAC 386.150(7), NRS 386.550(1)(g) and (h), and NAC 389.048-.083;
2. A list of the instruments (tests, diagnostics, survey, other) to be used as formative or summative assessments;
3. Narrative explaining the school's approach to assessments, including a clear plan for the ongoing use of student data to drive improved student achievement and growth;
4. An explanation of how the school will use longitudinal data analysis to measure success;
5. Clear, realistic strategies to ensure data are used in improving student achievement and closing achievement gaps for all groups of students;
6. A data management plan as discussed in the applicant instructions; and
7. School policy on promoting students to the next grade level and for graduation from the school.

Attachments

1. Comprehensive assessment plan.
2. No other attachments are required. All other responses shall be submitted as narrative.

A.4: Assessment and Accountability Guidelines

Address Required Element 1 as **Attachment A.4.1**
Address Required Element 2 as **Narrative A.4.2**
Address Required Element 3 as **Narrative A.4.3**
Address Required Element 4 as **Narrative A.4.4**
Address Required Element 5 as **Narrative A.4.5**
Address Required Element 6 as **Narrative A.4.6**
Address Required Element 7 as **Narrative A.4.7**

Evaluation Criteria

A response that meets the standard will:

1. Align with the school's mission, vision, and goals;
2. Identify instruments to be utilized that are relevant, valid and reliable;
3. Demonstrate understanding of the school's obligation to participate in the statewide system of assessment and accountability;
4. Present a clear, credible, and sound plan for measuring and reporting the educational performance and progress of individual students, cohorts, and the charter school as a whole including valid and reliable measures of student outcomes;
5. Explain how the school will use assessment data to drive key decisions aimed at improving academic outcomes; and
6. Demonstrate understanding of and commitment to compliance with assessment requirements applicable to all Nevada public schools consistent with state law and relevant policies of the State Public Charter School Authority.
7. Include a comprehensive assessment plan that clearly identifies the assessment(s) by grade level and a timetable as to when the assessment(s) is administered. The assessment plan must comply with NAC 386.150(7), NRS 386.550(1)(g) and (h), and NAC 389.048 - .083.

Statutory Reference

NAC 386.150(7)
NAC 389.048-.083
NRS 385.347
NRS 386.550(1)(g) and (h)

A.5 Tentative School Calendar and Daily Schedule

Applicant Instructions

The calendar you submit with your application is tentative and serves for purposes of application review only. Your final school calendar must be submitted to the Department of Education for approval by May 1 of the year in which your school will begin operation.

Present the tentative school calendar showing the number of days the school will be in session and sample daily class schedule showing daily hours of operation and allocation of time for core instruction, supplemental instruction, extra-curricular, and after school activities, as applicable. If the educational program of the school requires a deviation from the regular 180 day schedule, please submit an alternative schedule delineating the number of days and minutes per day the school is proposing. Be certain all legal holidays (per NRS 236.015) are accounted for in your proposed calendar. A sample school calendar may be found in Appendix 3.

Required Elements

1. As an attachment, a calendar delineating the school year of the charter school. See NAC 387.120 - 387.153. The calendar must be submitted in a reporting period format (see Appendix 3 for a sample calendar). The calendar must set forth:
    a. The number of days of instruction in each school year, which must be in accordance with the requirements set forth in NRS 388.090, NRS 386.550 (1)(f);
    b. The number of legal holidays that will be observed by the charter school and the dates on which those holidays fall see NRS 236.015(1) and (2);
    c. The beginning and ending date of each term; and
    d. Other important dates in the school year of the charter school, including, without limitation, school days in which less than a full day of instruction will be administered.
2. In the narrative, provide the proposed dates for accepting applications for enrollment in the initial year of operation of the charter school (NRS 386.520(2)(d)).
    1. The proposed date of enrollment for a charter school for its first year of operation must not be more than 120 days before the date on which the charter school will open (NAC 386.135).
3. As an attachment, submit an alternative schedule delineating the number of days and minutes per day that is consistent with NRS 386.550(1)(f) (if applicable).
4. In the narrative please provide a rationale as to why your school is seeking an alternative schedule (if applicable).

Attachments

1. School calendar with required information.
2. Alternative schedule (if applicable).

A.5: Tentative School Calendar and Daily Schedule Guidelines

Address Required Element 1 as **Attachment A.5.1**
Address Required Element 2 as **Narrative A.5.2**
Address Required Element 3 as **Attachment A.5.3**
Address Required Element 4 as **Narrative A.5.4**

Evaluation Criteria

A response that meets the standard will:

1. Satisfy the requirements for a full school term;
2. Comply with minimum requirements for the number of school days and hours;
3. Align with the school's educational plan and goals; and
4. Provide, if applicable, a compelling rationale for seeking an alternative schedule and provide an alternative schedule that complies with NRS 386.550(1)(f).

Statutory Reference

NRS 236.015
NRS 386.550
NRS 388.090
NAC 386.135
NAC 387.120-387.153
NAC 387.171

A.6 School Climate and Discipline

Applicant Instructions

The purpose of this section is to provide an overview of the strategies the school will employ to develop and sustain a safe and orderly school climate that supports fulfillment of the educational goals. The information provided in this section should explain the school's student behavior philosophy and discipline policy or code of conduct for the student population. Per NRS 386.585 and NRS 392.040-392.122, the school should have well developed policies for truancies, absences and other situations in which a student may be absent from school. In addition, a discussion of how the school will encourage family involvements and communication to support student learning, and how it will gauge satisfaction with school climate should be included.

Required Elements

1. A narrative explaining how the school's policies support the educational goals of the school;
2. A narrative explaining the school's philosophy regarding student behavior;
3. As an attachment, the school's discipline policy/code of conduct;
4. As an attachment, the school's truancy policy;
5. As an attachment, the school's absence policy;
6. A narrative explaining the school's plan for involving students' families in the school, including an explanation of how the school will determine the success of family involvement and satisfaction of parents/guardians.

Attachments

1. The school's discipline policy/code of conduct;
2. The school's truancy policy; and
3. The school's absence policy

A.6: School Climate and Discipline Guidelines

Address Required Element 1 as **Narrative A.6.1**
Address Required Element 2 as **Narrative A.6.2**
Address Required Element 3 as **Attachment A.6.3**
Address Required Element 4 as **Attachment A.6.4**
Address Required Element 5 as **Attachment A.6.5**
Address Required Element 6 as **Narrative A.6.6**

Evaluation Criteria

A response that meets the standard will:

1. Describe an approach to student discipline that is reasonably likely to promote a safe and orderly learning environment;
2. Present legally sound policies for student discipline, suspension, dismissal and expulsion or a reasonable plan for their development see NRS 392.465(5) and NRS 392.467(5);
3. Outline a clear strategy for engaging parents and guardians in the life and culture of the school; and
4. Include evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference

NAC 386.180(5)
NRS 392.465(5)
NRS 392.467(5)
NRS 392.040-392.122
NRS 386.585

A.7 Target Population

Applicant Instructions

In general, charter schools are "open enrollment" schools in that they must enroll whichever pupils seek enrollment, in the order the pupils seek enrollment. Any deviation from an open enrollment model must comply with statute and regulation, and must be thoroughly described in this section. This section requires the applicant to provide an overall explanation of the school's proposed target population. All applicants must complete the information called for under Required Elements; however, additional requirements apply if the proposed school intends to serve primarily at-risk pupils. The following two questions are from the three page "Cover Sheet" and relate to section A.7.

1. Is this school intended to serve primarily at-risk pupils? (See NRS 386.500 and NAC 386.150)
2. Will the proposed charter school enroll pupils who are in a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580? (See NRS 386.520)

Required Elements

1. A narrative describing the proposed target population and why the school believes this population is underserved in the community;
2. As an attachment, include an explanation and evidence to support the enrollment projections provided in the cover sheet and budget. Relevant evidence may include, among other things, the following:
    a. Community demographic information (numbers of potential students);
    b. Documentation of community or family demand for the proposed school such as letters of intent to enroll; and
    c. Enrollment data from schools currently operating in community.
3. A narrative explaining how the proposed mission, curriculum, teaching methods and services align with the educational needs of the school's proposed target population;
4. As an attachment, provide the plan for the recruitment of students. Explain how the school will be publicized and marketed throughout the community to a broad cross-section of families and prospective students. Include strategies you will use to reach families that are traditionally less informed about educational options;
5. If you answered yes to either of the two questions in the Applicant Instructions, above, please provide a narrative describing how the charter school will measure the success of the charter school in providing an education to students who are at risk, including examples of evidence that will be collected in order to measure success (NAC 386.150); and
6. If you answered yes to the second question in the Applicant Instructions above, please provide a narrative describing the proposed enrollment process including the method for determining eligibility for enrollment in each category of at-risk pupils if the school intends to favor pupils in a particular category of at-risk pupils.

Attachments

1. Explanation of enrollment projections;
2. Plan for recruitment of students;

A.7: Target Population Guidelines

Address Required Element 1 as **Narrative A.7.1**
Address Required Element 2 as **Attachment A.7.2**
Address Required Element 3 as **Narrative A.7.3**
Address Required Element 4 as **Attachment A.7.4**
Address Required Element 5 as **Narrative A.7.5**
Address Required Element 6 as **Narrative A.7.6**

Evaluation Criteria

A response that meets the standard will:

1. Include an outreach and recruitment plan that demonstrates understanding of the community to be served and is likely to be effective, including for families traditionally less informed about educational options;
2. Present enrollment projections that are supported by evidence of actual or potential demand; and
3. Demonstrate alignment between proposed target population and education plan.

Statutory Reference

NRS 386.520
NAC 386.150

A.8 Special Student Populations

Applicant Instructions

For the purpose of this section Special Student Populations are defined as English Language Learners (ELL); Special Education; Gifted & Talented (GT); and special needs/at-risk students (i.e., 504, students who do not qualify (DNQ's) under a specific handicapping condition but are having difficulty with their academic and/or behavior, dyslexia students, etc…).

As public schools, charter schools must open their enrollment to any student and must provide appropriate special education services as needed for students with disabilities. The charter school developer should consider the general philosophy of the school when developing the philosophy for delivery of special education services. For instance, a charter school may have an experiential delivery model making the needs of a student with Attention Deficit Hyperactivity Disorder (ADHD) more unique. Further, a charter school with a philosophy that no student "falls through the cracks" may have an aggressive remediation program for students who are not attaining their full academic potential and yet do not qualify for special education services.

Describe the school's plan for educating children with special needs, particularly those with limited English proficiency, those identified with disabilities, and those who are gifted and talented. Include your school's process for identification, screening, education/academic content and assessment plans. Explain specifically how the school's curriculum and approach to instruction will be designed and/or adapted to serve your special student populations. As a general education initiative, provide a multi-tiered Response to Intervention (RtI) Model that will assist your staff in implementing academic, behavior, and instructional strategies that ensure student success. Include the number of tiers, the time within each tier, and the framework of the model. Explain specifically how these students will be referred, identified, how the school will develop plans for their education, how their progress will be monitored and assesed, and how the school has budgeted and staffed to meet those responsibilities. Describe **your school's continuum of services** for Special Education students.

Appendix 4 contains all applicable forms as well as examples for you to use when developing this section.

Required Elements

1. In a narrative provide a clear explanation of your proposed school's identification, screening, education/academic content, and assessment plans/process for ELL, Special Education, GT, and special needs students (i.e. 504; students who do not qualify for Special Education services, but are struggling academically/behaviorally; etc…)
2. In a narrative provide a clear explanation of your proposed school's multi-tiered Response to Intervention (RtI) Model (i.e., Math, Reading, Behavior, etc...)
3. In a narrative provide a clear explanation of your proposed school's Special Education related revenues and expenditures identified in the budget submitted under section C.1 (i.e., Special Education salary and benefits; contracting for professional services such as a psychologist, speech, OT/PT, etc…; transportation for reimbursement for parents; supplies (i.e., testing materials, protocols, specific materials for special needs students, etc…).
4. In a narrative provide a clear explanation of your proposed school's your school's specific Special Education continuum of service delivery model.
5. As an attachment provide a clear explanation of your proposed school's a signed Special Education Policy Assurance Document (check all boxes, sign, and date).
6. As an attachment provide a clear explanation of your proposed school's RtI referral packet and flowchart.

7. As an attachment provide a clear explanation of your proposed school's Special Education continuum of service delivery model (i.e., flowchart of least restrictive to most restrictive **in your school**).

Attachments

1. A signed Special Education Policy Assurance Document (check all boxes, sign, and date).
2. RtI referral packet and flowchart.
3. Special Education continuum of service delivery model (i.e., flowchart of least restrictive to most restrictive **in your school**).

A.8: Special Student Populations Guidelines

Address Required Element 1 as **Narrative A.8.1**
Address Required Element 2 as **Narrative A.8.2**
Address Required Element 3 as **Narrative A.8.3**
Address Required Element 4 as **Narrative A.8.4**
Address Required Element 5 as **Attachment A.8.5**
Address Required Element 6 as **Attachment A.8.6**
Address Required Element 7 as **Attachment A.8.7**

Evaluation Criteria

A response that meets the standard will:

1. Be realistic and identify and meet the learning needs of special needs/at-risk students, students with disabilities, gifted/talented students, and English language learners;
2. Include a timeline, lead contact, and intervention process with specific action steps for meeting learning needs of students with special needs (RtI model);
3. Include plans for serving special populations that align with the overall curriculum, instructional approaches and the school mission;
4. Include in section C.1 a special education budget that is adequate to meet the needs of these students; and
5. Identify plans to provide adequate staff to meet the needs of these students including a licensed special education teacher.

Statutory Reference

NAC 386.150(10)
NRS 388.440 to 388.520,
Inclusive NAC 386.350(2)(8)
NRS 386.580(4)
NRS Chapter 395
NAC 388.150 to 388.450

A.9 Records

Applicant Instructions

In your narrative or attachment as applicable, provide information concerning the handling of student records. Student records may include but are not limited to emergency contact information, health and immunization data, class schedules, attendance summaries, disciplinary actions and academic performance, assessment results and documentation required pursuant to state and federal law.

Required Elements

1. In your narrative, include the following information concerning the records of pupils that will be maintained by your charter school in accordance with NAC 386.360:
    a. The name (if known) and title of the person who will be responsible for:
        i. Maintaining records of pupils; and
        ii. Providing records of pupils to the school district in which the charter school is located for inclusion in the automated system of accountability information for Nevada (NRS 386.650).
    b. An example of the manner in which the cumulative record of a pupil is proposed to be stored.
    c. The name (if known) and title of the person who will be responsible for the records of pupils if the charter is dissolved or the written charter is not renewed.
    d. The proposed location within the charter school in which records of pupils will be stored.
    e. An assurance that the school will forward all permanent student records to the office of student records of the school district of residence of each pupil upon closure of the charter school or upon a pupil's graduation or withdrawal from the charter school.
2. As an attachment, the policy of the charter school regarding the retention of the records of pupils. See NAC 386.360 and NAC 392.301 – 392.360.

Attachments

1. The policy of the charter school regarding the retention of the records of pupils.

A.9: Records Guidelines

Address Required Element 1 as **Narrative A.9.1**
Address Required Element 2 as **Attachment A.9.2**

Evaluation Criteria

A response that meets the standard will:

1. Comply with applicable federal and state requirements for maintenance and transmittal of school records including as provided for under the Federal Family Education Rights and Privacy Act (FERPA).

