

At-risk pupils : As noted in [NRS 386.500](#) to [386.610](#), inclusive, IICSN intends to serve more than 51% of its pupils who would be considered at risk with economic and/or academic disadvantages and requiring special services and/or assistance for success in our educational programs. Innovations International Charter School of Nevada is introducing an inclusive hybrid school that consists of face-to-face instruction with students, a technology laboratory setting, and a distance education program. We are particularly interested in serving pupils who have not yet achieved English proficiency and who are risk of dropping out of high school as they have been unable to meet the minimum of academic standards.

Our program will provide for those pupils previously enrolled in public schools and identified as economically disadvantaged by providing for their nutritional and dietary needs as determined by their previous free and reduced lunch status. Our program will address pupils with linguistic needs since we offer bilingual and biliteracy curriculum across the years. In addition we offer distance education to meet the needs of pupils placed at risk of dropping out of high school and those who do not meet minimum standards of academic proficiency.

Recruiting at-risk pupils: We are developing a needs assessment survey in both English and Spanish that we will distribute to generate interest in our charter school program. We will also approach the Latin Chamber of Commerce to involve business owners as potential school partners. We believe that our program will appeal to students and families placed at risk, particularly due to the emphasis on bilingual education and community structure.

Serving specific needs of at-risk pupils: As an inclusive educational program, IICSN will integrate general education students, students having special needs, students identified as gifted and talented, and students identified as being at risk to form a unique learning community. IICSN recognizes that knowledge is a powerful tool generated by becoming aware that students have unique needs and abilities. In an effort to capitalize on individuals within a community, the mission of this school is to make learning more relevant to real life, to assist students in developing responsibility for self and community, and to enhance collaboration with community members, parents, business people, and institutions of higher education. Dual Language immersion will be emphasized at IICSN wherein both English language and Spanish learners will increase fluency and literacy in both languages. In addition to our language development work, we will also employ learning strategists to develop life long learners, provide for professional development seminars and conference attendance on the part of our educators related to teaching at-risk students, implement family literacy seminars, technology orientations, and family-student-teacher conferences.

Measuring success with at-risk pupils: We will measure our progress with at-risk pupils through a variety of means. One way to measure success is through results of academic testing as mandated by state and federal guidelines. In addition to mandated testing we will employ authentic forms of assessment to monitor students' progress (ie: portfolio development, project-based learning, performance-based instruction, and feedback). We will implement action research with our teachers as well as academic research with university researchers to monitor and unfold the successes with students and families through best-practice researched instruction. We will monitor our relations with families to also ensure their involvement with the school and

to measure success in terms of family satisfaction as well as requesting feedback from our students to determine their satisfaction with our work at the school.

#### At-risk programs benefiting from distance education

IICSN will follow a hybrid approach to its instructional delivery model. Three specific programmatic formats will be followed: Kindergarten to grade five levels follow an on-campus traditional school format for the students' academic day, grades six to eight will follow the traditional format with the introduction of technology as a supplemental tool for instruction. This transitional format is key to what we believe will be a successful distance education program (Bielman, Putney, & Strudler, 2003) because we will continue to emphasize the construction of community in the classrooms while also scaffolding students to be more independent and self-regulated learners. Grades nine to twelve will utilize on and off campus instruction as a format for distance education with technology, web-based instruction, and instruction via the Internet as the modality for student learning.

A key point that will differentiate IICSN from other schools is the continual construction of a citizen-based student self-governance throughout the school related to the Accelerated Schools Plus program. Staff development is continuous through this model in which we encourage and demonstrate to teachers how to make their classrooms a base for "powerful learning" in which the learning environment is authentic, inclusive, learner-centered, interactive, and continuous. Our Global Curriculum base will also work toward this end as we engage students throughout the school in relevant project-based instruction. Obviously a hands-on approach is more likely and more easily attained at the elementary level where teacher-student contact takes place throughout the day and every day. To that end, we are developing a curricular plan for staff development that engages the secondary teachers in continuing that process of developing responsible and caring student citizens who take responsibility for their learning and for that of their peers.

Some of the ways in which we will encourage that citizenship process to continue is for our teachers to provide access to the distance learners to chat sessions in which all students participate. We will be able to maintain records of this multi-way conversation through the software programs used, and teachers and students will keep logs of their entries so that they can follow-up on students who appear to not be participating fully. Our staff will understand our expectations that they engage the online students in conversations, construct online groupings so that student will communicate in small group discussions and then the groups will be responsible for posting a synthesis of their ideas back to the main group for a whole class type of discussion.

While it is not easy to construct community in a distance education learning setting, teachers and students can and will do so when provided with the guidance and expectations that come from a shared governance system where all ideas are considered and decisions are inquiry-based and data-driven. In my own work with distance education learning at the adult level in a course that is highly interactive in the face-to-face setting, I have found that students who may be reluctant to express an idea in whole class will feel comfortable expressing their words "anonymously" as it seems when chatting online (Heflich & Putney, 2001). In addition, the distance education setting is helpful for students who may feel overwhelmed in the larger secondary schools where they may not seek individual attention, especially as an adolescent who is struggling with the delicate balancing act of seeking independence while also wishing to

belong to a community. It is the intention of the founders of this school to provide a means for that balancing act to be less of a burden for at-risk students in particular.

- Bielman, V., Putney, L. G., & Strudler, N. (2003). Constructing community in a postsecondary virtual classroom. *Journal of Educational Computing Research*, 29(1), 119-144.
- Heflich, D. A., & Putney, L. G. (2001). Intimacy and Reflection: Online Conversation in a Practicum Seminar. *Journal of Computing in Teacher Education*, 17(3), 10-17.

Property of IICSN

## PART I FACILITY, PERSONNEL AND EQUIPMENT

1.2 N/A

1.3 N/A

### 1.4 NOT OBTAINED FACILITY, PERSONNEL, OR EQUIPMENT

1.4 (a) IICSN has not yet obtained a facility, personnel, or equipment at the time this charter has been submitted. The committee to form is actively seeking financial banking from individuals and/or foundations at this time.

1.4 (b) Our plan is to continue negotiating a facility through different channels which may consist of purchasing available land with the additional purchase of modular buildings through Modular Technology, Inc. of Phoenix, AZ. This is one option we are pursuing while also working with Commercial Associates to locate existing property and facilities that could be used to house the school. In addition we have begun recruiting educators and support staff members while also seeking funding for curricular expenses and equipment. We have begun working with a technology company to design the computer needs for the school.

Sept. 2004 Written commitment of funding sources

Oct. 2004 Finalize negotiations with funding sources/builders

Nov. 2004 Begin building/renovations

Feb. 2004 Begin advertising positions for faculty and staff

March 2005 Begin recruitment of teachers, administrators, and staff members

April 2005 Letters of intent to hire

May 2005 Finalize equipment, curriculum, furniture ordering

July 2005 Yearly employees begin work in completed building

1.4 (c) August 17, 2005 School begins

1.4 (d) Equipment to be used at the school:

1. Office furniture for administrative offices including desks, file cabinets, credenzas, chairs, bookcases, computer cart, file cabinets. Tables and chairs for teachers' lounge, bookcases, file cabinets, cabinets for storage. Classroom furniture including tables and chairs, desks, kiosks for backpacks, bookshelves, cupboards for manipulatives and art supplies, computer carts, file cabinets. Lunch room furniture including tables and chairs, cooler for food, kitchen equipment for warming food. Health office furniture including a desk, chairs, file cabinets, locking cupboards, cots.

2. Computer equipment for media labs to include polycom units for videoconferencing, TV/VCR/DVD to record videoconference, plasma TVs and green screens for each lab, digital video/audio recorders, cameras, variety of computer equipment (laptop/desktop), tripods for cameras, external drives for data storage.

Classroom equipment to include television, VCR/DVD player, smart board, projector, laptops, computer carts, printers, white board, overhead projector

3. Electronic keyboards for music classroom, various musical instruments, art room supplies as needed, science lab equipment relevant to science subject areas being taught, such as:.

### Lab Station Equipment

- ring stand
- ring stand clamp
- support ring
- utility clamp
- beaker brush
- clay triangle
- watch glass
- 400ml beaker

- test tube holder
- bunsen burner
- burner hose
- striker
- crucible tongs
- wire gauze
- test tube brush
- 250ml beaker
- 250 erlenmeyer flask
- stirring rod
- test tube
- 10ml graduated cylinder
- 100ml graduated cylinder
- filter funnel

4. N/A

5. Photo copy machines, laser printers, Accucut machines and laminators. Paper for photo copying, common office supplies, security cameras, and maintenance/janitorial equipment and supplies.

1.4 (e) N/A

## PART II EDUCATIONAL PROGRAM

### 2.1 PROJECTED ENROLLMENT

The projected enrollment for IICSN Charter School of Nevada (hereafter referred to as IICSN) for year one will be 648 students. The school will then expand two grade levels a year for an anticipated total school enrollment of 1,065 students over a three (3) year period of growth.

### 2.2 GRADE LEVELS PROPOSED TO BE TAUGHT AT IICSN

Projected enrollment encompasses students from kindergarten through twelfth grade when the school has reached its full growth potential. This equates to an anticipated 75 students per grade level at elementary, 81 students at intermediate elementary and middle school, and 90 students per grade level in secondary.

For the first year of operation, IICSN will serve a total of 648 students as follows:

Kindergarten	75 students
Grade One	75 students
Grade Two	75 students
Grade Five	81 students
Grade Six	81 students
Grade Seven	81 students
Grade Nine	90 students
Grade Ten	90 students

### 2.3 CALENDAR

2.3 (a) Research has shown a direct correlation between time on task and student achievement.

Therefore, IICSN will utilize an extended school year of 200 instructional days to foster educational achievement for its student population. Per NRS 387.12, Section 2, "A school calendar must contain at least 180 school days in session. This period must be divided into 10 school months which contain not more than 20 potential school days per month". Pursuant to NRS 386.550, Section 1, paragraph "f" the governing body of IICSN will therefore submit a written request to the superintendent of public instruction for a waiver from providing the days of instruction required by this paragraph because IICSN will be providing additional days of instruction per the following calendar. As shown in the following calendar, IICSN will provide an 8 hour instructional day as well as an extended school year by additional 20 days, which exceeds the amount of instruction provided under a program consisting of only 180 days of instruction.

2.3 (b) The number of legal holidays observed by IICSN will take in the extended day calendar and will include the anticipated holidays as negotiated by the local school district.

Holidays will be as follows:

Monday, September 5, 2005	Labor Day
Monday, October 31, 2005	Nevada Day
Monday, November 14, 2005	Veteran's Day
Thursday and Friday, November 24 – 25, 2005	Thanksgiving
Monday, December 26, 2005-Monday, January 2, 2006	Christmas and New Years
Monday, January 16, 2006	Martin Luther King Jr. Day
Monday, February 20, 2006	Presidents' Day
Monday, May 29, 2006	Memorial Day

2.3 (c) The beginning and ending of each term will constitute a twenty-day extension of the Clark County School District calendar with an additional three days at the beginning of the school year and an additional seventeen days beyond the CCSD calendar as follows:

August 17, 2005	Beginning of the school year, quarter one
October 27, 2005	End of first quarter
October 31, 2005	Beginning of second quarter
January 20, 2006	End of second quarter and first semester
January 23, 2006	Beginning of third quarter and second semester
April 7, 2006	End of third quarter
April 10, 2006	Beginning of fourth quarter
<u>June 23, 2006</u>	<u>End of fourth quarter and second semester</u>

Potential 2005-2006 CALENDAR

2005	
August 10	Licensed Employees Return
August 17	Classes Begin
September 5	Labor Day (No School)
October 28	End of First Grading Period (52 days)
October 31	Nevada Day Observed (No School)
November 11	Veteran's Day (No School)
November 24, 25	Thanksgiving Day and Family Day (No School)
December 16	Winter Break Begins - End of Day
	(No School December 19 - December 31)
2006	
January 2	Classes Resume
January 16	Martin Luther King, Jr. Day Observed (No School)
January 20	End of Second Grading Period (45 days)
	End of First Semester (97 days)
January 23	Second Semester Begins
February 20	Presidents' Day (No School)
March 17	Spring Break Begins - End of Day
	(No School March 20-March 24)
March 27	Classes Resume
April 7	End of Third Grading Period (49 days)

May 29	Memorial Day Observed (No School)
June 23	End of Fourth Grading Period (54 Days)
	End of Second Semester (103 Days)
	End of School Year (200 Days)
June 23	Licensed Employees End Work Year

Work Year Detail

195	Contracted Teacher Work Days
10	Assigned Personal Leave Days

205	Scheduled Teacher Days
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Student Days of Attendance

200	Student Days of Attendance
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SCHOOL CALENDAR BY ACADEMIC MONTH (see Appendix A)

2.3 (d) Other important days

August 10	Licensed Employees Return		
October 28	End of First Grading Period	(52 days)	
November 2-4	Half days for parent conferences		
December 16	Winter Break Begins - End of Day		
	(No School December 19 - December 31)		
January 2	Classes Resume		
January 20	End of Second Grading Period	(45 days)	
	End of First Semester	(97 days) Subtotal	
January 23	Second Semester Begins		
March 17	Spring Break Begins - End of Day		
	(No School March 20-March 24)		
March 27	Classes Resume		
April 7	End of Third Grading Period	(49 days)	
June 23	End of Fourth Grading Period	(54 Days)	
	End of Second Semester	(103 Days)	Subtotal
	End of School Year	(200 Days)	Total
June 23	Licensed Employees End Work Year		

IICSN does not intend to offer school days in which less than a full day of instruction will be administered.

2.4 PROPOSED ENROLLMENT DATES – IICSN will open the enrollment period on February 1 of each school year until the grade levels reach maximum capacity at which time a waiting list will be generated to follow the adopted lottery system. Enrollment will continue throughout each school year, which begins in year one on August 17, 2005 and continues until June 23, 2006. This open enrollment period will allow the school to utilize its waiting list and lottery system to fill any seats vacated during the school year. This enables IICSN to provide maximum service to interested students while maintaining a balanced teacher – student ratio.

2.5 FEES, CHARGES, AND DEPOSITS – No enrollment fees or charges will be imposed upon the students. Lunch program will be offered at minimal/no expense to students, depending on socioeconomic status (See Budget, Appendix F).

2.6 CURRICULUM, COURSE DESCRIPTIONS, GRADE LEVELS, SCHEDULE

The Clark County School District's (CCSD) curriculum essentials framework and syllabi, Nevada State Standards and Benchmarks, and the National Standards will all be central tenets for the curriculum offered at IICSN. The materials offered at the school for all levels, K through twelve, will be a combination of CCSD adopted curriculum, technology and multimedia materials, research-based programs, and instructional best practices offered nationally and internationally.

IICSN will follow a hybrid approach to its instructional delivery model. Three specific programmatic formats will be followed: Kindergarten to grade five levels follow an on-campus traditional school format for the students' academic day, grades six to eight will follow the traditional format with the introduction of technology as a supplemental tool for instruction, while grades nine to twelve will utilize on and off campus instruction as a format for distance education with technology, web-based instruction, and instruction via the Internet as the modality for student learning. At all grade levels, in compliance with state mandates, licensed teachers will be utilized to deliver instruction. At all grade levels, for traditional and distance education curriculum, the curriculum selected for use will be aligned to the Nevada State standards and the CCSD benchmarks, to assist all students in passing the proficiency exams. It is also understood that additional professional development will be initiated to assist all employees in becoming proficient with technology and distance education instructional delivery.

IICSN has received approval from Dr. Keith Rheault at the State Department of Education for distance education, pending approval of the charter in total. The approval was granted on 12-09-04. The proper documentation has been provided.

2.6 (a) Kindergarten through Grade Five

- Follow the traditional instructional format of students on campus for instruction
- 100% on campus time for students
- Technology labs used to introduce students to hardware and software systems
- Technology used in the classrooms for instruction and for student presentations
- Licensed teachers utilized for instruction

Grades Six through Eight

- Follow the traditional format of instruction with the introduction of technology as a supplemental tool for instruction
- 100% on campus time for students
- Grade six serves as a preparation year to the distance education model
- 33% of grade six time used for lab settings for introduction to distance education
- 50% of grade seven and eight time used for lab settings for introduction to distance education
- Licensed teachers used for instruction
- Learning strategist(s) used to assist in teaching strategies to develop life long learners
- Use of technology instructor(s) to assist in mastery of distance education standards



The distance education hybrid model is an extension of the text-based curriculum which means that the distance education portion is supplemental and enrichment of the textbooks used during the traditional portion of the day. These students will be on campus with assigned core area teachers for an eight-hour academic day, five days per week. Grade six will become a preparation year moving toward a distance education model. Grade six students will be on the school campus each day of the week with an academic core teacher, but they will move toward a technology laboratory setting with one third of their day working independently with a technology facilitator. During this time, students will be introduced to the components of distance education and technology that will be needed as we transition to a total distance education model for the higher grade levels. For the introduction to technology in Grades Six through Eight, we anticipate involving students in various instructional technology activities such as: word processing, internet searches for research, enrichment for skills on core area classes, composing internet based documents, using technology components of adopted textbooks, using computer software to practice math, reading, and writing skills along with internet safety, media presentations, learning strategies that are coordinated with the text-based curriculum, and online dictionary.

Grades seven and eight will be on campus five days a week with core content teachers in each of the major subject areas. Like the sixth graders, these students will move toward a distance education model. One half of their academic day will be spent in a technology laboratory setting working further with the components of distance education and technology needed as we transition to a total distance education model for the higher grade levels. A technology facilitator will work with them as they acquire more technology skills and proficiency while learning to schedule their daily routines to complete assigned work and to maneuver web-based curriculum and projects.

#### Grades Nine through Twelve

- Follow a distance education delivery model
- Grade nine serves as a transitional year to the distance education model
- Grade nine spends 60% of their instruction on campus and 40% of their instruction off campus
- Grade ten spends 40% of their instruction on campus and 60% of their instruction off campus
- Grades eleven and twelve spends 20% of their instruction on campus and 80% of their instruction off campus
- Licensed teachers used for instruction
- Learning strategist(s) used to assist in teaching strategies to develop life long learners
- Use of technology instructor(s) to assist in mastery of distance education standards

These students will be on campus with assigned core area teachers for an eight hour academic day depending on their grade level. Grade nine will be a transitional year in which students will be in school three full days a week. Face-to-face instruction will be gradually replaced by instruction through distance education as they learn to maneuver web-based curriculum and projects. Students will be developing e-portfolios and their own websites in response to projects given by teachers. Technology instructor(s) as well as each of the content and elective area teachers will establish a modeling component to

their instruction for further academic emphasis to be utilized off campus as the students work independently to complete assigned work. The teachers will contact students via web caucusing and emails to ensure questions are answered and the assigned work is being completed in a timely manner.

Grade ten students will be on campus two days a week. Grades eleven and twelve will be on campus one day a week. As described for ninth grade students, face-to-face instruction for tenth-grade students will be gradually replaced by instruction through distance education as they learn to maneuver web-based curriculum and projects. Students will also develop e-portfolios and their own websites in response to projects given by teachers. Technology instructor(s), content, and elective area teachers will establish a modeling component to their instruction for further academic emphasis to be utilized off campus as the students work independently to complete assigned work. The teachers will contact students via web caucusing and emails to ensure questions are answered and the assigned work is being completed in a timely manner.

All students in grades six through twelve will have a portion of their time on campus under the direct instruction of learning strategist(s). Learning strategist(s) will work with students in small groups to provide academic strategies that will be integrated with content and elective area courses to better prepare for life-long learning. Students will be given interactive organizers to complete and integrate with content area subjects in order to generalize what is learned to all facets of their growth and development.

For the more advanced technology usage in the Nine through Twelve area, we anticipate involving students in similar instructional technology activities, but at a higher conceptual level related to the various content area courses in which they are enrolled and with more time devoted to the technological instruction time to include lab work related to the content areas. They will be conducting online research, learning how to use citations and references in term papers and reports, learning proper citation techniques, improving their word processing skills, composing internet based documents for research in content areas, using technology components of adopted textbooks, using software to conduct media presentations from their research projects, using computer software to further enhance math, reading, and writing skills. In addition we anticipate that classroom teachers will be seeking out the most pertinent and up to date curriculum available from Web-based services.

IICSN will utilize CCSD's adoption list as the beginning point of textbook adoption. In addition we will seek presentations from publishers to determine which texts will best suit our students' needs. Potential publishers will include those who have already aligned their scope and sequence with Nevada State Standards such as:

Glencoe/McGraw Hill for all ages, McDougal/Littell for social studies and math at middle and high school, Houghton/Mifflin for all ages, Santilliana for dual language bilingual texts, e-classroom, SK Online, STARS, Beyond Books, Homeroom.com, Questia, for distance education materials, and other publishing companies that can provide culturally sensitive materials and appropriate texts that will help our school meet the State of Nevada standards. In addition we will seek out technologically sophisticated sources such as Blackboard, Smartboard, U-Compass, Tegrity, and e-classroom for platforms systems.

In summary, the following courses will offered at each level of learning at IICSN. As one can see, the courses offered parallel the core courses offered in the State of Nevada in accordance with the Clark County School District.

