

Nevada Public School Charter School
Application

Submitted by:



Mountain West Academy of Sparks

To the State Public Charter School Authority

July 15, 2016

Mountain West Academy Charter Application

Contents

Executive Summary.....1

Meeting the Need.....5

 Targeted Plan5

 Parent and Community Involvement.....6

Academic Plan11

 Mission and Vision:.....11

 Transformational Change:.....13

 Curriculum and Instructional Design:.....19

 Programs of Distance Education:30

 Pre-Kindergarten Programs31

 High School Graduation Requirements:32

 Driving for Results:.....32

 At Risk Students and Special Populations38

<i>Special Education</i>	41
<i>English Language learners</i>	47
<i>Homeless/Migrant Services</i>	51
School Structure: Culture.....	53
School Structure: Student Discipline	56
School Structure: Calendar and Schedule.....	59
A Day in the Life & Scenarios	61
Operations Plan	66
Leadership Team	66
Staffing	70
Human Resources	70
Student Recruitment and Enrollment	75
Board Governance	79
Incubation Year Development.....	84
Dual Credit Partnerships	85

Services.....	86
Facilities	88
Ongoing Operations	89
Financial Plan.....	91

Attachments

Attachment 1: Letters of Community Support/Partnership	94
Attachment 2: Leadership Team Job Descriptions	106
Attachment 3: Resumes and Student Achievement Data for School Leader	108
Attachment 4: Competencies Used for School Leader	122
Attachment 5: Teacher Evaluation Tools.....	124
Attachment 6: School Leader Evaluation Tools	152
Attachment 7: Board Member Template	175
Attachment 8: Board Member Information Sheets	177
Attachment 9: Board Bylaws, Code of Ethics and Conflict of Interest.....	239
Attachment 10: Incubation Year Planning Table	260
Attachment 11: Dual Credit Agreement	264
Attachment 12: Operational Execution Plan	266
Attachment 13: Proof of Facility Agreement.....	268
Attachment 14: Insurance Coverage.....	270
Attachment 15: Budget Narrative.....	272
Attachment 16: Financial Plan Workbook	277

SPCSA CHARTER PROPOSAL COVER SHEET

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

Primary contact person: Jaime Edrosa

Mailing address: _____

Street/PO Box: 2155 Horse Prairie Road

City: Reno **State** NV **Zip** 89521

Phone Number: *day* 775-846-5313 *evening* 775-846-3313

Fax Number: _____ **Email:** jedrosa@hotmail.com

Name of team or entity applying: Mater Academy of Northern Nevada

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

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

MANN proposes a K-8 school replication of the highly successful Florida Mater Academy charter school network that has demonstrated success with diverse, at-risk student populations, including English Language Learners (ELLs). The Mater Academy model emphasizes positive, student-centered cultures that value equity, collaboration, and personalized learning.

The mission of Mater Academy of Northern Nevada is to provide an innovative, challenging, multicultural education, preparing students to be global citizens and have a competitive edge in the 21st century workforce. Mater Academy of Northern Nevada aspires to have students obtain a thirst for knowledge and a belief in the students' self-efficacy. We strive to have the Mater Academy of Northern Nevada community actively involved in the learning of its students.

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

Full Name	Current Job Title and Employer	Position with Proposed School
Jaime Edrosa	Aviation Administrator - Reno/Tahoe Airport	TBD
Teresa Benitez-Thompson	Social Worker & Assembly woman - Gentiva Hospice	TBD

Shari Dunn	21st Century Learning Instructional Coach – Washoe County School District	TBD
Leslie Jackson	Retired Special Education Teacher – Washoe County School District	TBD
Cristofer Novich	Financial Advisor – Wadell & Reed Inc.	TBD
Luke Welmerink	Attorney – Anderson, Dorn & Rader, Ltd.	TBD

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
HI	Hawaii State Charter Commission	Kamalani Academy	2/16	8/16

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

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

Proposed School Name	City	State	Opening Date
Doral Academy of Colorado	Denver	CO	August 2016
Heritage Heights Acadmey	Denver	CO	August 2016
SLAM Academy	Henderson	NV	August 2016

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Mater Academy of Northern Nevada	2017-2018	K-5	K-8

Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
K	50	50	50	50	50	50
1	50	50	50	50	50	50
2	50	50	50	50	50	50
3	50	50	50	50	50	50
4	75	50	50	50	50	50
5	75	75	75	75	75	75
6	0	75	90	150	150	150
7	0	0	90	90	150	150
8	0	0	0	90	90	150
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	350	400	505	655	715	775

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

Does the proposed school intend to contract or partner with an education management organization (EMO) or education service provider (ESP) or other organization to provide school management services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, identify the EMO/ESP:	Academica Nevada

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

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

Applicant Certification:

Signature		Date	7/13/16
Printed Name:	Jaime Edrosa		

Executive Summary

AN OVERVIEW OF THE MOUNTAIN WEST ACADEMY'S MISSION

Mountain West Academy (MWA) provides a powerful model of education where all students can succeed by creating a stimulating and challenging environment, academically focusing on college and career readiness through 21st century skills. MWA creates well-rounded, self-motivated, high achieving students in a transparent and accountable environment that will encourage the strengths and individuality of all.

MOUNTAIN WEST ACADEMY'S VISION

MWA will foster students to have respect for self and others through community impact projects, volunteer opportunities by encouraging critical thinking, independent decision making skills, and cooperative learning for pride in their community.

PROPOSED MODEL AND TARGET COMMUNITY

Mountain West Academy is an academy of choice for parents and students. MWA believes strongly that families who choose MWA believes in the mission and vision of creating global citizens ready for new and innovative opportunities for their child's future that will enable students to become productive citizens in an ever changing world.

MWA will utilize Core Knowledge as one method for active learning. Students learn through carefully structured content that builds on previous knowledge, avoids repetition, and provides focus. Core Knowledge encompasses several areas of content thus students are able to connect varied aspects of their education.

MWA will also provide opportunities for students to participate in Project Based Learning (PBL). Students take what they have learned and apply it to real life situations to create deeper understanding and knowledge. This will also help support students as they learn to work with others. By working together for a common outcome, students will be strengthening their communication and ability to work together. Students will leave MWA with deep content knowledge and the ability to work with others as they pursue future schooling and other activities in their lives.