Statutory Reference

NRS 386.650
NAC 392.301-392.360
NAC 386.360(3)

A.10 Career Education (if applicable)

Applicant Instructions

A charter school career and technical education (CTE) program should be dedicated to developing educational opportunities for students to acquire skills for productive employment and lifelong learning.

Provide a narrative and supporting resources of sufficient length to address the proposed CTE program for each bulleted item under the required elements below. Narrative should not exceed ten (10) pages.

Required Elements

1. Provide the rationale for the CTE program;
2. Outline the proposed course sequence(s);
3. Describe how the need for the program/course(s) of study was determined:
    - Include documentation showing the process, such as: results of community-based assessments, student interest survey data, advisory committee recommendations, need identified by business and industry and labor market projections;
4. List the program and course goals and objectives in measurable terms;
5. Provide topical outlines of major units of instruction for each proposed course;
6. Identify program instructional contact hours for each grade level;
7. Identify major methods of instructional delivery, such as: laboratory, classroom, project-based, problem-based, etc.;
8. Each CTE program area has an associated Career and Technical Student Organization (CTSO). These organizations are integral to the education in CTE programs. It is strongly encouraged that a CTSO be an integral part of the proposed CTE program.
    - Identify the associated Career and Technical Student Organization(s) and describe how it can be used to support curriculum, instruction, and assessment;
9. Provide a brief summary of possible postsecondary partnerships that can assist students in transitioning to education, training and careers.
10. Identify the assessment plan to measure student progress including competency achievement; and
11. Identify the assessment plan to ensure program effectiveness. Include evaluation instrument(s) used, methods of evaluation, and how results will be used for program improvement.

Attachments

Provide documents which support the above required elements. Clearly identify which required element each document supports.

A.10: Career Education Guidelines (if applicable)

Address Required Element 1 as **Attachment A.10.1**
Address Required Element 2 as **Attachment A.10.2**
Address Required Element 3 as **Attachment A.10.3**
Address Required Element 4 as **Attachment A.10.4**
Address Required Element 5 as **Attachment A.10.5**
Address Required Element 6 as **Attachment A.10.6**
Address Required Element 7 as **Attachment A.10.7**
Address Required Element 8 as **Attachment A.10.8**
Address Required Element 9 as **Attachment A.10.9**
Address Required Element 10 as **Attachment A.10.10**
Address Required Element 11 as **Attachment A.10.11**

Evaluation Criteria

A response that meets the standard will:

1. Present a compelling rationale consistent with business and industry needs, student interests, and advisory committee recommendations;
2. Present measureable program goals and objectives;
3. Present learning objectives, content, credits and skills appropriate for the anticipated student populations that are aligned with Nevada state standards and current business and industry practices;
4. Include a convincing plan for transitioning students to work, further training, and higher education;
5. Include a complete assessment plan to measure student progress; and
6. Include a complete plan for evaluating the effectiveness of the program.

Statutory Reference

NRS 386.590 (1)
NAC 386.415

B.1 Governing Body

Applicant Instructions

Submit a copy of the governing body's rules of governance, also called bylaws, which must follow generally accepted practices of good public body governance. See the Suggested Model Charter School Bylaws on the NDE website at http://nde.doe.nv.gov/SD_CharterSchools_Forms.htm for a model. The Model Bylaws should not be wholly, automatically adopted; they are provided for guidance only.

The bylaws/rules of governance should:

1. Contain no reference to incorporation of the charter school or the school's governing body (NAC 386.227);
2. Identify a specific number of governing body members, not a range of numbers; if they identify a range of numbers, the bylaws should specify that to identify the number of members of the first governing body, and to change the number of members thereafter, requires governing body action in an open meeting;
3. Identify a specific number of "ex officio" governing body members, if any, and clarify whether those members will be able to vote or not;
4. Address the types of governing body training that will be required of members;
5. Address the types of expertise that will be provided by governing body members (legal, financial, real estate, fundraising, etc.);
6. Assure that Robert's Rules of Order will be followed when conducting meetings;
7. Include a description of how the Committee to Form the School will transition into the school's governing body when a charter is granted; for example, who on the Committee, if anyone, will be on the school's first governing body? How will the first governing body be identified?;
8. Identify staggered terms for members so that the entire membership does not turn over at the same time and explain how terms will be staggered for the members of the first governing body, all of whom will start their terms at the same time (upon approval of a NRS 386.527(7) or a NRS 386.527(5) charter);
9. State the term of office for each member and make clear that leadership and membership of the governing body will change periodically, perhaps through term limits, so that the same persons will not serve indefinitely as either members or officers;
10. State the method of selecting, nominating and electing persons who will govern, including making clear that identification of new members is a responsibility primarily of existing members; it is improper for employees of the charter school, especially the administrator, or for an Educational Management Organization or other contractor, to be the sole or primary source of names of proposed members for the governing body;
11. Specify that only financial institutions in Nevada will be used by the school;
12. Specify that any amendment of the bylaws will need to be approved by the school's sponsor before it may take effect;
13. Clarify that no actions will be taken by a governing body that lacks the membership required by statute, and no actions will be taken by a governing body that lacks the number of members required by the governing body's bylaws. The only action that may be taken by a governing body lacking the required number or type of members is action to add members who will bring the governing body back into compliance with statute and its bylaws;
14. Assure compliance with NAC 386.345 which restricts membership on the governing body;
15. Assure the membership of the governing body represents the diversity of the community the school proposes to serve; is free from domination by members of the same religious, ethnic or racial group if that group fails to represent the nature of the community the school would serve; and lacks related (by birth or marriage) parties;
16. Assure that all governing body meetings will be audio recorded in compliance with Nevada's Open Meeting Law, and that the recordings will be available to the school's sponsor; and

17. Include a mission statement that matches all other statements of the school's "mission" in the school's charter.

Describe how the governing body will recruit members, including a plan that addresses the involvement of parents, professional educators, and the community in governance of the school.

Required Elements

1. Letter from counsel, submitted as an attachment (see "Attachments").
2. Bylaws, submitted as an attachment (see "Applicant Instructions" and "Attachments").
3. Bylaw stipulations 1-17, above, must be clearly identified in the bylaws or in an accompanying document so that it may be readily determined that they have been addressed in the submitted bylaws; submit as a separate attachment or include in the bylaws attachment.
4. A description of how the governing body will recruit members, including a plan that addresses the involvement of parents, professional educators, and the community in governance of the school, submitted in the application narrative (see "Applicant Instructions").

Attachments

1. Provide a letter from your legal counsel on his/her letterhead stating that the bylaws/rules of governance were reviewed by him/her; that they comply with the model bylaws and "Applicant Instructions," above; and that they are legally sufficient as to form and content.
   The bylaws/rules of governance should also be reviewed for compliance with Nevada's Open Meeting Law (NRS Chapter 241; an Open Meeting Law Manual is available from the Nevada Attorney General at http://www.ag.state.nv.us/publications/manuals/omlmanual.pdf).

2. Governing Body Bylaws/Rules of Governance, with indication of where in the bylaws stipulations 1-17, above, are addressed.

B.1: Governing Body Guidelines

Address Required Element 1 as **Attachment B.1.1**
Address Required Element 2 as **Attachment B.1.2**
Address Required Element 3 as **Attachment B.1.3**
Address Required Element 4 as **Narrative B.1.4**

Evaluation Criteria

A response that meets the standard will:

1. Include the letter from legal counsel.
2. Include the proposed bylaws/rules of governance which must follow generally accepted practices of good public body governance including not conflicting with the stipulations of NDE's Model Bylaws or the guidance provided in "Applicant Instructions."
3. Provide an effective plan for involving parents, professional educators and the community in governance of the school.
4. Identify where in the bylaws each of the items 1-17, above, are addressed.

Statutory Reference

NRS 386.520
NRS 386.549
NAC 386.343
NAC 386.345
NAC 386.350
NAC 386.210

B.2 Composition of the Committee to Form the School

Applicant Instructions

Provide information and documentation regarding the members of the committee to form the charter school.

Indicate who on the committee meets the NRS 386.520 stipulations (see pg. 7 of the Operation Manual) and provide a photocopy of each of the teachers' licenses. Assure that the resumes of the teacher(s) indicate at least two years of teaching experience requiring state teacher licensure. At least one of the teachers should be licensed for the grade level(s) to be served by the school.

Note that no one on the committee may have an ownership interest in the facility the school will lease.

State whether any member of the committee to form the charter school has an association or affiliation, or had an association or affiliation, with any other charter school in this state or in another state; if any member does/did, provide:

(a) The name of the member;
(b) The name and location of the charter school with which the member has or had the association or affiliation, including, without limitation, the street address and mailing address of the charter school;
(c) The dates on which the member was associated or affiliated with the charter school;
(d) A statement indicating whether the member is presently associated or affiliated with the charter school or has ceased the association or affiliation;
(e) If the association or affiliation has ceased, a statement indicating the reason for the cessation; and
(f) A written description of the nature of the association or affiliation.

Required Elements

1. Statement of members' association with other charter schools, submitted in the application narrative (see "Applicant Instructions").
2. Assurances, submitted as an attachment (see "Attachments").
3. Names, etc., of committee members, submitted as an attachment (see "Attachments").
4. All committee members' responses to "Request for Information…", submitted as an attachment (see "Attachments").

Attachments

1. The "Assurances to be Submitted with the Charter School Application" found at http://www.doe.nv.gov/SD_CharterSchools_Forms.htm . The Assurances must be signed by a member of the Committee to Form the School. The signature must be notarized.
2. The names, addresses and qualifications of the members of the committee to form the charter school, including, without limitation:
    a. The resume of each member.
    b. The state of residence of each member.
    c. If a member serves on the committee as a teacher, as that term is defined in subsection 7 of NRS 386.520, a photocopy of his license to teach.
    d. Which NRS 386.520 membership category (currently licensed or retired Nevada-licensed teacher; school administrator with an out-of-state license; parent of a pupil who will be enrolled in the school; person with knowledge and experience in accounting, financial services, law, or human resources) the person occupies, if any.
3. Each Committee to Form the School member's response to the "Request for Information from Prospective Charter School Board Members" in Appendix 1.

B.2: Composition of the Committee to Form the School Guidelines

Address Required Element 1 as **Narrative B.2.1**
Address Required Element 2 as **Attachment B.2.2**
Address Required Element 3 as **Attachment B.2.3**
Address Required Element 4 as **Attachment B.2.4**

Evaluation Criteria

A response that meets the standard will:

1. Address committee members' association with other charter schools.
2. Include the Assurances, signed by a committee member and notarized.
3. Include each committee member's response to the "Request for information…"
4. Identify a committee to form the school that is composed of members representing the diversity of the community the school proposes to serve; is free from domination by members of the same religious, ethnic, or racial group; and lacks related (by birth or marriage) parties.
5. Identify a committee that includes at least one teacher who is licensed to teach the grades proposed to be served by the school.
6. Identify a committee that has the capacity to oversee the successful development and implementation of the education program presented in the application; to oversee the effective and responsible management of public funds; and to oversee and be responsible for the school's compliance with its legal obligations.
7. Identify a committee that will represent the community well and includes members who are aware of their duties and responsibilities as public servants.
8. Identify a committee that will generally have the capacity to found and sustain a quality school.

Statutory Reference

NAC 386.160
NRS 386.520
NAC 386.090
NAC 386.110
NAC 386.130

B.3 Management and Operation

Applicant Instructions

1. Describe the organizational structure of the school and its day to day operation. Explain the management roles and responsibilities of key administrators with respect to instructional leadership, curriculum development and implementation, personnel decisions, budgeting, financial management, legal compliance, and any special staffing needs.
2. Describe the primary responsibilities for each key management position and identify critical skills or experience that will be priorities for fulfillment of those responsibilities. Give particular attention to the roles, responsibilities and actual (if already identified) or desired qualifications of the school leader.
3. Describe how the charter school will carry out the provisions of NRS 386.500 to 386.610, inclusive. The applicant should summarize, in narrative form, how he will carry out the charter school laws, for example, by:
    - Knowing the law and regulation;
    - Attending conferences and technical assistance meetings;
    - Avoiding conflicts of interest;
    - Assigning students' interests and academic achievement as the top priority of the school;
    - Maintaining a diverse governing body representative of the entire community served by the school;
    - Asking for assistance when in doubt;
    - Maintaining accountability and transparency in all operations; and
    - Cooperating with the school's sponsor and the Nevada Department of Education.
4. Provide the method by which disputes will be resolved between the governing body of the charter school and the sponsor of the charter school.

The following response would "meet standards" for the dispute resolution method:

In the event a dispute arises between a charter school sponsored by the State Public Charter School Authority and the Authority or its staff, the charter school shall submit, in writing, a statement outlining its complaint and proposed resolution to the Director of the Authority or his/her designee for review. The Director will respond to the complaint and proposed resolution, in writing, within 30 calendar days outlining whether or not he/she agrees with the complaint and whether he/she accepts the proposed resolution or offers an alternative resolution to the complaint. If the charter school is not satisfied with the response from the Director, it may request, in writing, a review by the President of the Authority. The President of the Authority will respond, in writing, within 15 calendar days stating whether or not he/she agrees with the complaint and if so, whether he/she agrees with the proposed resolution, or proposing an alternative resolution to the charter school. In the event these representatives are unable to resolve the dispute informally, pursuant to this procedure, the complaint and proposed resolution will be submitted to the State Public Charter School Authority at the next available meeting for its consideration. The Authority will decide whether or not it agrees with the complaint or any proposed resolution. Any decision by the Authority is final.

5. Identify the kind of school, as defined in subsections 1 to 4, inclusive, of NRS 388.020, for which the charter school intends to operate. Kinds of public schools (NRS 388.020):
    a. An elementary school is a public school in which work is not given above that included in the eighth grade, according to the regularly adopted state course of study.

   b. A junior high or middle school is a public school in which sixth, seventh, eighth, and ninth grades are taught under a course of study prescribed and approved by the State Board. The school is an elementary or secondary school for the purpose of licensure of teachers.
   c. A high school is a public school in which subjects above the eighth grade, according to the state course of study, may be taught. The school is a secondary school for the purpose of licensure of teacher.
6. Provide a description of the lottery system that the proposed charter school will use pursuant to NRS 386.580 if more eligible pupils apply for enrollment in the charter school than the number of spaces for pupils which are available.

See the Charter School Operation Manual, "Enrollment Procedures and Lotteries" and "Charter School Enrollment to Occur At Any Time During the School Year" at http://www.doe.nv.gov/SD_CharterSchools.htm

7. State whether the application was prepared by a person who is not a member of the committee to form the charter school or by another entity, including, without limitation, an educational management organization, or if such a person or entity assisted the committee in preparing the application. If so, provide:
   a. The name of the person or entity;
   b. The name and location of any public school, private school or charter school with which the person or entity has been or is presently affiliated, including, without limitation, the street address and mailing address of that school;
   c. The dates on which the person or entity was affiliated with a school described in paragraph (b), if any such affiliation occurred;
   d. A statement indicating whether the person or entity is presently affiliated with a school described in paragraph (b) or has ceased the affiliation;
   e. If the affiliation has ceased, a statement indicating the reason for the cessation; and
   f. A detailed resume listing the qualifications of the person or entity.
8. State whether the school will limit the enrollment of pupils to a specified number or ratio of teachers to pupils pursuant to Section 2 of R071-10 and NAC 386.180(7). If so, what is that number per grade, and for the entire school; or that ratio?
   See the Charter School Operation Manual, "Enrollment Procedures and Lotteries" and "Charter School Enrollment to Occur At Any Time During the School Year."