2.6 (a) Grade Levels

ELEMENTARY LEVELS

Kindergarten through Grade Five

English/Language Arts/Reading

- word knowledge
- phonics
- literature
- writing composition
- listening
- research

- vocabulary
- reading comprehension
- writing process
- writing mechanics
- speaking

Mathematics

- numbers
- computation
- functions
- measurement
- geometry
- problem solving
- reasoning

- number sense
- patterns
- algebra
- spatial relationships
- data analysis
- communication
- connections

Science

- life science
- earth and space science
- nature and history of science
- scientific inquiry

- physical science
- environmental science
- technological integrations
- (content and process skills)

Social Studies

- civics
- geography, and

- economics
- history

Technology

- vocabulary
- software
- Internet

- hardware
- word processing

MIDDLE SCHOOL LEVELS

Grades Six through Eight

Mathematics

- numbers
- computation
- functions
- measurement
- geometry

- number sense
- patterns
- algebra
- spatial relationships
- data analysis

- problem solving
  - reasoning
- English
- process
  - mechanics
  - listening
  - research
- Reading
- literature
  - word knowledge
- Science
- life
  - physical
  - earth science
- Social Studies
- world geography
  - US history
  - Nevada history
- Technology
- computer literacy
  - media presentations
  - hardware
  - spreadsheets
- communication
  - connections
  - composition
  - note taking
  - speaking
  - reading comprehension
  - vocabulary
  - word processing
  - Internet research
  - software

## HIGH SCHOOL LEVELS

### Grades Nine through Twelve

- English
- reading/writing for proficiency
  - composition
  - note taking
  - speaking
  - literature classes
- Mathematics
- contemporary mathematics
  - mathematics applications
  - geometry
  - and calculus
- Science
- life science
  - physical science
  - chemistry and chemical sciences
- Social Studies
- geography
- writing process
  - mechanics
  - listening
  - research
  - consumer mathematics
  - algebra
  - trigonometry
  - earth science
  - biology and biological sciences
  - physics
  - world history

- US history
  - psychology
- Technology
- computer literacy
  - media presentations
  - hardware
  - web development
  - video editing
  - spreadsheets
- Electives
- arts
  - occupational education
  - study skills
- US government
  - word processing
  - Internet research
  - software
  - video conferencing
  - html and programming languages
  - 
  - humanities
  - health
  - advanced combination of many of above content classes

## 2.6 (a) PROPOSED CURRICULUM CONTENT CLASSES SYNOPSIS

The proposed curriculum content classes for this K-12 model will correlate with the Nevada State Content Standards and the CCSD benchmarks for all content subject areas. In addition we will be selecting from among the Nevada State adopted texts in all content areas. We will be utilizing both the hard copies of the texts as well as the online and technology based versions of adopted texts at the secondary levels.

### English Language Arts

In this K-12 school, the reading and writing processing skills will be central to biliteracy development at the school as a variety of books and genres are presented to emphasize comprehension, written expression, listening skills, word knowledge, and vocabulary development for reading, writing, and speaking in both the English and Spanish languages. The elementary level will emphasize Readers' Workshop and Writers' Workshop, which will be incorporated throughout the grade levels to insure that content area informational reading and writing are integrated across the subject areas. A variety of literacy materials will be used to develop: (a) critical thinking skills for comprehension, (b) narrative, descriptive, expository, and persuasive written passage performance mastery, and (c) synthesis, analysis, and evaluation skills for both fiction and nonfiction literary forms of text. The writing instruction delineated above will also serve as preparation for writing proficiency for the 8<sup>th</sup> grade state writing test.

English classes at the secondary level will integrate English, written expression, and literature. Specifically at the 7<sup>th</sup> grade level, Reading and World Literature will be developed; at the 8<sup>th</sup> and 9<sup>th</sup> grade levels English and writing composition will be developed; at the 10<sup>th</sup> grade level World Literature will be the basis of information for language arts integration; at the 11<sup>th</sup> grade level American Literature will be the basis of information for language arts integration; at the 12<sup>th</sup> grade level English Literature will be the basis of information for language arts integration. IICSN acknowledges the need to align the English course with Nevada State Standards in order to provide the mandated four years of English instruction for high school graduation. We will ensure that the English courses prepare students for the reading and writing proficiency examinations. Ethnic research skills will be emphasized for students of all ages as a means of

constructing and understanding a cohesive community within classrooms and throughout the school as the students and teachers integrate the spoken word with printed matter and technology for content mastery in our Global Curriculum.

### Mathematics

In alignment with national standards and expectations, IICSN will incorporate mathematical content and process skills to encourage the understanding of mathematic concepts such as computation, reasoning, analysis, problem solving, and mathematics vocabulary, for all students across the grade levels in order to bring relevancy to math for real world connections. Students will develop efficient strategies for completing a variety of operational procedures, for communicating their findings and reasoning through their problem solving, and to develop an appreciation for the value of mathematics in their daily lives. The Math Applications class will serve as a class for students who have not yet been successful in their math careers to integrate the above skills (e.g., numbers, number sense, place value, computation, estimating in number problems, rounding, fundamentals in measurement, spatial relationships, and probability). These mathematical content and processing skills will be integrated with the content and processing skills utilized in the Science curriculum to construct a curriculum that is related to real-life issues and problem solving situations. The mastery of these content and processing skills will enhance mastery of the Global Curriculum. Students in grades eight through twelve will have the opportunity to study a variety of mathematics disciplines to include: (a) algebra, (b) geometry, (c) trigonometry, (d) calculus, and (e) business math, and (f) statistics.

### Science

Science instruction will include an integration of content knowledge and processing skills through hands-on inquiry-based instruction, research, and experimentation. Student's natural curiosity will be encouraged through the study of life science, physical science, earth and space science, environmental science, biology, physics, chemistry, and the nature of scientific practices. Being a distance education school at this level, technology will be integrated throughout the entire curriculum. Students will build skills in using the scientific process of using evidence when preparing information or developing explanations. Math and science literacy skills will be important components for science education across the grade levels of the school. Important science concepts, such as the nature and history of science, are reinforced in all grades. In high school, students will have the opportunity to study a variety of scientific disciplines as well as select to take Honors science courses.

### Social Studies

IICSN will offer a social studies curriculum in the K-12 model consisting of content classes in the following social studies disciplines: ~~from~~ civics, economics, geography, history, US Government, and Nevada State History. In the elementary model we will offer courses in geography, history, civics, and economics. These classes will utilize the Nevada State Content Standards for Social Studies in conjunction with CCSD's suggested grade level social studies benchmarks along with texts that have been adopted throughout the state of Nevada. History classes will cover the full range of

history from explorations to present day in both US and World History. Students will develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. At this level, students will study the history of the United States and the State of Nevada as well as World Geography and History to include content such as ancient history, civics, economics, or current events. A variety of electives courses covering the social studies disciplines of anthropology, economics, geography, history, psychology, sociology, and world affairs may also be offered. Beyond the classroom Social Studies content activities, we will also integrate the knowledge base gained in the general curriculum across content areas as well as throughout the organization and conducting of the Global Curriculum as an enrichment program.

### Global Curriculum Model

Through the innovative use of the enrichment program known as the Global Curriculum Model, middle and high school students at IICSN will actively incorporate the tenets of the United States' democratic values as they study history and adapt traditions and values to meet changing national and international circumstances. Students will develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. At this level, students will study the history of the United States and the State of Nevada as well as World Geography and History to include content such as ancient history, civics, economics, or current events. A variety of electives courses covering the social studies disciplines of anthropology, economics, geography, history, psychology, sociology, and world affairs may also be offered as indicated by student interest since this enrichment program will be offered to meet the needs of students as well as to generate further interest in learning.

The Global Curriculum will provide students opportunities to participate in an apprenticeship model of enrichment activities designed to present them with real-life career development appropriate to their grade level, abilities, and interests.

Such activities could consist of, but are not limited to:

- International banking and marketing
- Governance structures
- Production and marketing of goods and services
- Health care,
- Technology,
- Conflict mediation, etc.

Students will develop a perspective on history and a view of citizenship that emphasizes personal rights and responsibilities for functioning in a complex, global society. Among these areas stressed will be:

- People and historical events of the community, state, nation, and world,
- Geographic place
- Rules, laws, and responsible citizenship of the State of Nevada as well as the United States of America
- Entrepreneurship and the role of government in a market economy

### Physical Education

Physical education for students of all levels at IICSN will be correlated to the Nevada State Content Standards for Physical Education. Therefore Physical Education will be provided in the following strands of curriculum:

- Object movement skills
- Locomotor and non-locomotor movement skills
- Expressive movement
- Physical fitness
- Responsibility and cooperation

Program outcomes of physical education will be knowledge of:

- Benefits and necessity for physical activity for life
- Physical education rules and safety
  - Fair play
  - Responsibility
  - Respect
  - Cooperation, and courtesy
- History, rules, and skills to participate in a variety of sports such as:
  - Badminton, soccer, football, baseball, softball, dance, jump rope skills, Basketball, hockey, volleyball, frisbee skills, lacrosse, paddle tennis, and
  - Other lifetime sports such as
    - Golf, bowling, tennis, bicycling, fishing, etc.

To facilitate physical education and organized sports at the high school level, students at IICSN will be provided the opportunity to pursue further physical education and organized sports at their zoned high schools for credit per NRS 386.560 Authorization to contract for services and facilities; donation of surplus property of school district; board of trustees required to allow pupil to participate in class or activity of school district.

Subsection 4. Except as otherwise provided in this subsection, upon the request of a parent or legal guardian of a pupil who is enrolled in a charter school, the board of trustees of the school district in which the charter school is located shall authorize the pupil to participate in a class that is not available to the pupil at the charter school or participate in an extracurricular activity, excluding sports, at a public school within the school district if:

- (a) Space for the pupil in the class or extracurricular activity is available; and
- (b) The parent or legal guardian demonstrates to the satisfaction of the board of trustees that the pupil is qualified to participate in the class or extracurricular activity.

If the board of trustees of a school district authorizes a pupil to participate in a class or extracurricular activity, excluding sports, pursuant to this subsection, the board of trustees is not required to provide transportation for the pupil to attend the class or activity. The provisions of this subsection do not apply to a pupil who is enrolled in a charter school and who desires to participate on a part-time basis in a program of distance education provided by the board of trustees of a school district pursuant to NRS 388.820 to 388.874, inclusive. Such a pupil must comply with NRS 388.858.

Subsection 5. Upon the request of a parent or legal guardian of a pupil who is enrolled in a charter school, the board of trustees of the school district in which the charter school is located shall authorize the pupil to participate in sports at the public



school that he would otherwise be required to attend within the school district, or upon approval of the board of trustees, any public school within the same zone of attendance as the charter school if:

- (a) Space is available for the pupil to participate; and
- (b) The parent or legal guardian demonstrates to the satisfaction of the board of trustees that the pupil is qualified to participate.

If the board of trustees of a school district authorizes a pupil to participate in sports pursuant to this subsection, the board of trustees is not required to provide transportation for the pupil to participate.

Subsection 6. The board of trustees of a school district may revoke its approval for a pupil to participate in a class, extracurricular activity or sports at a public school pursuant to subsections 4 and 5 if the board of trustees or the public school determines that the pupil has failed to comply with applicable statutes, or applicable rules and regulations of the board of trustees, the public school or an association for interscholastic activities. If the board of trustees so revokes its approval, neither the board of trustees nor the public school are liable for any damages relating to the denial of services to the pupil. (Added to NRS by 1997, 1850; A 1999, 3299; 2001, 3133)

### Fine Arts

The discipline of Fine Arts has long been proven to be an essential element in academic achievement for students of all ages and ability levels. The content of Fine Arts classes will be correlated to the Nevada State Content Standards and will be formally offered a minimum of:

- once per week for a fifty-minute period of time
- by a licensed and/or recognized instructor
- to all students in Kindergarten to grade six

Students who elect to continue with this subject area will receive additional interaction with the arts over the course of the week as they work in their selected Global Curriculum Strands. Such strands could consist of, but are not limited to:

- Illustrating publication journals,
- Constructing works of art for a Global Curriculum Museum,
- Producing a school-based website,
- Designing graphic arts projects for the school, and much more.

The goals of visual arts will be:

- Understanding and appreciating art through aesthetics
- Drawing meaning and judging the quality of art through art appreciation
- Studying the culture and history of works of art
- Producing art through personal, imaginative expression using a variety of materials and techniques
- Utilizing a wide range of subject matter, media presentations, symbols, images, and visual expressions to develop a reflection of inner feelings
- Portraying emotions tied to the arts while evaluating individual efforts to produce artistic products

Visual arts at all levels will be used to promote the students' thinking, working, communicating, reasoning, and investigating skills while providing for familiarity with

ideas, concepts, issues, dilemmas, and knowledge. The integration of Fine Arts will be incorporated in Language Arts, Reading, and Written Expression as students learn vocabulary, artistic concepts, and interact with informational text depicting the history of art and its prominent artists associated with various types of work to develop increasing fluency in visual, oral, and written communication.

Further integration of Fine Arts will be incorporated in mathematics as students utilize problem-solving activities inherent to the study of visual arts. Students will develop cognitive, affective, and psychomotor skills while selecting and transforming ideas, discriminating spatial relationships and symmetry, synthesizing and evaluating mathematical structures of what they see, and utilizing perspective to reproduce a piece of art. Students will apply these skills to expand their knowledge of published visual arts as well as their own creative work.

Finally, students will learn to reflect on the nature of human involvement in art as a viewer, creator, and participant while understanding the relationships among art forms and between their own work and that of others. They will be able to relate understanding about the historical and cultural contexts of art to situations in contemporary, real-life settings.

## Music

Music instruction at the elementary level will enable students to experience a variety of activities in movement, speaking, singing, listening, playing, sight reading, composing, and evaluating.

In particular, the musical elements to be covered are:

- Rhythm
- Melody
- Harmony
- Musical form, composition, and expression

Instruction in vocal and instrumental music will be formally offered a minimum of once per week for a fifty minute period of time by a licensed instructor to all students in kindergarten to grade six. Students who elect to continue with this subject area will receive additional interaction with music as it integrates with Fine Arts over the course of the week as they work in their selected Global Curriculum Strands. Such strands could consist of, but are not limited to, developing and instructing students in a school song, writing and recording music to compliment a production, inserting music to a school-based website, and much more.

The goals of music will be:

- understanding and appreciating music through aesthetics,
- drawing meaning and judging the quality of music through music appreciation,
- studying the culture and history of works of music,
- producing music through personal, imaginative expression using a variety of materials as well as a variety of vocal and instrumental techniques,
- utilizing a wide range of subject matter, media presentations, symbols, images, and music expressions to develop a reflection of inner feelings, and

- portraying emotions tied to the music while evaluating individual efforts to produce musical products.

Music at all levels will be used to promote the students' thinking, working, communicating, reasoning, and investigating skills while providing for familiarity with the ideas, concepts, issues, dilemmas, and knowledge. The integration of music through the fine arts will be incorporated in Language Arts, Reading, Drama, and Written Expression as students learn vocabulary, musical concepts, and interact with informational text depicting the history of music and its prominent musicians associated with various types of work to develop increasing fluency in visual, oral, and written communication.

Further integration of Music will be incorporated in mathematics as students utilize problem-solving activities inherent to the study and construction of musical pieces. Students will develop cognitive, affective, and psychomotor skills while selecting and transforming ideas, discriminating rhythmic patterns, synthesizing and evaluating mathematical structures of what they hear and construct, and utilizing auditory skills to reproduce a piece of music. Students will apply these skills to expand their knowledge of published musical compositions as well as their own creative work.

Students will reflect on the nature of human involvement in music as a listener, creator, and participant while understanding relationships among musical forms and between their own work and that of others. They will be able to relate understanding about historical and cultural contexts of music to situations in contemporary, real-life settings.

In addition to the curriculum outlined above, IICSN recognizes that knowledge is a powerful tool generated by becoming aware that students have unique needs and abilities. In an effort to capitalize on individuals within a community, the mission of this school is to make learning more relevant to real life, to assist students in developing responsibility for self and community, and to enhance collaboration with community members, parents, business people, and institutions of higher education. Affording children first-hand experiences of a democratic, free enterprise society will help them to develop skills for becoming productive citizens in a global society as they become adults. Therefore, the impetus for curriculum development and the integration of skills will be the development and integration of a Global Curriculum.

### Innovative Global Curriculum

The innovative characteristics of the Global Curriculum will be as follows:

- Traditional-based academic subject areas taught in morning hours and used in project-based learning activities in afternoons
- Mini-society built within the school integrates students across all grade levels (K - 12) sharing skills in mathematics, social studies, language arts, and science
- Developed and operated by students while integrating members of the community as leaders and role models in the Global Curriculum strands

Essential strands of the Global Curriculum will be:

- Citizenship and Government - utilizing social studies to substantiate

- Community development
- History, and
- US Governmental structure as it pertains to establishing, enforcing, and following a system of rules and regulations governing school citizens
- Economy – utilizing mathematics to substantiate a finance system
- Health – utilizing science and medicine to substantiate community services regarding
  - Health
  - Community resources
  - Nutrition and growth
- Humanities and the Fine Arts – utilizing social science, science, and the arts to develop a free market system of goods and service exchange
- International Knowledge – utilizing language development and social studies to develop biliterate learners able to function within a global world
- Technology – utilizing a variety of science, mathematic, language, and research skills to develop and sustain a wide variety of informational internal and external media presentations

### Dual Language Immersion

Dual Language Immersion will be another emphasis for IICSN as Spanish and English are both valued languages in the Las Vegas area. Through this language development, English language learners will increase fluency and literacy in the Spanish language and Spanish language learners will increase fluency and literacy in the English language.

Bilingualism is linked to balanced cognitive, linguistic, and social development. Therefore, Spanish and English will be learned through daily and formalized instruction for English and Spanish Language Development with a minimum of a 90 minute period per week, as well as in the Global Curriculum. Two-way dual language programs contain both language minority and language majority students in the same classroom, with language development and content area instruction in both languages. This arrangement best promotes proficiency in both languages along with academic achievement.

IICSN intends to implement a “50/50” model in which instructional time in each language is equal and we will implement a split curriculum in which the vocabulary from the courses taught in the target language are integrated throughout the remainder of the curriculum. The dual language model will continue throughout the elementary and middle school levels to best enhance fluency in both languages for all students. In addition we will incorporate language development classes at the secondary level in which courses will be taught in Spanish (e.g., advanced Spanish literature, history classes, Spanish for Spanish Speakers, etc.) depending upon the language expertise of our teachers. A Newcomer’s Class will be offered for students who enter above the elementary level. This particular class will address extra language development with credentialed teachers to incorporate high intensive language development for these students.

Licensed bilingual teachers will be utilized to instruct the students in Spanish and English. Care will taken in selecting these teachers to ensure that they have understanding of the second language acquisition process to include asking for writing samples and oral

proficiency during the interview process. In addition, professional development will be provided concerning issues of biliteracy. In selecting appropriate textbook and classroom curriculum materials we will look for age-appropriateness and varying readability levels of materials. We will select from among textbooks using both Spanish and English languages in order to enrich and foster the biliteracy model. Students' languages and cultures will be valued and seen as assets to all academic subject areas as an integration of the dual languages with each subject area is incorporated. This leads to bonding with school and community, will result in fewer dropouts, and increased individual student academic achievement. Family communication will remain intact, self-esteem of families and students will be enhanced as children remain connected to their families and culture, and community members will feel welcome as they participate in sharing their expertise within the Global Curriculum.

2.6 (b) Designation of courses for graduation and for promotion to each grade level –

The same standards required of all Nevada public schools and for the schools in the Clark County School District will be employed for passing from one grade level to another in the elementary and middle school years. Students must demonstrate mastery of core content classes in order to be proficient for the next grade level. Course work will include content knowledge and process skills as demonstrated by authentic assessment, standardized examinations, and criterion referenced exams.

Graduation requirements from high school will also follow the same standards marked for all Nevada public schools and for the schools in the Clark County School District.

For a standard diploma, students will need:

<u>Required Classes</u>	<u>Units</u>
English	4
Mathematics	3*
Science	2
Physical Education	2
US History	1
World History	1
US Government	1
Health	½
Use of Computers	½
Electives	7 ½
Total	22 ½

For an advanced diploma, students will need:

<u>Required Classes</u>	<u>Units</u>
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English	4
Mathematics	4*
Science	3
Physical Education	2
US History	1
World History	1
US Government	1
Health	½
Use of Computers	½
Arts/Humanities	1
Electives	6
Total	24

2.6 (c) Schedule of classes to meet the requirements for prescribed courses and required courses of study offered at IICSN to meet the requirements of NRS 389.

Core academic subjects to be taught will be:

- English, to include an integration of
  - Reading, Composition, and Writing
- Mathematics, to include
  - Algebra I or Applied Algebra IA and IB
  - Algebra II or Other Advanced Math (e.g., calculus, statistics, trigonometry, etc.)
- Science, to include a minimum of 30% of instruction time in laboratory work
- Social Studies, to include
  - History
  - Geography
  - Economics
  - Government

In addition to core academic subjects, the following subjects will be taught as applicable for grade levels and to the extent practical for all public schools:

- Arts
- Computer education and technology
- Health
- Physical education.

If the State Board requires the completion of course work in a subject area for graduation from high school or promotion to the next grade, the required course work will be offered.

In accordance with NRS 389.020 and 389.030, instruction will also be offered in American government and American history to include:

- Constitution of the United States, including the Bill of Rights
- Constitution of the state of Nevada
- Declaration of Independence
- Origin and history of the Constitution
- Study of American institutions and ideals.

The instruction in American government will be offered for one year in the elementary school grades and one year in the high school grades. Instruction in American

history will be for a period of at least one year. No student may receive a certificate or diploma for graduation without having passed a course in American government and American history.

IICSN will offer a course of instruction on acquired immune deficiency syndrome, human reproduction, related communicable diseases, and sexual responsibility. This will be addressed as a high school health class as a one semester unit of study. Parents or guardians of pupils to take this class will be offered an opportunity to give written consent for their child to take the course.