MWA believes strongly that students and staff need to be involved in their community. In addition to parents volunteering at MWA, students will be encouraged to volunteer in the community doing projects that are age and grade appropriate. This will allow them to have a different perspective than what they experience in their day-to-day lives. It will also help them build pride in their community and county. These community projects can connect to the PBL units, Core Knowledge units that students engage in during the school day.

MWA will be located in Sparks, NV, which is a quickly growing community resulting in overcrowding at many of the surrounding schools. The Washoe County School District is proposing bringing back multi-track year around calendars to handle the over-crowding in our area. By looking at schools in our target community, there is a need for a high achieving charter school, such as MWA, to provide students opportunities to achieve and excel in a supportive educational environment. MWA's philosophy shares the common goals of the State Public Charter School Authority in preparing all students for college and career readiness. MWA will set strong foundations for students to become 21st century learners and future leaders.

According to the Washoe County School District any school that is 10% above capacity puts the school on the list for problematic overcrowding and 20% is considered critical. The following schools are those that may be within reach for students wanting to attend MWA and where the school falls for enrollment: 10% in 2016 Beasley, Hall, Spanish Springs, Taylor, Van Gorder: 20% in 2016 Maxwell: 20% in 2017 Sepulveda: 10% in 2020 Matthews: 20% in 2021 Taylor and Hall

The above information is a factor in whether or not schools in the area of MWA will be required to go to a multi track schedule.¹ MWA believes that multi track systems create the following issues:

¹ www.nevadareportcard.com

1. School staff is unable to build a professional learning community due to one-fourth of the staff being on break at all times.
2. Students and families only have access to teachers on their assigned track.
3. Eliminates single classes using a single room
4. Additional demands are placed on support staff
5. Teachers are unable to use extended breaks for continuing education
6. Parents find it difficult to find childcare for a few short weeks throughout the year or it is costly.
7. Families may face children being on a variety of schedules depending on their ages.
8. More storage is needed for materials for rotating teachers

THE OUTCOMES YOU EXPECT TO ACHIEVE

MWA will hold students, staff, and parents to high expectations. Some of the outcomes that MWA are striving to achieve are:

1. 20% growth for all students who have been enrolled for two consecutive years.
2. 20% of students will be achieving above grade level standards on standardized testing in reading, math and science after two year of consecutive enrollment.
3. MWA will create a learning culture for students to be self-motivated and challenged using a variety of innovative instructional methods.
4. MWA's priorities will be college and career readiness through high quality teaching using methods and curriculums such as: Core Knowledge², Project Based Learning³, and Cooperative Learning⁴. MWA will work towards integrated curriculum by applying them to allow students to integrate and apply their individual knowledge to learning situations. Connecting these aspects of education will help students as they enter college and careers where two or more areas may be prevalent or required.⁵ MWA is educating in an age where many of the jobs the students will have may have not even been created at his time.
5. MWA will teach individuals to take pride in their community and show respect for their hometown.
6. MWA will have a staff retention rate of 85%, with reasons for leaving being taken in to account on individual basis.
7. Academic achievement is possible for all students.
8. An ethical code of conduct will ensure that the schools culture and environment is respectful and responsible.
9. Have a systematical approach to gathering data and to analyze the information for instructional purposes.
10. All operational and management decisions must optimize student and staff growth and to stay true to the schools mission.
11. Communication with families should occur frequently through informal conversations and formal conference times to keep everyone on the same page in regards to a student's academic and behavioral development.

² www.coreknowledge.org

³ www.edutopia.org/project-based-learning

⁴ www.co-operation.org/what-is-cooperative-learning

⁵ <http://study.com/academy/lesson/integrated-curriculum-definition-benefits>

12. Seamless and detailed operating procedures.
13. Rigorous instruction⁶
14. A culture of enthusiasm and joy.
15. Differentiate instruction⁷

MWA will help students achieve growth by grouping students in a way that will meet varying abilities and interest levels for all students. By using differentiated instruction, interventions and learning camps, MWA will be able to meet the needs of students who may be struggling as well as those students achieving well above expected grade level. MWA will provide a learning environment in which students are expected to be problem solvers and advanced thinkers. Problem solvers become solution makers of the future.

MWA believes that relationships between families and school staff are an important ways to help encourage everyone to be vested in each student's education. Parents will be required to volunteer a minimum of 30 hours per school year to help strengthen the bond between home and school. Some of the ways families can volunteer are by helping in the classroom, field trips, or other activities that could benefit the school, staff, and the students.

THE KEY COMPONENTS OF YOUR EDUCATIONAL MODEL

MWA's educational model will include the teaching to the Nevada Academic Content Standards (NVACS)⁸ at the appropriate level for each grade level. It is the goal of MWA to present rigorous academic programs with high standards and expectations that will give all students the opportunity to make the most growth during a school year. MWA will be utilizing Core Knowledge, project-based learning, integrated curriculum, and cooperative learning throughout the school days.

MWA will build a new and powerful model of education driving students towards a successful future. MWA will create a learning culture for students to be self-motivated and challenged using a variety of sources. Students will be exposed to a variety of technology that will help prepare them for a future in which technology is the frontrunner in educational design.

THE VALUES, APPROACH, AND LEADERSHIP ACCOMPLISHMENTS OF YOUR SCHOOL LEADER OR LEADERSHIP TEAM

MWA leadership team will ensure that staff and students are reaching outcomes of achievement. The leadership will consist of the board and school administration, including the principal, but not limited to. Consistent and uncompromised leadership is a critical element for success. The strong day-to-day management that the principal and board must oversee will be key in holding a strong, dedicated, and experienced professionals, committed to academic success and leadership. Jennifer VanTress has been appointed to be the principal with 15 years of experience in school administration. She has worked as a speech pathologist, WCSD district consultant, special education administrator, an assistant principal, and most recently a principal at a K-6 elementary school, which has had a 5 star rating under her administration and direction.⁹ She will provide

⁶ (Ainsworth, L, 2014) Rigorous Curriculum Design

⁷ <https://www.teachingchannel.org/videos/differentiating-instruction>

⁸ www.doe.nv.gov/Standards.../Nevada_Academic_Content_Standards

⁹ www.nevadareportcard.com

consistent and fair discipline, as well as policies and procedures for both students and staff. This will create a structured, yet comfortable learning environment.