Required Elements

1. Description of organizational structure, submitted in the application narrative (see "Applicant Instructions" #1).
2. Description of responsibilities for key management positions, submitted in the application narrative (see "Applicant Instructions" #2).
3. Organizational chart, submitted as an attachment (see "Attachments").
4. Description of carrying out the charter school laws, submitted in the application narrative (see "Applicant Instructions" #3).
5. Method for dispute resolution, submitted in the application narrative (see "Applicant Instructions" #4).
6. Identification of the kind of school, submitted in the application narrative (see "Applicant Instructions" #5).
7. Description of the lottery system, submitted in the application narrative (see "Applicant Instruction" #6).

8. Statement of whether an entity other than the committee to form the school assisted in preparation of the application, submitted in the application narrative (see "Applicant Instructions" #7).
9. Statement regarding limiting the enrollment of pupils to a specified number or ratio, submitted in the application narrative (see "Applicant Instructions" #8).

Attachments

1. An organizational chart for the proposed school.

B.3: Management and Operation Guidelines

Address Required Element 1 as **Narrative B.3.1**
Address Required Element 2 as **Narrative B.3.2**
Address Required Element 3 as **Attachment B.3.3**
Address Required Element 4 as **Narrative B.3.4**
Address Required Element 5 as **Narrative B.3.5**
Address Required Element 6 as **Narrative B.3.6**
Address Required Element 7 as **Narrative B.3.7**
Address Required Element 8 as **Narrative B.3.8**
Address Required Element 9 as **Narrative B.3.9**

Evaluation Criteria

A response that meets the standard will:

1. Clearly delineate the roles and responsibilities for administering the day to day activities of the school.
2. Demonstrate understanding of management needs and priorities.
3. Include a staffing plan that appears viable and adequate for effective implementation of the proposed educational program.
4. Include a dispute resolution method that is consistent with guidance provided herein.
5. Correctly identify the kind of school based on the grades that will be served during the first year of operation.
6. Describe a lottery system that is consistent with applicable law and regulation; and consistent with guidance provided herein and in the Charter School Operation Manual.
7. Address whether the application was prepared with the assistance of entities other than the committee to form the school, and if so, identify a reliable source of assistance.
8. Address whether the school intends to limit the enrollment of pupils to a specified number or ratio, and if so, identify that number/ratio.
9. Include enrollment and admissions policies that comply with all applicable requirements.

Statutory Reference

NRS 386.580
NAC 386.353

B.3.1 Educational Management Organizations (EMO), Charter Management Organization (CMO), or other Educational Service Providers (ESP)

Applicant Instructions

All applicants must declare whether they intend to contract with an EMO, CMO, or other ESP (see cover sheet). The term of the EMO refers to any number of organizations that contract with the governing body of a charter school to "assist with the operation, management, or provision and implementation of educational services and programs of the charter school…"; see the NRS 386.562 definition of an EMO and prohibited EMO contract stipulations. EMOs tend to be for-profit entities; CMO's tend to be not for-profit; ESP is a more general term that may include either EMOs or CMOs. Also see NAC 386.180, 386.400, 386.405, 386.204, and 386.407.

If the proposed charter school intends to contract with an EMO, CMO, or other ESP, complete this section of the application. If the proposed school does not intend to contract with an EMO, CMO, or other ESP, skip to the next section, B.3.2.

Required Elements

1. In your narrative please address the following:
    a. The committee to form's decision to work with an EMO/CMO/ESP, in general, and the selected EMO/CMO/ESP in particular;
    b. Describe the planned relationship between the school and the EMO/CMO/ESP and how that relationship will further the school's mission and program;
    c. Describe the EMO's/CMO's/ESP's roles and responsibilities in relation the school's management and governing board;
    d. Describe the school's performance expectations for the EMO/CMO/ESP; and
    e. Disclosure and explanation of any existing or potential conflicts of interest between the committee to form/governing body and proposed EMO/CMO/ESP or any affiliated business entities.
2. As an attachment, information related to the EMO/CMO/ESP:
    a. Name of the EMO/CMO/ESP;
    b. The name of a contact person for the EMO/CMO/ESP;
    c. The telephone number and mailing address of the EMO/CMO/ESP;
    d. A list of any other Nevada schools with which the EMO/CMO/ESP contracts to provide services of any kind; and
    e. Relevant evidence of the EMO's/CMO's/ESP's educational and management success.

3. As an attachment, a draft contract setting forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the EMO/CMO/ESP; the services and resources to be provided; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination.

Attachments

1. Information related to the EMO/CMO/ESP.
2. A draft contract.

B.3.1: Educational Management Organization (EMO), CMO, ESP Guidelines (if applicable)

Address Required Element 1 as **Narrative B.3.1.1**
Address Required Element 2 as **Attachment B.3.1.2**
Address Required Element 3 as **Attachment B.3.1.3**

Evaluation Criteria

A response that meets the standard will include:

1. A persuasive explanation of the reasons for contracting with an EMO/CMO/ESP, in general, and this provider in particular;
2. An explanation of how the proposed relationship with the EMO/CMO/ESP will further the school's mission and program;
3. A clear description of the services to be provided by the EMO/CMO/ESP;
4. A coherent delineation of the roles and responsibilities between the school's governing board, management and the EMO/CMO/ESP;
5. EMO/CMO/ESP performance expectations that are consistent with the school's accountability requirements and the means by which the board will hold the EMO/CMO/ESP accountable for meeting those expectations;
6. A contract that is deemed acceptable by the State Public Charter Authority; and
7. Relevant evidence of the EMO's/CMO's/ESP's success is substantial and compelling.

Statutory Reference

NRS 386.562
NAC 386.407
NAC 386.400
NAC 386.204
NAC 386.180
NAC 386.405

B.3.2 Distance Education (also known as Virtual or Cyber Schools)

Applicant Instructions

A charter school that wishes to provide distance education courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education. See application instructions at http://www.doe.nv.gov/Tech_DistanceEd.htm.

Note that if a vendor of distance education programs or courses provides teachers to the school, the vendor also meets the definition of an EMO and Application Item B.3.1 must be addressed.

In addition to the information requested in the Department's distance education application(s), the charter applicant must address the following Required Elements.

Required Elements

Address all as narratives:

1. Describe how the school will monitor and verify full-time student enrollment, student participation in a full course load, credit accrual, and course completion.
2. Describe how the school will monitor and verify student progress and performance in each course through regular, proctored assessments and submission of coursework.
3. Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities and English learners.
4. Describe how the school will conduct parent-teacher conferences.
5. Describe how the school will administer state-required assessments to all students in a proctored setting.

Attachments

Not Applicable

B.3.2: Distance Education Guidelines

Address Required Element 1 as **Narrative B.3.2.1**
Address Required Element 2 as **Narrative B.3.2.2**
Address Required Element 3 as **Narrative B.3.2.3**
Address Required Element 4 as **Narrative B.3.2.4**
Address Required Element 5 as **Narrative B.3.2.5**

Evaluation Criteria

A response that meets standards will:

1. Include plans to monitor and verify full-time student enrollment, student participation in a full course load, credit accrual, and course completion that comply with requirements of the Nevada Department of Education.
2. Include plans to monitor and verify student progress that are likely to maximize pupil academic achievement.

3. Include plans to provide appropriate services to students with disabilities and English language learners that comply with state and federal requirements.
4. Include parent-teacher conference plans that maximize the likelihood of parents' meaningful participation.

Statutory Reference

NRS 388.820-388.874
NAC 388.800-388.860

B.4 Staffing and Human Resources

Applicant Instructions

1. Discuss the staffing plan for the term of the charter including anticipated staffing needs and recruitment and retention strategies. Discuss how the plan supports sound operation and successful implementation of the school's educational program. Explain how staffing-related budget assumptions align with educational program needs. Address staffing needs in terms of anticipated enrollment and growth of the school. Explain how the school will determine appropriate experience, training and skills of non-certificated instructional personnel (see NRS 386.590).
2. Except as otherwise required by NRS 386.595, provide the process by which the governing body of the charter school will negotiate employment contracts with the employees of the charter school.
3. Provide the qualifications of the persons who will provide instruction at the charter school.
4. Provide the procedure for the evaluation of teachers of the charter school, if different from the procedure prescribed in NRS 391.3125. If the procedure is different from the procedure prescribed in NRS 391.3125, the procedure for the evaluation of teachers of the charter school must provide the same level of protection and otherwise comply with the standards for evaluation set forth in NRS 391.3125.
5. If applicable, provide the name, title, address and telephone number of the person selected to function as the administrative head of the charter school pursuant to NAC 386.100.
6. Provide a position description for the school administrator.

   A charter school administrator who otherwise meets the statutory and regulatory requirements for a charter school administrator, but does not have a public school administrator's license, is entitled to perform all the duties that an administrator traditionally performs, including evaluating staff and administering state mandated tests, except as dictated by applicable collective bargaining agreements.

7. Provide a description of the process that will be used to:
   a. Advertise for, select and employ administrators for the charter school; and
   b. Select new administrators for the charter school in the event of a vacancy in one or more of those positions.
8. Provide a description of the process that will be used to advertise for, select and employ instructional staff and other employees.
9. If known at the time of application provide:
   a. The name, license number and proposed assignment of each licensed staff member; and
   b. The name, qualifications and proposed assignment of each non-licensed staff member.

The Department recommends that key leadership positions be recruited, hired and employed by the governing body of the school, not by an Educational Management Organization or other educational service provider. It is further expected that persons occupying key positions reside and are located in Nevada, and are Nevada residents. "Key leadership positions" are the school administrator (NRS 386.590, NAC 386.100, NAC 386.160) and the person designated to draw orders for payment of the charter school's money (NRS 386.573, NAC 386.160).

See http://nvteachers.doe.nv.gov/ including "Correlation Directory" on left side of screen page.

Required Elements

1. Staffing plan, submitted in the application narrative (see "Applicant Instructions" #1).
2. Process for negotiation of employment contracts, submitted in the application narrative (see"Applicant Instructions" #2).
3. Qualifications of instructors, submitted in the application narrative (see "Applicant Instructions"#3).
4. Teacher evaluation procedure, submitted in the application narrative (see "Applicant Instructions"#4).
5. If known at the time of application, the name, etc., of the administrator, submitted in the application narrative (see "Applicant Instructions" #5).
6. Administrator position description, submitted in the application narrative (see "Applicant Instructions" #6).
7. Process for employing administrators, submitted in the application narrative (see "Applicant Instructions" #7).
8. Process for employing instructors and others, submitted in the application narrative (see "Applicant Instructions" #8).
9. If known at the time of application, information about licensed and non-licensed staff, submitted in the application narrative (see "Applicant Instructions" #9).

Attachments

Not applicable

B.4: Staffing and Human Resources Guidelines

Address Required Element 1 as **Narrative B.4.1**
Address Required Element 2 as **Narrative B.4.2**
Address Required Element 3 as **Narrative B.4.3**
Address Required Element 4 as **Narrative B.4.4**
Address Required Element 5 as **Narrative B.4.5**
Address Required Element 6 as **Narrative B.4.6**
Address Required Element 7 as **Narrative B.4.7**
Address Required Element 8 as **Narrative B.4.8**
Address Required Element 9 as **Narrative B.4.9**

Evaluation Criteria

A response that meets the standard will:

1. Present strategies for recruiting and retaining effective teachers that are realistic and reasonably likely to be effective.
1. Demonstrate a sound understanding of staffing needs that are aligned with the budget and with the school's anticipated enrollment.
2. Demonstrate a sound understanding of staffing needs with respect to successful implementation of the educational program.
3. Present a staffing plan that is reasonably likely to attract and retain effective staff.
4. Identify an employment contract negotiation process that complies with NRS 386.595.
5. Identify instructor qualifications that comply with NRS 386.590.
6. Identify teacher evaluation procedures that comply with NRS 391.3125.
7. Include a position description for the school administrator that will identify the position's major responsibilities and skills and qualifications.
8. Include a description of the process for employing administrators.
9. Include a description of the process for employing instructors and others.

Statutory Reference

NRS 386.520
NRS 386.590
NRS 386.593
NRS Chapter 391
NAC 386.100
NAC 386.160

C.1 Budget

Applicant Instructions

Provide a proposed budget that sets forth the estimated revenues and expenditures of the charter school for the first 2 years of operation. In addition, the proposed budget must be accompanied by a statement of cash flow and a budget for the period before the charter school commences operation.

Please note that the fiscal year is July 1 to June 30.

Forms for the budget, budget narrative and cash flow statement as well as budget instructions can be found on the NDE website: http://doe.nv.gov/SD_CharterSchools_Forms.htm. The chart of accounts may be found at http://doe.nv.gov/schoolfunding_stats.htm under "Nevada School Finance."

Avoid overly optimistic first year enrollment projections as they will give you an inaccurate impression of your school's expected revenue. Funding from state, local and other revenue sources must be listed separately.

All money received by the school from this state or from the board of trustees of a school district must be deposited in a financial institution in this state (NRS 386.570(2)).

Required Elements

1. As an attachment, submit a budget that set forth the estimated revenues and expenditures of the school for the first two (2) years of operation. The proposed budget shall include, but not limited to, the following:
    a. Cost of insurance – estimated or actual;
    b. Student information system (e.g., PowerSchool) costs;
    c. 1.5% administrative fee (see NRS 386.570(3)(4));
    d. Distance education program costs; if applicable;
    e. Salary costs broken out by teacher and administrator salaries; and
    f. Contracted services broken out.
2. As an attachment, Budget Narrative (Budget Supplementary Schedules) for each year providing an explanation of expenditures in each of the Object Codes listed.
3. As an attachment, submit Cash Flow Statement for each year
4. As a narrative, please submit an assurance that the school will use the Nevada Chart of Accounts (see http://nde.doe.nv.gov/Resources.htm for the NDE Chart of Accounts).
5. As an attachment, please submit the Pre-Opening Budget
    - Address any revenue and expenditures
6. In the narrative, please discuss the school's contingency plans for cash flow challenges, a budget shortfall, lower than expected student enrollment or other financial challenges in the early years of operation.

Attachments

1. Proposed budget for first two (2) years of operation;
2. Cash flow statements must accompany the budgets;
3. Budget Narrative;
4. Assurance that the school will adhere to the NDE Chart of Accounts; and
5. Pre-opening budget.

C.1: Budget Guidelines

Address Required Element 1 as **Attachment C.1.1**
Address Required Element 2 as **Attachment C.1.2**
Address Required Element 3 as **Attachment C.1.3**
Address Required Element 4 as **Narrative C.1.4**
Address Required Element 5 as **Attachment C.1.5**
Address Required Element 6 as **Narrative C.1.6**

Evaluation Criteria

A response that meets the standard will:

1. Present budget priorities that are consistent with and support key parts of the plan, including the school's mission, educational program, staffing and facility;
2. Be based on realistic, evidence-based revenue and expenditure assumptions;
3. Present viable strategies for meeting potential budget and cash flow challenges, particularly for the first year of operation; and
4. Demonstrate a commitment to maintaining the financial viability of the school.

Statutory Reference

NAC 386.215
NAC 387.600-387.780
NRS 386.570(2)(3)(4)

C.2 Financial Management

Applicant Instructions

In this section, applicants will describe the systems and procedures for managing the school's finances and identify the staff position(s) that will be responsible for financial oversight and management. To that end, applicants must provide a financial plan for the operation of the charter school. The plan must include, without limitation, procedures for the audit of the programs and finances of the charter school and guidelines for determining the financial liability if the charter school is unsuccessful. Ensure consistency of your response with other parts of your application, for example, your governing body bylaws.