IICSN will establish a program of independent study pursuant to NRS 389.155 to allow a full-time high school student the ability to complete any required or elective course by independent study outside of the normal classroom setting. The teacher of these courses will be responsible for assignments, communication, and assessment of the work necessary for course completion. This independent study can be provided for a full-time student enrolled in a high school within the school district. A periodic review will be conducted by the Governing Body in an effort to insure that all courses of study offered at the school comply with the standards of content and performance pursuant to NRS 389.520. If necessary, adjustments and revisions will be made to ensure compliance.

RECOMMENDED WEEKLY TIME ALLOCATION

Core Academics			Integrated Academics						Total
Reading	Oral & Written Language	Math	Social Studies	Science	Health	Physical Education	Music	Art	Combined

maximum 500 per week between these subjects

Kindergarten

Minimum Minutes	210	100	30	30	30	100	50	50	600
Maximum Minutes	none	none	none	none	none	100	50	50	

Primary (1,2)

Minimum Minutes	595	255	60	60	30	100	50	50	1200
Maximum Minutes	none	none	none	none	none	100	50	50	

Intermediate (3,4,5)

Minimum Minutes	755	355	80	80	30	100	50	50	1500
Maximum Minutes	none	none	none	none	none	100	50	50	

Middle (6,7,8)

Minimum Minutes	775	435	100	250	30	100	60	60	1810
Maximum Minutes	none	none	none	none	none	250	250	250	

2.7 SCHEDULE OF EXAMINATIONS OF ACHIEVEMENT AND PROFICIENCY

2.7 (a) Aligned with Schedules of Examination -- IICSN will align its testing procedures with those set forth by the Clark County School District and the State of Nevada pursuant to NRS 389.550 and utilizing the effective date of July 1, 2005. Students in grades three, four, five, six, seven, and eight will take criterion-referenced examinations that measure the achievement of students in English and mathematics. Grades five and eight will also take the criterion-referenced examination in science. Grades four and eight will take the prescribed writing examination for proficiency. Students in grades 4 and 7 will also take the Iowa Test of Basic Skills (or the current standardized test required by the state) and students in grade 10 will take the Iowa Test of Educational Development (or the current standardized test required by the state). High school students will be responsible for taking and passing the high school proficiency exams in reading, writing, mathematics, and science in order to obtain a standard or advanced high school diploma.

2.7 (b) Requirements of NRS 389 -- The Governing Body of IICSN will oversee the testing security measures. The administration of the school will be responsible for administering the examinations prescribed by the State Board. The examinations will be administered in a manner similar to the local school district during the spring semester of the school year. Uniform procedures adopted by the State Board will be used to ensure compliance to uniform testing procedures.

Reporting the results of examinations and reconciliation of the numbers of students taking examinations will be directed by the State Board. The Governing Body of IICSN will submit the results of the examinations to the Superintendent of Public Instruction for the State of Nevada for review and will follow all established procedures and policies set by the local school district and the State Board concerning test security. Adoption and enforcement of a plan for test security utilized in the Clark County School District will be followed by IICSN. Violation of the state or district plan will be investigated by the school district and the state department with an enforcement of disciplinary procedures to follow.

2.8 CREDIT FOR COURSES COMPLETED SUCCESSFULLY

2.8 (a) COPIES OF TRANSCRIPTS AND DIPLOMAS

Copies of the transcript used at IICSN can be found in Appendix B.

Copies of the diplomas granted at IICSN can be found in Appendix C.

2.8 (b) WRITTEN POLICY CONCERNING TRANSFER OF CREDIT

I Credit by Examination

A The credit by examination procedure is an opportunity for the advanced student to progress at the student's own learning rate. Credit is to be awarded on the demonstrated competence through an examination process. Credit by examination is available only to students who have never taken the course for which a test is offered, except for students exclusively enrolled in programs through the Division of Alternative Education of Clark County School District, following NRS 388.537 and also NRS 389. The CCSD Division of Alternative Education is responsible for the development of the necessary operations, procedures, and implementation of this exception.

B Any student regularly enrolled in grades nine through twelve in the Clark County School District may receive high school credit in some of the specific courses offered in the curriculum of Clark County high schools. Students may be allowed to substitute



- a total of six units from approved programs outside the regular curriculum.
- C Courses which primarily involve psychomotor skills are to be excluded from the credit by examination procedure.
  - D Students, counselors, and administrators may initiate the process by submitting a completed Credit by Examination form to the CCSD Division of Alternative Education.
  - E If a pupil transfers from one school in this district or state to another school in this state or from a school outside this state, the course work completed by the pupil must be evaluated by the school that the pupil transfers to, in accordance with the successful completion of reading and mathematics courses of instruction necessary for promotion to the next level of education.

## 2.9 TEXTBOOK SELECTION –

IICSN will utilize CCSD's adoption list as the beginning point of textbook adoption. In addition we will seek presentations from publishers to determine which texts will best suit our students' needs. Potential publishers will include those who have already aligned their scope and sequence with Nevada State Standards such as: Glencoe/McGraw Hill for all ages, McDougal/Littell for social studies and math at middle and high school, Houghton/Mifflin for all ages, Santilliana for dual language bilingual texts, e-classroom, SK Online, STARS, Beyond Books, Homeroom.com, Questia, for distance education materials, and other publishing companies that can provide culturally sensitive materials and appropriate texts that will help our school meet the State of Nevada standards. In addition we will seek out technologically sophisticated sources such as Blackboard, Smartboard, U-Compass, Tegrity, and e-classroom for platforms systems.

### I. Selection of Textbooks

- A The selection and provision of instructional materials within IICSN shall be consistent with Clark County School District and those on the Nevada State adopted list. IICSN will also utilize materials that have been research-based and compliment the Global Curriculum used across the grade levels. A variety of materials in the areas of software and web-based curriculum will be evaluated and utilized for the distance education services offered at the school. These materials shall be selected in the quantity and quality deemed appropriate by the professional staff and consistent with the financial resources of the district.
- B The term instructional materials includes basic textbooks, library books, instructional materials, and electronic media that are managed on a school-wide basis.
- C Basic textbook selection will include the following:
  - 1 Professional staff will be involved in the development and implementation of all basic textbook procedures
  - 2 A systematic basic textbook adoption procedure will be used to recommend textbooks for local adoptions in each grade and subject area
  - 3 An appropriate textbook commission will be part of the basic textbook adoption procedure
  - 4 A central accounting procedure will be utilized to control the distribution of all district textbooks
  - 5 Textbooks selected for use in literature, history, or social studies content areas

must accurately portray the culture and racial diversity of our society, including lessons on the contributions made to our society by men and women from various racial and ethnic backgrounds

- 6 The library-media center shall have a materials selection procedure supportive of the school's instructional program and based on basic written selection principles

II The administrators, in consultation with professional staff, are responsible for selection of library/media materials within each school

- A It is recognized that differences of opinion regarding certain instructional materials will exist. The administration shall have responsibility of making final selection where differences occur. However, to the extent possible, administration will utilize procedures that enable lay citizens and professional staff to register their reactions and suggestions regarding individual instructional materials
- B A library-media center committee will serve in an advisory capacity for the selection process. The committee will be appointed by the administrators and will include the librarian/media specialist, three teachers, two parents, and the administrators or his/her designee.
- C The committee shall also serve in a review capacity for challenged material. Suitability of material shall be determined through examination, checking of available reviews, and consulting standard evaluation aids. Opinions should be based on the material as a whole without judging passages out of context.
- D Supplemental instructional materials will be selected by professional staff as approved by administrators. These materials must be consistent with the curricular and instructional requirement as required by NAC 390.120 and NAC 390.130.

2.10 KIND OF SCHOOL

At completion of the three-year growth phase, IICSN will consist of grades K through twelve. The plan is to begin with elementary and middle and high school levels in year one, adding at both levels each year (indicated by underlined numbers) through year three as follows:

Year 1 – K, 1, 2, 5, 6, 7, 9, 10

Year 2 – K, 1, 2, 3, 5, 6, 7, 8, 9, 10, 11

Year 3 – K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

2.11 SERVICES AND PROGRAMS FOR PUPILS WITH DISABILITIES

IICSN is required, under the Individuals With Disabilities Education Act Amendments of 1997 and the Nevada Administrative Code to provide students with disabilities a free and appropriate public education and have established procedures to ensure that students with disabilities and their parents/guardians/surrogate parents are provided with certain procedural safeguards. No service providers have been contacted at this time.

IDEA Procedural Safeguards for Parents and Students Include the right to:

- Give informed consent (written approval) before IICSN can test, evaluate, re-evaluate or place the child
- Inspect and review all of the child's educational records

- Participate in meetings and made educational decisions concerning the identification, evaluation, educational placement, or the provision of a Free Appropriate Public Education(FAPE) to the child
- Request an independent educational evaluation of the child at public expense if the parent disagrees with the evaluation conducted by the school
- Receive prior written notice in an understandable language, in the parent's native language or other mode of communication, when the school proposes, or refuses to identify, evaluate, place or provide the child with FAPE
- Receive a copy of the procedural safeguards (parental rights) when the school proposes, or refuses, to evaluate/re-evaluate, develops an IEP, proposes a change in placement, or receives a request for a due process hearing
- Request mediation to resolve disputes resulting from the school's proposal, or refusal to identify, evaluate, place or provide the child with FAPE
- Request an impartial due process hearing if the parent disagrees with the school's decision concerning the identification, evaluation, educational placement or the provision of FAPE for the child
- Be represented by counsel, present evidence and confront, cross examine and compel the attendance of witnesses at the impartial due process hearing
- Obtain a written transcript, electronic or verbatim record of the hearing
- Appeal the decision of the impartial due process Hearing Officer
- Appeal the decision of the Review Officer to state or federal court
- Receive reasonable attorney's fees if the parents are the prevailing party in an impartial due process hearing

IICSN will also support other basic rights given to students and parents under IDEA. They include the right to:

- Receive FAPE
- Be educated in the least restrictive environment with non-disabled peers to the maximum extent appropriate
- File a complaint with the Nevada Department of Education if the parents believe the school is not complying with the federal/state special education laws and regulations
- Have a manifestation of determination review when the child's school recommends removal from the school to an interim alternative educational placement for more than 10 days violating school disciplinary rules, to review the relationship between the child's disability and the behavior subject to disciplinary action
- Request an impartial due process hearing and to have the hearing expedited if the parent disagrees with either the school's decision to remove the child to an interim alternative educational placement for more than 10 days violating school disciplinary rules, to determine the relatedness of the child's behavior to his/her disability or with any discipline related decision regarding the child's educational program
- Enroll a child in a private school. However, if the parent disagrees with the school's offer of FAPE and intends to seek tuition reimbursement, the request may be denied or reduced if the school is not provided with notice of intent to remove the child at the most recent IEP meeting prior to removal or if the school is not provided written notice 10 days prior to removing the child from the school

Procedural Safeguards Notice.

- IICSN acknowledges that a copy of the Explanation of Procedural Safeguards to Parents of Children with Disabilities is vital. These procedural safeguards will be made available to the parent (s)/guardian (s) of a child with a disability, at a minimum:
  - Upon initial referral for evaluation
  - Upon each notification of an IEP meeting
  - Upon reevaluation of the child
  - Upon receipt of a request for due process
- IICSN acknowledges the importance of utilizing Parental Prior Notice to keep parents informed of the school's intent. Parental Prior Notice will be given for the following:
  - Evaluation and identification of student's special education needs
  - Determination of student's eligibility for special education programming
  - Developing and Individualized Education Program (IEP) and educational placement
  - Reviewing/revising the IEP and/or educational placement
  - Reevaluating the student's special education needs and continued eligibility for special education services
  - Changes in special education related services
  - Changes in special education placement
  - Developing a Transition Plan
  - When the district refuses to act
  - When it is within the child's best interest to have an IEP written and implemented even though the parents may not like what is written in the IEP
- The reasons for the proposed above actions would be:
  - Academic concerns
  - IEP development or review
  - Evaluation/reevaluation results
  - Parental/Guardian/Surrogate concerns
  - Health concerns
  - Behavior concerns
  - Speech/Language concerns
  - Teacher concerns
  - Student concerns
- IICSN fully intends to have Parental Prior Notice accompanied by the Explanation of Procedural Safeguards Available to Parents of Children with Disabilities at all times. This affords the parents the opportunity to realize that IICSN values their time and protects their rights as parents of a child having a disability.

Parental Consent.

IICSN will actively seek informed parental consent. This consent will be obtained before:

- conducting an initial evaluation or reevaluation
- the initial provision of special education services related to a child with a disability
- termination from special education

IICSN acknowledges that parental consent is not required before:

- administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of all parents
- reviewing existing data as a part of an evaluation or reevaluation

IICSN also realizes that parents have the right to refuse consent.

- If the parents of a child with a disability refuse consent for initial evaluation or a reevaluation, IICSN may continue to pursue those evaluations by using the due process procedures under Sec. 300.507-300.509, or the mediation procedures under Sec. 300.506 if appropriate, except to the extent inconsistent with State law relating to parental consent.
- Failure to respond to request for reevaluation:
  - Informed parental consent need not be obtained for reevaluation if IICSN can demonstrate that it has taken reasonable measures to obtain that consent, and the child's parent has failed to respond.
  - To meet the reasonable measures IICSN must use procedures consistent with those in Sec. 300.345(d).
  - A State may require parental consent for other services and activities under this part if it ensures that each public agency in the State establishes and implements effective procedures to ensure that a parent's refusal to consent does not result in a failure to provide the child with FAPE.
  - IICSN may not use a parent's refusal to consent to one service or activity to deny the parent or child any other service, benefit, or activity, except as required by this part.

#### Special Education Funding

IICSN recognizes the federal government provides approximately 12% of special education costs. State and local funds support the bulk of the education of children with disabilities. IICSN will learn how special education funds are handled in the State of Nevada in order to seek compliance with budgetary items. Payment of special education funds to IICSN will involve the school's documentation of services, personnel, and related services. IICSN will work with the local sponsoring school district to develop a system for fund reimbursement and to report the students actively receiving special education services from its special education department. IICSN will be responsible for adding additional funds where needed for its special education students.

IICSN will place in its budget a line item for a full time licensed special education teacher on its campus at all times to assist teachers, students, parents, and related service providers at a minimum with the development, incorporation, and implementation of the IEP and special education services available at the school. IICSN will contract with a local independent licensed school psychologist to evaluate the strengths and areas of student challenges to assist the team in determining whether special education services are needed for a child. The independent psychologist will be responsible for billing IICSN for his/her services at a predetermined hourly rate for services rendered. IICSN will also utilize related service providers for OT, PT, Speech and Language, and other determined services for students who have needs listed in their IEPs. These independent providers will also be responsible for billing IICSN for their services at a predetermined

hourly rate prior to working with students. IICSN will document all services rendered and all expenses paid in order to maintain viable funding records.

### Free Appropriate Public Education (FAPE)

IICSN acknowledges that every educationally disadvantaged student is entitled under both the IDEA and Section 504 to receive a free appropriate public education. FAPE refers to special education and related services that:

- Are provided at public expense, under public supervision and direction and without charge
- Meet the standards of the State Educational Agency
- Include preschool, elementary school, or secondary school education in the State of Nevada
- Are provided in conformity with the IEP requirements

IICSN is responsible for the identification, assessment, and service delivery to provide special education services to identified students. These services include:

- Direct educational instruction and services
- Related educational services

These services will take place in the student's least restrictive environment. What constitutes an appropriate public education program for an individual student at IICSN will take place on a case-by-case basis depending on the unique needs of the student. IICSN will follow the requirements delineated in IDEA and assure there is no discrimination for educational services based on the disability status of students.

### Change of Placement

IICSN acknowledges that a change in placement will generally trigger an informal student review based on the unique circumstances of an individual student. A Parental Prior Notice will be sent outlining the need for the proposed meeting arrangements. A change in placement could entail any of the following:

- Substantial change in the student's academic performance or disabling condition leading to movement from a least restrictive environment to another more restrictive environment
- A change in physical location where the change implies the least restrictive environment issues by moving the student to an environment where opportunities for interaction with nondisabled peers are diminished, thereby altering a student's educational program
- Graduation with a regular high school diploma requires written prior notice and an opportunity for parents to challenge the proposed change
- Cumulative short-term suspensions of a student totaling more than 10 school days in a school year may constitute a change of placement; or when the removals create a pattern of exclusion of more than ten days in a school year because of the length of each removal and the total amount of time the child is removed, and the proximity of the removals to one another
- The IEP committee will be responsible for monitoring truancy and attendance of its individual students. Before the student reaches ten days of absence or truancy, the IEP committee will reconvene to determine if the absence is related to the

disability through a manifestation determination. This will be conducted to ensure that FAPE is not denied a child and does not become a due process issue. The committee will develop intervention strategies related to the continuance of FAPE whether there is or is not a manifestation determination related to the student's documented disability. Special education services through the use of the identified strategies will be continued on the eleventh day of the suspension.

Prior written notice by IICSN must be given prior to the change in placement. The content of notice should include the requirements necessary to initiate or change the identification, evaluation, or educational placement of the child or the provision of a Free Appropriate Public Education (FAPE) and allow time for parents to consent. The content of IICSN's prior written notice will include:

- A description of the action proposed or refused by the school
- An explanation of why the school proposes or refuses to take the action
- A description of any other options the school considered and the reasons why those options were rejected
- A description of each evaluation procedure, test, record, or report the school used as a basis for the proposed or refused action
  - A description of any other factors that are relevant to the school's proposal or refusal
- A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained
- Sources for parents to contact to obtain assistance in understanding the provisions of this part.
- Notice in understandable language.
  - If the native language or other mode of communication of the parent is not a written language, IICSN shall take steps to ensure the notice is translated orally or by other means to the parent in his or her native language or other mode of communication
  - That the parent understands the content of the notice
  - That there is written evidence that the requirements of this section have been met.

IICSN will follow all mandated procedural safeguards and mandates in the Nevada Administrative Code (NAC) 388.300 and the Code of Federal Regulations (CFR) for change of placement procedures.

Recognizing that IICSN is a public school with an obligation to serve all students who seek enrollment, we intend to serve students with special needs in a manner in conjunction with federal disability laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act, and the Individuals with Disabilities Education act. In addition we intend to use the most recent research on inclusive practices for students with special needs in order to provide the best setting for all students in the school. IICSN will be responsible for identification, assessment, and service delivery which will be aligned with the school's mission and goals. The service delivery related to educational practices ensures the following:

- All educators share responsibility for accommodating the learning and behavioral needs of all learners
- All students participate in accountability testing
- Students are educated in the least restrictive environment with age and developmentally appropriate peers
- Differentiated instruction is used to meet the needs of students
- Effective instructional methods and validated teaching methods are utilized to actively involve students in the learning process.

#### Service Delivery Model

The following information will address the steps to be followed at IICSN for students with disabilities. Since IICSN is a hybrid school of face-to-face instruction with students, a technology laboratory setting, and a distance education program. Identification of potential students needing special education will be an utmost concern of the school. The philosophy of the school involves the integration of students having needs with developmentally and age appropriate peers in the least restrictive environment, the general education classroom. Licensed special educators and ancillary staff will work alongside general education teachers in the classrooms on a consultative basis serving the needs of identified students and working with the teachers to implement modifications and accommodations for core coursework.

#### Identification of Students

IICSN will take measures to ensure that every student with a disability who elects to attend the school is identified, evaluated and served in the manner appropriate to the unique needs of the student. These measures will include:

1. Organization of a program for screening students within the enrollment of the school;
2. Posting within the school concerning the program for screening and the availability of special services and programs of instruction for pupils with disabilities;
3. Establishment of procedures for the referral of pupils with disabilities to agencies of state and local government providing services for those pupils;
4. Communication with such agencies; and
5. Establishment of a system of records for the purpose of verifying:
  - (a) The implementation of the foregoing measures; and
  - (b) That each pupil identified as disabled is receiving services appropriate to the pupil's disability.

A team of teachers, administration, nurse, and special educators will be utilized to form a Student Support Committee. When a concern for a student's progress is brought before the Student Support Team, all documentation brought forward will be reviewed. The content teacher (s) will provide the team with samples of work, samples of testing, a list of concerns, and a list of interventions currently used to assist the child's progress. The content teacher (s) will also provide the team with documentation that they have discussed the concerns with the parents/guardians in an effort to work together as a cohesive unit for the achievement of the student. The team will review the information and concerns brought forward and implement the following steps.



1. Given a new set of accommodations by the team, the teacher (s) will try these in the classroom for four weeks and reconvene the team with a progress report.
2. During this four week period of time, assign a Case Teacher to observe the student and content teacher in class to document two, thirty minute interactions; reconvene the team to review the information gained.
3. Conduct an informational meeting with the parents/guardians of the child, the child's teacher, and the Student Support Team to discuss all information/documentation collected.
4. If the need persists, proceed forward with either a Section 504 determination or an initial evaluation for special education.
5. Determination of the development of a Section 504 will result in a scheduling of a Section 504 team meeting to proceed forward.

### Special Education Evaluation / Implementation Process

An evaluation is conducted when a student is suspected of having a disability. IICSN has an obligation to locate and identify children with disabilities under the child find requirements of IDEA. This must be comprehensive and individual as it related to the suspected disability.