MWA has a variety of founding members who are Native Nevadans and have strong ties to the Sparks area. For the past 16 years, Kathy Etchemendy has owned and operated Imagination Station Learning Center, located in our target area. ISLC has pride in providing an educational culture where students are motivated to learn with quality instruction. ISLC's goal is to have all children receive high quality instruction and to be challenged to achieve their greatest potential. Lori Kahl has been an educator in Washoe County for 25 years, 12 of which were in Special Education. She was born and raised in Sparks and has a strong will and desire to provide an educational environment where all students can succeed and achieve. Michelle Huntoon is a local business owner in Sparks and has had a child with special needs in the school system for over 19 years. She is a strong advocate for children's rights and allowing all to achieve in an environment that is most successful for all.

Given the growing Sparks community and expanding school population, MWA will be a great asset to the parents and students of the Sparks area. It is our goal that MWA will create individuals who are outstanding global citizens with a drive to learn.

MWA's leadership and Governing Board has the following expectations of the school, stating with the belief that all students have the potential to achieve high academic standards by highly qualified educators to deliver high results. MWA believes in ethical codes of conduct to ensure that the school's culture and environment is respectful. MWA believes in a systematic approach to gathering data and to analyze the information for instructional purposes demonstrating growth for all students, regardless of background. MWA's operational and management decisions must optimize student and staff growth and to stay true to the mission. MWA is about open and honest communication with families and to being transparent and accountable for the benefit and success of the school. MWA will strive for seamless and detailed operating procedures, rigorous instruction and a culture of enthusiasm and joy for students, staff, and families.

KEY SUPPORTERS, PARTNERS, OR RESOURCES THAT WILL CONTRIBUTE TO YOUR SCHOOL'S SUCCESS

PK Electrical Engineering, CATCH, The Humane Society, The Great Reno Balloon Race Association, Etchemendy Engineering, Sparks City Council member, The Reno Rodeo Association, Truckee Meadows Electric, City of Reno, Parks and Recreation, Mount Rose Ski Resort (Rose Buds)

Meeting the Need

TARGETED PLAN

(1) Identify the community you wish to serve and describe your interest in serving this specific community.

MWA is targeting the Sparks community. Sparks is a growing family oriented community with opportunity rising. We are fortunate to be close to the Tahoe-Reno Industrial Center, which has the potential for more families moving into the area. Opening MWA in this community creates a better variety and more opportunity as well as choices for both parents and students. MWA has a long history with the city of Sparks and feels strongly about providing a quality education to the students in the area. ¹

Sparks has so many opportunities for activities and outdoor experiences and MWA believes that by exposing the students to a wide range of opportunities and activities through physical education and recreation it will help the students in their overall performance academically and as a whole child.²

School Enroll	IEP	ELL	FRL	Am Ind AK nat	Asian	AF AM	HIS	2 or more	White
Beasley 779	15.4%	6.4%	25%	nd	2.2%	22.2%	nd	6.4%	62.8%
Diedr 412	13.3%	8.3%	43.7%	2.7%	5.6%	nd	29.9%	6.8%	52.4%
Drake 333	23.4%	28.5%	74.8%	nd	nd	nd	54.7%	4.5%	37.5%
Park 425	19.1%	38.4%	100%	Nd	Nd	3.5%	62.6%	8.0%	19.3%
Moss 590	22.4%	16.6%	35.6%	Nd	7.6%	3.9%	32.0%	5.6%	49.2%
Sepul 749	14%	12.1%	25.5%	Nd	7.6%	2.3%	26>05	7.2%	55.1%
White 473	8.9%	6.3%	28.3%	Nd	3.0%	2.5%	24.7%	7.0%	61.1%

The chart above demonstrates a great deal of information about the potential population for MWA. MWA believes that all students are entitled to a quality education, regardless of their race or financial situation and MWA believes that their staff is prepared for all levels and ranges of students in the target area. MWA's target area is Sparks, which has many schools above capacity for

¹ (2015, July 10) City of Sparks website. www.cityofsparks.us

² (Jensen, E. (2005). Teaching With the Brain in Mind. Alexandria, VA: Association for Supervision and Curriculum Development.

enrollment. See the information below for the projected trend in the educational system in the Sparks area.

According to the Washoe County School District any school that is 10% above capacity puts the school on the list for problematic overcrowding and 20% is considered critical. The following schools are those that may be within reach for students wanting to attend MWA and where the school falls for enrollment:

10% in 2016 Beasley, Hall, Spanish Springs, Taylor, Van Gorder

20% in 2016 Maxwell

20% in 2017 Sepulveda

10% in 2020 Matthews

20% in 2021 Taylor and Hall³

(2) Explain how your model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

MWA has a commitment to serve the community of Sparks. Kathy Etchemendy understands meeting a mission and a vision for children as a result of opening Imagination Station Learning Center (ISLC) from the ground up almost 16 years ago. ISLC prides itself on creating an environment where children can grow and thrive as well as become apart of a culture where the children are motivated to learn new things and have fun. MWA has chosen grades K-6 to be able to capture the students and families wanting a more challenging curriculum and exposure to the community and the world. Continuity for the students and families is very important and MWA will provide such an environment. MWA shares common goals of the SPCSA in preparing all students for college and career readiness beginning in Kindergarten. MWA is prepared to support best practices and a rigorous, high quality education, which will prepare students for success in future careers. MWA believes that there is no validity to the theory of all students leveling off by a specific grade level and believes that by stimulating the students in a fun, motivating and progressive educational environment, all students will achieve their highest potential. Strong teaching using scaffolding and differentiation can help all students succeeds and build the academic foundation for them to strive for bigger goals in the future.⁴

PARENT AND COMMUNITY INVOLVEMENT

(1) Describe the role to date of any parents, neighborhood, and/or community members involved in the development of the proposed school.

MWA's Committee to Form is comprised of parents, community members, teachers, business owners, an attorney and an accountant from the Reno/Sparks area. MWA is a grass roots movement towards a high quality, more challenging education for all students. Together with families and community, MWA is working to create the most creative, engaging and educationally challenging school for all future students. MWA's foundation includes, vision, mission, and philosophy, which will represent the culture and environment of the school and it's culture.