Required Elements

1. As a narrative, provide the position title (and name if known) of the individual at the school, along with the name of the accounting firm, who will be the contact person for handling the school's financial liability. These persons are responsible for ensuring that any remaining money is returned to the appropriate funding sources, such as state and local authorities.
2. As a narrative, please include closing procedures for the school (see NAC 386.335, 386.342, and 386.360).
3. The name of the audit firm the school will use.
4. The name of the local, Nevada bank the school will use.
5. A list of any fees, charges and deposits, including without limitation, fees, charges and deposits for course materials or equipment that:
    a. Are typically imposed upon pupils or the parents or guardians of pupils attending public schools which are not charter school; and
    b. Are anticipated by the Committee to be imposed upon the pupils of the parents or guardians of the pupils of the charter school. See the Nevada Charter School Operation Manual for guidance regarding fees.
6. The name, title, address, telephone number, fax, e-mail, position description and qualifications of the person who is designated to draw all orders for the payment of money belonging to the charter school pursuant to NRS 386.573.
7. Identification of the minimum number of enrolled pupils necessary for financial viability of the school.

Attachments

Not Applicable

C.2: Financial Management Guidelines

Address Required Element 1 as **Narrative C.2.1**
Address Required Element 2 as **Narrative C.2.2**
Address Required Element 3 as **Narrative C.2.3**
Address Required Element 4 as **Narrative C.2.4**
Address Required Element 5 as **Narrative C.2.5**
Address Required Element 6 as **Narrative C.2.6**
Address Required Element 7 as **Narrative C.2.7**

Evaluation Criteria

A response that meets the standard will:

1. Demonstrate understanding of the school's financial management obligations;
2. Demonstrate preparation to meet its insurance, annual audit, annual financial report and other key financial management obligations;
3. Present viable strategies for meeting potential budget and cash flow challenges, particularly for the first year of operation;
4. Present evidence that the school is prepared to adhere to generally accepted accounting practices and the Charter School Budget and Finance Regulation (See NAC 387.600-387.780); and
5. Address whether the proposed school plan fees, charges and/or deposits, and if so, identify fees, etc., that are allowable and reasonable.

Statutory Reference

NRS 386.570(2)(3)(4)
NRS 386.573
NAC 386.215
NAC 387.600-387.780
NAC 386.355
NAC 386.342
NAC 386.360

C.3 Facilities

Applicant Instructions

Either NAC 386.140(2), (3), OR (4) will apply to your school's facility situation. Respond only to the appropriate item or group of items.

Respond to (2) If the facility the school will use currently exists; is suitable for use by the charter school; and if the facility is not owned by the school district in which the charter school will be located.

The documentation of sponsor satisfaction with the school's insurance coverage must originate with the sponsor if the sponsor is a school district or public university or college. If the State Public Charter School Authority (SPCSA) is the sponsor, an insurance affidavit and certificate of insurance must be submitted. See http://doe.nv.gov/SD_Charter Schools_Forms.htm for the insurance affidavit. The affidavit is only for SPCSA sponsored schools and should not be submitted until a facility has been obtained. Also see "Insurance" in the Nevada Charter School Operation Manual. Submitting an insurance document alone will not satisfy the item.

Respond to (3) If the facility is already being used as a public school. See NRS 386.560(2), charter school use of school buildings owned by the school district.

Respond to (4) If the proposed charter school has not obtained a facility. Until a Certificate of Occupancy and other inspection/approval documents have been obtained, the application will be considered an application for a Subsection 7 Charter, that is, a charter granted to an applicant who is not yet prepared to commence operation. In order to convert a Subsection 7 Charter granted due to lack of an inspected, approved facility to a charter under which the school may operate, the applicant would need to provide to the sponsor (1) a response to NAC 386.140(2) and NAC 386.170(3, 4). NOTE: A holder of a Subsection 7 Charter shall not operate a charter school and is not eligible to receive public school money for the operation of a charter school. See "Attachments, #1," below.

Required Elements

NAC 386.140(2): If the facility that the charter school will occupy exists at the time of application and is suitable for use by the charter school, but is not owned by the school district in which the charter school will be located provide:

(a) The address of the charter school;
(b) The type of facility that the charter school will occupy;
(c) A floor plan of the facility that the charter school will occupy, including a notation of the size of the facility which is set forth in square feet;
(d) The name and address of the owner of the facility that the charter school will occupy;
(e) If the facility that the charter school will occupy will be leased or rented, a copy of the proposed lease or rental agreement;
(f) If available at the time that the application is submitted, a copy of the certificate of occupancy for the facility; and
(g) Documentation which demonstrates that the committee has obtained the insurance required by NAC 386.215 and that the proposed sponsor of the charter school is satisfied with the type and amount of insurance or other means that will be used to indemnify the sponsor against financial loss pursuant to paragraph (l) of subsection 1 of NRS 386.550.

NAC 386.140(3): If the facility that the charter school will occupy is, at the time of application, being used as a public school, provide the name and location of that school and documentation which:

(a) Sets forth the specific days and times during which the charter school is authorized to use the facility; and

(b) Demonstrates that the committee has obtained the insurance required by NAC 386.215 and that the proposed sponsor of the charter school is satisfied with the type and amount of insurance or other means that will be used to indemnify the sponsor against financial loss pursuant to paragraph (l) of subsection 1 of NRS 386.550.

NAC 386.140(4): If the proposed charter school has not obtained a suitable facility, personnel or equipment provide:

(a) A statement in writing describing why the proposed charter school has not obtained a suitable facility, personnel or equipment;

(b) A plan for obtaining a suitable facility, personnel or equipment, including, without limitation, as applicable:

  (1) A statement in writing that explains whether an existing facility will be remodeled or a new facility will be built; and

  (2) A schedule for completing or obtaining a suitable facility, personnel and equipment, including, without limitation, if applicable, a description of and time schedule for any plan to raise funds for completing or obtaining the facility, personnel and equipment;

(c) The date on which it is anticipated that the charter school will open;

(d) A description of the equipment that will be used at the charter school, including, without limitation:

  (1) Office furniture and equipment;

  (2) Computer equipment;

  (3) Musical instruments;

  (4) Equipment to be used in a machinery shop; and

  (5) Supplies and other items necessary for the use of equipment described in this paragraph;

(e) A written estimate, prepared by an authorized insurer, of the cost of obtaining insurance required by NAC 386.215 and documentation which demonstrates that the proposed sponsor of the charter school is satisfied with the type and amount of insurance provided for in the written estimate or other means that will be used to indemnify the sponsor against financial loss pursuant to paragraph (l) of subsection 1 of NRS 386.550; and

(f) If applicable, evidence in writing that the acceptance of the application by the proposed sponsor of the charter school is necessary to obtain a facility, equipment or personnel.

Attachments

1. If an applicant does not yet have a facility, he must submit an estimate of the cost of insurance coverage. The estimate must be provided by a qualified insurance provider, and must be in the form of a letter from the insurance provider. The letter must specifically state that "the insurance estimate is based on the types and amounts of insurance that are required by NAC 386.215."
2. NAC 386.170(3): Unless the facility that the proposed charter school will occupy is a public school, provide documents which indicate to the satisfaction of the Department that the facility which the charter school will occupy has been inspected and meets the requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation. This includes inspection for AHERA asbestos compliance.

3. NAC 386.170(4): Provide evidence which demonstrates to the satisfaction of the Department that the committee has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) of 1970, as amended.

C.3: Facilities Guidelines

Of the three following Required Elements, address the one that applies to your situation as Narrative C.3.1

Required Element NAC 386.140(2)(a-g)
Or
Required Element NAC 386.140(3)(a-b)
Or
Required Element NAC 386.140(4)(a-f)

If NAC 386.140(4) applies to your situation:

- Submit the estimate of the cost of insurance as Attachment C.3.2

If NAC 386.140(2) applies to your situation:

1. Submit the inspection documents as Attachment C.3.3
2. Submit the OSHA document as Attachment C.3.4

Evaluation Criteria

A response that meets the standard will:

1. Provide all facility-related information required by NAC 386.140;
2. Include a letter from a qualified provider of insurance stating an estimated annual insurance premium if the applicant does not yet have a facility;
3. Include an insurance affidavit and certificate of insurance if the proposed sponsor is the State Public Charter School Authority and the applicant has a facility;
4. Include a letter stating satisfaction with insurance coverage from the proposed sponsor if the applicant has a facility and if the proposed sponsor is not the State Public Charter School Authority;
5. Include a valid certificate of occupancy if the applicant has a facility; and
6. Include all inspection/approval documentation including without limitation, fire, health, building and asbestos (see Appendix 5) documentation if the applicant has a facility.

Statutory Reference

NAC 386.140(2)(3)(4)
NAC 386.170 (3)(4)
NAC 386.215

C.4 Transportation, Health Services and Emergency Services

Applicant Instructions

The purpose of this section is for you to describe the systems, procedures and provisions for providing transportation services, health services and emergency services to the students of the charter school.

Required Elements

1. As a narrative provide a description of the manner in which pupils will be transported to the proposed charter school, including, without limitation, the details of any contract that the charter school has entered or will enter for the transportation of pupils and the details of any plan developed in consultation with the parent and guardians of pupils for the transportation of pupils. (NAC 386.170(1) and NRS 386.520(4)(l)). See attachment 1, below
2. As a narrative provide a description of the manner in which the proposed charter school will provide health services to pupils, including without limitation, the details of any contract that the charter school has entered or will enter into pursuant to subsection 1 of NRS 386.560 for the provision of health services to pupils (NAC 386.170)(2)(a)). See Attachment 2, below
3. As a narrative provide a description of the manner in which the proposed charter school will maintain records related to the immunization of pupils that is required pursuant to NRS 392.435 to ensure that pupils are immunized in a timely manner (NAC 386.170(2)(b)).
4. As an attachment provide a description of the manner in which the proposed charter school will provide drills for the pupils in the charter school and will instruct those pupils in the appropriate procedures to be followed in the event of a fire or other emergency (NAC 386.170(5)).
5. As an attachment, the school's Emergency Management Plan. (NRS 392.600 – 656)

Attachments

1. If transportation is provided, the policy and procedures the school will use to provide transportation services, including extra-curricular activities.
2. The school's contract for health services if contracting.
3. The school's Emergency Management Plan.

C.4: Transportation, Health Services and Emergency Services Guidelines

Address Required Element 1 as **Narrative C.4.1**
Address Required Element 2 as **Narrative C.4.2**
Address Required Element 3 as **Narrative C.4.3**
Address Required Element 4 as **Attachment C.4.4**
Address Required Element 5 as **Attachment C.4.5**

If transportation will be provided, submit the policies/procedures as **Attachment C.4.6**
If the school will contract for health services, submit the contract as **Attachment C.4.7**

Evaluation Criteria

A response that meets the standard will:

Transportation

1. Include a statement that the charter school will or will not provide for the transportation of pupils to and from the charter school. If it will not provide for transportation, include a statement that the school will work with parents and guardians to develop a plan for transportation to ensure that pupils have access to transportation to and from the school. (NRS 386.520(2)(l))

2. If transportation will be provided, include a detailed description of how students will be transported to and from the proposed charter school and how the school plans to comply with the requirements of NRS 392.300 through 392.410 and NAC 392.400 through 392.502.

Health Services

1. Include a description of how health services will be provided to the students at the proposed charter school, including the details of any contract that the charter school has entered or will enter into pursuant to NRS 386.560(1).
2. Include a detailed description of how immunization records will be monitored and maintained by the staff of the charter school as required by NRS 392.435.

Emergency Services

1. Include a detailed description of how and when the charter school will provide drills and the plans and procedures for instructing pupils and staff on the appropriate procedures to be followed in an emergency.

Statutory Reference

Transportation

NRS 386.520 and NRS 386.560 - http://www.leg.state.nv.us/NRS/NRS-386.html#NRS386Sec505 NRS 392.300 through 392.410 - http://www.leg.state.nv.us/NRS/NRS-392.html#NRS392Sec300
NAC 392.400 – 392.502 - http://www.leg.state.nv.us/nac/NAC-392.html

Health Services

NRS 386.560 - http://www.leg.state.nv.us/NRS/NRS-386.html#NRS386Sec505 NRS 392.420, 392.425, 392.430, 392.435 392.437, 392.439, 392.443 - http://www.leg.state.nv.us/NRS/NRS-392.html#NRS392Sec300

Emergency Services

NRS 392.450, 392.616, 392.620 & 392.324 - http://www.leg.state.nv.us/NRS/NRS-392.html#NRS392Sec300

APPENDIX 1

Appendix1:

Request for Information from Prospective Charter School Board Members and Members of the Committee to Form the School (CFS)

Instructions

The Applicant's proposed governing board members and CFS members are required to provide a current resume detailing their qualifications and experiences and respond to the Request for Information that follows. *Please be sure to submit these items together for each board member and CFS member. Information on a proposed board member will not be considered unless complete information (resume and completed Request for Information) is provided.*

Request for Information from Prospective Charter School Board Members and CFS members

Governing a public charter school requires commitment and responsibility. The governing board will be ultimately responsible for the sound education of all children enrolled in the school and for the responsible use of the public funds that the school receives. Your desire to serve on a charter school board or CFS indicates a belief in and commitment to quality public schools for all children. It also indicates a willingness to serve as a public official. As a charter school sponsor, we recognize the significance of those commitments and appreciate your willingness to take on the accompanying responsibility.

If the application is approved, the board/CFS will enter into a charter contract that establishes the terms under which the school will operate. Therefore, one purpose of the charter school application is to provide the sponsor a sense of the board's capacity to govern the school effectively. With that purpose in mind, *each prospective board and CFS member should respond to this request for information.*

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?
3. Explain why you would like to serve on the board.
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.
5. What is your understanding of the appropriate role of a public charter school board member?
6. What relevant knowledge and experience will you bring to the board?
7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?
9. Are you familiar with the school's proposed educational program? How would you describe it?
10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

Appendix 1: Request for Information from Prospective Charter School Board Members/CFS Members (continued)

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please so indicate the name of the person and the relationship.
12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please so indicate and describe the relationship.
13. Do you or your spouse know anyone that plans to do business with the school? If so, please so indicate and describe the relationship and the nature of the potential business.
14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").
15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").
16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.
17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.
18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member, his or her friends.

APPENDIX 2

Appendix 2:

Frequently Asked Questions about Charter Schools

What are charter schools?

Charter schools are tuition-free public schools that are open to all families contingent on available space. They are permitted to operate with more flexibility and independence than traditional schools.

Are charter schools public schools?

Yes, every charter school is a public school.

How do charter schools differ from traditional public schools?

Charter schools differ from traditional public schools in that they are exempt from many state and school district regulations. They decide their own curriculum, staffing, organization and budget. In exchange for this autonomy, they promise to educate pupils well - meeting or exceeding Nevada's educational performance standards - or they lose the privilege of operating the school.

How are charter schools started?

Charter schools are established by a group of individuals - often teachers, principals, education experts and/or parents - that have a vision for the kind of school they would like to create. The founding group submits a plan for the school to a sponsor. Founding groups often spend a year or more planning their schools before submitting an application. If the sponsor finds that the plan demonstrates that the group is likely to create a high quality school, the application is approved, and the applicant group prepares to open the school.

Who gets to attend a charter school?

As long as space is available, almost any pupil who applies to a charter school may attend that school provided the pupil meets the age or grade range that the school intends to serve. Enrollment is free and non-selective. Usually enrollment is limited to a specific number per grade. Each school has a non-selective, free application process. If the number of applications exceeds the available space, the school will hold a random lottery to determine which children get to enroll.