### IICSN Student Support Committee – Teacher Concerns Brought Forward and Options Reviewed

- A Student Support Committee will be formed at IICSN for student concerns to be reviewed
- Teachers will obtain and complete a Request for Assistance Form to bring to the team along with documentation of student work
- Teacher (s) and the Student Support Committee will meet to review the Request for Assistance form to discuss the following educational options for the student

#### Option One:

- Student Support Committee will encourage the teacher to consider the existing general educational placement
- General education environmental factors, curriculum variables, instructional variables, classroom environmental factors, and student learning characteristics will be discussed
- Student Support Committee will suggest interventions for the general education teacher to consider and implement

#### Option Two:

- Student Support Committee will encourage the teacher to discuss his/her concerns in detail
- Problem (s) to be addressed will be prioritized
- Problem (s) will be analyzed and if needed, screenings will be conducted
- Student Support Committee will develop an individualized intervention program for the student
- A case manager will be assigned to provide on-going assistance to the teacher
- Student progress monitoring will be conducted and documented
- Intervention outcomes will be discussed with the Student Support Committee approximately six weeks after the interventions have been implemented
- If the concerns have been resolved, the process will be discontinued

- If the concerns are being resolved through the use of the interventions, the process will continue
- If the concerns are unresolved, the interventions will be modified or a referral for further special education evaluation will be made

Option Three:

- Student Support Committee will encourage the information be shared with the school psychologist
- Student Support Committee may request that special education evaluation be completed

Per the requirements of IDEA, a comprehensive individual evaluation in all areas related to the student's suspected disability will be conducted by IICSN'S school psychologist. Parents, students, or school personnel may request an evaluation. The following implementation guidelines will be followed for Initial Evaluation:

Initial Evaluation/Identification

Per IDEA mandates, prior parent permission to test, prior notification of the determination of eligibility meeting, and any necessary parental collection of further information will be gained prior to testing. Parents/guardians will also be given a pamphlet of procedural safeguards and explanation of their due process rights. This will most probably take place immediately after the Student Support Team determines whether or not there is a need for further evaluation.

In an effort to provide students with quality assistance, IICSN will contract with a local independent licensed school psychologist to evaluate the strengths and areas of challenge to determine whether special education services are needed for the student. IICSN will also work closely with CCSD to ensure all rights are afforded the student and parents/guardians in an effort to provide quality care for the student. All timelines listed in the federal and state mandates will be followed in an effort to provide the family and student with a timely and appropriate response.

Initial Evaluation:

- IICSN will utilize its Student Support Committee to recommend evaluation of an identified students after intervention strategies have been put into place as is deemed necessary.
- Parental participation in IICSN's Student Support Committee meeting will be encouraged to share the information gathered. The following data can be included:
  - Evaluations and information provided and shared by the parents of the child
  - Current classroom based assessments and observations
  - Observations by teachers and related service providers
- Parental written consent will be obtained before an evaluation is conducted. At this time, the Explanation of Procedural Safeguards Available to Parents of Children with Disabilities will be reviewed in detail with the parents. A Parental Authorization for Evaluation and Assistance from Special Student Services form will be presented to the parent (s) for signatures in order to begin the initial evaluation procedures.

- From the date of the signature, IICSN will have 45 days to complete the assessment. Included in the formal initial evaluation could be:
  - Parental report of concerns
  - Medical documentation relevant to the child's suspected disability
  - Psychologist's evaluation
  - Special education teacher's report on concerns or observations made of the student in the classroom setting
  - Other related services evaluations that were conducted relevant to the suspected disability of the student
- An eligibility team meeting will then be called for the purpose of reviewing the perceived eligibility of the student for special education services. The members of the eligibility team will be those mandated by the NRS who have expertise in the disability under investigation. The eligibility team could consist of the following members:
  - IICSN's school administration
  - Parent (s)/ legal guardian (s)
  - At least one teacher
  - Other specialist (s) familiar with the suspected disability
  - School psychologist
  - School nurse
  - Ancillary Staff (OT, PT, Speech Therapist, etc..)
  - The Student (when appropriate)
  - Special Education teacher
- At the time of the eligibility meeting, the Explanation of Procedural Safeguards Available to Parents of Children with Disabilities will be reviewed with the parents.
- The team will then determine whether or not the child is or is not eligible for special education services. The eligibility or non-eligibility forms will be signed by the parents and a copy will be made and handed to them.
- Within 30 days of the eligibility meeting, an IEP meeting will be scheduled to write the Individualized Education Plan (IEP) for the student. IICSN fully intends to hold this IEP meeting directly after the eligibility meeting unless it is inconvenient for the parent/guardian to do so. Members of the required IEP team at this time will be:
  - LEA
  - General education teacher
  - Parent (s)/ Guardian (s)
  - Student when appropriate
  - Special Education teacher
  - Others as appropriate
- IICSN will conduct a full and individual initial evaluation in accordance with CRF 300.532 and 300.533 before the initial provision of special education and related services to a child with a suspected disability

The following statements of assurance will be made to ensure that special education services will follow prescribed forms in concurrence with the local school district.

- IICSN will develop appropriate forms and/or utilize appropriate CCSD special education forms.
- IICSN will use the state mandated IEP forms.
- IICSN will use the state recommended eligibility forms.
- IICSN will use the CCSD Parental Rights Handbook (or comparable). This will be provided to parents of students with (suspected) disabilities at every meeting.
- IICSN will develop and maintain a confidential folder for each student with a disability.
- IICSN will be responsible for the care and maintenance of all educational/confidential records received from CCSD.
- IICSN will adhere to NAC 388.150 in relation to numbers of students within a unit.
- IICSN will adhere to NAC 388.165 in relation to the required licensing of teachers.
- IICSN will adhere to the provisions of NAC 388.265 in relation to the consideration of suspension or expulsion for a student with disabilities.
- IICSN will comply with the provisions of NAC 388.261 in relation to student educational records.
- IICSN also acknowledges that Nevada's regulations for criteria eligibility for special education services can be equal to or better than the federal regulations. Therefore, it will follow the state regulations for student eligibility. Parents will be provided with a copy of their Procedural Safeguards Available to Parents of Children with Disabilities with an explanation of compliance with Nevada's NRS. Since a child from another state may not be eligible for special education services in Nevada, a Student Support Committee will then meet to strategize interventions for the student to facilitate student success at IICSN.

Evaluation Process:

Evaluation will be conducted by a Multidisciplinary Team (MDT) to include:

- IICSN's school administration
- Parent (s)/ legal guardian
- At least one general education teacher
- Other specialist (s) familiar with the suspected disability
- Special education teacher
- School psychologist
- Results of the evaluation will be based on more than a single procedure, assessment, or test that is not racially or culturally biased
- No single procedure is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.
- Evaluation will be conducted and administered by trained and knowledgeable personnel employed or contracted by IICSN in accordance with any instructions provided by the producer of the tests
- The student will be assessed in all areas related to the suspected disability to include if appropriate:
  - Health
  - Vision

- Hearing
- Social and emotional status
- General intelligence
- Academic performance
- Communicative status
- Motor abilities
- Evaluation materials will:
  - Be provided and administered in the child's native language or other mode of communication
  - Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills
- IICSN will use technically sound instruments to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors
- IICSN will use assessment tools and strategies that will provide relevant information that directly assists in determining the educational needs of the child to include an individually administered, standardized test of cognitive ability interpreted by a licensed school psychologist or licensed or certified psychologist. If the child is under the age of 6 the assessments will be made by a licensed school psychologist or a licensed or certified psychologist with documented training in the assessment of preschool pupils with disabilities.
- If the social and emotional condition of a pupil with a disability is assessed, the assessment made by a psychologist or another certified or licensed mental health professional may include:
  1. Observation of the pupil;
  2. An interview of the pupil or of any person having personal knowledge of the pupil;
  3. Projective testing of the social and emotional condition of the pupil; and
  4. The use of:
    - a. A behavior rating scale;
    - b. An adaptive behavior scale; and
    - c. A self-report inventory.

Reevaluation:

IICSN understands that a reevaluation must meet the same IDEA requirements as a pre-placement evaluation. A reevaluation is usually conducted for a child who has placement in the special education program with an identified IEP. However, a reevaluation need not be identical to the pre-placement evaluation in every respect. A reevaluation should address the following:

- whether the child continues to have a particular disability
- ascertainment of the child's present levels of performance and educational needs
- whether the child continues to need special education and related services
- whether any additions or modifications to the special education and related services called for the IEP need to enable him/her to meet the measurable annual goals or to participate in the general education curriculum

IICSN acknowledges that a reevaluation must occur at least every three years (triennial reevaluation) by law. A reevaluation may occur more frequently under certain circumstances such as if the student's parent(s)/legal guardian(s) request it, or a teacher requests reevaluation. It may also occur if certain conditions warrant, (e.g., child no longer has a particular disability, assessment of child's present level of performance or educational needs require a reevaluation, or the child is no longer achieving goals and benchmarks established under the current IEP). In order to do justification to the reevaluation process, the MDT team (general education teacher, parent (s)/ guardian (s), student when appropriate, special education teacher, and others as appropriate) will meet to discuss the intensity and scope of the reevaluation. Items to consider for identifying the scope of the evaluation will be:

- review of student records
- teacher report (s)
- consideration of the length of the disability and the impact on the child's educational achievement
- informal assessments conducted
- parental reports
- medical reports as appropriate
- student reports as appropriate

IICSN will utilize a MDT to review the existing evaluation data on a child to determine if any other data are needed to make decisions about a child's eligibility and services. This team will determine amongst themselves and with other qualified professionals whether additional data are or are not needed, how to notify the parents of the determination, the reasons for it, and of the parent's rights to still request a further evaluation. Further evaluations will be completed if the parents so request. Since parental consent is required for the triennial reevaluation, a copy of the procedural safeguards, prior written notice, and consent for evaluation will be made available to the parents for signatures.

All initial and reevaluation procedures will be reported to pertinent members of an IEP team following mandated IEP procedures at IICSN. Results from the assessments will be reviewed by the eligibility team to determine eligibility for special education and related services. IICSN will insure that parent (s)/legal guardian (s) and the child when appropriate are active members of the team making placement decisions.

#### Determination of Eligibility

A multidisciplinary team approach will be taken to determine a student's eligibility for special education services. On the multidisciplinary team will be the content area teacher (s), a special educator, an administrator, the parents/guardians, the school psychologist, a nurse, any contracted ancillary staff (ex: Speech Therapist, OT, PT), and when appropriate, the child himself/herself. At this meeting, the psychologist and anyone else who conducted an evaluation will reveal the information gained and make recommendations for the student's placement. The recommendation for placement in special education will be based upon the particular special needs of the child related to a specific disabling condition(s) such as:

- autism
- developmentally delayed
- health impairment
- orthopedic impairment
- speech/language impairment
- visual impairment/blind
- deaf/blind
- emotional disturbance
- mental retardation
- specific learning disability
- traumatic brain injury
- multiple impairment

A student must be shown to be in need of special education and related services due to or as a result of his or her disabilities. If a student brings forward an IEP from another school, or from another state, the eligibility team will meet to determine whether a reevaluation is appropriate for this student as a change of placement will generally trigger a reevaluation.

Parents/guardians reserve the right to accept or refuse the services to be offered. If there is an agreement, the formation of an Individualized Education Plan will follow to govern the academic action plan to assist the child's development and academic achievement.

### Eligibility Team

IICSN will utilize the eligibility team approach to determine a child's eligibility for special education services and to determine if the child's disability is adversely affecting his/her education to require special education services as mandated in the NRS under one of the thirteen identified categories. Members may include but not be limited to:

- IICSN's school administration
- Parent (s)/ legal guardian (s)
- At least one teacher
- Other specialist (s) familiar and specific to the suspected disability
- School psychologist
- School nurse
- Ancillary Staff (OT, PT, Speech Therapist, etc..)
- The Student (when appropriate)
- Special Education teacher

At the eligibility meeting, the psychologist and anyone else who conducted an evaluation specific to the suspected disability will reveal the information gained and make recommendations for placement. The recommendation for placement in special education will be based upon one or more of the identified classification categories outlined in IDEA. Once the eligibility has been agreed upon, an IEP team will then write an individual education plan that describes the specific educational services required with identified goals and benchmarks.

### Individualized Education Plan (IEP)

Once the child is deemed eligible for special education services by an eligibility team, an IEP team will meet to develop the IEP based on the identified student needs and providing for the least restrictive environment available. The IEP is built by discussing the student's present levels of performance to determine what impact the disability has on the student's academic progress. The team will further discuss what special factors must be considered (e.g., student's behavior, English proficiency, visual impairment, deaf or hard of hearing, or use of assistive technology needed) to determine the nature and extent of the services to be delivered. If the student is at or beyond the minimal age of 14, the IEP team must determine if transition services are needed for the student to prepare the student for post-secondary outcomes.

The IEP team, with the assistance of a special education teacher, utilizes the information from the eligibility report to determine measurable annual goals, benchmarks, or short-term objectives for student progress. If necessary, benchmarks and goals are set for any related services. The IEP team decides what modifications, accommodations, or supports for the student will be added to include beginning and ending dates, frequency, and location of services to

enable the student to participate with non-disabled students in regular education classes or other education related settings.

In addition to these accommodations, the IEP team determines what acceptable accommodations are appropriate for further mandated state-wide and/or district-wide assessments in which the student participates. Finally the IEP team determines and justifies the least restrictive placement decided upon for this student. The parent or legal guardian has the right to agree or disagree with the components of the IEP for implementation.

If a new student enters IICSN with a current IEP, the assigned special educator will review the IEP. If the IEP is current and can be fully implemented by IICSN, a temporary placement form will be signed by the parent as well as permission for additional assessment and services will be immediately implemented. If it is determined that the IEP cannot be fully implemented, an interim IEP will be developed while additional assessment occurs. In either of the above scenarios an annual IEP must be developed within 30 calendar days.

If the IEP is incomplete or expired, and there is no current evaluation documentation available, school personnel with assistance from the parent, will make a reasonable effort to get current documentation from the out of district school. If it can be confirmed that the student is special education eligible, even though paperwork is not available, an interim IEP will be developed with immediate delivery of services. Within 30 calendar days, additional assessment will occur, and if appropriate, an annual IEP will occur. If it cannot be confirmed that the student is eligible for special education services, then the student will be placed in general education and the school and parent will make the decision as to whether initial assessment shall occur. No parent or child will be turned away or asked to return at a later date.

Special education professionals at IICSN will work, to the best of their abilities, to ensure the inclusion of special needs students in the general education classroom and extra-curricular activities. In developing a pupil's individualized educational program, the committee which develops the program shall provide for the least restrictive environment to the maximum extent appropriate. In making this determination, the committee shall consider any potential harmful effects on the student and the quality of services required. The committee shall provide for the placement of the student in a regular class unless the committee determines he/she cannot receive an appropriate education in a regular class, even with supplementary aids and services. The basis for any such determination must be clearly set forth in the student's individualized educational program.

Unless the needs or performance of a student precludes such participation, a student with a disability will be encouraged to participate with students who are not disabled at mealtime, recess, or any other nonacademic or extracurricular activity occurring at school for the maximum extent appropriate. If a student with a disability is excluded from such participation because of his/her needs or performance, the basis for the exclusion must be clearly set forth in the individualized educational program of the student.

At IICSN the placement of a student with a disability will be determined at least annually by a group of persons, including, without limitation, the parents of the student and other persons who are knowledgeable about the student, the meaning of the evaluation data and the placement options. A student will remain at IICSN as the school of choice, or be returned to the school that he/she would normally attend if possible, or in the school closest to the student's home which is capable of providing the services required by the student's individualized educational program if the parents and/or the committee feel an alternative placement would be more beneficial to the student.



An IEP will be developed for each student identified for special education and ancillary services based upon the initial evaluation and recommendations from the multidisciplinary team. Parents/guardians and the student, when appropriate, will take an active role in writing the IEP in an effort to customize its contents to the individualized needs of the student. The IEP will be reviewed and updated yearly and a triennial review of the student's progress will be held to determine whether there should be a continuance or whether the student can be released from the program.

Before providing special services and programs of instruction for students with disabilities, other than gifted and talented pupils, IICSN will adopt a procedure whereby an individualized educational program is developed for each such student. The procedure adopted will ensure that an individualized educational program is in effect at the beginning of each school year and before the initiation of special education or related services.

The individualized educational program for a student will be developed, reviewed, and revised by a committee which includes at least:

- One representative of IICSN who is:
  1. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of pupils with disabilities;
  2. Knowledgeable about the general curriculum of the public agency; and
  3. Knowledgeable about the availability of resources of IICSN;
- One regular classroom teacher who teaches the student (if the student participates in a regular educational environment), or one regular classroom teacher (if the student may participate in a regular educational environment),
- One special education teacher who teaches the student, or if appropriate, one person who provides special educational services to the student;
- One or both of the pupil's parents;

The following people are optional to be in attendance:

- A person who is familiar with the tests and other assessments performed on or by the student and their results and who can interpret the instructional implications of the results of the evaluation (if not otherwise a member of the committee);
- If the committee is meeting to develop an individualized educational program which includes needed transition services, or to consider the student's transition services needs, the student and a representative of the participating agency; and
- At least one member of the committee must have personal knowledge about the personnel and options for placement available to provide special education and related services to the student.
- The parents or their representative and the representative of IICSN may each ask such other persons who have knowledge or special expertise concerning the student, including the student and persons who provide related services to the student, as the parents or the representative of IICSN deem appropriate to join the committee.

1. IICSN shall:

- (a) At least annually, initiate and conduct the meetings of the committees formed to develop the individualized educational programs;
- (b) Maintain detailed records of each such program and the procedure followed in developing it;
- (c) Ensure that each regular classroom teacher, special education teacher, persons who provide related services, and any other provider of services to the student who is responsible for carrying out the student's individualized educational program has access to the student's individualized educational program and is informed of any specific responsibilities related to carrying out the student's individualized educational program;
- (d) Ensure that each regular classroom teacher, special education teacher, persons who provide related services and any other provider of services to the student who is responsible for carrying out the student's individualized educational program is informed of any specific accommodation, modification or support that must be provided to the student in accordance with the student's individualized educational program;
- (e) Implement each program as soon as possible after it is developed;
- (f) Take whatever action is necessary, including arranging for an interpreter for parents who are deaf or whose native language is other than English, to ensure that parents who attend a committee meeting understand the proceedings;
- (g) Provide the services and instruction deemed necessary for the student by the committee; and
- (h) Initiate and conduct additional meetings of the committees formed to develop the individualized educational programs to identify alternative methods of providing transition services or to revise the individualized educational program of a student with a disability when a participating agency fails to provide an agreed upon service.

2. IICSN shall:

- (a) Schedule the meeting for a time and at a place that is mutually agreed upon by the parents of the student and IICSN;
- (b) Provide the parents of the student with written notice of the purpose, date, time and location of the committee meeting and a list of the persons who will attend the meeting;
- (c) Inform the parents of their right to invite persons who have knowledge or special expertise regarding the student, including, without limitation, related service personnel, to participate as a member of the committee that will develop the student's individualized educational program;
- (d) Provide the parents with a statement of parental rights; and
- (e) If needed transition services for a student, transition services needs for a student or both needed transition services and transition service needs of a student will be discussed at the meeting:
  - i. Provide notice to the student and the parent and include in the notice to the student an invitation to the student to attend the meeting and include in the

notice to the parent a statement that the student will be invited to attend the meeting; and

- ii. Specifically state in the notice that needed transition services, transition services needs or both needed transition services and transition services needs, as applicable, will be discussed at the meeting.

The notice must be given sufficiently far in advance of the meeting to enable the parents to make arrangements to attend.

- If the parents do not acknowledge receipt of the notice given pursuant to subsection 5, IICSN will make additional attempts to notify them, which may include, without limitation, attempts to notify them by telephone or through a visit to their home or place of employment. If, after consultation concerning the time and place of the meeting, the parents are unable to attend the committee meeting in person, IICSN will use reasonable efforts to secure their participation in the meeting by written, telephonic or other means. IICSN will keep detailed records of any telephone calls, correspondence or visits made to the parent's home or place of employment or had pursuant to this section and their results, if any.
  - If the reasonable efforts of IICSN to involve the pupil's parents are unsuccessful, the parents shall be deemed unavailable and IICSN will develop an individualized educational program without the parents.
  - If the individualized educational program includes needed transition services, transition services needs or both needed transition services and a statement of transition services needs, and a representative of the participating agency does not attend the meeting, IICSN will consult with the participating agency regarding the planning of such services. If the student for whom the individualized educational program is being developed does not attend the meeting and the program includes needed transition services, transition services needs or both needed transition services and transition services needs, IICSN will use alternative methods to ascertain the preferences and interest of the student and document the alternative methods that were used.
3. The committee shall:
- Meet to develop the student's program no later than 30 days after it is determined that the student is eligible for special services and programs of instruction
  - Base the program it develops on the results of an evaluation made in accordance with MAC 388.330 to 388.440, inclusive.
  - Review the program at least annually and revise it as necessary.
  - Provide a copy of the program and any revisions to the parents.

The format of the IEP will follow those guidelines set by the IDEA, State of Nevada, and the Clark County School District. The format of the IEP to be used by IICSN is outlined as follows:

- (a) A statement of the student's present levels of educational performance, including, without limitation:
  - (1) If the student is preschool age, a description of how the disability affects the participation of the student in appropriate activities.