³ www.nevadareportcard.com

⁴ www.edutopia.org/practice/improving-learning-all-students-multi-tiered-approach

(2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

MWA will host a school carnival that will be open to the community to share information about the school and give families and community members the opportunity to see what the school is bringing to the community. Any staff that has been hired will be available for families and community members to give tours and share what the school represents. The Governing Board will be on hand to represent the school as leaders of the institution.

MWA is all about accountability and transparency. The Board feels strongly that the community should feel welcome to observe and understand the operating principles of enrollment, family involvement, and community partnerships. MWA also plans to send a survey out to families in the surrounding area to see what they are looking for in a high quality school. MWA's Governing Board will be utilizing these surveys to make certain the needs of the community are being met.

MWA will hold a grassroots, door-to-door campaign to reach all prospective students. We will also utilize flyers, mailers, posting flyers in public facilities such as local libraries, post office, and stores, etc. MWA will also hold public access meetings at locations through the community to reach a wide range of families. At these meetings, MWA will share information about the enrollment process and the enrollment lottery system that MWA will be required to use. MWA will also utilize social media such as Twitter, Facebook, and Instagram.

(3) Describe how you will engage parents in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

Research shows that when families are involved in their children's education, that children will do better overall with their education. MWA is all about families' involvement and will be requiring families to volunteer in a variety of ways a minimum of 30 hours per year. This time will allow families to stay in touch with their child's school and feel like part of the educational community. These hours could include, but is not limited to: Preparing class items at home, recess duty, lunchroom duty, class, library, and/or computer volunteer, chaperone for fieldtrips, working at school fundraisers such as book fairs, Bingo or jog-a-thons and "show and tell" for classes (talking with classes or doing demonstrations). We will use an online tool (such as volunteer spot) for families to sign up for volunteer time so "jobs" are explained and it is easy to sign up. Friendly reminders are also sent.⁵

MWA will also reach families by using the following methods:

- 1) Newsletters
- 2) Rained Out
- 3) Facebook
- 4) Infinite Campus announcements
- 5) Class Dojo
- 6) Website that will include, but not limited to:

⁵ <http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-makes-a-difference-in-school-success>

- MWA’s Mission and Vision
- Daily Bell Schedule
- Calendar of events
- By-Laws
- Board Members
- Staff
- Uniform policy
- News and upcoming events
- Announcements
- Student policies
- Staff policies
- Employment job descriptions
- Nevada Academic Content Standards
- Board Meeting dates, times and locations
- Board meeting minutes

MWA will also hold back to school nights for parents to get necessary information from the teacher for the year, conferences in the fall and spring, book fairs, bingo nights, etc. “Family guides to Student Success” will be handed to each parent to assist families support the learning at home. MWA will hold several Academic Parent Teacher Team events where data will be shared with families and learning practices that could be used in the home are modeled. After the first event, administration will reach out to families that were not able to attend the event to share information. This supports continual efforts to reach every family and provides tools for families to assist at home. Additionally, community partners can be invited to share community resources.

MWA will offer Muffins with Mom and Donuts with Dad events that focus on strategies for learning at home. In addition, science nights, music programs, art nights, and talent shows will all be held for families to showcase students in a positive way. MWA will strive to create a functional Parent-Teacher Organization to assist in fundraising, volunteering, teacher appreciation week, etc. MWA will also make sure that a yearly survey will go out to all families for feedback on what is happening at MWA. MWA will strive to get 80% of the surveys returned after the first year the school is in operation.

The MWA Governing Board is held to the open meeting law and therefore will be required to notify the community ahead of time of the meetings, the agendas, etc. All meetings will be required to have a time for public comment, which can be limited to 3 minutes and can be set up after each agenda item or have public comment at the end of each meeting.

(4) Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the school will have with community organizations, businesses, or other educational institutions that are part of the school’s core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Attachment 1 has MWA’s letters of support from a variety of people and organizations in the community.

PKE Electrical Engineering has given a verbal agreement to work with the students at MWA on a regular basis as part of community outreach and integrating curriculum. Their expertise in electrical engineering will be a fantastic community extension to the science curriculum for particular grade levels.

Etchemendy Engineering has given a verbal agreement to work with the students at MWA on a regular basis as part of community outreach and integrating curriculum. Their expertise in Mechanical Engineering will be a fantastic community extension to the science curriculum for particular grade levels.

The Great Reno Balloon Race provides a vast array of educational opportunities while exploring the beautiful community and one of the 10th best parks to picnic in Reno, Rancho San Rafael.⁶

The Humane Society: students will be going on a regular basis and reading to the animals at the shelter to allow the animals to have more interaction with a variety of people to get a little one on one time. This program is one that Imagination Station started in 2015 and already has an agreement to continue for future school years. MWA will be joining this program as well for the benefit of the animals and the children.

CATCH: Is a community project that brings senior citizens and elementary students together for games and nutrition. It has been a program we have been involved in from day one and will continue in the future.

The Reno Rodeo Association has worked with Kathy's school in the past and has agreed to continue with the education program with MWA. Reno Rodeo enjoys and feels the importance of sharing the heritage with children who may or may not have been exposed to the history of the Reno/Sparks area. They do an amazing job with the education and tours for schools that allow children to get up close and personal with the participants and the animals involved in the sport.

MWA will participate in the "Card Carrying Project" in which every student in the schools signs up for a Washoe County Library Card and is able to utilize the local library in addition to the wealth of online free resources. MWA will also participate in the Summer Reading Program organized by the Washoe County Library System. MWA will ask local dental offices to provide presentations on oral health to students. MWA will make every attempt to engage our community in a wide a=variety of PBL such as Sierra Nevada Journeys, Nevada Museum or Art, Sierra Arts Foundation, Science Olympiad (Raggio Center), and the Discovery Museum.

(5) Describe the group's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city?

MWA's Governing Board members live in Sparks and are actively involved in the community. Relationships are established with many community projects such as TMCC, Boys and Girls club, Centennial Little League, Friends of the Library, Sierra Nevada Children's Choir, The Nevada Humane Society, Chihuahua Rescue of Truckee Meadows, CATCH, Nevada Waterfowl Association, and Paws to Read. MWA will continue to regularly attend local family-friendly events

⁶ <http://www.onlyinyourstate.com/nevada/best-picnic-places-nv/>

such as The Great Reno Balloon Races, Town Hall Meetings, GT Resource Fair, Health Fairs, to develop these relationships and support for Mountain West Academy.