What is a charter?

A charter is an agreement between the school's sponsor and the school that documents the school's rights and responsibilities as well as the educational outcomes that the school will be expected to attain. The charter is good for a fixed number of years. At the end of the charter term, the sponsor determines whether the school has met the terms of the agreement, particularly with respect to handling public funds responsibly, providing a safe environment and educating pupils well. If the school has met expectations, the sponsor will renew the charter, and the school will continue to operate. If not, the charter will not be renewed, and the school will be closed.

Do charter schools serve students with special needs?

Like all public schools, charter schools are required to provide access and services to all students, including students with disabilities and those who are limited English proficient.

May a charter school be religious in nature?

No. Like all public schools, charter schools must comply with the first amendment to the U.S. Constitution that prohibits religious instruction in public education

What is a sponsor?

A sponsor is an organization that has the authority to approve and oversee charter schools. The Nevada Legislature has authorized school districts, public colleges and universities, and the State Public Charter School Authority to sponsor charter schools. A group interested in starting a charter school may apply to any eligible sponsor, but the most common sponsor in Nevada is the SPCSA.

APPENDIX 3

Sample Calendar - Traditional

Start Date: 8/30/2010

	Mon	Tue	Wed	Thu	Fri	School Days	Accum Sch Days		
	30	31	1	2	3	5			First Day 8/30/10
September	**DH-6**	7	8	9	10	4			Labor Day 9/6/10
2010	13	14	15	16	17	5			
	20	21	22	23	**24**	5		**School**	**Count Day 9/24/10**
						19	19	**Month 1**	
	27	28	29	30	1	5			
October	4	5	6	7	**PD-8**	5			
2010	11	12	13	14	15	5			
	18	19	20	21	22	5		**School**	
						20	39	**Month 2**	
	25	26	27	28	**DH-29**	4			Nevada Day 10/29/10
November	**PD-1**	**PD-2**	3	4	5	5			
2010	8	9	10	**DH-11**	12	4			Veterans Day 11/11/10
	15	16	17	18	19	5		**School**	
						18	57	**Month 3**	
	22	23	24	**DH-25**	**DH-26**	3			Thanksgiving 11/25/10
December	29	30	1	2	3	5			Family Day 11/26/10
2010	6	7	8	9	10	5			
	13	14	15	16	17	5		**School**	
						18	75	**Month 4**	
	WB-20	**WB-21**	**WB-22**	**WB-23**	**WB-24**				
	WB-27	**WB-28**	**WB-29**	**WB-30**	**WB-31**				
January	3	4	5	6	7	5			
2011	10	11	12	13	14	5			Martin Luther King Jr
	DH-17	18	19	20	21	4			B'day 1/17/11
								School	
						14	89	**Month 5**	
	24	25	26	27	28	5			
February	31	1	2	3	4	5			
2011	7	8	9	10	11	5			
	14	15	16	17	18	5		**School**	
						20	109	**Month 6**	
	DH-21	22	23	24	25	4			Presidents' Day 2/21/11
March	**PD-28**	1	2	3	4	5			
2011	7	8	9	10	11	5			
	14	15	16	17	18	5		**School**	
						19	128	**Month 7**	
	21	22	23	24	25	5			
	28	29	30	31	1	5			
April	4	5	6	7	8	5			
2011	11	12	13	14	15	5		**School**	
						20	148	**Month 8**	
	SB-18	**SB-19**	**SB-20**	**SB-21**	**SB-22**				
May	25	26	27	28	29	5			
2011	2	3	4	5	6	5			
	9	10	11	12	13	5		**School**	
						15	163	**Month 9**	
	16	17	18	19	20	5			
	23	24	25	26	27	5			Memorial Day 5/30/11
June	**DH-30**	31	1	2	3	4			
2011	6	7	**8**	**CD-9**	**CD-10**	3			Last Day 6/8/11
	CD-13							**School**	
						17	**180**	**Month 10**	

PD	Professional Development for all teachers
WB	Winter Break
SB	Spring Break
CD	Contingency Day
DH	District Holiday

NEVADA STATE LEGAL HOLIDAYS

The holiday schedule for State employees is established by the Legislature. The following are legal holidays:

January 1.....	New Year's Day
Third Monday in January.....	Martin Luther King, Jr.'s Birthday
Third Monday in February.....	Presidents' Day
Last Monday in May.....	Memorial Day
July 4.....	Independence Day
First Monday in September.....	Labor Day
Last Friday in October.....	Nevada Day
November 11.....	Veterans' Day
Fourth Thursday in November.....	Thanksgiving Day
Friday following the Fourth Thursday in November.....	Family Day
December 25.....	Christmas Day

When January 1, July 4, November 11, or December 25 falls on a Saturday, the preceding Friday is the observed legal holiday. If these days fall on Sunday, the following Monday is the observed holiday.

NEVADA DEPARTMENT OF EDUCATION
APPLICATION TO OPERATE AN ALTERNATIVE SCHEDULE
PURSUANT TO NRS 388.090 OR NRS 386.550
SCHOOL YEAR 2011-2012

District/Charter School Name	Beginning Date of School Year	Ending Date of School Year
Address	City, Zip	Telephone Fax
Authorized Contact Person's Name	Title	E-Mail

I hereby certify that, to the best of my knowledge, the information contained in this application is correct; the local Board of Trustees has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the District/Charter School's meeting held on _____. The Board of Trustees is aware that a written report is required to be submitted to the State Superintendent of Public Instruction on or before December 31, 2012. This written report must include a description of the alternative schedule and an evaluation of the effect of the program.

_____

Signature of District Superintendent or Authorized Person (include title) Date

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

☐ **A.** The district/charter school is in a rural or remote area, whereby the population of the county is less than 100,000. The district/charter school requests to operate on an alternative instruction schedule at one or more rural schools in accordance with NRS 388.090.2.

☐ **B.** The district/charter school requests to operate on an alternative instruction schedule at one or more rural schools in accordance with NRS 388.090.2. Although the population of the county is more than 100,000, the district has schools in a rural or remote area.

☐ **C.** The district/charter school requests to operate on an alternative instruction schedule in accordance with NRS 388.090.3 due to enrollment growth or overcrowding. Please provide the supporting documentation to justify the claim of growth or overcrowding.

☐ **D.** The charter school requests to operate on an alternative instruction schedule in accordance with NRS 386.550.1 due to reasons described in item 2 of this application.

FOR DEPARTMENT OF EDUCATION APPROVAL

Date Received

_____ _____

Keith Rheault, Superintendent of Public Instruction Date

2. What is the purpose for which the school district/charter school is requesting an alternative schedule?

_____

_____

_____

3. What problems does the school district/charter school hope to alleviate through an alternative schedule?

_____

_____

_____

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

School Name	School Address	Grade Levels

Attach additional sheets, if necessary and label the page number as 2a.

5. For school year 2011-2012, how many pupils are estimated to attend the schools covered by this application?

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

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

Note: If the bell schedule is not exactly the same for each school or each day of the school week, attach a separate bell schedule for each day of the week.

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

Daily Minutes of Attendance by Grade

	Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
Week 1							
Kindergarten							
Grade 1,2							
Grade 3-6							
Grade 7-12							
Week 2							
Kindergarten							
Grade 1,2							
Grade 3-6							
Grade 7-12							
Week 3							
Kindergarten							
Grade 1,2							
Grade 3-6							
Grade 7-12							
Week 4							
Kindergarten							
Grade 1,2							
Grade 3-6							
Grade 7-12							

Note: Attach additional schedules if all schools do not operate on the same schedule. The district/charter school must attach an applicable school calendar covering the schools with changed schedules as provided to the Nevada Department of Education in accordance with NAC 387.120. For school district applications, a copy of a letter from a representative of the local teachers association agreeing to the alternative schedule is also required.

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

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

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

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

FOR DEPARTMENT OF EDUCATION USE ONLY

The application to offer an alternative schedule of instruction per week at the aforementioned schools is recommended/not recommended for approval.

Date Approved	Fiscal Year	Recommendation for Approval By

APPENDIX 4

Response to Intervention (RtI) Model

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

Referral

Academic

Tier-3
Academic Interventions

(1-5% of all students)
Individualized interventions are delivered with increased intensity and duration.

Tier-2
Academic Interventions

(5-15% of all students)
Supplemental small group interventions are provided to each student whose performance level and rate of progress lag behind that of peers. Students receive targeted skill instruction that is more intensive.

Tier-1
Academic Interventions

(80-90% of all students)
Core instructional interventions or enhanced instruction for all students begins in the general education classroom. Universal screening and universal interventions occur at this level.

Behavioral

Tier-3
Behavioral Interventions

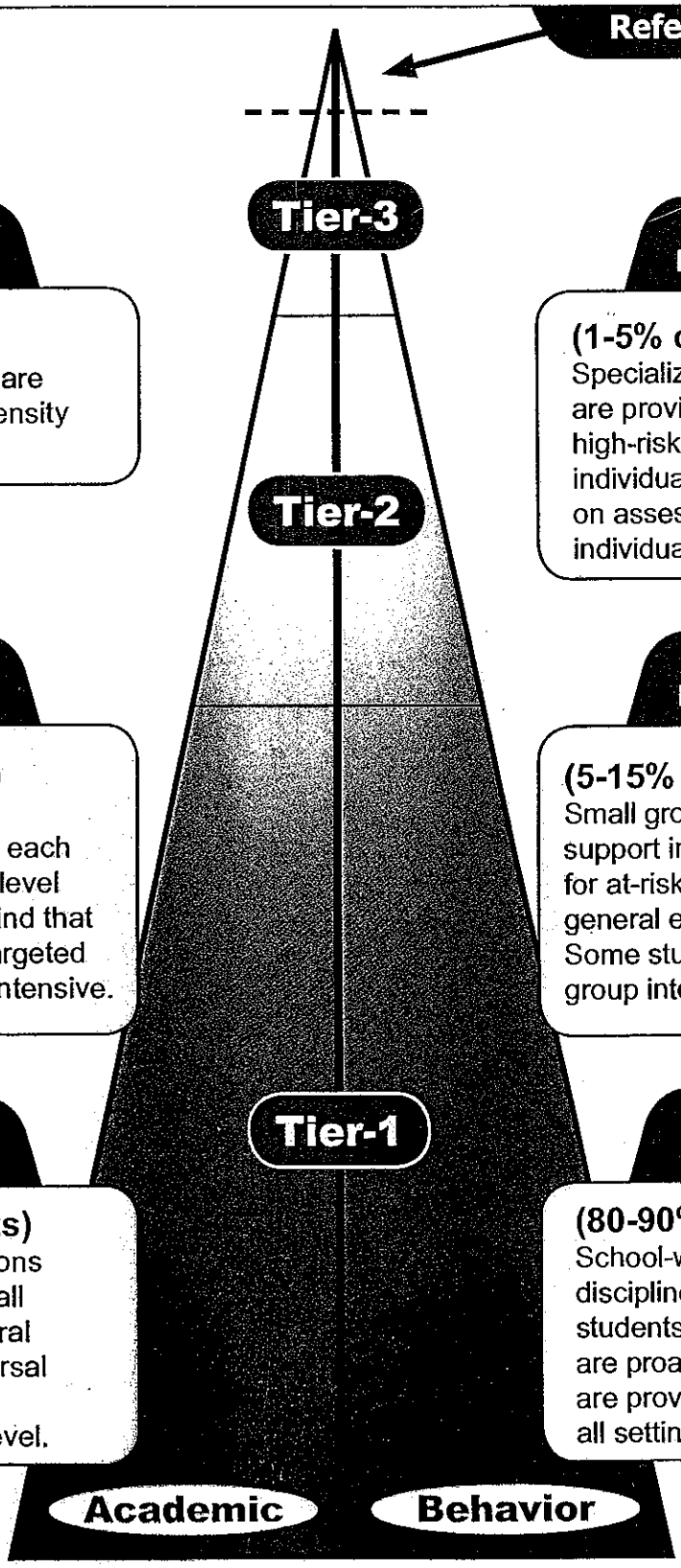
(1-5% of all students)
Specialized, individualized systems are provided for students exhibiting high-risk behavior. Intensive, individual interventions based on assessments are delivered to individual students.

Tier-2
Behavioral Interventions

(5-15% of all students)
Small group positive behavior support interventions are provided for at-risk behavior in addition to the general education systems in place. Some students will receive targeted group interventions.

Tier-1
Behavioral Interventions

(80-90% of all students)
School-wide and classroom discipline plans are in place for all students. Universal interventions are proactive and preventive and are provided for all students in all settings.



Referral Source(s): _____ Teacher
_____ Other

Response to Intervention
Referral Information

Student Name: _____ ID#: _____ Grade: _____ Date: _____

Teacher: _____ Conference Period: _____ Subject/Period: _____

Is this student currently receiving any special programs services? ___ Yes ___ No

___ A Section 504 ___ Bilingual/ESL
___ B Speech ___ Other: _____
___ C Resource

Home Language Survey: ☐ English ☐ Spanish ☐ Other: _____

Has student been retained? ☐ No ☐ Yes: Grade_____

Is attendance an issue to be considered? ☐ No ☐ Yes: # days absent _____

Grades		
Subject/Area	**Current Grade**	**Yearly Average**
Reading		
Language Arts		
Math		
Science		
Social Studies		
Conduct		

Parental Contacts	
Date	**Purpose/result**

Initial Reading Level _____ (DRA, WRAP, Lexile, etc.)	
Date	**Reading Level**

CRT SCORES

Grade	Subject	Score

Grade	Subject	Score

Reason for RtI referral **(See appropriate flowchart)** _____

_____

Academic Strengths: _____

_____

Academic Weaknesses: _____

_____

Behavioral Comments: _____

_____

Problems in ancillary classes **(Art/Music/PE/Computer/Drama/Other?)** _____

_____

Significant Conduct Events: _____

_____

RTI
Referral Information
Tier I Instructional Practices

What have you utilized in order to help this child become more successful? How did you differentiate for this student? Describe practices that apply specifically to this student's targeted needs.

Targeted Need: ☐ Phonics/Decoding ☐ Reading Comprehension ☐ Fluency ☐ Vocabulary
☐ Written Expression ☐ Expressive Language (Oral Expression)
☐ Receptive Language (Listening Comprehension) ☐ Math Computation/Calculation
☐ Math Problem Solving ☐ Behavior ☐ Math Application

Subject:	Effectiveness	Date Started	Date Ended
Instructional Practice:			

Subject:	Effectiveness	Date Started	Date Ended
Instructional Practice:			

Subject:	Effectiveness	Date Started	Date Ended
Instructional Practice:			

How does this student's current level compare to grade-level averages?

_____

_____

_____

Additional Comments/Concerns:

_____

_____

_____

_____

_____

Tier 2 Recommendations (List specific strategy and attach copy of progress monitoring form):

_____

_____

_____

_____

_____

Committee Members (should include at least two people knowledgeable about the student):

Signature	Position

Parent(s) will be contacted with the results of this meeting ou _____ **by** _____.
Date Name of Person Responsible

Date Given or Sent: _____

Response to Intervention
Parent Information

Student Name: _____ ID #: _____ DOB: _____ Age: _____

School: _____ Grade: _____ Teacher: _____

Parent/Guardian: _____ Parent/Guardian: _____

_____ Married _____ Divorced _____ Separated _____ Single

Parent/Guardian Contact Information:

Primary Phone: _____ Secondary Phone: _____ E-mail: _____

Child lives with: _____

Primary Address: _____

List of siblings and others residing in the primary residence: _____

_____

Language used most in home: _____

How is student transported to school: _____ To home: _____

Describe your child's strengths, weaknesses, and interests: _____

_____

_____

Please describe any recent situations which could be affecting your child's learning, attendance, or behavior:

_____

_____

Please describe any history of academic or emotional difficulties in your family: _____

_____

_____ _____
Signature of Parent *Date*

_____ _____ _____
Signature of Person Completing This Form *Position* *Date*
(if information was obtained by parent interview)

Fourth Grade Math Response to Intervention Flowchart

Did the student pass the third grade math State test?
or
Did the student score above ___ on the Universal Screener?