- (2) If the student is above preschool age, a description of how the disability affects the involvement and progress of the student in the general curriculum.
- (b) A statement of the measurable annual goals, including benchmarks or the short-term instructional objectives, related to meeting the needs of the student that result from the student's disability. Such goals must enable the student to participate and progress in the general curriculum and meet the other educational needs that result from the disability.
- (c) A statement of the specific special education, supplementary aids and services, and related services to be provided to the student, or on behalf of the student, and a statement of the modifications to the regular educational program or support for school personnel that must be provided for the student to:
- (1) Advance appropriately toward attaining the annual goals set forth
  - (2) Participate and progress in the general curriculum;
  - (3) Participate in extracurricular activities and other nonacademic activities;
  - (4) Participate with other students with disabilities and students who are not disabled
- (d) A statement of the assistive technology devices and services necessary for the student to be able to receive a free appropriate public education.
- (e) If the student is 14 years of age or older, a statement of the needs of the student for transition services with regard to his/her courses of study, including, without limitation, participation in advanced placement courses or a vocational educational program. The committee may prepare such a statement before the student is 14 years of age if the committee determines that the statement is appropriate for the student. The statement required by this paragraph must be updated annually.
- (f) If the student is 16 years of age or older, a statement of the transition services needed, including, if appropriate, a statement of interagency responsibilities or any other linkages needed. The committee may prepare such a statement before the student is 16 years of age if the committee determines that the statement is appropriate for the student. The statement required by this paragraph must be updated annually.
- (g) The projected dates for the initiation of the modifications and services described in paragraphs (c) to (f), inclusive, and the anticipated frequency, location and duration of such modifications and services.
- (h) A statement that describes the method by which the progress of the student toward the annual goals will be measured and the method by which the parents of the student will be regularly informed, by periodic reports of progress or otherwise, at least as often as a parent of a student who is not disabled is informed of the progress of his student. The report of progress must adequately inform the parent of:
- (1) The progress of the student; and
  - (2) The extent to which the progress is sufficient to enable the student to achieve the goals set forth in paragraph (b) on or before the completion of the academic year.
- (i) A statement of the modifications necessary, if any, for the student to participate in examinations which are required by this state or school. If the committee determines that the student must not participate in a particular examination or a particular part of an examination, the committee shall include a statement describing the reason why the examination or the particular part of an examination is not appropriate for the student and the method by which the student will be otherwise tested. The committee shall not base

its determination of whether a student may participate in such examinations upon the fact that the student has already been labeled as having a disability, or upon the placement of the student or other categorical factors.

- (j) If the student is entering the public agency from another public agency, provisions relating to case management and interagency transition services.
  - (k) A statement of the reasons for the placement of the student, including a statement of the other placements considered by the team and the reasons why the team rejected a less restrictive placement.
  - (l) An explanation of the extent, if any, to which the student will not participate in a regular class or in extracurricular or other nonacademic activities with studentd who are not disabled.
  - (m) On or before the date on which the student attains the age of 17 years, a statement that the student has been informed of the rights that will devolve upon the student when he/she attains the age of 18 years. The statement must be updated annually.
- 4 When developing a student's individualized educational program, the committee shall determine:
- (a) If the behavior of the student impedes the learning of the student or other students, consider, if appropriate, strategies to address such behavior, including, without limitation, positive behavioral supports and interventions.
  - (b) If the student has limited proficiency in English, consider the language needs of the student as those needs relate to the his/her individualized educational program;
  - (c) If the student is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the committee determines, after an evaluation of the student's reading and writing skills, needs and appropriate reading and writing media, including, without limitation, an evaluation of the pupil's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the student;
  - (d) Consider the communication needs of the student, and in the case of a student who is deaf or hard-of-hearing, consider the student's language and communication needs, opportunities for direct communications with other students and professional personnel in his/her language and communication mode, academic level and full range of needs, including, without limitation, opportunities for direct instruction in the pupil's language and communication mode; and
  - (e) Consider whether the student requires assistive technology devices and services.
- 5 When developing a student's individualized educational program, the public agency:
- a) May include goals and objectives of the general curriculum in the individualized educational program of the student if his/her disability affects participation, involvement and progress in the general curriculum and if the individualized educational committee determines that the inclusion of such goals and objectives is appropriate for that student;
  - b) Shall not limit the availability of extended school year programs to students with a particular category of disability or unilaterally limit the type, amount or duration of those programs; and
  - c) Shall include in the individualized educational program of a student who requires positive behavioral interventions, strategies and supports:

- Positive methods to modify the environment of pupils with disabilities to promote adaptive behavior and reduce the occurrence of inappropriate behavior;
- Methods to teach skills to students with disabilities so that the students can replace inappropriate behavior with adaptive behavior;
- Methods to enhance the independence and quality of life of students with disabilities;
- The use of the least restrictive methods to respond to and reinforce the behavior of students with disabilities; and
- A process of designing interventions based on the student that are focused on promoting appropriate changes in behavior as well as enhancing the overall quality of life for the student without the use of aversive or negative means.

If both an individualized educational program and another individualized plan or program of services are required to be prepared for a student, the latter plan or program may be incorporated in the individualized educational program.

Further services needed will be addressed through independent contracts with licensed individuals. IEPs will be made available to the parents, multidisciplinary team members, and when appropriate to the child himself/herself. Permanent confidential records will be kept on file in the school's office in locked, fireproof file cabinets. The special education teachers will be responsible for maintaining the student records and for keeping all student records confidential and secure.

Should students move to other schools either locally or out of district, when requested by the new school, a copy of the IEP will be forwarded with the necessary documents for enrollment. All incoming IEPs to IICSN will be reviewed and implemented in the necessary timelines set by federal and state mandates. Compliance will be a priority of the school and the special education teacher (s).

#### Provision of Special Education Services

IICSN will provide all students with a quality education. Students having an IEP will be educated in the general education classrooms. If a child is found to need adaptive physical education, a licensed adaptive physical education teacher will also be contracted to provide the necessary services. Adaptive PE services will be conducted during the student's identified physical education classes.

IICSN educators believe in inclusive education with all children ranging from severely involved to gifted and talented working alongside general education peers. The belief is held that children need to be accountable for grade level academic information in order to perform adequately on standardized and criterion referenced exams. Research has shown that students need to model and interact with a variety of levels and talents in order to intake and remember information gained during an instructional period. Therefore, all students will be valued members of the classroom and work collaboratively to support and teach each other within the classroom environment.

IICSN is required, under the Family Educational Rights and Privacy Act (FERPA) to protect the privacy rights of parents and students and to have established procedures to ensure that students and parents have access to the student's educational records. FERPA Procedural Safeguards for Parents and Students include the right to:

- Annual notification of procedural safeguards
- Inspect and review the child's educational records
- Request the child's educational records be amended if the parent or the child believes the educational records relating to the child contain any information that is inaccurate, misleading, or in violation of the child's right to privacy
- Give informed consent (written permission) before the school can release any personal information about the child to any person not otherwise entitled by law to see such information
- File a complaint with the Family Policy Compliance Office, U.S. Department of Education, if the parent believes the school has in any way violated the child's rights to privacy
- Access the child's educational records within a reasonable period of time, but not more than 45 days after the school has received the parental request
- Request and have a hearing, and to present evidence to challenge the school's final decision not to amend the child's educational record
- Receive prior notification of the date, time, and place in advance of the hearing
- Present evidence and be represented by someone of the parent's choosing, or an attorney at the parent's expense
- Receive written decision of the issues presented in the hearing within a reasonable period of time following the hearing

#### Contracted Ancillary/Related Services

IICSN recognizes that students may need more assistance than can be provided by the special education teacher. Related services to be provided by the school at no cost to the parents/guardians will be Speech Therapy, Occupational Therapy, Physical Therapy, and Adaptive Physical Education. Each of these contracted individuals will recommend the appropriate time weekly to meet with the students as noted in the developed IEP.

#### Transition Services Addressed in the IEP

IICSN will address transition services in the IEP as a coordinated set of activities designed within a process to be outcome-oriented and promotes movement from the school to post-school activities. These activities include: (a) post-secondary education, (b) vocational training, (c) integrated employment, (d) continuing and adult education, (e) adult services, (f) independent living, and (g) community participation.

Transition services will be based on the needs of the student and take into account his/her preferences and interests. Transition services are addressed in the annual IEP with transition planning focusing on courses of study beginning by age 14 and transition planning describing specific transition services beginning by age 16.

Transition services will be based on the needs of the student taking into account the student's preferences and interests to include: (a) instruction, (b) related services, (c) community experiences, (d) the development of employment and other objectives as an adult after the completion of school, and (e) if appropriate, the acquisition of daily living skills and functional vocational evaluation.

The term includes special education, if provided as specially designed instruction or related services, and if required to assist a student with a disability to benefit from special education.

### Transmittal of Student Records

IICSN acknowledge that if a student with a disability was enrolled in a school or public agency subsequently to enrolling in another school or public agency, the school or public agency in which the student was enrolled shall, not later than 10 school days after receipt of notice of the student's enrollment in another school or public agency, transmit the educational records of the pupil to the school or public agency in which the pupil is currently enrolled. A student coming to IICSN from another school will be asked to identify the existence of a current IEP in order to continue the services being delivered. Any additions or modifications to the existing IEP will be addressed through the pre-established IEP process in order to provide services commensurate with the school's service delivery model. The consent of the parent or guardian of the student will be acquired before transmitting educational records not later than 10 school days after it receives such consent.

### Child Find: NAC 388.215

IICSN will take the following measures to ensure that every student with a disability within their school will be identified, evaluated, and receive appropriate services to meet their unique needs by:

- Developing a parent brochure detailing the school's obligation to assess students suspected of having a disability
- Providing information in the student/parent/staff handbooks detailing the obligation to assess students suspected of having a disability
- Conducting in-service for all staff in regards to identifying students suspected of having a disability

### Section 504 Services

The implementing regulations of Section 504 require that IICSN, a public charter school identify, evaluate, and provide a free appropriate public education to students that are known or suspected of qualifying as students with disabilities. Section 504 regulations also require that parents of students known or suspected of qualifying as a student with a disability be provided with notice of procedural safeguards that apply to its actions regarding these students. Students who are in need of Section 504 services have their disability related needs met primarily by regular education programs with the provision of accommodations or related aids and services.

Two questions will be addressed by IICSN in considering eligibility for Section 504 services. These are: (a) is there a physical or mental impairment and (b) does that impairment substantially limit (permanently or temporarily) one or more major life activities? The following procedures will be followed for Section 504 services at IICSN.

- A verbal or written referral will be initiated by anyone, including parents or legal guardians, teachers, or other licensed school employees for any student suspected of having a physical or mental impairment and who is believed to need educational and related aids and services to receive a free appropriate public education.
- A Student Intervention Team (SIP) will collect knowledge about the students concerning the suspected disabling condition and the concerns that prompted the referral. This team is typically composed of the student's general education teacher (s) and as deemed



appropriate, specialists on staff. This team may also include a special education teacher, a school nurse, school psychologist, or speech pathologist. IICSN's administrators will decide whether the team may also include the parents.

- Within a reasonable time after the receipt of the referral, (within 30 calendar days) relevant information will be gathered and the SIP team will make a decision as to whether a Section 504 evaluation is necessary and what will be the nature and scope of the evaluation.
- If the team determines that an evaluation is needed, the parents will be notified, in their native language, of the outcome of the team's decision within a reasonable amount of time (within 7 calendar days after the team's determination). A copy of the Section 504 procedural safeguards rights will be provided with this parental notification. Parents will be asked to provide written consent for an initial evaluation if this involves individualized testing of the student.
- If the team determines there is no need for further evaluation, the parental notification will include the reason for the team's decision.
- Once a student is identified as needing an evaluation and parental consent is obtained, an evaluation will be conducted by the school team within a reasonable period of time (within 45 school days of the parental notice). There will be no cost to the parents for the evaluation.
- The evaluation will be sufficient to determine the nature and extent of the disability, the nature and extent of the educationally related needs of the student, and whether the student requires educational aids and services in order to successfully access, participate in, and derive benefit from the educational setting.
- The information obtained will then be documented and carefully considered by the team concerning the qualification of the student as a student with a disability and entitled to a free and appropriate education under Section 504. This determination will be concluded within forty-five school days.
- When the team completes the evaluation, the parents will be notified in their native language that the evaluation has been completed. They will be invited to a meeting at school to discuss the evaluation results. A copy of the Section 504 procedural safeguards rights will be included with the notification.
- At this meeting in which the evaluation determination is made a Section 504 accommodation plan will be written. In this meeting the plan will specify the educational, related aides, and supplemental support services that are needed to meet the needs of the student identified with the disability. The Section 504 accommodation plan will consider the student's needs during the entire school day in an effort to educate non-disabled student with this student in the academic and non-academic settings to the maximum extent appropriate to meet the needs of the student with disability. The Section 504 accommodation plan will also consider strategies to address the behavioral needs of the student. At the conclusion of the meeting the parents will be given a copy of the plan and a copy of the Section 504 procedural safeguards rights.
- A review of a student's Section 504 accommodation plan will be conducted by the team at least annually or periodically whenever a change in the student's program is being contemplated to reevaluate or discuss a significant change in placement. At this time the Section 504 plan will be modified or amended if necessary. The new Section 504 plan

and a copy of the Section 504 procedural safeguards rights will be given to the parents at the conclusion of this meeting.

### Part III GOVERNANCE AND STAFFING

#### 3.1 NAMES, ADDRESSES, AND QUALIFICATIONS OF MEMBERS OF THE COMMITTEE TO FORM

3.1 (a) resume of each member (Appendix D)

3.1 (b) photocopy of teaching license three teacher members (Appendix D)

3.1 (c) legal state of residence of each member – all members of the committee to form are residents of the State of Nevada:

Mr. Kenneth A. Malin  
301 Evan Picone Drive  
Henderson, NV 89014

Mr. Malin is a small business owner in the city of Henderson. He interacts with a variety of schools, businesses, and individuals throughout the cities of Henderson and Las Vegas. His employment of diverse individuals has strengthened his resolve to assist in providing quality education and schools of choice for all socioeconomic levels of families throughout the Clark County School District. Mr. Malin is serving on the Committee to Form only and will no longer serve in a governance capacity after the charter is formed.

Ms. Beth Pergola  
Accelerated Schools Project  
2505 Maryland Parkway, Box 3001  
Las Vegas, NV 89154

Ms. Pergola is a long-time resident of Las Vegas and has been an elementary teacher since 1969. Her current work as the Assistant Director of Accelerated School Project keeps her highly involved with elementary schools that are part of the ASP program. Her expertise in elementary education as well as ASP make her an ideal member of the committee to form since we are incorporating the principles of the ASP program into the curriculum design.

Mrs. Candace Thompson  
922 San Bruno Ave  
Henderson, NV 89015

Mrs. Thompson is a long-time educator who now works with Channel 10, PBS in bringing programming to the elementary schools in the local area. She has also served as the director of the Southeast Area Science Consortium where she coordinated all of the schools with integrated science curriculum. Her specialty in grant writing and finding public education funds will be integral to our charter funding.

Ms. Juanita Falls  
2406 Pickwick Dr  
Henderson, NV 89014

Ms. Falls has been an educator in the Las Vegas area for the past fourteen years. Her specialty is in constructing classroom communities that continually earn respect and commendation from the school administration and surrounding community. She has earned numerous teaching awards, including Social Studies Teacher of the Year – Elementary Division (2000). Ms. Falls has also presented at national and international conferences about her work constructing a Micro-Society in her classroom. She also has extensive knowledge of the Accelerated Schools Program which is integral to IICSN's curriculum and governance base. Juanita Falls was an employee of the Andre Agassi College Preparatory Academy (AACPA) at 1201 W. Lake Meade Blvd in Las Vegas from the August 2002 – February 2004. Her position at the school was that of an elementary teacher in the core subject areas. In February of 2004, Ms. Falls left AACPA due to stress and poor health. At that same time, Odyssey Charter High School had an English teacher pass away. A long term substitute teacher was needed immediately, so the school interviewed Ms. Falls. Ms. Falls was offered the long term substitute position at Odyssey Charter High School at 2251 S. Jones in Las Vegas from February 2004 to the end of the school year. Prior to the end of the school year, Odyssey interviewed a series of individuals licensed to teach high school English and selected one for the upcoming school year. Ms. Falls opted to return to the Clark County School District where she currently teaches at C.T. Sewell Elementary School in Henderson as a reading specialist for fifth graders.

Mr. Nicholas V. Spano  
1022 Wingham Court  
Henderson, NV 89052

Mr. Spano works for a major construction company in the city of Las Vegas. He has extensive knowledge and experience in sales and management, which lends an expertise to the committee which balances the educational proficiency of the committee. He interacts with a variety of schools, businesses, and individuals throughout the cities of Henderson and Las Vegas. His business management skills will be integral to the community collaboration needed for the Global Community Curriculum model. In addition his financial expertise will be integral to the funding and functioning of the school as he has been selected to eventually draw all orders for the payment of money for IICSN.

LeAnn G. Putney, Ph.D.  
1933 Kachina Mountain Dr.  
Henderson, NV 89012

Dr. Putney is an associate professor at UNLV and has lived and worked in Las Vegas for the past seven years. Her background education is in Multicultural/Multilingual education and Educational Psychology. Along with being Graduate Coordinator of the Education Psychology department, her work at UNLV also incorporates teaching courses in qualitative research, learning and development, and classroom assessment, along with conducting applied classroom research with teachers in various classroom settings. Dr. Putney has presented her research findings at numerous national and international conferences and has co-authored a book, A Vision of Vygotsky, a handbook for teachers on educational theory which is a cornerstone of the social constructionist perspective promoted in the vision and mission of IICSN.

### 3.2 ADMINISTRATIVE HEAD

The model of shared school governance through Accelerated Schools Program ensures that the administrators, faculty, and staff form cadres and steering committees that make the decisions for the school. As such, the shared school governance team will serve as the administrative head. IICSN's shared school governance team will include Nevada licensed administrators who will be functioning as administrative heads of the school. All of the provisions pursuant to NRS 386.590 will be addressed when selecting the administrative heads. The administrators will manage the programs and operations of the school in accordance with the written charter and all other applicable federal, state, and local laws and regulations. IICSN has elected to support a shared governance team in order to facilitate an accelerated schools philosophy of shared governance, unity of purpose, and empowerment coupled with responsibility. Administrators will share equally in the appointed responsibilities functioning as a team with no single person shouldering sole responsibility for the total overseeing and operating of the school. Through this shared governance, administrators will be called upon to use individual expertise to focus on a child centered environment that supports the professionalism of the school's teachers and support staff.

### 3.3 DESIGNATED PERSON TO DRAW ORDERS FOR MONEY

Mr. Nicholas V. Spano  
1022 Wingham Court  
Henderson, NV 89052  
702-451-5908

Mr. Spano works for a major construction company in the city of Las Vegas. He has extensive knowledge and experience in sales and management, which lends an expertise to the committee which balances the educational proficiency of the committee. He interacts with a variety of schools, businesses, and individuals throughout the cities of Henderson and Las Vegas. His business management skills will be integral to the community collaboration needed for the Global Community Curriculum model. In addition his financial expertise will be integral to the funding and functioning of the school as he has been selected to eventually draw all orders for the payment of money for IICSN. IICSN's mission is to provide quality educational services to students enrolled in the school. As a charter school in the Nevada, it will not operate for profit. IICSN recognizes that it must follow the Nevada Revised Statutes and the Nevada Administrative Code. Pursuant to NRS 386.570(2) and NAC 386.390, all money received by IICSN will be deposited in a bank, credit union or other financial institution in the State of Nevada. IICSN recognizes that it must follow the Nevada Revised Statutes. Pursuant to NRS 386.570 (7), If IICSN uses money received from the state to purchase real property, buildings, equipment or facilities, the governing body will assign a security interest in the property to the State of Nevada.

### 3.4 PROCESS FOR EMPLOYING ADMINISTRATORS

3.4 (a) Advertise for, select, and employ administrators – advertise with local and national newspapers, journals, radio stations, and develop a website for facilitation of advertisement as well as the employment application process. The selection process will be related to experience, licensure, and three qualified professional references.

3.4 (b) In the event of a vacancy, the assistant administrator will be the interim administrator during the process of selection of the new administrators. The interim administrator would also be eligible to be considered for the vacant job.

### 3.5 PROCESS TO SELECT INSTRUCTIONAL STAFF AND OTHER EMPLOYEES

Advertise with local and national newspapers, journals, radio stations, and develop a website for facilitation of advertisement as well as the employment application process. The selection process will be related to experience, licensure, and three qualified professional references.

### 3.6 QUALIFICATIONS OF PERSONS WHO WILL PROVIDE INSTRUCTION

The qualifications will adhere to NRS 391, and follow the practices and procedures used by the Clark County School District to employ highly qualified teachers as defined by the No Child Left Behind Act.

### 3.7 PROCESS OF EVALUATION OF TEACHERS – same as NRS 391.3125

It is the intent of IICSN to follow the lead of the legislature to utilize a uniform system for objective evaluation of teachers and other licensed personnel. The governing body of IICSN, following consultation with and involvement of the teachers or their designees, will develop a policy for objective evaluations in narrative form. The policy will set forth a means according to which an employee's over-all performance may be determined to be satisfactory or unsatisfactory, which may include an evaluation by the teacher, pupils, administrators or other teachers or any combination thereof. In a similar manner, counselors, librarians and other licensed personnel must be evaluated on forms developed specifically for their respective specialties. A copy of the policy adopted by the governing body will be filed with the department of education. The primary purpose of the evaluation is to provide a format for constructive assistance. Evaluations, while not the sole criterion, may also be used in the dismissal process.

A conference and a written evaluation for a probationary employee will be concluded no later than:

- December 1;
- February 1; and
- April 1, of each school year of the probationary period. Each post-probationary teacher must be evaluated at least once each year.

Whenever an administrator charged with the evaluation of a probationary employee believes the employee will not be reemployed for the second year of the probationary period or the school year following the probationary period, he/she shall bring the matter to the employee's attention in a written document which is separate from the evaluation no later than February 15 of the current school year. The notice must include reasons for the potential decision not to reemploy or refer to the evaluation in which reasons are stated. Such a notice is not required if the probationary employee has received a letter of admonition during the current school year.