Once granted the Charter, MWA will be celebrating and announcing our arrival to the sparks area by creating a float for the Sparks Hometown parade in December. What a better way to let the community know we are here and we are active in the events and with the citizens.

(6) Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the group is new to Nevada, describe how your previous work has prepared you to establish relationships and supports in this new community.

MWA is a true grass-roots initiative. Partnerships will be established with organizations and agencies once the Charter is approved. Many of the Committee to Form members have close relationships with agencies that have indicated an interest in supporting a high quality charter school in Sparks.

Academic Plan

MISSION & VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

- (1) Provide the mission of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience.

Mountain West Academy (MWA) is driven towards a powerful model of education where all students can succeed by creating a stimulating and challenging environment, academically focusing on college and career readiness through 21st century skills. MWA comes together creating well-rounded, self-motivated, high achieving students in a transparent and accountable environment that will encourage individually and strengths of all.

The mission statement is the cornerstone of all activities at MWA. It drives every aspect of the school programs and procedures including governance/accountability, school structure, curriculum, student support systems, educational environment, staffing, and budget.

MWA's mission is also supported by the school's daily schedule, which consists of core curriculum integrated throughout all activities during the day. The weekly schedule allows for unique activities on Fridays to either enhance or support student learning. The school will have an extended day and 157 day calendar, providing more time-on task for students to master content and improve skills. MWA also believes that all students need to have regularly scheduled recesses for health and academic processing. Recess will improve student performance in the classroom by allowing students to move and create their own imaginative situations and games.¹

The curriculum chosen is designed to provide opportunities for collaboration between students and teachers while producing high academic outcomes. We will also offer the Core Knowledge curriculum, which integrates cross-curricular activities throughout the day. This innovative curriculum and academic approach has successfully increased student achievement at schools across the country.

MWA's staff will be trained in all curriculum materials with Professional Learning Community goals set for students' within subject areas and across subjects to meet NVACS. All teachers will work together to align daily and weekly lessons to meet state standards. A varied set of measures will be used to monitor ongoing individual and school wide student achievement.

¹ Jensen, E. (2005). Teaching With the Brain in Mind. Alexandria, VA: Association for Supervision and Curriculum Development.

(2) Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society.

MWA fosters students to have respect for self and others through community impact projects, volunteer opportunities by encouraging critical thinking, independent decision making skills, and cooperative learning for pride in their community.

(3) Articulate clear guiding purposes and priorities, which are meaningful, measurable, and attainable.

MWA top priority is Academic Achievement for all students

- MWA will focus on literacy and mathematics achievement by grade 3.
- MWA believes that academic growth for all students' kindergarten through 6th grade is essential.
- MWA utilizes Nevada Academic Content Standards (NVACS)
- MWA strives for proficiency in reading, writing and mathematics as a foundation.

MWA believes in embracing equity

- MWA will strive to remove inequitable boundaries for student achievement.
- MWA will invest resources in areas of greatest need.
- MWA will address needs of all students including but not limited to; at-risk, English language learners, Gifted and Talented, and Special Education.

MWA will have transparent and accountable communication

- MWA encourages staff, parents, students, community, and board participation.
- MWA believes in open, honest, and productive communication with staff, parents, students, community, and board.

(4) A charter school must have as its stated purpose at least one of the goals set forth in NRS 386.520. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:

- (a) Improving the academic achievement of pupils;
- (b) Encouraging the use of effective and innovative methods of teaching;
- (c) Providing an accurate measurement of the educational achievement of pupils;
- (d) Establishing accountability and transparency of public schools;
- (e) Providing a method for public schools to measure achievement based upon the performance of the schools; and
- (f) Creating new professional opportunities for teachers.

(a) Improving the academic achievement of pupils. MWA's stimulating and challenging academic environment will create many opportunities for students to reach their optimal potential. MWA will provide students the

opportunities to turn obstacles into opportunities for all students, but focusing on at-risk students in helping to close gaps in achievement and accomplishments.

(b) Encouraging the use of effective and innovative methods of teaching.

MWA's focus on Core Knowledge will create a systematic approach in language arts, social studies/history, and science specifically. Core Knowledge provides a strong foundation for educators to broaden the knowledge and empower students in their own learning.

(c) Providing an accurate measurement of the educational achievement of pupils. MWA will establish accurate and measureable ways of monitoring all students' educational progress. Student progress will be measured through a triangulation of data through formative assessments such as classroom-based assessments, as well as universal screeners, and progress monitoring probes. (NAC 388.029). MWA will also monitor and measure student achievement by using required standardized testing, such as SBAC.

TRANSFORMATIONAL CHANGE

The SPCSA is committed to authorizing applicants that seek transformational change for the communities they serve, meaning that the operator:

- *Puts forth a model that will result in double-digit academic gains, and*
 - *Has a solid plan to move schools toward the top 25% in Nevada. School progress is evaluated based on the SPCSA's Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education.*
- (5) Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the SPCSA's ambitious academic goals. Specifically describe how your students, many of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the SPCSA's academic goals.

MWA's mission is "a powerful model of education where all students can succeed. MWA will create a stimulating and challenging environment, academically focusing on college and career readiness, using 21st century skills. MWA will create well-rounded, self-motivated, high achieving students in a transparent and accountable environment that will encourage individually and strengths of all.

In order for MWA's program to ensure student succeed academically and personally, it needs to ensure an alignment of all components in the education environment. Theses components must be coherent for them and align with one anther in order to be highly effective. By using the Standards Based Instructional System, students are provided a foundation of high achievement.

- Classroom characterized by high expectations of all students and engaging learning environments.
- Goals to help eliminate achievement gaps and deadlines for these to keep teachers and students accountable towards 21st century learning.
- Provide real world experiences inside and outside of the classroom challenging all students; critical thinking and problem solving skills.
- Give teachers and parental partners the chance to be involved and empowered in the learning environments of students.