Yes → Continue with General Education Curriculum

No → Contact RtI/SIT Chair person for review - Receive blue RtI folder

Classroom teacher implements differentiation strategies and maintains Tier I progress monitoring

After 6 - 9 weeks RtI/SIT committee - review interventions and progress monitoring (Universal Screener)

Did the student score above ___ on the Universal Screener?
or
Did the student score at least 50% on the material covered before 1st Released State test?

Yes → Continue with Tier I General Education Curriculum

No → Choose Tier II Interventions based on student needs - Implement and progress monitor for 6 - 9 weeks

Tier 2 Interventions

see page 2

Name _____ Campus _____

Teacher _____

Tier One
General Education Instruction - Math

Component	Instructional Practices/Resources	Assessment/ Progress Monitoring	Instructional Differentiation
Number Sense and Computation **Other Concepts, Skills, and Application** **Problem Solving**	☐ Acting It Out ☐ Calculators ☐ Color Coding ☐ Concrete → pictorial → abstract ☐ Cooperative learning groups ☐ FASTT Math ☐ Flexible grouping ☐ Graphic organizers ☐ Journaling ☐ Manipulatives o Counters o Base Ten blocks o Pattern blocks o Color tiles o Geoboards o Cubes o Geometric solids o Attribute blocks o Dice o Clocks o Coins o Thermometers o Rulers o Balance & gram weights o Fraction pieces o Tangrams ☐ Math Workstations ☐ Mental models ☐ Modeling ☐ Modeling metacognitive thinking ☐ Oral reading (word problems) ☐ Pictorial representations ☐ Problem solving strategies ☐ QDPAC plan & graphic organizer ☐ Small group instruction ☐ Spiral reviews ☐ Target the Question ☐ Teach to all learning styles: ☐ tactile, visual, auditory ☐ Think Central www.thinkcentral.com ☐ Think-Pair-Share ☐ Vocabulary activities ☐ Word wall/vocabulary cards	☐ Observation/Informal ☐ Assessments ☐ Benchmarks ☐ Performance assessments ☐ Spiral reviews ☐ FASTT Math reports ☐ Questioning ☐ Independent practice ☐ Homework ☐ Tests ☐ Released TAKS tests	☐ Acting It Out ☐ Alternative Teaching Strategies ☐ Calculators ☐ Challenges ☐ Chunking ☐ Color Coding ☐ Concrete → pictorial → abstract ☐ Dictation for written responses ☐ FASTT Math ☐ Graphic organizers ☐ Hints/hint cards ☐ Lined paper/grid paper ☐ Manipulatives (see list) ☐ Math Workstations ☐ Menus ☐ Modeling metacognitive thinking ☐ Oral reading (word problems) ☐ Partner work ☐ Peer tutoring ☐ Pictorial representations ☐ QDPAC plan & graphic organizer ☐ Simplify ☐ Small group instruction ☐ Supplemental aids ☐ Teach to all learning styles: tactile, visual, auditory ☐ Think Central www.thinkcentral.com ☐ Think-Pair-Share ☐ Tiered assignments ☐ Wait time ☐ Word wall/vocabulary cards

Grades K-4

Number Sense and Computation Progress Monitoring Summary

Student Name: _____ **Grade:** 4 **Campus:** _____

❑ Tier II ❑ Tier III Previous TAKS Math Score _____ Previous Objective 1 Score _____

Student Intervention Plan - Number Sense and Computation

Person Responsible for intervention: _____

Current Academic Performance: _____

Student Goal: _____

Strategy/Plan: _____

Time: _____ Location: _____

❑ Monday ❑ Tuesday ❑ Wednesday ❑ Thursday ❑ Friday

Weekly Calculation Monitoring of Facts

Operation: ❑ Addition ❑ Subtraction ❑ Multiplication ❑ Division

Initial Assessment (Week 1)	Week 2	Week 3	Week 4	Week 5	Week 6
Number of Facts	**Number of Facts**	**Number of Facts**	**Number of Facts**	**Number of Facts**	**Number of Facts**
Fast Facts ____	Fast Facts ____	Fast Facts ____	Fast Facts ____	Fast Facts ____	Fast Facts ____
Focus Facts ____	Focus Facts ____	Focus Facts ____	Focus Facts ____	Focus Facts ____	Focus Facts ____
Type of Assessment	**Type of Assessment**	**Type of Assessment**	**Type of Assessment**	**Type of Assessment**	**Type of Assessment**
Fast Math	Fast Math	Fast Math	Fast Math	Fast Math	Fast Math
Teacher Comments	**Teacher Comments**	**Teacher Comments**	**Teacher Comments**	**Teacher Comments**	**Teacher Comments**
Progress Demonstrated	**Progress Demonstrated**	**Progress Demonstrated**	**Progress Demonstrated**	**Progress Demonstrated**	**Progress Demonstrated**
Significant ❑	Significant ❑	Significant ❑	Significant ❑	Significant ❑	Significant ❑
Some ❑	Some ❑	Some ❑	Some ❑	Some ❑	Some ❑
None ❑	None ❑	None ❑	None ❑	None ❑	None ❑

Number Sense and Computation Progress Monitoring Summary

Initial Assessment (Week 1)	Week 2	Week 3	Week 4	Week 5	Week 6
Date:	Date:	Date:	Date:	Date:	Date:
Weekly Average	Weekly Average	Weekly Average	Weekly Average	Weekly Average	Weekly Average
Objective 1	Objective 1	Objective 1	Objective 1	Objective 1	Objective 1
Place Value	**Place Value**	**Place Value**	**Place Value**	**Place Value**	**Place Value**
Read ____	Read ____	Read ____	Read ____	Read ____	Read ____
Write ____	Write ____	Write ____	Write ____	Write ____	Write ____
Compare ____	Compare ____	Compare ____	Compare ____	Compare ____	Compare ____
Order ____	Order ____	Order ____	Order ____	Order ____	Order ____
Add & Sub	**Add & Sub**	**Add & Sub**	**Add & Sub**	**Add & Sub**	**Add & Sub**
Addition ____	Addition ____	Addition ____	Addition ____	Addition ____	Addition ____
Subtraction ____	Subtraction ____	Subtraction ____	Subtraction ____	Subtraction ____	Subtraction ____
Rounding	**Rounding**	**Rounding**	**Rounding**	**Rounding**	**Rounding**
Rounds ____	Rounds ____	Rounds ____	Rounds ____	Rounds ____	Rounds ____
Mult & Division	**Mult & Division**	**Mult & Division**	**Mult & Division**	**Mult & Division**	**Mult & Division**
Multip. ____	Multip. ____	Multip. ____	Multip. ____	Multip. ____	Multip. ____
Division ____	Division ____	Division ____	Division ____	Division ____	Division ____
Fractions	**Fractions**	**Fractions**	**Fractions**	**Fractions**	**Fractions**
Model ____	Model ____	Model ____	Model ____	Model ____	Model ____
Compare ____	Compare ____	Compare ____	Compare ____	Compare ____	Compare ____
Skill Level	**Skill Level**	**Skill Level**	**Skill Level**	**Skill Level**	**Skill Level**
Very Little ❑	Very Little ❑	Very Little ❑	Very Little ❑	Very Little ❑	Very Little ❑
Some ❑	Some ❑	Some ❑	Some ❑	Some ❑	Some ❑
Adequate ❑	Adequate ❑	Adequate ❑	Adequate ❑	Adequate ❑	Adequate ❑
Proficient ❑	Proficient ❑	Proficient ❑	Proficient ❑	Proficient ❑	Proficient ❑
Teacher Comments	**Teacher Comments**	**Teacher Comments**	**Teacher Comments**	**Teacher Comments**	**Teacher Comments**
Progress Demonstrated	**Progress Demonstrated**	**Progress Demonstrated**	**Progress Demonstrated**	**Progress Demonstrated**	**Progress Demonstrated**
Significant ❑	Significant ❑	Significant ❑	Significant ❑	Significant ❑	Significant ❑
Some ❑	Some ❑	Some ❑	Some ❑	Some ❑	Some ❑
None ❑	None ❑	None ❑	None ❑	None ❑	None ❑

Number Sense and Computation Progress Monitoring Summary

Skills Rubric

Category	Level 1		Level 2		Level 3		Level 4	
Place Value	1	**Cannot** read, write, compare or order *whole* numbers.	2	Can read, write, compare, **and** order whole numbers in the *hundreds* period.	3	Can read, write, compare, **or** order whole numbers in the *thousands* period.	4	Can read, write, compare, **and** order whole numbers in the *thousands* period.
Addition & Subtraction	1	**Cannot** solve problems using addition.	2	Can solve **some** problems using addition.	3	Can solve **most** problems using addition.	4	Can solve problems using addition.
		Cannot solve problems using subtraction.		Can solve **some** problems using subtraction.		Can solve **most** problems using subtraction.		Can solve problems using subtraction.
Rounding	1	**Cannot** round *whole* numbers.	2	Can round whole numbers to the nearest *ten*.	3	Can round whole numbers to the nearest *hundred*.	4	Can use rounding in problem situations.
Multiplication Division	1	**Cannot** solve problems with multiplication	2	Can solve **some** problems with multiplication	3	Can solve **most** problems with multiplication	4	Can solve problems with multiplication
		Cannot use models to solve division problems.		Can solve **some** problems with division using models.		Can solve **most** problems with division using models.		Can solve problems with division using models.
Fractions	1	**Cannot** model fractional quantities.	2	Can model **some** fractional quantities.	3	Can model **most** fractional quantities.	4	Can model fractional quantities.
		Cannot compare fractional parts of whole objects **or** sets using models.		Can compare **some** fractional parts of whole objects **or** sets using models.		Can compare **most** fractional parts of whole objects **or** sets using models.		Can compare fractional parts of both whole objects **and** sets using models.

Weekly Average	Recommended Scoring
Very Little Skill	1.0 - 1.4
Some Skill	1.5 - 2.4
Adequate Skill	2.5 - 3.4
Proficient	3.5 - 4.0

Continuum of Service Delivery

(Example)

Type of Contact:	How it will be delivered:	Variables:	Appropriate for:	Other:
Large Group	General Education Classroom	Levels of accommodations and modification.	At risk students, students who will soon be exiting Special Education, etc.	Families will be invited to parent training, workshops on areas of need.
Small Group Contact				
Individual Contact				
Face to Face (direct, individual services)				

NEVADA DEPARTMENT OF EDUCATION
Charter School Application

INSTRUCTIONS

The Charter School ("school") must operate special education programs in accordance with state and federal requirements. An authorized representative of the school must sign the assurances listed below.

POLICY ASSURANCES

The Charter School assures that it will adopt procedures that align with state and federal requirements in the following areas:

- ☐ Confidentiality (34 CFR 300.611-300.625, 34 CFR Part 99)
- ☐ Transmittal of Records (34 CFR 300.323; NAC 388.261)
- ☐ Procedural Safeguards (34 CFR 300. 300, 300.503, 300.504, 300.505; NAC 388.300)
- ☐ Dispute Resolution (34 CFR 300.506, 300.507, 300.508, 300.510, 300.511, 300.512, 300.515, 300.532, 300.533; NAC 388.315)
- ☐ Surrogate Parents (34 CFR 300.519; NAC 388.283)
- ☐ Child Find Process (34 CFR 300.111; NAC 388.215, 388.292)
- ☐ Evaluation / Reevaluation / Eligibility (34 CFR 300.301, 300.303, 300.305, 300.306; NAC 388.336, 388.337, 388.340-388.410)
- ☐ Individualized Educational Program (IEP) Development (34 CFR 300.321, 300.322, 300.323; NAC 388.281, 388.284)
- ☐ IEP Considerations and Components (34 CFR 300.116, 300.320, 300.321, 300.324; NAC 388.284)
- ☐ Placement (34 CFR 300.115, 300.116; NRS 385.580; NAC 388.245)
- ☐ Transfer Students (34 CFR 300.323; NAC 388.263)
- ☐ Discipline (34 CFR 300.536; NAC 388.265)
- ☐ Independent Educational Evaluation (34 CFR 300.502; NAC 388.450)
- ☐ Collection and Reporting of Timely and Accurate Data upon Request of the NDE

Type Name of Charter School and Title of Authorized Representative of the Charter School.	
Signature:	Date:

APPENDIX 5

Facilities Checklist

Ensure there is an entry in every box before submitting to NDE

	Facilities requirements per NAC 386.140 (2) (a-g) and 386.170 (3) and (4) Completed
	Certificate of Occupancy and copy submitted **Name of inspector** **phone number**
	Asbestos Inspection completed and copy submitted **Name of inspector** **phone number**
	Fire Inspection completed and copy submitted **Name of inspector** **phone number**
	Health inspection completed and copy submitted **Name of inspector** **phone number**
	OSHA Letter from Business and Industry received within **first year of operation**

Facilities requirements per NAC 386.140 (2) (a-g) and 386.170 (3) and (4)

NAC 386.140 Application to form charter school: Inclusion of information regarding facility, personnel and equipment. (NRS 386.520, 386.540**)**

2. If the facility that the charter school will occupy exists at the time of application and is suitable for use by the charter school, but is not owned by the school district in which the charter school will be located:

	(a) The address of the charter school;
	(b) The type of facility that the charter school will occupy;
	(c) A floor plan of the facility that the charter school will occupy, including a notation of the size of the facility which is set forth in square feet;
	(d) The name and address of the owner of the facility that the charter school will occupy;
	e) If the facility that the charter school will occupy will be leased or rented, a copy of the proposed lease or rental agreement;
	(f) If available at the time that the application is submitted, a copy of the certificate of occupancy for the facility; and
	(g) Documentation which demonstrates that the committee has obtained the insurance required by NAC 386.215 and that the proposed sponsor of the charter school is satisfied with the type and amount of insurance or other means that will be used to indemnify the sponsor against financial loss pursuant to paragraph (l) of subsection 1 of NRS 386.550.

NAC 386.170 Application to form charter school: Inclusion of information regarding issues of health and safety. (NRS 386.520, 386.540

	3. Unless the facility that the proposed charter school will occupy is a public school, documents which indicate to the satisfaction of the Department that the facility which the charter school will occupy has been inspected and meets the requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation.
	4. Evidence which demonstrates to the satisfaction of the Department that the committee has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act of 1970, as amended.

APPENDIX 6

DEVELOPING SOUND PERFORMANCE GOALS AND MEASURES
Guidance for Charter Schools

Prepared by Margaret Lin[1]

To set performance goals, schools will find it helpful to engage in *backward mapping* – asking themselves what they would like to have achieved several years from now. What would the school like a newspaper article or concerned parent to say about the school at that time? The school should then translate these broad hopes into specific goals reflecting both (1) **Educational Performance** and (2) **Organizational and Management Performance**.

For each goal, schools should develop specific indicators, assessment tools, baseline data, targets for performance, and strategies for attaining them. (See attached templates for assistance.)