The evaluation of a probationary teacher or a postprobationary teacher must, if necessary, include recommendations for improvements in his/her performance. A reasonable effort must be made to assist the teacher to correct any deficiencies noted in the evaluation. The teacher must

receive a copy of each evaluation no later than 15 days after the evaluation. A copy of the evaluation and the teacher's response must be permanently attached to the teacher's personnel file.

Whenever an administrator charged with supervision of a licensed employee believes it is necessary to admonish the employee for a reason that he/she believes may lead to demotion, dismissal or cause the employee not to be reemployed, he shall:

(a) Bring the matter to the attention of the employee involved, in writing, stating the reasons for the admonition and that it may lead to his/her demotion, dismissal or a refusal to reemploy and make a reasonable effort to assist the employee to correct whatever appears to be the cause for his/her potential demotion, dismissal or a potential recommendation not to reemploy; and

(b) Allow reasonable time for improvement, which must not exceed 3 months for the first admonition. An admonition issued to a licensed employee who, within the time granted for improvement, has met the standards set for him/her by the administrator who issued the admonition must be removed from the records of the employee together with all notations and indications of its having been issued. The admonition must be removed from the records of the employee no later than 3 years after it is issued.

An administrator need not admonish an employee if his employment will be terminated pursuant to NRS 391.3197. If by February 15<sup>th</sup> of the first or second year of his/her probationary period, a probationary employee does not receive a written notice, a potential decision not to reemploy, he/she must receive an admonition before any such decision is made.

A licensed employee is subject to immediate dismissal or a refusal to reemploy according to the procedures provided in NRS 391.311 to 391.3197, inclusive, without the admonition required by this section, on grounds contained in paragraphs (b), (f), (g), (h) and (p) of subsection 1 of NRS 391.312.

This would include:

- (a) Inefficiency;
- (b) Immorality;
- (c) Unprofessional conduct;
- (d) Insubordination;
- (e) Neglect of duty;
- (f) Physical or mental incapacity;
- (g) A justifiable decrease in the number of positions due to decreased enrollment or district reorganization;
- (h) Conviction of a felony or of a crime involving moral turpitude;
- (i) Inadequate performance;
- (j) Evident unfitness for service;
- (k) Failure to comply with such reasonable requirements as a board may prescribe;
- (l) Failure to show normal improvement and evidence of professional training and growth;
- (m) Advocating overthrow of the Government of the United States or of the State of Nevada by force, violence or other unlawful means, or the advocating or teaching of communism with the intent to indoctrinate pupils to subscribe to communistic philosophy;

- (n) Any cause which constitutes grounds for the revocation of a teacher's license;
- (o) Willful neglect or failure to observe and carry out the requirements of this title;
- (p) Dishonesty;
- (q) Breaches in the security or confidentiality of the questions and answers of the achievement and proficiency examinations that are administered pursuant to NRS 389.015;
- (r) Intentional failure to observe and carry out the requirements of a plan to ensure the security of examinations adopted pursuant to NRS 389.616 or 389.620; or
- (s) An intentional violation of NRS 388.5265 or 388.527.

In determining whether the professional performance of a licensed employee is inadequate, consideration must be given to the regular and special evaluation reports prepared in accordance with the policy of the employing school and to any written standards of performance which may have been adopted by the governing body.

A probationary employee is employed on an annual basis[a contract basis for two 1-year periods and has no right to employment after either of the two probationary contract year. The governing body will notify each probationary employee in writing on or before May 1 of the first and second school years of his/her probationary period, as appropriate, whether he/she is to be reemployed for the second year of the probationary period or for the next school year as a postprobationary employee. The employee must advise the governing body in writing on or before May 10 of the first or second year of his/her probationary period, as appropriate, of his/her acceptance of reemployment. The employee must advise the board in writing within 10 days after the date of notification of his/her acceptance or rejection of reemployment for another year. Failure to advise the board of his/her acceptance of reemployment constitutes rejection of the contract.

A probationary employee who has completed his/her 2-year probationary period and receives a notice of reemployment from the school in the second year of his/her probationary period is entitled to be a post-probationary employee in the ensuing year of employment. A school which has not given notice of reemployment to a probationary employee may offer the employee a contract for a trial year. An employee who receives an offer of a contract for a trial year may request a supplemental evaluation during the trial year. A probationary employee who receives an unsatisfactory evaluation may request a supplemental evaluation by another administrator in the school selected by him/her.

If a probationary employee has received during the first school year of his/her probationary period three evaluations which state that the employee's overall performance has been satisfactory, the administrator of the school or his/her designee shall waive the second year of the employee's probationary period by expressly providing in writing on the final evaluation of the employee for the first probationary year that the second year of his/her probationary period is waived. Such an employee is entitled to be a postprobationary employee in the ensuing year of employment. If a probationary employee is notified that he/she will not be reemployed for the second year of his/her probationary period or the ensuing school year, his/her employment ends on the last day of the current school year. The notice that he/she will not be reemployed must include a statement of the reasons for that decision.

A new employee or a post-probationary teacher who is employed as an administrator shall be deemed to be a probationary employee for the purposes of this section and must serve a 2-year probationary period as an administrator in accordance with the provisions of this section. If the administrator does not receive an unsatisfactory evaluation during the first

year of probation, the governing body may waive the second year of the administrator's probationary period. Such an administrator is entitled to be a post-probationary employee in the ensuing year of employment. If a probationary employee / post-probationary teacher who is an administrator is not reemployed in that capacity after either year of his probationary period, he/she may accept a contract as a teacher for the ensuing school year in writing on or before May 10. If he/she fails to accept the contract as a teacher, he/she will be deemed to have rejected the offer of a contract as a teacher.

An administrator who has completed his/her probationary period is thereafter promoted to the position of principal must serve an additional probationary period of 1 year in the position of principal. If the administrator serving the additional probationary period is not reemployed in that capacity after the expiration of the additional probationary period, he/she may accept a contract for the ensuing school year, in writing on or before May 10, for the administrative position in which he/she attained post-probationary status. If he/she fails to accept such a contract, he/she will be deemed to have rejected the offer of employment. Before dismissal, the probationary employee is entitled to a hearing before a hearing officer which affords due process.

### 3.8 PROCESS TO NEGOTIATE EMPLOYMENT CONTRACTS

The governing body will negotiate employment contracts according to the provisions of the collective bargaining agreement entered into by the trustees of the Clark County School District. In addition the governing body may make all employment decisions with regard to its employees pursuant to NRS 391.311 to 391.3197, inclusive, unless a collective bargaining agreement entered into by the governing body pursuant to chapter 288 of NRS contains separate provisions relating to the disciplines of licensed employees of a school. Except as otherwise stated, the provisions of the collective bargaining agreement entered into by the board of trustees of the school district in which the charter school is located apply to the terms and conditions of employment of employees of the charter school who are on a leave of absence from the school district. Pursuant to NRS 386.595, IICSN as a charter school, acknowledges that its employees are public employees. IICSN will contribute to the Public Employee's Retirement System on behalf of its employees.

### 3.9 LICENSED STAFF MEMBERS

3.9 (a, b) Name, license number, and proposed assignment of each licensed staff member and name, qualifications and proposed assignment of each non-licensed staff member. Not known at this time. IICSN acknowledges the importance of following Nevada's standards for licensure and for providing quality educators for its students. Pursuant to NRS 386.590, IICSN will comply with all licensure requirements.

### 3.10 PROPOSED SYSTEM OF GOVERNANCE

IICSN will be governed by a governing body whose major roles and responsibilities include but are not limited to establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, and selecting and evaluating the administrative staff.

The governing body will consist of three teachers holding a current license to teach and with at least two years of experienced as employed teachers. It will also consist of two parents of students currently enrolled in IICSN, each serving a one-year term, and two other community



members representing businesses and/or non-profit organizations. A majority of the members of the governing body will reside in the state of Nevada.

If the membership of the governing body changes, the governing body shall provide written notice to the sponsoring agent within ten (10) working days after such change is made. A person may serve on the governing body only when submitting an affidavit to the Department of Education indicating the person has not been convicted of any felony relating to serving on the governing body of a charter school or any offense involving moral turpitude.

The initial governing body of IICSN will consist of those members from the Committee to Form the Charter who wish to continue in an active role. Positions open at that time on the governing body will be members who have been invited to join the school and will follow the applicable rules and regulations set below for selection of the governing body members (See Appendix E for Rules of Governance).

### Terms of Office

Each member of IICSN's governing body will hold office until their term expires and newly appointed members are seated. The term of office for all selected members shall be two years and shall begin on July 1<sup>st</sup> following the appointment.

Each member shall not serve more than two consecutive terms. The terms shall be staggered so that at least one but not more than two seats are appointed each year.

Members appointed mid-term to fill a vacancy due to the resignation of a selected member shall serve the remainder of the term of the member they are replacing or until the next governing body appointment whichever comes first. Terms served as replacement members will not count toward the term limitation that applies to permanent governing body members.

### Governing Body Appointments

Appointments for new governing body members will be made in May of each year a term is open. A committee consisting of one governing body member, one administrator, one parent, one teacher, and one support staff member will be responsible for meeting in February to submit names of recommendation to the present governing body in March. Recommended candidates will be contacted and asked to speak with the current governing body in April to accept or decline the invitation to join the school's governing body. At that time, parents and staff may ask questions of the candidates.

### Removal of Governing Body Members

Governing Body members may be removed from office prior to the completion of their term for failure to attend three consecutive regularly scheduled meetings. Governing Body members may resign their position by submitting a written resignation to the body members. The resignation shall state the reason for removal from the governing body and the date for which the resignation is in effect.

### Governing Body Duties

The Governing Body shall have ultimate responsibility for the policies governing IICSN. Governing body members have a responsibility to solicit input from and opinions of the parents of the school, students, administrators, teachers, and staff members regarding issues of significance and to weigh the input and opinions carefully before taking action. The primary method for executing their responsibility is the adoption of policies that offer guidance and

interpretation of the charter, the bylaws, and the Mission and Vision of the school. The Governing Body's responsibilities include but are not limited to the following:

- Review of IICSN's accountability, mission, and vision
- Approval of the schedule of governing body meetings
- Approval of governing body policies and administrative regulations
- Approval of the annual budget
- Participation in the dispute resolution procedures and complaint procedures when necessary as related to policy
- Approval of quarterly financial reports
- Election of a Governing Body chairperson annually and other Governing Body officers as necessary
- Approval of charter or bylaw amendments
- Approval of annual fiscal audits
- Approval of annual performance audits of first-line administrators
- Appointment of other committees if necessary and appropriate
- At least one member shall serve as a liaison to each Governing Body created committee
- Act as a hearing body on recommended student expulsions
- Hire, supervise, evaluate, and if necessary terminate the school's first-line administration
- Forwarding correspondence to the sponsoring body for any changes to the charter

#### Designation of Meetings

The Governing Body of IICSN will meet once a month throughout a calendar year. Meeting days and times will be made available to the school's personnel, community members, parents, the sponsoring agency, and the State Department of Education. Agendas and minutes of past meetings will be posted and available prior to the scheduled meetings. Meetings will be set for the second Monday of each month with a beginning time of 6:30 p.m. The presence of a majority of the voting members of the Governing Body shall constitute a quorum.

Pursuant to NRS 386.549, IICSN will hold at least one scheduled open meeting during each calendar quarter. All charter school laws written in NRS 386 will be followed by IICSN in an effort to comply with state and district mandates. The Governing Body will execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of IICSN to any of those duties. The Governing Body, however, retains ultimate responsibility over the performance of those powers or duties delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms authority of the body being delegated, any conditions on the delegated authority or its exercise, and beginning and ending dates of the delegation
- Require an affirmative vote of a majority of the Governing Body

### Governing Body Committees

In an effort to create a cohesive governance structure, Governing Body members will hold a responsibility for overseeing committee work relevant to the governance issues of the school. The following committees will be selected by Governing Body members to chair:

- Governing Body Chairperson
- Curriculum
- Community
- Finances
- Faculty
- Legislation
- Testing and Accountability
- Nominating Committee
- Other

Creation of further committees may be necessary as the school grows and develops to full capacity. Members of the Governing Body will be asked to volunteer to chair a committee. Should there be more than one individual interested, a discussion and nomination shall ensue with one individual accepting responsibility to be the committee head.

The Governing Body Chairperson will be responsible for facilitating the monthly governing body meetings, the monthly agendas, and the recording of the minutes of the meetings. This person will also be responsible for establishing and maintaining direct contact with the school's administration, staff, students, and parents. The chairperson will serve as a liaison to share knowledge of day-to-day operations of the school, staffing, concerns, and administrative actions with the other members of the Governing Body. The chairperson will also be responsible for ensuring that committee actions are reported at monthly meetings and that parent and community concerns are addressed at the quarterly open public meetings. Finally, the chairperson will work with the school's administration and other governing body members to ensure all policies, rules, and regulations set forth in state and federal regulations are followed.

### 3.11 METHOD OF SOLVING DISPUTES BETWEEN THE GOVERNING BODY AND SPONSOR

The Governing Body of IICSN will work to establish and maintain a cordial respective relationship with the sponsoring agent granting its charter. However, if a situation should arise involving a dispute, IICSN will employ a mediation process to assist in ending the dispute and reaching an agreement palatable to all parties. Mediation enables all parties to talk about what is really important while listening to the issues raised by the other side. Mediation enables an impartial third party to direct attentions to the problems at hand in an effort to reach a resolution agreeable to all.

The following mediation procedures will be used to solve disputes between the governing body and the sponsoring agency.

#### I Description of Mediation Process.

- A The mediator shall define mediation and describe the mediation process to the parties and their attorneys, if present.
  - 1 Mediation is a process in which a neutral facilitator communicates between the parties and, without deciding the issues or imposing a solution on the parties

enables them to understand and to reach a mutually agreeable resolution to their dispute.

- 2 The description of the process shall include an explanation of the role of the mediator.
  - 3 The mediator shall also describe his/her style and approach to mediation. The parties must be given an opportunity to express their expectations regarding the conduct of the mediation process. The parties and mediator must include in the agreement to mediate a general statement regarding the mediator's style and approach to mediation to which the parties have agreed.
  - 4 The stages of the mediation process shall be described by the mediator.
- B Procedures - Prior to commencement of a court-referred mediation, the mediator shall inform the parties in writing of the following:
- 1 The mediator does not provide legal advice.
  - 2 Any mediated agreement may affect the legal rights of the parties.
  - 3 Each party to the mediation has the opportunity to consult with independent legal counsel at any time and is encouraged to do so.
  - 4 Each party to the mediation should have any draft agreement reviewed by independent counsel prior to signing the agreement
- C In all other cases, the mediator shall inform the parties, orally or in writing, of the substance of the following:
- 1 The mediator does not provide legal advice.
  - 2 Any mediated agreement may affect the legal rights of the parties.
  - 3 Each party to the mediation has the opportunity to consult with independent legal counsel at any time and is encouraged to do so.
  - 4 Each party to the mediation should have any draft agreement reviewed by independent counsel prior to signing the agreement.
- D The mediator shall reach an understanding with the participants regarding the procedures which may be used in mediation. This includes, but is not limited to,
- 1 practice of separate meetings (caucus) between the mediator and participants
  - 2 involvement of additional interested persons
  - 3 procedural effect on any pending court case of participating in the mediation process, and
  - 4 conditions under which mediation may be terminated by the mediator.
- E If the mediation is conducted in conjunction with another dispute resolution process, such as arbitration, and the same neutral conducts both processes, the mediator must describe to the parties the procedures to be followed in both processes clearly, prior to entering into the agreement to mediate.
- II Maintaining confidentiality
- A The mediator has the obligation, prior to the commencement of the mediation, to inform the parties of the following and to determine that the parties have a reasonable understanding thereof:
- 1 all memoranda, work products and other materials contained in the case files of a mediator or mediation program are confidential
  - 2 any communication made in or in connection with the mediation which relates to the controversy being mediated, including screening, intake and scheduling a

- dispute resolution proceeding, whether made to a mediator or dispute resolution program staff or a party, or to any other person, is confidential
- 3 a mediated agreement signed by the parties shall not be confidential, unless the parties otherwise agree in writing
  - 4 allegations of child abuse are not confidential as mediators are mandatory reporters of such information
  - 5 in reporting on the outcome of the dispute resolution proceeding to the referring court, the neutral shall indicate whether an agreement was reached, the terms of the agreement if authorized by the parties, the fact that no agreement was reached, or the fact that the orientation session or mediation did not occur. The neutral shall not disclose information exchanged or observations regarding the conduct and demeanor of the parties and their counsel during the dispute resolution proceeding, unless the parties agree otherwise.
- B The mediator further has a duty to explain that confidential materials and communications are not subject to disclosure in discovery or in any judicial or administrative proceeding except where:
- 1 all parties to the mediation agree, in writing, to waive the confidentiality
  - 2 in a subsequent action between the mediator and a party to the mediation for damages arising out of the mediation
  - 3 statements, memoranda, materials and other tangible evidence, otherwise subject to discovery, which were not prepared specifically for use in and actually used in the mediation
  - 4 a threat to inflict bodily injury is made
  - 5 communications are intentionally used to plan, attempt to commit, or commit a crime or conceal an ongoing crime
  - 6 an ethics complaint is made against the neutral by a party to the dispute resolution proceeding to the extent necessary for the complainant to prove misconduct and the neutral to defend against such complaint
  - 7 communications are sought or offered to prove or disprove a claim or complaint of misconduct or malpractice filed against a party's legal representative based on conduct occurring during a mediation
  - 8 provided by law or rule.
- C If the mediator has established specific exceptions to the general rule of confidentiality, they must be disclosed to the parties at the start of the mediation. Consistent with the rules set out here, the parties must agree, in writing, to waive confidentiality with respect to those issues.
- III Finally, any fees associated with the mediation process will be disclosed prior to mediation such the mediator shall:
- A fully disclose compensation, fees, and, charges to the parties.
  - B not charge a contingent fee or fee based upon the outcome of the mediation.
  - C not give or receive any commission or other monetary or non-monetary form of consideration in return for referral of clients for mediation services.

Part IV HEALTH AND SAFETY

4.1 STATEMENT CONCERNING TRANSPORTATION

IICSN will not provide transportation for the students enrolled in the school. Since charter schools are schools of choice, parents and/or guardians interested in sending their child (ren) to the school will be responsible for providing their own daily transportation. IICSN, however, will work with the parents and/or guardians of the students enrolled in the school to develop a plan for transportation to ensure that students have access to transportation to and from IICSN during the academic year.

4.2 HEALTH SERVICES FOR STUDENTS

4.2 (a) Health Services for all students at IICSN will be performed by a registered nurse directly affiliated with a licensed physician. This nurse will be hired under a standardized contract as a full-time employee and will be responsible for the following:

- Providing student health care
- Maintaining student health records
- Assisting with the instruction of health units
- Serving as a liaison for families attending the school and community service agencies
- Stocking and maintaining the health office
- Reporting health information
- Establishing and maintaining pertinent communication
- Dispensing and securing medication following appropriate documentation of logs and safety measures

4.2 (b) Maintaining Records – All health records relating to the immunization of students required pursuant to NRS 392.435 will be the responsibility of IICSN’s school nurse. Students wishing to register to attend the school will be required to hold current, appropriate immunizations before completing the registration and enrollment process.

IICSN acknowledges the importance of maintaining student health records, keeping them updated and confidential, and completing a regular check of these records as students move in and out of the school. The school nurse and/or a First Aid Safety Assistant (FASA) will be responsible for maintaining these records in the health office. These records will be kept in a locked file cabinet in order to insure confidentiality. Documentation of student illnesses, medication to be given on campus, health disorders, and yearly vision/hearing screenings will be maintained by the nurse and/or FASA.

4.3 DOCUMENTS AND INSPECTION OF THE FACILITY

Not available at this time.

4.4 COMPLIANCE WITH OCCUPATIONAL SAFETY AND HEALTH ACT OF 1970.

IICSN will be responsible for purchasing insurance policies to cover the following topics:

(a) General Liability: to cover bodily injury, personal injury, and physical liability with limits of at least \$3,000,000.00 per occurrence. CCSD as our sponsor, will be named as an insured party.

(b) Property: will be provided to fully insure all owned equipment and other property occupied. Replacement cost coverage for lost, stolen, or damaged equipment will also be considered for this portion of the insurance policy.

(c) Workers Compensation: will be provided for the employees of IICSN pursuant to the NRS standards.

- (d) Directors and Officers: errors and omissions will be provided for individual and organizational asserts against perceived losses to the decision-making processes.
- (e) Motor Vehicle Liability: will be provided to cover automobiles and other motor vehicles owned, leased, rented, or operated by the staff in conjunction with the scope of their job responsibilities for IICSN.
- (f) Employment Practices Liability: will be provided to protect against legal actions related to hiring, discipline, and termination of employees. Limits will be set for a minimum of \$1,000,000.00 per occurrence.
- (g) Crime: will be provided to protect against theft and embezzlement to include employee theft. A computer theft endorsement and faithful performance assurance will also be considered.

#### 4.5 DRILLS FOR STUDENT SAFETY

IICSN has adopted policies and rules of behavior for its students in a code of student conduct as delineated in the Student/Parent Handbook. (Please see Appendix G)

##### I I. CIVIL DEFENSE

- A In cooperation with other community agencies such as the Clark County Office of Emergency Management (Civil Defense), the Clark County School District maintains an Emergency Plan to be followed in any state of extreme emergency. This plan includes a community-wide warning system and guidelines for population safety.
- B Each administrator is to develop individual school emergency procedures that are consistent with district-wide guidelines and procedures. Administrators will discuss the emergency procedures with their staff so that all personnel in each school will understand the procedure and know what is expected of them.
- C Administrators and teachers shall provide for safety and emergency instruction for students including specific curricular provisions in curriculum guides and course syllabi.