- **Vision:** College and Career Ready students who rise to educational expectations and actions, which are focused towards individual goals. Students' skills will create a foundation utilizing visual and auditory perception, memory, logical thinking and reasoning to hold their learning together.
- **High Expectations:** MWA will use the Nevada Academic Content Standards (NVACS) to drive all instructional expectations in classes. This will establish what students need to know and be able to accomplish.
- **Fair Assessments:** MWA will monitor student progress through formative assessments on standards taught in class, such as Smart and Balanced Testing.
- **Curriculum Framework:** MWA defines what topics will be taught at each grade level for each subject in the curriculum, such as Core Knowledge, Foss Kits, DRI Green Boxes.
- **Aligned Instruction:** MWA will identify strategies best suited for students to achieve the expected performance as defined in the curriculum by utilizing a scope and sequence.
- **Instructional Materials:** MWA selected a framework for curriculum to fit and match the students needs, such as Core Knowledge, Foss Kits, DRI green Boxes
- **Safety Nets:** MWA will use a Response to Intervention (RTI) approach to support students who have fallen behind reach academic standards.

By using a backwards Mapping/Design (Wiggins and McTighe²), teachers will design a curriculum by first identifying the desired results (NVACS), then determine acceptable evidence

² http://www.ascd.org/ASCD/pdf/siteASCD/publications/Ubd_WhitePaper0312.pdf

(formative assessments), and finally plan learning experiences and instruction to meet the standards.

MWA's educational philosophy is that of Core Knowledge. "The idea behind Core Knowledge is simple and powerful; knowledge builds on knowledge. The more you know, the more you are able to learn." (Foundation, 2016) This approach will expose students to a board range of literature, history, and science to build on their known individual knowledge of the world around them.

MWA will use assessments necessary to track student progress and to utilize data in making adjustments for better student achievement. Teachers in collaboration will track this information with students. Students will be in control of their own information thus making them accountable for their own learning. Information will be maintained in a data portfolio.

MWA recognizes and values professional training for faculty and the board for maintaining and achieving the goals of the school.

MWA's school calendar has a number of supplemental and intervention days as well as professional development days for increased development of struggling learners, high achieving learners, as well as guide the staff in techniques to improve the educational environment of our community. MWA, through the unique instructional calendar, will have a significant number of days for providing support services to meet the academic needs and show measurable growth in all students.

(6) Describe the fundamental features of your educational model that will drive outcomes in your proposed school. Key features may include:

- Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)
- Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)
- Structures (e.g., blended learning, small learning communities, small class sizes, etc.)

MWA's educational model includes the following:

- 1) **Core Knowledge:** an educational model that is systematic, with precise content allowing children to reach goals, grade by grade in an age appropriate sequence for optimal learning. This model reaches all content areas as well as providing students the opportunity for music and visual arts.
- 2) **Accountable Talk:** "governs the norms of academic discourse and requires that students ask for and furnish evidence to support their statements"³
- 3) **Project Based Learning:** an opportunity for students to explore real-world problems and challenges to acquire deeper knowledge about their learning.

³ www.academia.edu/12052169/Michaels_and_OConnor_Talk_Moves_as_Tools



4

- 4) **Cooperative Learning Frameworks:** a teaching strategy where small teams of heterogeneous groups of students work together to improve understanding of materials.
- 5) **Social Emotional Learning:** a process where students and staff will apply skills needs to understand and manage emotions, show empathy, set goals, etc.
- 6) **Professional Development:** staff will have opportunities to further their understanding of PBL, SEL, and applying 21st Century skills to prepare students for college and careers.
- 7) **Research Based Curriculum:** addressing the NVACS.
- 8) **Friday Instructional Camps:** These camps will be a supplemental opportunity for students to explore new ideas of interest such as, but not limited to, STEM, DRAMA, DANCE, etc.

⁴ http://www.ocmboces.org/tfiles/folder1536/1510_PBL_Graphic.jpg

MWA will establish in time a scholarship fund through fundraisers as not to exclude any student from having an extended learning opportunity.

- 9) **Friday Intervention:** Any student who has been identified as not meeting necessary achievement will be scheduled to attend intervention days for supplemental support of the students learning.
- 10) **Data Driven Instruction:** MWA wants to raise the level of expectations for all students in their learning. MWA will use classroom based assessments for monitoring individual growth, conferences and regular communication with parents regarding the students overall growth and student support services for all students, but not limited to Special Education, ELL, At-Risk, Homeless or Transitional, and Gifted and Talented.

MWA's principles will include:

- High expectations in all classrooms
- Opportunities for self-paced learning through programs like RAZ
- Highly effective teaching methods – Accountable talk, Instructional practice guides
- Highly qualified teachers
- Commitment from faculty in our mission and vision
- A place where students have a sense of self
- Members of the faculty must also be committed to the principle that all student will acquire the knowledge, attitudes and skills needed to function in a diverse nation and world.

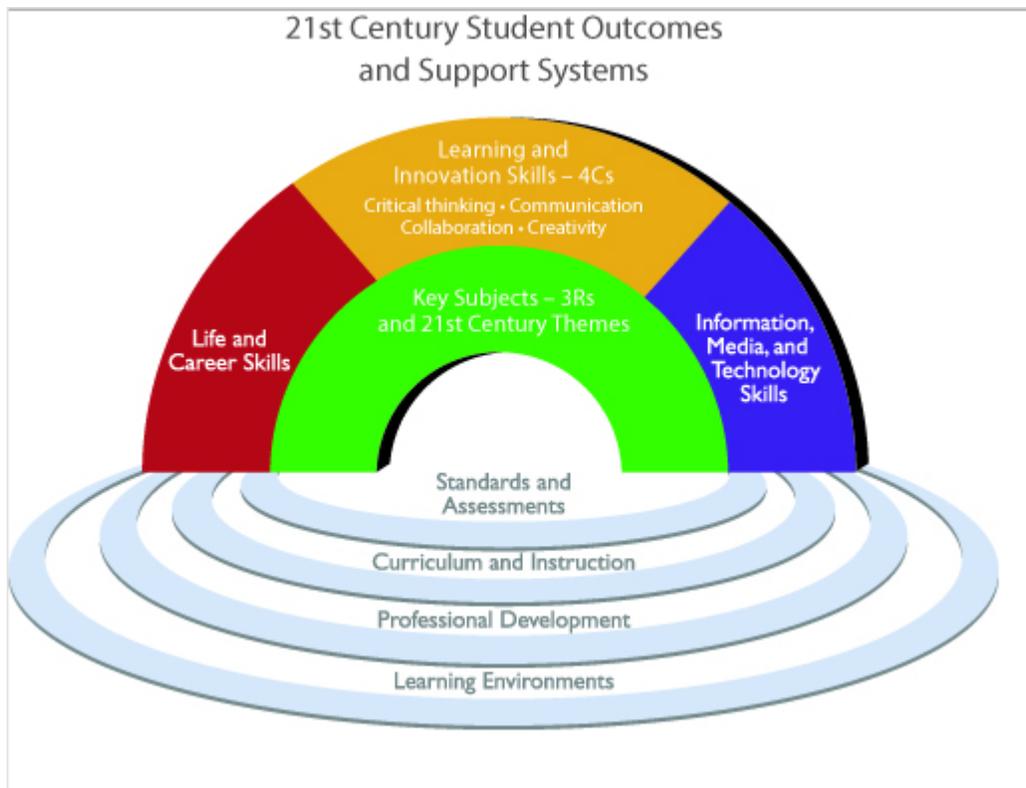
- (7) Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence from your own experience and/or valid research.