Developing Sound Performance Goals and Measures

Charter school organizers and operators should define both **educational** and **organizational and management** goals for their school. This important exercise helps organizers begin to reflect on how they will define and measure success. It also helps existing schools foster a culture of professional accountability and sets the stage for the effective use of data for continuous school improvement.

However, to be meaningful and realistic, each school must reexamine and refine its goals and measures after enrolling students and gathering baseline achievement data early in their first year of operation.

This resource is designed to offer focused guidance in developing sound goals and measures – both educational and organizational – for inclusion in each school's accountability plan. These goals and measures should be carefully selected to be most useful to the charter school, the authorizing entity, and other stakeholders in the school's success.

The performance framework presented here asks each school to develop school-specific goals and measures for:

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[1] Margaret Lin is a Senior Associate at the National Association of Charter School Authorizers. This guidance was originally developed for charter authorizers to provide to schools, and appears in customized form in *The Charter School Accountability Handbook for Mayor-sponsored Charter Schools*, 3rd ed. (City of Indianapolis, 2004). Many of the concepts, definitions and principles in these pages are adapted from the following sources: *Measuring Up: How Chicago's Charter Schools Make Their Missions Count*, by Margaret Lin (Leadership for Quality Education, 2000); *Guidelines for Writing Charter School Accountability Plans, 2001-2002* (Charter Schools Institute, State University of New York), http://www.newyorkcharters.org/charterny/act_guide.html; and "Some Expectations Regarding the Contents of Charter School Accountability Plans," District of Columbia Public Charter School Board.

1) **Educational Performance –** addressing aspects of student learning that demonstrate the school's mission; and

2) **Organizational and Management Performance –** addressing matters such as finances, facilities and other operational management; leadership, governance and personnel; attendance and retention rates; strength of community; parent satisfaction and market demand.

While it is important that charter schools have enough goals to measure progress relating to their mission, too many goals can become difficult to manage and measure. In addition, not all goals that your school may develop for internal guidance and strategic planning are necessary for external accountability purposes. Thus, for purposes of an external accountability plan, most schools would be wise to develop no more than ten to twelve broad goals, with the majority focusing on educational performance. Fewer goals are also acceptable. Each school, however, should use its own discretion to determine a suitable number of goals based on its individual situation.

Note: The following guidance focuses particularly on developing strong *educational* goals and measures for your accountability plan. This task demands particular attention because educational performance indicators are often more challenging to state in objective, externally meaningful terms than are measures that focus on organizational and management performance. However, the principles for developing both educational and organizational goals and measures are very similar. Thus, to the extent applicable, you should follow the guidance in these pages for developing your organizational and management goals and measures as well.

General Criteria for Educational and Organizational Goals

Goals should be SMART:

- **Specific** (and, for educational goals, tied to learning **Standards**). A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify **what students should know and be able to do**, for each subject or content area and for each grade, age, or other grouping level. Equally important, educational goals should be developed with solid knowledge of students' **baseline achievement levels**.
- **Measurable.** A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Ambitious and Attainable.** A goal should be challenging yet attainable and realistic. Educational goals should be based on a well-informed assessment of your school's capacities and your students' baseline achievement levels.
- **Reflective of Your Mission.** A goal should be a natural outgrowth of your school mission, reflecting the school's values and aspirations.

- **Time-Specific with Target Date.** A well-conceived goal should specify a time frame or target date for achievement. It is useful for schools to set both short-term (annual) and long-term (3-5 year) targets for accomplishing goals.

Definitions of Key Terms in Goal-Setting[2]

*****Remember: while these definitions pertain specifically to educational goals, they are also applicable to organizational and management goals.***

To develop adequate learning goals and measures, schools should begin with a clear understanding of a few essential terms:

Goal: A clear, measurable statement of what the school will accomplish with its students after a specific length of time attending the school.

Indicator: A clear statement of how the school will know that it has achieved a goal, without necessarily detailing specific assessments or measures.

(Examples: *"Students will demonstrate reading proficiency at or above grade level"* or *"Students will achieve annual growth that is sufficient for them to reach proficiency on state standards by the time they exit our school."*)

Standard: A clear, measurable statement of what students will be expected to know (a ***content*** standard) or be able to do (a ***performance*** or ***skill*** standard) at a given point in their development, usually each year and at graduation. Allows monitoring of progress toward an ultimate *goal*.

(Standards are usually defined grade-by-grade and subject-by-subject, and are thus more specific than – but necessary to support – overarching school goals.)

Benchmark: A clear, measurable statement of what the school will accomplish with its students at a given point in the school's development, usually each year or at more frequent intervals. Allows monitoring of progress toward an ultimate *goal*.

Assessment *(sometimes also **"measure"**)***:** A method, tool or system to evaluate and demonstrate student progress toward – or mastery of – a particular learning standard or goal.

(Examples: A standardized test, or a portfolio-judging system)

Measure: An application of an assessment that defines progress toward or attainment of a goal.

(Example**:** ***"****Percent of students at State Assessment performance levels, disaggregated by student subgroup"* or *"Value-added scale score growth for each student."*)

Assessments – and by extension, measures – should be ***valid***, ***reliable***, and demonstrate ***scoring consistency*:**

- **Valid:** Assesses the skill or knowledge it is intended to assess.
- **Reliable:** Provides consistent results when taken repeatedly by the student at a given point in his/her development, as well as by other students at the same point in development.
- **Scoring Consistency:** Produces consistent scores, ratings, results or responses when a particular assessment tool, scoring guide or rubric is used by different evaluators to assess the same student performance or work sample. (Often called *interrater reliability*)
- **Target:** An application of an assessment or measure that indicates the level of performance that will constitute success over a time period.

(Example: *"90% of students at Successful Charter School will achieve annual*

[2] Some of these terms may be defined or used differently elsewhere in the education community. This page is meant to provide a consistent set of working definitions for schools to use in developing accountability plans.

growth sufficient to reach proficiency on State Assessment by the 8th grade.")

Essential Principles for Developing Sound Educational Goals and Measures

- Your mandate as the operator of a charter school is not just to teach well but also to **demonstrate objectively** – in ways that are **clear, understandable** and **credible** to a variety of external audiences – that you are doing so. Thus, you must measure and report educational progress precisely and extensively.
- Distinguish between **goals** and **measures**. Goals are the starting point, but require valid, reliable ways to measure and demonstrate that you have achieved them.
- Make sure that your goals are **clear, specific** and **measurable**. They should also be **challenging** yet **achievable**.
- Your measures for attainment of those goals should describe **how you will assess progress**, and **how much progress will constitute success**.
- Educational goals must be connected to a well-defined set of learning standards for both **content** (what students should know) and **performance** (what students should be able to do). Such standards should exist for **every subject or content area** and **each grade, age or other grouping level** in the school. Focus on **outcomes** and **evidence of learning**, not inputs. For example, participation rates or the number of hours spent on an activity are *not* sufficient measures of success. Participation and investment of time are necessary first steps, but they are inputs, not ***demonstrable*** measures of learning and accomplishment.
- In developing goals for your accountability plan, focus on **what's most important**. No more than eight to ten clear, well-chosen and carefully measured educational goals should allow you to provide a convincing story of your progress and achievements – and will be more effective than listing a score of vague, trivial, redundant or hard-to-measure indicators.
- The measures you develop to assess achievement of each goal, if not based on standardized assessments, should be demonstrably **valid** and **reliable**. (The "Framework for Creating Unique Learning Measures" provided later in this guidance will provide some help in developing validity and reliability in assessments.)

A Note on Defining Standards: Milestones on the Path to Broader School Goals

Educational goals must be tied to clear content and performance standards specifying what you expect your students to know and be able to do in order to graduate or be promoted to the next level. These standards need only to be referenced in your accountability plan, but they form the foundation of your school's education program. As such, selecting and developing grade-by-grade, subject-by-subject standards is an essential component of accountability planning that goes hand-in-hand with broader goal-setting. In setting standards, keep in mind this central question: ***Do our standards embody the expectations necessary to achieve our mission and reach our goals?***

Of course, many of your school standards will be state standards. However, most schools have important aims beyond the state requirements, and developing these supplemental

standards is a technically challenging task. It usually consists of several steps, including:

1. Articulating desired characteristics of "educated" students at a general level – or setting your school's overarching goals;
2. Breaking these general qualities and goals into more concrete graduation or exit standards; and
3. Benchmarking these exit standards down into specific and measurable grade-level content and performance standards.[3]

Practical Steps for Developing Sound Educational Goals and Measures

- **Define a set of goals** that describe what success will look like at your school. These goals should be carefully selected to reflect the **breadth and depth of your mission**.

Defining Goals: Some Helpful Guiding Questions

Ask the following critical questions when defining your school's goals:

- *How will you know if your school is succeeding (or not)?*
- *What will be important characteristics of "educated students" at your school?*
- *What will students learn, know, understand and be able to do after a certain period of time, before promotion to the next grade level, or before graduation from our school?*
- *What should your graduates permanently possess as a result of their time in your school?*

- Outline your goals in **precise, declarative sentences**. Example: "All students at the Excelencia Charter School will be proficient readers and writers of Spanish within four years of enrolling."
- Identify at least **one and possibly multiple measures** to assess and demonstrate progress toward each goal. These measures must indicate both (1) the **level of performance** you will expect your school or students to achieve, and (2) **how much progress will indicate success.** (It is not sufficient to say you'll administer a certain type of assessment; you must explain how you expect your students to perform on it to demonstrate progress and success.)
- You may develop different types of measures to assess (1) absolute achievement; (2) student growth or gains; or (3) achievement compared to other schools. (The box below, entitled "**Example: Multiple Measures Applied to a Single Goal**," provides an example of different ways to measure achievement of the same goal.)

- For every goal, choose means of assessment that make **non-attainment** of the goal as **objectively apparent** as success. That is, the assessment(s) should tell you (and

[3] Adapted from *Accountability for Student Performance: An Annotated Resource Guide for Shaping an Accountability Plan for Your Charter School* (Charter Friends National Network, 2nd ed., 2001), p. 5, http://www.charterfriends.org/accountability.doc.

external audiences) immediately whether you have achieved a particular goal or not. For example, if one goal of your school is to develop your students into skilled readers, it would not be persuasive to rely on a survey of parents' opinions of their children's reading skills to show that your students did indeed become skilled readers. You would need to select some type of **externally credible assessment** to measure and demonstrate students' reading proficiency.

- Make sure that your measures of student learning are based on knowledge of your students' **baseline achievement levels**. Without such knowledge, your measures will not be meaningful or realistic.
- Set **long-term goals** as well as **intermediate (typically annual) benchmarks** to assess progress. Administer assessments corresponding to this timeline to provide longitudinal data over the term of the charter.
- To have time to counter learning deficits that students may have upon entering your school, you may consider setting certain goals for students who have been enrolled in your school for a **specific length of time**, such as "students who have been in the school for at least three years."
- For every measure you develop, ask yourself, *"Will this measure be readily understandable and **credible** to someone who doesn't spend a day or a week in our school getting to know us?"* Remember, your school will be judged by the media, community leaders and the public at large, in addition to your authorizer and parents. For measures not based on standardized tests, establishing external credibility typically requires demonstrating **validity** and **reliability**. (The "Framework for Creating Unique Learning Measures" in the next section offers an overview of one way for schools to do this.) Credibility – through valid and reliable measures – is important for all measures you develop. Be sure to establish this.
- Understand **what data** you will need to gather to support each measure. Remember, ***if you have no data, you have no case*** proving your school's achievements. Likewise, if you have insufficient data, you have an insufficient case.

Selecting Assessments: Some Helpful Guiding Questions

Ask the following critical questions when selecting or developing assessments:

- *How will we ensure and demonstrate that we meet or exceed these expectations? How will we measure and report – clearly and concisely – whether our students are reaching each learning standard?*
- *What are all the characteristics of a student performance or sample of work that meet a particular standard? Exceed the standard? Approach the standard? Do not meet the standard?*
- *Does this assessment enable all students to demonstrate their knowledge, skills and understandings relevant to the given standard?*
- *Is the assessment **valid** – does it measure the skills or knowledge we intend it to measure?*
- *Is the assessment **reliable** – does it provide consistent results when taken repeatedly by the same student at a given point in his/her development? Does it provide consistent results when taken by other students at the same point in development?*

- *Is there a clearly written scoring tool or rubric that is consistent with the purpose of the assessment?*
- *Do our assessment tools, scoring guides, or rubrics pass the test of* ***interrater reliability****, or* ***scoring consistency and accuracy****? That is, do different assessors or evaluators use them in the same way, resulting in consistent responses when scoring the same student performance or work sample?*

  Tip: *Schools can achieve interrater reliability by undertaking an audit-like process to pilot and refine assessment tools – for example, double- or triple-scoring every fifth sample of student work, comparing the scoring responses given by the different evaluators, and revising or clarifying the scoring tool as needed to eliminate inconsistent ratings. (See the examples that appear later in this guidance.)*
- *Are our assessment tools or scoring guides user-friendly? Are the instructions and procedural explanations for teachers or other assessors clear?*
- *Is the assessment feasible to administer?*

There is no single best way to measure achievement of a particular goal. As charter schools, you are free to choose measures that you prefer, provided that they are also clear, meaningful and persuasive to external audiences.

Double-Checking the Quality and Integrity of Learning Measures: Some Helpful Guiding Questions

Ask the following critical questions when selecting or developing assessments:

- *Are our assessments aligned with our standards and curriculum?*
- *Are the standards and curriculum aligned?*
- *Are the knowledge and skills we test important to teach and test?*
- *Does our school adequately teach the knowledge and skills being tested?*
- *Do our assessments accurately measure attainment of the standards?*
- *Do our standards and assessments show both breadth and depth?*
- *Do our standards and assessments demand that students demonstrate more than simple recall?*
- *Do our standards and assessments represent a worthwhile educational experience?*
- *Are the standards and assessments free of gender, cultural and other biases?*

The following example shows how three different measures might be applied to a single learning goal. (These goals could be developed by one school or by three different schools that have the same goal.) Note that each measure describes **how progress will be assessed and how much progress will constitute success**. The third measure allows the school to assess skills beyond those measured on standardized tests, and would thus require some demonstration of validity and reliability or be used in addition to externally validated assessments.[4]

[4] Adapted from *Guidelines for Writing Charter School Accountability Plans, 2001-2002* (Charter Schools Institute, State University of New York), p. 4, http://www.newyorkcharters.org/charterny/act_guide.html.

Example: Multiple Measures Applied to a Single Goal

Goal: "All students at the Successful Charter School will become proficient readers of English within three years of enrolling at our school."

Possible Measures:

- "Students at the Successful Charter School will improve their performance on the reading portion of the State ABC Test by at least 5% per year, on average."
  (Measuring growth – Note: The proposed rate of improvement must be sufficient, based on information collected through baseline data, to meet the ultimate target goal in the specified time frame)
- "Students at the Successful Charter School will perform at a level higher than their peers in the Successful School District on the English & Language Arts portion of Required State Examination in all grades, as demonstrated by a greater percentage of students passing and by a higher overall average student score."
  (Assessing comparative performance)
- "All students at the Successful Charter School will read aloud and discuss an essay of literary significance before a panel of teachers and outside experts at the end of their 8th- and 10th-grade years, achieving a "Proficient" or higher rating from the panel for each of the following skills: elocution, comprehension and analysis."
  (Performance-based assessment)

"From Qualitative to Quantitative": A Framework for Creating Unique Learning Measures[5]

Following is a six-step framework for designing **valid, reliable** measures of learning in areas not typically assessed by standardized tests. Schools may use this framework to create their own externally credible measures in similarly difficult-to-measure areas.