##### II FIRE DRILLS

- A Nevada School Law requires that fire drills shall be held once each month during the school year, and that in cities and/or towns having organized fire departments, paid or voluntary, the fire drills shall be conducted under the supervision of the chief of the fire department. This does not mean that administrators may not conduct their own fire drills at any time desired.
- B Copies of fire escape route diagrams and fire drill information shall be approved by the chief of the fire department or, if there is no fire department, the state fire marshal. The approved procedures and diagram shall be posted in every classroom of every public school by the administrator or teacher in charge.
- C Administrators will work out the best procedures to implement approved fire escape routes and signals for fire drills in their school, and see that every teacher and student understands them. Alternate routes must be planned in case the regular fire exit is blocked.

### III BOMB THREATS

- A Administrators will develop an “intraschool” procedure to be followed when a bomb threat message is received.
- B Administrators will develop procedures for building inspection on a routine schedule.
- C Administrators will determine, from the results of an investigation, whether or not the building is to be evacuated. If the building is to be evacuated, the Fire Department is to be notified and an inspection team requested.
- D A procedure for evacuating school facilities under emergency conditions shall be developed at all schools.
- E Emergency evacuation procedures shall be posted at all teaching stations.
- F Announcement of evacuation is to be accomplished by a predetermined signal, not by automatic electrical alarms since explosives could be hooked up to such a system. The intercom system may be used. (All students should be informed as to what the signal will be.)
- G All evacuated buildings will remain under the jurisdiction of the administration unless an explosive or incendiary device is located.
- H All staff members and students will remain responsible to the administration.
- I Decisions as to dismissal of school and make-up of time rest with school authorities.
- J In the event the fire or police department receives the call first, fire officials will immediately notify the administration who will immediately initiate the school’s bomb threat procedures observing points 1 through 9.

### IV MISSING AND ABDUCTED CHILDREN

- A The Governing Body will form a committee that is representative of the school community including parents, teachers, and administration to formulate a school plan. If the school has a safety committee in place, that committee could develop this plan if parents, teachers, and administration are represented on the committee. In addition to input from committee members, the administration should encourage input from other parents by inviting them to submit suggestions to the committee. This committee would conduct a yearly review of the school’s plan.
- B Plans are to be accessible to the public in each school location, either by posting in clear view or by inclusion in a clearly marked parent-oriented handbook which would be in clear view on the counter of the school office.
- C In establishing the plans, the following minimum requirements must be included:
  - 1. When it has been concluded that a child is missing, sighted leaving campus or abducted emergency notification should take place in the following order:
    - a Parent
    - b All Appropriate Police Departments
    - c Assistant Regional Superintendent
    - d Community Relations Administrators
    - e If any of the above cannot be notified in the order specified, the next appropriate person or agency should be notified while a continual effort is made to contact those missed.



## V SHELTER IN PLACE DRILLS/ ACTS OF NATURE/ VIOLENCE

- A Administrators will develop an “intraschool” procedure to be followed when a chemical threat message is received.
- B Administrators will develop procedures for building inspection on a routine schedule.
- C Administrators will be informed whether or not the building is to be locked down. If the building is to be locked down, an announcement will be made to inform students and staff to proceed with lock down procedures.
- D A procedure for locking down school facilities under emergency conditions shall be developed and posted in a staff handbook.
- E Emergency lock down procedures shall be posted at all teaching stations.
- F Announcement of the shelter in place/lock down is to be accomplished by a predetermined signal or by automatic electrical alarms. The intercom system may be used. (All students should be informed as to what the signal will be.)
- G All locked down buildings will remain under the jurisdiction of the administration until notification of danger has been given.
- H All staff members and students will remain responsible to the administration.
- I Decisions as to duration of the shelter in place drill/lock down of school rests with school authorities.
- J In the event the fire or police department receives the call first, fire officials will immediately notify the administration who will immediately initiate the school’s bomb threat procedures observing points 1 through 9.

## Part V MISCELLANEOUS

### 5.1 LOTTERY SYSTEM

NRS 386.580(1) states a charter school shall enroll students who are eligible for enrollment in the order in which applications are received. If more students who are eligible for enrollment apply for enrollment in IICSN than the number of spaces which are available, IICSN shall determine which applicants to enroll on the basis of a lottery system. The following lottery system will be utilized by IICSN.

Lottery Option: The school will enroll students in the order in which the students’ applications are received up to the point at which the school reaches its maximum capacity per grade. The names of students who submit enrollment applications that are received after the grade’s capacity has been reached will be put on a waiting list. As spaces become available in particular grades, due to students leaving the school, students on the waiting list for enrollment in that grade will be selected by lottery. If there is a waiting list, the school is expected to fill vacancies as they are created. A lottery will not be conducted until the school has reached capacity per grade and then the only students subject to the lottery are the ones on the waiting list.

For the lottery, students will be assigned a unique number, based on the established lottery drawing system. With the assistance of a team consisting of: administration, governing body members, community members, teachers, and parents, the established lottery drawing will be held and verified to admit those students to fill the necessary grade levels.

## 5.2 LIAISON

LeAnn G. Putney  
1933 Kachina Mountain Drive  
Henderson, NV 89012  
Phone: (702)-361-7956  
Email: [lputney@leannputney.com](mailto:lputney@leannputney.com)

## 5.3 RECORDS OF STUDENTS ATTENDING THE SCHOOL

### 5.3 (a) STUDENT RECORDS – Dr. Connie Malin, Educational Consultant

1. IICSN recognizes the confidential nature of student records and the importance of ensuring that these records are not accessible by outside sources, and that the primary purpose of keeping records on a student is for the educational welfare and advancement of the student. Those persons, agencies, or firms seeking information from or access to student records must come within the exceptions of the Family Educational Rights and Privacy Act of 1974. Administrative regulations shall be established for the compilation, maintenance, release, destruction, and security of student records in conformance with federal requirements.

Release of student records: All school records of students are confidential. All records containing personal student information will be governed by the rules and regulations utilized by the Clark County School District. IICSN will forward all permanent student records to the office of student records of the local school district of residence for each student upon closure of this charter school or upon a student's graduation or withdrawal from this charter school.

2. Pursuant to NAC 386.365, IICSN will report the data required pursuant to NRS 386.650 to the local school district in which this charter school is located not later than the first day of instruction of the second year of operation of this charter school. The data submitted will be in compliance for the statewide automated system of information concerning students.

### 5.3 (b) STORAGE OF STUDENT RECORDS

IICSN will maintain a permanent record for each student in a separate file. The permanent record will contain:

- the record of student attendance
- the grades received by the student
- the certificate of immunization of the student
- any other records related directly to the academic progress of the student

Records maintained above will be kept in a location that is safe, secure, and affords reasonable protection from:

- fire
- misuse
- access by unauthorized individuals

### 5.3 (c) LOCATION OF STUDENT RECORDS

Student records at IICSN will be stored in locked, fire proof file cabinets within the safety and confines of the school's office. Office personnel, administration, and teachers will have access to the records within the confines of the office.

### 5.3 (d) PERSON RESPONSIBLE FOR THE RECORDS

Dr. Connie L. Malin, consultant for IICSN at the time of operation will be responsible for the student records. If this charter school is dissolved or if the written charter of the school is not renewed, the administration at that time will be responsible to ensure that all records are relinquished to Clark County School District's office of student records. Dr. Connie L. Malin has been listed as the person responsible for student records at IICSN until an administrator and licensed staff members have been hired to work at the school. She currently serves as a consultant to the school and holds a K-12 administrative license. Since IICSN is currently recruiting individuals to fill key positions at the school, Dr. Malin has agreed to be named as the person responsible for student records as she has had 21 years of active classroom teaching and 4 years of administrative experience in the public school system. Dr. Malin has knowledge of the importance of documenting students, maintaining confidential records, and recording student information in a timely fashion. Her services will not be needed in this capacity once IICSN has completed its hiring of staff members.

### 5.3 (e) RETENTION OF STUDENT RECORDS

Pursuant to NRS and NAC Chapter 239 Public Records, IICSN will be responsible for the retention of student records. This will include but not be limited to financial records maintained in accordance with applicable federal and state laws and regulations. IICSN will follow Clark County School District's Records Retention Schedule in accordance with the Nevada Revised Statutes and the Nevada Administrative Code. To ensure adequate control of public records, the administration will ensure disposal of records is in accordance with the Retention Schedule and maintain safe custody of current records.

## 5.4 TRUANCY

### 5.4 (a) ATTENDANCE

- I. The primary aim of attendance enforcement is to increase student achievement through improved attendance. IICSN will cooperate with community agencies to remove the cause of the absence so the student may benefit from the educational opportunities offered by IICSN. This charter school will review school attendance and utilize the programs for truancy reduction established in NRS 392.126.128.
- II. IICSN requires that students enrolled attend school regularly in accordance with the Nevada Revised Statutes. It is the position of this charter school that if a student is absent, no learning can take place. The educational experiences lost during an absence are irretrievable as the interaction in the classroom setting can seldom be duplicated through makeup work.
- III. In grades K through 12, parents or legal guardians of students who have been absent shall be required to present to the school a statement giving the reason for the absence. Absences that are unapproved/unexcused are considered truanancies. IICSN will strictly enforce attendance and truancy regulations and will refer habitual truants to local law enforcement as per state law. The regulations developed to implement this policy reflect state law, including elements of the Nevada Education Reform Act of 1997, which includes attendance as a criterion for determining the adequacy of a school's overall

- program performance. This charter school will work with parents and students to identify and remediate the causes of poor attendance.
- IV. IICSN recognizes the problem of student tardiness to class as a serious disruption of the educational atmosphere of our school. The distractions caused by students arriving late to class are unfair to the teacher and are an infringement on the educational rights of other students. Certain elements of instructional activity and learning are irrevocably missed when students arrive late to class. A tardy procedure will be instigated in the school to enforce the reduction of academic distractions.
  - V. Programs designed to encourage and enhance good attendance of students will be developed and implemented by schools.

#### ATTENDANCE ENFORCEMENT

Attendance enforcement is a shared responsibility between IICSN and the student's parent or legal guardian. The parent, legal guardian, or other person in the state of Nevada having control or charge of any student is required to send the student to school during all times that the public school is in session (NRS 392.040). IICSN requires that students enrolled for school attend school regularly in accordance with the *Nevada Revised Statutes*. Each student is expected to attend school for the entire school day.

- I Student Tardiness - Student tardiness is a serious disruption to the educational process. Tardiness interferes with time to teach and infringes on the educational rights of other students. Our school will develop and implement a well-communicated tardy procedure.
  - A A student is to be marked tardy who is not physically present in the classroom at the start of the instructional day (elementary students) or instructional period (secondary students) but reports to the classroom after that time.
  - B A student enrolled in grades six through twelve in a secondary school who misses more than thirty (30) minutes of the instructional period has missed an essential part of the learning experience. Therefore, for purposes of attendance enforcement, a secondary student who is more than thirty (30) minutes late to any class period shall be counted absent from that class, and the teacher shall mark the roll book accordingly.
- II Recording Daily Attendance - IICSN is responsible for maintaining an accurate attendance record for each student enrolled.
  - A An elementary student shall be recorded as absent for half of the day if more than one hour and fifty-five minutes of the instructional day are missed and recorded as absent for the entire day if more than three hours and forty-five minutes of the instructional day are missed.
  - B A secondary student shall be marked absent for the entire day when that student has missed every class period.
  - C A secondary student missing less than a full day shall be marked absent only in those classes that were missed.
  - D A secondary student who is more than thirty minutes late to class shall be marked absent for that class period only.

III Limitation of Absences - The Nevada Revised Statutes provide corrective steps and/or sanctions are taken or applied when a student does not attend school.

- A Excessive Absenteeism; Issuance of Failing Grades; Retention (Secondary Students)
  - 1 Secondary students who exceed ten (10) unapproved absences in any course during the semester shall receive a failing semester grade for that course.
  - 2 For the purpose of this subsection, all prearranged absences in excess of ten (10) during a school year shall be considered unapproved. All prearranged absences for which the makeup work was not completed and submitted as specified by the teacher shall be considered unapproved
- B Excessive Absenteeism; Retention (Elementary Students)
  - 1 Elementary students who exceed twenty (20) unapproved absences during the school year may be retained in the current grade.
  - 2 For the purposes of this subsection, all prearranged absences in excess of ten (10) during a school year shall be considered unapproved. All prearranged absences for which the makeup work was not completed and submitted as specified by the teacher shall be considered approved.
- C A required parent conference is to be scheduled by the administrators or their designees when the following conditions exist due to excessive absenteeism:
  - 1 A student has been identified as being in danger of retention;
  - 2 A student may not earn high school credit;
  - 3 A student may be referred to an alternative education program;
  - 4 A student has been identified as a habitual truant; and/or
  - 5 The parent may be referred for educational neglect.

IICSN may investigate, in cooperation with the parent and student, the cause of absences and determine a course of action on or before the accrual of ten full-day absences or upon the accrual of one or more unapproved absences.

IV Absence Documentation/Explanation; Readmittance to Class -- IICSN will include specific directions and/or procedures relative to the manner in which students will be readmitted to class subsequent to an absence in the student/parent handbook or other written communication to the parent/guardian. For purposes of consistency, the school may require parental/guardian confirmation of the reason for the absence in writing prior to or upon return from each absence. Verified medical appointments, medical excuses, medical documentation, and/or other explanations must be presented in writing by the student from the parent/guardian or personally by the parent/guardian within three days directly following the absence.

V Classification of Absences The determination of the proper classification of an absence requires the exercise of judgment on the part of the teacher or administrator. To evaluate the proper classification of the absence, the school may reasonably inquire, investigate, and/or request further documentation from the parent/guardian. Absences from class or school due to a student's participation in a school sanctioned activity or absences from class or school resulting from a student's suspension or required parent conference shall not be counted as absences for the purpose of attendance enforcement.

- A Approved Absences - Explanations by the parent, legal guardian, or physician stating the reason the student was absent within the meaning of sections 1-4 as listed below must be presented to the teacher or administrative designee not later than three days after the student returns to school. Absences shall be approved for the purposes of attendance enforcement within the meaning of the Nevada Revised Statutes when:
- 1 The student is physically or mentally unable to attend school, or the absence is related to the student's disability.
  - 2 The approval of the teacher or administrators has been given for an unavoidable absence due to an emergency.
  - 3 The student is absent due to a required court appearance or a religious holiday.
  - 4 The absence has been prearranged upon the written request of a parent or legal guardian, and the student has submitted make-up work within 3 days of returning to school.
- B Unapproved Absences; Notice of Truancy - Within the meaning of the Nevada Revised Statutes an absence is unapproved when:
- 1 The prearranged absence was not requested in writing in advance of the absence;
  - 2 The absence was not due to the physical or mental inability of the student to attend school, the student's disability, an emergency, a required court appearance, or religious holiday;
  - 3 The absence from class or school was without written permission from the administration or teacher;
  - 4 The parent/guardian or person in charge of the student failed to notify the school of the reason the student was physically or mentally unable to attend, or the nature of the emergency, court appearance or religious holiday within three days after the student returned to school;
  - 5 The student failed or refused to attend school when so directed by the parent or legal guardian or school official; or,
  - 6 The parent or legal guardian or person having charge of the student failed or refused to require the student's attendance at school.

An unapproved absence for one or more class periods or the equivalent of one or more class periods during a school day shall be deemed a truancy (NRS 392.130(2)).

If a student has been declared truant three times for unapproved absences, the administrators of the school shall report the student to a school police officer or the local law enforcement agency for investigation of habitual truancy and issuance of a citation, if warranted, in accordance with NRS 392.149 (NRS 392.144).

The Nevada Revised Statutes do not distinguish between truancy resulting from an action of the student and that of the parent or legal guardian. Any child who has once been declared a habitual truant and who in an immediately succeeding year is absent from school without a valid excuse may again be declared a habitual truant.

## VI. Notification of Absence

In the event of an unapproved absence, the teacher, or other school official shall deliver or cause to be delivered a written notice of truancy to the parent, legal guardian, or other person having control or charge of the child (NRS 392.130[4]). Written notices shall be generated and mailed from the office after the third, fifth, eighth, and tenth absences to the parents of the secondary students.

After any absence, a secondary student is required to initiate contact with the teacher(s) to obtain appropriate makeup work within three school days immediately following the absence. Once contact has been made with the teacher(s), specific makeup work must be completed and returned to the teacher(s) within a reasonable length of time, to be determined by the teacher and communicated to the student/parent or legal guardian. The makeup work must be returned to the teacher(s) by the specified due date

## VII. Due Process

- C The parent or legal guardian of an elementary school student shall notify administration of a suspected error or extenuating circumstance within three school days after receiving a notice of excessive absences or truancy. The notice shall state the parent/guardian has three (3) days to respond to the notice. After a review of the official record of attendance (teacher's record book), the administrator or his/her designee shall have the authority to correct the attendance record. The final determination of the accuracy of the record rests with the administration..
- D For secondary students after receipt of notification of the impending loss of credit or retention in the current grade, the parent, legal guardian, or student may request in writing a school hearing with the administration or his/her designee if there is reason to believe an error in the attendance record or an extenuating circumstance exists. The parent, legal guardian or student may initiate the request within three school days after receipt of the notification. The notice shall state that the parent/guardian has three (3) days to respond to the notice. Parents/guardians must be notified of student-initiated due process hearings before the hearing is held unless the student is eighteen years of age and living independently or as otherwise legally emancipated. The hearing shall be conducted by the administrator or his/her designee and the student, parent, or legal guardian may appear. The teacher's record book shall serve as the school's official record of attendance. The administrator or his/her designee shall have the authority to correct the attendance record and/or review the recommended loss of credit or referral to an alternative education program. The final determination in all school hearings at secondary schools rests with the administration.

## VIII. Attendance Incentives

Incentive programs designed to promote and enforce the good attendance of students shall be developed and implemented at the school. Attendance incentive plans are to be developed with input from parents, students, and teachers and must be reviewed by administration.

### 5.5 BUDGET – see attached (Appendix F)

IICSN acknowledges the growth in the Clark County School District and wishes to share the education for its students grades K-12. According to Clark County's reported enrollment, 267,858 students attended their public schools in the 2003-2004 school year. District-wide statistics for this population break down into the following ethnicities as follows:

* American Indian/Alaskan Native	2,352
* Asian/Pacific Islander	21,057
* Hispanic/Latino	89,417
* African-American	37,609

\* Caucasian 117,522

Special population breakdowns of the same student population are:

\* Special Education 27,122  
\* Limited English Proficiency 52,352  
\* Free and Reduced Lunch 95,364  
\* Migrant 40

The district's transiency rate for the same school year was 35.5%.

For IICSN's targeted school zone region the statistics for this student population are as follows:

\* American Indian/ Alaskan Native 24  
\* Asian/Pacific Islander 1,685  
\* Hispanic/Latino 17,884  
\* African-American 3,009  
\* Caucasian 74,039

Special population breakdowns for this same student population are:

\* Special Education 5,660  
\* Limited English Proficiency 4,248  
\* Free and Reduced Lunch 11,689  
\* Migrant 19

The region's transiency rate for the same school year was 28%.

Looking further still at the statistics generated by CCSD for No Child Left Behind (NCLB) and the report of Adequate Yearly Progress (AYP), the following information can be reported concerning the targeted region for the school.

Elementary Schools in existence

- 37 total in the region
  - 8% reported as Needs Improvement Year 1
  - 11% reported on the Watch List
  - 70% reported as Adequate
  - 11% reported as High Achieving

Middle Schools in existence

- 11 total in the region
  - 55% reported as Needs Improvement Year 1
  - 9% reported on the Watch List
  - 9% reported as Adequate
  - 27% reported as High Achieving

High Schools in existence

- 35% reported as Needs Improvement Year 1
- 35% reported on the Watch List
- 10% reported as Adequate
- 20% reported as High Achieving



Charter schools, as schools of choice, can offer alternative types of education for families. IICSN has identified its desire to work with at-risk students. In the targeted region for its school, IICSN is looking at minority populations, socio-economically disadvantaged families, second language families, and students at-risk for academic failure. Using CCSD's reported statistics, the following considerations have been taken into account when projecting student enrollment and potential growth.

- The reported growth of the Hispanic/Latino population in CCSD has increased by 12,417 students in a one year period of time.
- The newest high school opening in the target region this year began its initial year with a 40% Hispanic/Latino student population.
- A gap exists between school levels in student achievement, especially for at-risk populations. This can be verified by the percentage of schools that did not make AYP. The commonalities of not making AYP are found in the following subgroups:
  - Hispanic/Latino Students
  - African-American Students
  - Students having IEPs
  - Students with Free and Reduced Lunches
- Reported parent concerns for this region are as follows:
  - Credit accumulation/deficiencies
  - Grades earned
  - Retention rates
  - Discipline reports and enforcement
  - Administration's philosophies and school policies
  - Quality of teachers

As a school of choice, IICSN will be able to offer students and families alternatives not available in the traditional public school system. Because of these opportunities and the statistical information listed above, we believe we will meet our projected enrollment. The following items are to be considered when seeking yearly enrollment.