MWA's desire for all students to have the opportunity to excel and achieve academically is the driving factor behind the schools philosophy. Core Knowledge has a motto "educational excellence and equity for all children."⁵ Just as Core Knowledge states, MWA will provide an educational experience through cumulative, content specific curriculum that can build language, drive instruction, scaffolds, and target feedback to structure and shape learning. Along with PBL opportunities, student engagement will be increased over more traditional methods of instruction. By allowing and providing opportunities for students to be hands-on in their own learning, MWA will be able to find and create opportunities of interest for students who struggle with learning disabilities or those who are at-risk, disadvantaged or gifted and talented. MWA strives to provide and create a learning environment that can grab the strength of any student and get them engaged in their own learning.

MWA will provide programs such as:

- Curriculum and Instructional strategies for 21st Century Learners by utilizing PBL, Cooperative Learning Frameworks, Research based curriculum, instructional camps, interventions, social emotional learning, and Accountable Talk.

⁵ www.coreknowledge.org



6

- MWA will utilize instructional practice guides, which includes coaching and lesson planning tools to help teachers and those who support teachers make key shifts in instructional practices required by the NVACS.
- Accountable Talk is a research based instructional strategy, which “is about how students talk to and with each other. When they speak, they speak loudly and clearly so everyone can hear. If not, chances are they will be asked politely to repeat or explain. When students listen, they do not simply think about what they will say next. They focus on classmates’ contributions so they can understand, challenge, build upon, and refine each other’s ideas. In an Accountable Talk classroom you will hear students respectfully agree or disagree”.⁷
- The Instructional Practice Guide includes coaching and lesson planning tools to help teachers and those who support teachers to make the Key Shifts in instructional practice required by the NVACS,
- Leadership style of the principal
- Consistent and fair discipline policies and procedures
- Consistent grading and data collection methods
- A caring school climate and culture

⁶ <https://www.google.com/search?q=21st+century+competencies+chart>

⁷ http://ifl.pitt.edu/index.php/educator_resources/accountable_talk/podcasts/2

- High expectations of teachers, students, and parents
- Motivate the achievement forming a strong school community
- Improving attitudes about school
- Expectations to succeed
- Intrinsic motivators to learn

(8) How will you drive growth among students at all achievement levels, accelerating the achievement of those who are most behind?

MWA will demonstrate growth among students at all achievement levels, and drive growth for all students through intervention and acceleration blocks, which will accompany RTI. Students will monitor their own growth through Personalized Achievement Plans (PAP). All resources will be identified to assist students during this work period for maximum instructional and academic growth.

MWA strives for high academic goals annually as well as high expectations and performance for all students. MWA will provide supports such as, interventions, and camps to help motivate and deliver the best instructional practices to these students so their achievement gaps may be closed, for MWA will utilize the classroom-based assessment (NAC 388.029) to help guide instruction for the classroom as well as intervention and camp days.

MWA will drive for a 20% level of growth for students through some of the following methods:

- Heterogeneous grouping; which creates an environment to promote peer learning to meet varying interests, levels, and abilities.
- MWA will provide meaningful and engaging learning experiences in the classrooms with teachers, specialists, and support staff.
- Get students to become problem solvers and advanced thinkers moving past the traditional method of focusing on basis skills.
- Provide learning environments that create an emotional climate where students feel respected and comfortable in their learning.
- Recognize the importance of parent and family involvement
- Struggling students will be given additional opportunities to practice deficit skills through us of multiple intelligences.

CURRICULUM & INSTRUCTIONAL DESIGN

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

(9) Describe the proposed academic program and how it complies with the requirements of NRS 386.550 and NRS 389.018.

Mountain West Academy (MWA) will provide high academic excellence and equality, which will encourage all students to reach their individual academic and social potential through high

standards and highly qualified staff. MWA will open in year one with grades K-6 with a strong educational environment and system that will be in compliance with NRS 389.018 and 356.550.

Mountain West Academy Model

Mountain West Academy (MWA) believes in educating under best practices with a strong curriculum model. MWA will be using the NVACS, appropriate for each grade level to determine the appropriate curriculum and instructional designs. MWA's goal is to present a rigorous academic program with high standards and expectations that will give all students the opportunity to make the most growth each individual is capable of during the school year.

ENGLISH LANGUAGE ARTS

The Core Knowledge Curriculum is an educational model that is systematic, with precise content allowing children to reach goals, grade by grade in an age appropriate sequence for optimal learning. This model reaches all content areas as well as providing students with opportunity for music and visual arts. The ultimate goal is to ensure that all children are given access to the same foundation of knowledge that assures later educational success.

MWA believes in the practices and research of Dr. E.D. Hirsch and will be utilizing the Core Knowledge Language Arts (CKLA) program for grades K through 5. This program has been developed by the Core Knowledge Foundation, partnering with Amplify that establishes background knowledge incorporated into the ELA program for preparing students for college and career readiness.