[5] From *Measuring Up: How Chicago's Charter Schools Make Their Missions Count*, by Margaret Lin (Leadership for Quality Education, 2000), pp. 32-33.

Six-Step Framework for Creating Unique Learning Measures

1. Define Clear Standards

Define: What are our ultimate goals for our students and graduates? What do we expect them to know and be able to do before promotion to the next grade level or graduation?

Have the standards externally reviewed by experts and community members (e.g., standards and subject-area experts, curriculum specialists, university professors, other educators, school district administrators, school governing board members, parents).

2. Design Assessments Aligned with Those Standards

Define: How can students demonstrate they have reached our standards?

3. Develop Scoring Tools or Rubrics

a. For every assessment designed to measure attainment of a particular standard, first **define:** What are the essential features of a student performance or sample of work that *meets* the standard? That *exceeds* the standard? That *does not meet* the standard? That *approaches* the standard?

b. Create a **scoring tool** or guide that rates student performance or work by applying these criteria.

c. Assign **point values** to express students' overall attainment or non-attainment of the standard (for example: 4 = exceeds standard; 3 = meets standard; 2 = approaching standard; 1 = does not meet standard).

d. **Train** teachers and other assessors to use the scoring guides or rubrics consistently.

4. Test the Reliability of Assessments

Pilot assessments and scoring tools repeatedly to ensure **scoring consistency and accuracy** across different evaluators and assessment occasions. Try an **audit-like process** in piloting and refining an assessment – for example, double- or triple-score every fifth sample of student work, compare scoring responses, and revise or clarify the scoring tool as needed to eliminate inconsistent ratings. Use **exemplars** – samples of student work that should be scored at varying levels – to help achieve consistent interpretation and usage of scoring guides.

5. Translate Student Scores into Aggregate Measures

After ensuring the validity and reliability of an assessment, translate student scores on the assessment into aggregate measures: What percent of all students met, exceeded, approached, or did not meet the standard?

6. Communicate Results

Communicate student progress toward the standards by reporting individual and aggregate growth, using students' beginning or baseline performance as the point of comparison. Communicate school results through multiple avenues, such as community meetings and annual or more frequent reports for parents, your authorizer, the public, and the media.

Examples of Measures Created through this Framework

Examples of goals and assessment processes developed by charter schools in Chicago, IL following this framework include:

Narrative Writing: Writing Appraisal System
North Kenwood-Oakland Charter School (NKO)

Performance Goal:
"80% of our students will demonstrate mastery in narrative writing by meeting or exceeding the minimum grade-level standard score for work assessed according to the seven-category Writing Appraisal System."

Establishing Reliability in Assessment:
North Kenwood-Oakland, an elementary charter school in Chicago, has created a unique system to assess its students' writing skills. The assessment team that developed NKO's Writing Appraisal System was composed of writing assessment specialists, NKO faculty, and Literacy Coordinators (teachers) from eight other public schools in Chicago in the Center for School Improvement's (CSI, affiliated with the University of Chicago) network. Together, this team examined accountability protocols developed earlier by CSI as well as from across the country, paying particular attention to urban school district and charter school writing assessment materials.

Drawing upon these models, the assessment team created scoring guides to gauge student progress toward NKO Charter School's Unique Writing Standards as well as state and district standards. The team then repeatedly scored samples of student writing collected from the eight schools in CSI's network, compared their scores to find variances, and revised the rubrics as needed to eliminate significant discrepancies. To build consistent understanding and usage of the rubrics, the team used **exemplars** – samples of student work illustrating distinct levels of achievement that should be scored accordingly. They repeated this exercise several times throughout the Project year until they had confidence in the reliability of the assessment instruments.

Oral Expression
North Lawndale College Preparatory Charter High School (NLCP)

Performance Goal:
"Within two years, 75% of our students will master speaking effectively in a variety of academic and professional settings."

Establishing Reliability in Assessment:
North Lawndale College Prep, a charter high school in Chicago, has established both internal and external consistency and reliability in tools to assess its students' skills in Oral Expression. First, in training faculty and student judges in the use of the rubric, the school uses videotaped Oral Presentations by students from other schools. Teams of assessors of three people each (two faculty members and one student) watch a taped presentation, score it and then compare and discuss individual scoring. They repeat this with two additional taped presentations.

Having each Oral Presentation assessed by three people provides an ongoing check on consistency, reliability and fairness. Significant scoring variances within any three-member scoring team are discussed and resolved by the team. If necessary, the scoring team can request assistance from one of the two English faculty members to resolve a scoring difference.

The school also uses a team of external expert assessors to evaluate randomly selected, taped Oral Presentations. This team consists largely of speech and communications faculty of local colleges and universities and possibly the Speaking, Arguing and Writing Program at Mt. Holyoke College. Scores produced by the external assessors are compared with those of NLCP's internal team, and scoring variances are resolved by refining or clarifying the assessment tool.

Developing Organizational and Management Performance Goals and Measures

In addition to goals and measures for student learning, your accountability plan will require a few goals and measures pertaining to **Organizational and Management Performance**. Many of the general principles and steps outlined above are useful to follow in developing these indicators, though the framing question to guide this task is:

> ***In addition to educational measures, what evidence will show that our school is an effective, well-run institution?***

This will be your opportunity to demonstrate success in areas of organizational and operational performance such as (but not limited to):

- Financial management and performance;
- Strength and stability of leadership, governance and personnel;
- Facilities and other operational management;
- Enrollment, attendance and retention;
- Staffing and professional development;
- Parent and community involvement; and
- Parent and student satisfaction.

For most schools, developing <u>three to four</u> school-specific goals for organizational performance should be sufficient. The following box offers examples of organizational goals and possible related measures.

Examples of Organizational and Management Performance Goals and Measures

Goal: "Teachers and staff will be highly qualified, demonstrate high expectations for all students, and have a positive attitude toward the school and their colleagues."

Measures: *"90% or more of the teaching staff will have at least a bachelor's degree in the subject they teach and at least two years of teaching experience. The teacher retention rate will be at least 90% each year, not including departures for health or family reasons. All teachers will consistently earn satisfactory ratings on regular classroom observations by the Principal and Academic Director. The school will earn satisfactory ratings from at least 90% of the faculty on a survey administered each semester to assess professional satisfaction. At least 90% of parents responding to an annual survey will indicate satisfaction with teachers at our school."*

Goal: **"**Families will see themselves as partners in their children's education and will be active in the life of the school."

Measures: "*At least 80% of parents will participate in report card pick-up days and quarterly parent-teacher conferences, as recorded on sign-in sheets. At least 80% of parents will regularly attend student exhibitions, performances, academic fairs and other showcase events, as recorded on sign-in sheets. At least 20% of parents will volunteer at least 15 hours per year for the school, and at least 50% of parents will volunteer at least 10 hours per year."*

GENERAL TEMPLATE FOR ACCOUNTABILITY PLAN[6]

Accountability Plan for _____ *(School Name)*

Mission Statement	***The mission of our charter school is to…*** *(Brief, jargon-free statement of the school's purpose and broad aims)*
Performance Goal	***What will our school accomplish?*** *(Precise, declarative statement tied to a specified timeframe or length of attendance)*
Performance Indicators	***How will we know that we have achieved this goal?***
Assessment Tools and Measures	***How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?***
Attachments	***Attachments to illustrate the performance goal and assessments.*** *(Note and attach relevant school-developed assessments and/or assessment tools.)*
Rationale for Goal and Measures	***Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?*** *(2-3 sentences)*
Assessment Reliability and Scoring Consistency	***How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?***
Strategies for Attainment	***What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal?*** *(Include designation of point person)*
Baseline Data	***What is our beginning data point?***

[6] Originally developed for *The Charter School Accountability Handbook for Mayor-sponsored Charter Schools*, 3rd ed. (City of Indianapolis, 2004).

1st-Year Target*	***What do we expect to achieve by the end of our first year?*** *(Set your Rating 3 ["Meets standard"] at a level that you would consider on target for your first year.)* Rating 1 *(Does not meet standard):* Rating 2 *(Approaching standard):* Rating 3 *(Meets standard):* Rating 4 *(Exceeds standard):*
4th-Year Target*	***What do we expect to achieve by the end of our fourth year?*** *(Set your Rating 3 ["Meets standard"] at a level that you would consider on target for your fourth year.)* Rating 1 *(Does not meet standard):* Rating 2 *(Approaching standard):* Rating 3 *(Meets standard):* Rating 4 *(Exceeds standard):*
Annual Progress	***What progress have we made toward this goal this year?***

- SAMPLE COMPLETED TEMPLATE PAGE FOLLOWS -

SAMPLE GOAL SUBMISSION FOR ACCOUNTABILITY PLAN

Accountability Plan for the New Academy Charter School

Mission Statement	***The mission of our charter school is to*** cultivate in youth of the Riverside and Brickyards neighborhoods a deep appreciation and understanding of mathematics and science, and to develop in them the academic and social skills and character qualities essential to be active community members, responsible citizens and successful individuals.
Performance Goal	***What will our school accomplish?*** *(Precise, declarative statement tied to a specified timeframe or length of attendance)* Graduating students will have a plan for their future and the confidence, skills and preparation to pursue it.
Performance Indicators	***How will we know that we have achieved this goal?*** Students will demonstrate that they have thought about their interests and aptitudes, have researched necessary steps to achieve their goals, and have outlined a realistic path for taking those steps.
Assessment Tools and Measures	***How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?*** Beginning in the 8th grade, students will develop a career plan that is revised annually. The career plan will be evaluated for soundness by the school counselor and each student's teacher-advisor, using a tool that we have developed for this purpose.
Attachments	***Attachments to illustrate the performance goal and assessments.*** *(Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it once it is developed.)* Our school-developed tool for evaluating student career plans is attached. *[Example response only – no tool is attached to this sample.]*
Rationale for Goal and Measures	***Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?*** *(2-3 sentences)* Developing in students the self-knowledge and skills to plan realistically for their futures is essential to our mission. We are committed to preparing our students to succeed beyond our doors. Individual student career plans, thoughtfully revised each year with faculty counseling, will teach students to engage in self-reflection and research that will equip them to follow a plan throughout their lives – adjusting as necessary, but continuously focused on meaningful and realistic goals.
Assessment Reliability and Scoring Consistency	***How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?*** The school counselor and all teachers (who also serve as advisors to assigned groups of students) will be trained to use the tool that we have developed for evaluating student career plans. From the first set of career plans developed in 2004-2005, we will identify exemplars representing distinct levels of achievement (Excellent, Good, Fair, Needs Improvement) that should be rated accordingly, and will use these to help guide and build consistency in evaluation. Guided by the exemplars, the counselor and teachers will repeatedly evaluate a sample set of actual career plans developed in 2004-2005 (including written comments and oral feedback as well as a numeric score for each plan), comparing their scores and comments to identify variances, and revising the evaluation tool as needed

	to eliminate significant discrepancies. We will repeat these "practice evaluations" as needed until we are confident in the reliability and consistent usage of the evaluation tool.
Strategies for Attainment	***What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal?*** *(Include designation of point person)* The school will provide career interest and aptitude inventories for students. The school counselor will work with students and teacher-advisors to support the development of annual plans beginning in the eighth grade. The Academic Director will oversee these strategies.
Baseline Data	***What is our beginning data point?*** Career plans from the 2004-2005 school year, which will be finalized in May 2005.
1st-Year Target	***What do we expect to achieve by the end of our first year?*** *(Set your Rating 3 ["Meets standard"] at a level that you would consider on target for your first year.)* Rating 1 *(Does not meet standard):* Fewer than 70% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of "Good" or "Excellent" according to our evaluation tool). Rating 2 *(Approaching standard)* 70% to 84% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of "Good" or "Excellent" according to our evaluation tool). Rating 3 *(Meets standard):* **85% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of "Good" or "Excellent" according to our evaluation tool).** Rating 4 *(Exceeds standard)*: 86% or more students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of "Good" or "Excellent" according to our evaluation tool).
4th-Year Target	***What do we expect to achieve by the end of our fourth year?*** *(Set your Rating 3 ["Meets standard"] at a level that you would consider on target for your fourth year.)* Rating 1 *(Does not meet standard):* Fewer than 80% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of "Good" or "Excellent" according to our evaluation tool). Rating 2 *(Approaching standard):* 80% to 94% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of "Good" or "Excellent" according to our evaluation tool). Rating 3 *(Meets standard):* **95% of students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of "Good" or "Excellent" according to our evaluation tool).** Rating 4 *(Exceeds standard):* 96% or more students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of "Good" or "Excellent" according to our evaluation tool).
Annual Progress	***What progress have we made toward this goal this year?***

APPENDIX 7

Review by the State Public Charter School Authority
Of a Charter School Application for a Fall, 2013, Startup

Suggested Authority Board meeting date to comply with statutory requirements and based on a September 4, 2012, application due date is in **bold font:**

1. A charter school application for sponsorship by the State Public Charter School Authority (Authority) proposing a fall, 2013, startup of the school must be submitted by the Committee to Form the School and received by Authority staff at 1749 Stewart Street, Suite 40, Carson City, between 8:00AM, Monday, August 27, 2012, and 5:00PM, Friday, August 31, 2012. For the purposes of NRS 386.525, the date of receipt of an application submitted between the dates and times identified above will be Tuesday, September 4, 2012.

2. Upon receipt of an application by Authority staff, a copy of the application will be sent to all Authority Board members.

3. The Authority Board will meet 45 days after September 4, 2012 (**Friday, October 19, 2012**), to review the application for compliance with statute and regulation and for completeness and for approval or denial.

4. During the 45 day period between receipt of the application and the meeting of the Authority Board, the Application Review Team will review the application and interview the members of the Committee to Form the School.

5. Based on its review of the application and interview of the Committee, the Application Review Team, at the Authority Board meeting to be held October 19, 2012, will make a recommendation to the Authority Board for approval or denial of the application.

6. Within 30 days after the October 19, 2012, meeting Authority staff will provide written notice of the Authority Board's determination to the applicant.

7. If the Authority Board denies an application, and the applicant wishes to resubmit the application for further consideration by the Authority Board, the applicant will be given 30 days after receipt of the written notice referred to in 6, above, to correct the application's deficiencies and resubmit the application.

8. Upon receipt of a resubmitted application by Authority staff, a copy of the application will be sent to all Authority Board members.

9. The Application Review Team will review the resubmitted application for correction of the deficiencies identified in the written notice.

10. At its next regularly scheduled meeting, the Authority Board will review the resubmitted application for compliance with applicable statute and regulation and for completeness and for approval or denial.

11. Based on review of the resubmitted application, the Application Review Team, at the meeting identified in 10, above, of the Authority Board, will make a recommendation to the Authority Board for approval or denial of the resubmitted application.

Timeline:

Tuesday, September 4, 2012: Effective date of application receipt by Authority staff. Per statute, the Authority Board shall meet to consider the application "not later than 45 days after receipt of the application." 45 days after September 4 is October 19.

Friday, October 19, 2012: Meeting of the Authority Board. Per statute, "not more than 30 days after the meeting," the Authority staff shall provide written notice of the Authority Board's determination regarding the application to the applicant.

Within 30 days of October 19, 2012: Authority staff will provide written notice of the Authority Board's determination to the applicant. Per statute, if the Authority Board denies the application, "the applicant must be granted 30 days after receipt of the written notice" to correct and resubmit the application.

Within 30 days of receipt by the application of the written notice: Resubmitted application due to the Authority staff.

Next regularly scheduled meeting of the Authority Board: Board considers the resubmitted application.