- IICSN will offer three levels of school; elementary, middle, and high school. This will allow for siblings of varying ages to attend the same campus in order to assist parents with transportation and school consistency.
- There are no other charter schools located in the target region at this time.
- IICSN will utilize the services of a prominent community relations director to facilitate publicity and recruitment of students.
- Parents of student in schools who have not met AYP are looking for alternative school choices for their children. Presently, only two (2) schools in CCSD can be considered schools of choice.
- Inconsistency of dual language immersion and usage in the schools causes academic achievement problems. Students who begin in the upper grades or schools in CCSD are less likely to get concentrated assistance in their native tongue as the upper schools are content driven. IICSN offers a dual language structure with biliteracy emphasized K-12.
- Growth of CCSD International Language Schools has shown that parents of all levels are looking for dual language emersion for their children. At this time, these schools have turned several families away as they have no room for growth.

- An extended school day and an extended school year will be used to increase time on task for mastery of content matter and process skills.
- The use of a Global Curriculum fosters community involvement and partnerships whereby a variety of students, community members, and families will form a learning community to support student achievement with a relationship drawn to real-life learning.
- Smaller class sizes allow students and teachers to interact for increased student achievement.
- University partnerships presently exist to support NCLB and research-based educational practices.

IICSN anticipates a relatively high number of students due to the differential nature of the school. As outlined in Part 2 Educational Program, our charter school will be a hybrid of a face-to-face and distance education school with the transition to distance education taking place in the middle school and beginning secondary years.

IICSN will incorporate the best practices that we have gleaned from extensive research in exemplary classrooms as well as from our own experiences of constructing a community of learners in which students become self-regulated, responsible citizens who participate wholeheartedly in their learning and development experience. Innovations International Charter School of Nevada is introducing an inclusive hybrid school that consists of face-to-face instruction with students, a technology laboratory setting, and a distance education program. We are particularly interested in serving pupils who have not yet achieved English proficiency and who are risk of dropping out of high school as they have been unable to meet the minimum of academic standards.

Our program will provide for those pupils previously enrolled in public schools and identified as economically disadvantaged by providing for their nutritional and dietary needs as determined by their previous free and reduced lunch status. Our program will address pupils with linguistic needs since we offer bilingual and biliteracy curriculum across the years. In addition we offer distance education to meet the needs of pupils placed at risk of dropping out of high school and those who do not meet minimum standards of academic proficiency

To facilitate enrollment we will work extensively with community leaders and parents to make visible our intentions of producing quality education for their children. In order to assist parents in securing transportation for their children, IICSN will work with the parents to develop a car pool list of children attending the school and the location from which they travel. This will help families to enlist support for transportation needs in order to secure daily rides to and from the school.

IICSN will also speak with the Citizens Area Transit System to question which bus routes cover the area at or near the school. These routes and regulations for using the CAT Bus System will be provided for the parents in order to assist in getting students to and from school daily. Further discussions will be held with the bus system and parents concerning security and fares for riding the bus. Personnel at the school will provide training for students and families using the CAT Bus System in order to ensure a secure form of transportation is available for families needing assistance

Members of the committee to form have already begun recruitment by producing a survey for families, making contacts with the Hispanic Educators Association of Nevada and with the Latin Chamber of Commerce. In addition we are establishing the following contacts:

Dec. 2004-

1. Membership in Las Vegas Chamber of Commerce/Hispanic Chamber of Commerce/Boulder City Chamber of Commerce/Henderson Chamber of Commerce and other local organizations

- attendance at all Chamber member events with the opportunity to present information to members
- School brochure and information included in LVCC relocation packets sent to over 1,000 families each month
- Inclusion in Education section of LVCC web site

Jan. 2005-Opening

1. Bi-monthly informational meetings scheduled at Clark County libraries
2. Advertising of bi-monthly informational meetings in Las Vegas Review Journal View magazines
3. Brochures made available at all Clark County Libraries
4. Attendance at home schooling fairs
5. Registration and information made available on web site

#### 5.6 FINANCIAL PLAN

To be a success, IICSN must both promote academic excellence and have its operation based on sound fiscal policies. Accordingly, the financial plan for the charter has been carefully drafted to achieve educational goals and place the school on a solid financial footing. As set forth in the financial plan, IICSN will grow at a pre-determined pace while minimizing class size in accordance with budgetary constraints. At the same time, IICSN will accumulate capital reserves reflective of the underlying financial viability of the endeavor. In keeping with its mission, these reserves may be utilized for unforeseen circumstances, facility use, or appropriated for educational enhancements.

It is imperative to note that although the financial plan has been carefully crafted and represents the best efforts of IICSN's committee to form to date, it is by no means a static document. Revisions over the course of charter review and annually through the duration of the charters are expected, and welcomed.

##### Financial Overview

IICSN will receive its funding from the State of Nevada in the form of a Distributive School Account. Outside financial support will be actively pursued as supplemental funds to be used to enrich the programmatic needs of the school. Financial support will be used to purchase textbooks and instructional materials, purchase instructional equipment, maintain the school site, compensate teachers and staff, fund student activities, fund professional development, and support other operational needs.

Over a three year period of time, the school will expand its physical and student capacity. Funds will be used to expand the purchase of textbooks and instructional materials, technology hardware and software, finance new student recruiting, fund community outreach programs, and expand the community partnerships with the school.

The calculation of enrollment-based revenue is as follows:

### Use of Proceeds/Revenues

Our calculation of expenditures is based upon the following assumptions:

• Salaries for Administrative Team	12 Month Employees
o 2 Administrators	\$ 75,000.00 each
o 1 Development Director	\$ 53,000.00
o 1 Facilities Director	\$ 40,000.00
• 26 full-time teachers	\$ 38,000.00 (average for each)/10 months
• 1 full-time counselor	\$ 38,000.00 (average for each)/10 months
• 4 full-time instructional assistants	\$ 21,278.00 (each)/10 months
• 1 full time Administrative SecretaryII	\$34,653/12 months
• 2 full-time secretaries	\$ 22,776,00/each/12 months
• 1 full-time FASA	\$ 21,798.00/10 months
• 1 full-time registrar	\$ 25,834.00/11 months
• 1 full-time receptionist	\$ 20,758.00/11 months
• 1 full-time custodian	\$ 31,320.00/ 12 months
• Benefits cost for full-time staff members	\$ 588,342.00/ annum
• Instructional supplies per pupil	\$ 44.74
• Textbooks and curriculum per pupil	\$ 488.42
• Communications cost per pupil	\$ 30.86
• Administrative supplies per pupil	\$ 46.30
• Miscellaneous expenses per pupil	\$ 23.14
• Communications/telephone	\$ 500.00/month
• Insurance per pupil	\$ 57.10/month
• Projected Lease (30,000 sq. ft.)	\$ 12,500/month
• Energy costs	\$ 2.50/sq.ft. per year
• Support supplies and materials per pupil	\$ 18.51 per year
• Miscellaneous support expenses	\$ 275.46 per year

### Accounting and Audit Plans

IICSN will utilize Generally Accepted Accounting Principles for recording its financial transactions. Per NAC 387.119, IICSN recognizes that its success as an educational institution will depend on a sound uniform system of financial planning and accounting with timely financial reports. The IICSN governing body will be attentive to this operational aspect.

The school will be audited by a firm of suitably qualified accountants, locally-based, but with no other connection with Innovations International Charter School of Nevada. The appointment will be made to conform with the provisions of NRS 385.080 and NRS 387.123.

### Enrollment Projections

The following chart details IICSN's enrollment projections, which assume

- the addition of grades 3, 8, and 11 in 2006-2007 and of grades 4 and 12 in 2007-2008
- an overall enrollment increase rate of approximately 25% per year
- a class size of 25 in grades K-3, 27 in grades 4-8, and 30 in grades 9-12

IICSN's three-year enrollment goal is 1,065 students spread out over 13 grade levels, K-12.

IICSN's Projected Three Year Growth Chart

Year One	Begin With			Add		
K	25	25	25			
1	25	25	25			
2	25	25	25			
5	27	27	27			
6	27	27	27			
7	27	27	27			
9	30	30	30			
10	30	30	30			
Year Two						
3				25	25	25
8				27	27	27
11				30	30	30
Year Three						
4				27	27	27
12				30	30	30

FY 2006 Year One Total Student Enrollment 648  
 FY 2007 Year Two Total Student Enrollment 894  
 FY 2008 Year Three Total Student Enrollment 1065

District of Residence

IICSN will be located in and sponsored by the Clark County School District. The publications in which IICSN will advertise are distributed in this geographic area.

Revenue Projections

In order to produce an operating budget, expected yearly revenues for IICSN will be those generated by the Nevada Plan as well as outside revenues credited per student on local tax revenues and paid by the State through a Distributive School Account as deemed appropriate by NRS 387.124(2). IICSN recognizes quarterly apportionments will be made August 1, November 1, February 1, and May 1.

Further revenues will be utilized from a variety of sources such as local grants, foundation grants, federal grants, and individual donations. Members of IICSN's governing body and staff will actively seek further revenue sources to supplement the programmatic needs of the school on a yearly basis.

Year One Revenue Projections  
Enrollment-Based Revenues for Year One

<u>Grade Enrollment Revenue/Pupil Revenue/Grade</u>			
<u>Grade</u>	<u>Number of Students</u>	<u>Funding/Student</u>	<u>Total Funding</u>
Kindergarten	75	\$ 3,198.00	\$ 239,650.00
Grade One	75	\$ 5,330.00	\$ 399,750.00
Grade Two	75	\$ 5,330.00	\$ 399,750.00
Grade Five	81	\$ 5,330.00	\$ 431,730.00
Grade Six	81	\$ 5,330.00	\$ 431,730.00
Grade Seven	81	\$ 5,330.00	\$ 431,730.00
Grade Nine	90	\$ 5,330.00	\$ 479,700.00
Grade Ten	90	\$ 5,330.00	\$ 479,700.00
Total Enrollment Revenues		\$ 3,293,940.00	

Enrollment-Based Revenues for Year Two

<u>Grade</u>	<u>Number of Students</u>	<u>Funding/Student</u>	<u>Total Funding</u>
Kindergarten	75	\$ 3,198.00	\$ 239,650.00
Grade One	75	\$ 5,330.00	\$ 399,750.00
Grade Two	75	\$ 5,330.00	\$ 399,750.00
Grade Three	75	\$ 5,330.00	\$ 399,750.00
Grade Five	81	\$ 5,330.00	\$ 431,730.00
Grade Six	81	\$ 5,330.00	\$ 431,730.00
Grade Seven	81	\$ 5,330.00	\$ 431,730.00
Grade Eight	81	\$ 5,330.00	\$ 431,730.00
Grade Nine	90	\$ 5,330.00	\$ 479,700.00
Grade Ten	90	\$ 5,330.00	\$ 479,700.00
Grade Eleven	90	\$ 5,330.00	\$ 479,700.00
Total Enrollment Revenues		\$ 4,605,120.00	

Enrollment-Based Revenues for Year Three

<u>Grade</u>	<u>Number of Students</u>	<u>Funding/Student</u>	<u>Total Funding</u>
Kindergarten	75	\$ 3,198.00	\$ 239,650.00
Grade One	75	\$ 5,330.00	\$ 399,750.00
Grade Two	75	\$ 5,330.00	\$ 399,750.00
Grade Three	75	\$ 5,330.00	\$ 399,750.00
Grade Four	81	\$ 5,330.00	\$ 399,750.00
Grade Five	81	\$ 5,330.00	\$ 399,750.00
Grade Six	81	\$ 5,330.00	\$ 431,730.00
Grade Seven	81	\$ 5,330.00	\$ 431,730.00
Grade Eight	81	\$ 5,330.00	\$ 431,730.00
Grade Nine	90	\$ 5,330.00	\$ 479,700.00
Grade Ten	90	\$ 5,330.00	\$ 479,700.00
Grade Eleven	90	\$ 5,330.00	\$ 479,700.00
Grade Twelve	90	\$ 5,330.00	\$ 479,700.00
Total Enrollment Revenues		\$ 5,484,570.00	

## Assumptions

Several assumptions must be taken into consideration when planning IICSN's financial plan. The following must be taken into consideration:

- per student funding may increase over the three years of growth
- facility expenses will vary over the three years of growth
- increase in student enrollment will affect the yearly revenues
- reported growth of the Hispanic/Latino population in CCSD has increased by 12,417 students in a one year period of time.
- expected enrollment starting figure is 648 students across elementary, middle school, and secondary school levels with rate of growth of 25% for each year following as new grade levels are added is expected due to growth rate of CCSD schools in general and shortage of resources for English language learners in particular
- increase in staffing will affect the yearly budgets
- the increase in salaries will affect the yearly budgets
- state and district mandates will affect the yearly budgets
- SMART reporting will affect the yearly budgets
- increase in curriculum, instructional materials, and technology will affect the yearly budgets
- donations and/or receiving of grants will affect the yearly budgets
- inflation and price inflators will affect the yearly budgets

## Fundraising Plan

The governing body and staff of IICSN will actively search for supplementary sources of funding for capital improvements, general maintenance, program enhancements, and other school needs to assist in the budget development and yearly expenses of the school. All sources will be considered and pursued.

## Exit Plan

IICSN will be prepared to minimize expenses in the extreme case of having to close the school. In the event the school must close, losses will be limited to the time and energy of the founding members. Assuming IICSN has an accurate operational budget; it will plan for the disposal/sale of equipment of supplies and the return of the facility to the leaser. If debt is incurred, the sale of assets will pay off all outstanding liabilities. Student records will be turned over to Clark County School District for security and educational purposes.

IICSN acknowledges the importance of having students enrolled in a school that will be able to deliver educational instruction. If for any reason this school is unable to open the fall of 2005, students and parents will be notified August 1, 2005, by phone call and by personal letter explaining the reasons for not opening and providing parents with the option to return to their home schools. In order to assist in making this decision, IICSN will firm an opening for the fall of 2005 if it has a minimum of 400 enrolled students. All registration information will be returned to the parents to allow for a smooth transitional process from IICSN to CCSD in the event it is unable to open until the fall of 2006.

## 5.7 MISSION, GOALS, MEASUREMENT OF ACCOMPLISHMENT OF GOALS, AND TIMELINE FOR ACCOMPLISHMENT OF GOALS

### 5.7 (a) VISION STATEMENT

IICSN believes all students are life long learners tied to the community through unique experiences. All children are capable individuals who need access to knowledge, skills, attitudes, resources, caring educators, and technology in order to develop skills, ethics, and inclusive practices to become successful, contributing members of an ever-changing world.

### 5.7 (b) MISSION STATEMENT

Knowledge is a powerful tool maximized through awareness that students have unique needs and abilities. To capitalize on individuals within a community, the mission of IICSN is to make learning more relevant to real life, to assist students in developing responsibility for self and community, and to enhance collaboration with community members, parents, business people, and institutions of higher education. Affording children first-hand experiences of a democratic, free enterprise society will help them to develop skills for becoming productive citizens in society as they become adults.

The mission and goals of IICSN include an improvement of academic achievement for all students while incorporating skills and ideals for biliteracy and community integration in the educational process. Meeting the accountability needs and mandates for the state and federal government will be addressed through the use of the three key principles of powerful learning from the Accelerated Schools Plus philosophy. These principles and the progress to be made toward the mission and goals are as follows.

Unity of purpose – Members of the educational staff, community, Governing Body, and families will hold a common belief that all students are capable of learning. Inclusive of the learning process are: (a) acquisition of content knowledge, (b) acquisition and utilization of process skills and strategies to integrate content knowledge into real life situations, (c) development and utilization of resources to assist in mastery of literacy, critical thinking, problem solving, and generalization of skills, (d) integration of technology to enhance the learning process, and (e) the utilization of caring educators to address the learning styles of students while providing high expectations for student achievement.

Empowerment coupled with responsibility – All members of the educational staff, community, Governing Body, and families will be responsible for the success of our students. Students will be empowered to take responsibility for their own learning. Families will be empowered to motivate their child (ren) and to guide them in decision making to establish quality study habits while fostering a partnership with their child (ren)'s teacher (s). The community will be responsible for developing and enriching partnerships through the Global Curriculum. They will donate their time and expertise in the education of students as citizens of our school, city, state, and country. Educators will be empowered to provide quality instruction with integrated materials and teaching techniques in an inclusive setting to insure all students are achieving academic growth. Administration will be empowered to provide quality professional development for staff,



families, and community members as the school develops a community of learners who are child centered and who share the ideals of improving the opportunities for student to learn. The Governing Body will be empowered to uphold the vision and mission of the school by insuring all members of the learning community are accountable for the educational achievement of the students while establishing an accountability system in compliance with federal and state mandates.

Building on strengths – All members of IICSN will build on individual, family, and student strengths to provide quality research-based instruction. Teachers have talents and interests that influence their teaching and choice of materials. Other staff members in the school have talents for establishing relationships with students and for working with them in a one-on-one situation. Families know their child (ren)’s strengths and can advocate these to the school in an effort to establish an all encompassing picture of each student as a life long learner. It will be the effort of parent-teacher organizations, the Global Curriculum, and the school as a whole entity to work as a cohesive unit to foster the following:

- Academic Success
- Adequate Yearly Progress
- Authentic Learning
- Biliterate Students
- Continuous Evaluation and Growth
- Inclusive Learners
- Interactive School Environment
- Learner Centered Instructional Practices
- Reflective Practices
- Shared Governance

5.7 (b) How progress will be measured – the following guidelines will be implemented, but will not be limited to utilization of:

- Academic testing as mandated by state and federal guidelines
- Action research
- Authentic forms of assessment to monitor students’ progress (ie: portfolio development, project-based learning, performance-based instruction and feedback, etc ..)
- Learning strategist(s) to develop life long learners
- Parent seminars, orientations, and conferences
- Professional development seminars and conference attendance on the part of educators
- Progress reports, report cards, and various other academic reporting measures
- Technology and media for instruction

By following the vision and mission of IICSN, the following provisions will be established:

- improving opportunities for pupils to learn
- encouraging the use of effective methods of teaching
- providing an accurate measurement of educational achievement for students

- establishing accountability for the school to measure achievement based upon the performance of the school
- creating new professional opportunities for teachers

5.7 (c) Time by which academic results will be achieved

IICSN intends to make adequate yearly progress and to fulfill its mission and goals on a yearly basis. The school will exhibit a three-year growth and development cycle where new students and grade levels will be added. IICSN will offer alternative types of education for families, especially with children considered to be at-risk students. In the targeted region for its school, IICSN is looking at minority populations, socio-economically disadvantaged families, second language families, and students at-risk for academic failure.

Using CCSD's reported statistics, the following considerations have been taken into account when projecting student enrollment and potential growth. The reported growth of the Hispanic/Latino population in CCSD has increased by 12,417 students in a one year period of time. The newest high school opening in the target region this year began its initial year with a 40% Hispanic/Latino student population. Inconsistency of dual language emersion and usage in the schools causes academic achievement problems. Students who begin in the upper grades or schools in CCSD are less likely to get concentrated assistance in their native tongue as the upper schools are content driven. IICSN offers a dual language structure with biliteracy emphasized K-12. Growth of CCSD International Language Schools has shown that parents of all levels are looking for dual language emersion for their children. At this time, these schools have turned several families away as they have no room for growth

A gap exists between school levels in student achievement, especially for at-risk populations as verified by the percentage of schools that did not make AYP. The commonalities of not making AYP are found in the following subgroups: Hispanic/Latino Students, African-American Students, Students having IEPs, and Students accepting Free and Reduced Lunches. IICSN will offer three levels of school; elementary, middle, and high school. This will allow for siblings of varying ages to attend the same campus in order to assist parents with transportation and school consistency. In addition, no other charter schools are located in the target region at this time.

Each year the school is in operation, the staff, students, and parents will be asked to give constructive feedback for school improvement. Goals will be re-evaluated and prioritized in order to continue the forward progress toward academic achievement and educational results. This process will be a major thrust of the school's administration in order to insure that all students are receiving quality instruction in preparation for life.

5.8 Applicant summarization of carrying out charter school law

The charter school committee to form representing IICSN will carry out the charter school law through various venues. IICSN will carry out all provisions of NRS 382.500 to 386.610, inclusive (NRS 386.50) through the innovative curriculum and program overview described above and through the policies stated in each subsection of the charter application which follow the rules and regulations of the sponsoring agency as well as the federal regulations pursuant to the No Child Left Behind Act.

As a committee, we have worked together to familiarize ourselves with the charter school laws and regulations. The liaison of the committee, Dr. LeAnn G. Putney attended with Dr. Connie Malin, the technical assistance meeting held in July, 2004. We also intend to send representatives of IICSN to charter school conferences, and to attend future technical assistance meetings.

We will avoid conflicts of interest by assigning students' interests of high priority in the school. In addition, we hold academic achievement to be top priority, particularly given the charge of providing the best education for students who have been placed at-risk in the Clark County School District. We are incorporating the best educational practices that have been informed by both large scale research, and collaborative research conducted by experienced researchers with exemplary teachers in at-risk school classrooms.

Selecting and maintaining a diverse governing body, especially working toward one that is representative of the community served by the school is of great importance to the committee to form, especially given that we intend to promote biliteracy among students at IICSN. We have been working toward making contacts with people who could offer the best understanding of the type of community we intend to construct at IICSN.

In terms of working through the process of applying for charter school status, we are fortunate to have already been in contact with the Nevada Department of Education by phone and email along the way. We are encouraged by the depth and breadth of knowledge of the people who work with charter schools and their willingness to respond quickly and accurately to any questions as we are certain that more will emerge as we proceed through the application process.

The committee has taken care to ensure accountability by calling upon experts in the field for assistance when we have questions and we will maintain this stance of the importance of accountability and transparency of our actions in all areas of operation. To make IICSN an integral part of the educational system in southern Nevada, we will establish and maintain a highly cooperative relationship with Clark County School District as well as the Nevada Department of Education. Our intention is to provide best services for at-risk students in Las Vegas and at the same time make those practices visible for others to take up through research conducted on site with the educational professionals and the students at IICSN.

PROPOSED