MWA feels that CKLA is fully aligned to the Five Big Ideas in Reading as listed below:

1. Phonemic Awareness
2. Alphabetic Principle
3. Fluency with Text
4. Comprehension
5. Vocabulary

MWA feels that all students, specifically grades 2 through 5, should be exposed to classic literature either through read-a-louds or individual reading of the book. For this reason, MWA has chosen to utilize the Core Knowledge Literature program. The following is a list of the books students will be exposed to:

- Charlotte's Web
- Peter Pan
- Little Women
- The Legends of Sleepy Hollow
- A Christmas Carol
- Robin Hood
- Pollyanna
- Robinson Crusoe
- Adventures of Tom Sawyer
- The Secret Garden

MWA will focus on the 6 ELA Instructional shifts to emphasize the importance of building knowledge utilizing the four domains: reading, writing, speaking, and listening grounded in evidence from text, and regular practice with complex texts and academic vocabulary..

1. Use of Challenging Literary and Non-Fiction Texts
2. Increase text complexity on Guided Reading
3. Balance Informational and Literacy Text
4. Vocabulary Development
5. Expand types of Writing
6. Speaking and Listening Standards

MATHEMATICS

MWA has chosen Saxon Math as the curriculum foundation for the school. Saxon math breaks down large complex pieces into smaller concepts that show better understanding and retention of the materials. Saxon math structures itself in a way to encourage children to become successful problem solvers and to have the abilities to apply the knowledge of mathematical concepts. This mathematical approach is supported by Gagne's cumulative-learning theory; which is based on breaking down intellectual skills into less complex tasks and dividing them into simple teaching and learning opportunities. Saxon Math uses the following techniques that distribute the information across the level:

1. Incremental Instruction
2. Continual practice
3. Cumulative Assessment⁸

Everyday Counts is a calendar system that works on teaching the NVACS of mathematic in a variety of hands-on active lessons. This program gets the students involved and active in their learning. This program will be utilized by K-2 grades to help establish strong foundational skills.⁹

MWA will follow the NVACS, by using the 8 mathematical practices in implementing a curriculum.

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

⁸

<http://www.hmhco.com/~media/sites/home/education/global/pdf/resources/mathematics/elementary/saxon-math/theoretical-empirical-research>

⁹ www.hmhco.com/shop/math

SOCIAL STUDIES

MWA will utilize Core Knowledge for the instruction of Social Studies concepts and themes for grades K through 6. These are a comprehensive, carefully sequenced, content-rich program that links one grade level to another with appropriate pacing guides to emphasize the academic drive and benefit for students. Core Knowledge is a coherent program that believes children will be able to learn what they are ready for developmentally, yet good teaching provides opportunities for basic principles and fundamentals of our government and important historical events. The cumulative method is critical in building skills from one grade level to the next for a higher quality of instruction that prevents repetition and gaps that may be created when a solid foundational program is not in place. By being very specific with content, “Students will demonstrate knowledge of people, events, ideas, and movements that contributed to the development of the United States.”¹⁰

SCIENCE

MWA will use the inquiry process to instruct students through the sciences. By utilizing FOSS Kits and DRI Green Boxes MWA will provide hands-on science learning, that is grade specific and appropriate for all learners, as well as allowing students to be exposed to STEM instructional practices, which fall into place with Project Based Learning throughout the school.^{11,12}

- **Conceptual understanding** – Students understand when and how laws of science apply to physical situations. They connect to the real world through experience, not just through equations and solving problems.
- **Engagement** – Students make their ideas explicit about phenomena and are challenged to create a cognitive conflict. Their attempts to resolve this conflict provide the first steps to subsequent learning.
- **Evidence/Explanations** – Students learn science best in a community of learners focused on evidence/explanations. Students follow a path from questions to evidence to explanations. Explanations are connected to scientific knowledge and justified.

PHYSICAL EDUCATION

MWA believes that students should have formal Physical Education (PE) instruction on a weekly basis. This program will be designed in a quality fashion, be age and developmentally appropriate for all students, and make good use of student time. PE is an opportunity for children to follow instructions and rules of games that are being played with others in the class. MWA’s students in grade K-6 will all have the opportunity to ski at Mt Rose Ski Resort. This will be a voluntary program that MWA will organize with Mt. Rose and the lessons will occur on Fridays typically January and February, weather permitting.

¹⁰ <http://www.coreknowledge.org/about-the-curriculum>

¹¹ <https://www.dri.edu/>

¹² <http://www.deltaeducation.com/foss/next-generation>

FINE ARTS

Music has its own component of Core Knowledge as well. MWA will also be integrating Art and Music instruction into all grade levels. Core Knowledge believes that students should be exposed to a wide range of musical styles such as blues, jazz, and theater and has made this easily accessible to teachers by creating quality CD's for grade levels.¹³

Visual Arts also has its own component of Core Knowledge, which provides full colored prints that are appropriate sequential for specific grade levels for exposure to the artists and methods of the world.¹⁴ Visual arts lessons are a great way to expose children to the history and cultures of the world.

Scope and Sequence/Pacing Guide

MWA will use curriculum programs for academic areas in all grade levels that will have a distinct scope and sequence for instruction as well as pacing guides to help teachers with content that will be covered in each grade level. MWA will utilize Professional Development time for items such as, but not limited to:

- PLC collaboration and planning
- MTSS Data Team meeting
- ELA/Math grade level panning
- Instructional Practice Guides which will assist teachers in planning high quality instruction
- Scope & Sequence overviews for curriculum programs MWA will be utilizing
- Pacing guide overviews for curriculum programs MWA will be utilizing
- Questioning & Discussion

In addition to the above listed curriculum components and instructional designs, MWA will also incorporate additional components for college and career readiness.

1. Literature Library that is accessible by teachers to use in their classrooms. This library will house a vast variety of books, in a wide range of levels from beginning readers to advanced readers. All literature in this library will be kept as multiple copy sets for all grade levels. This type of library meets MWA's goals of getting authentic literature into students' hands to gain insight into knowledge through reading.
2. Textbooks and other support materials: standards aligned materials that support learning.

¹³ www.coreknowledge.org/music

¹⁴ www.coreknowledge.org/visualarts

3. Data Driven Instruction Model for increased accountability. This type of instruction has been correlated with rapid improvement and success of schools. MWA will be utilizing this method for increased achievement of all students.¹⁵
4. Common Board Configuration: Teachers will implement Common Board Configuration (CBC), which provides a uniform structured itinerary strategically located in the identical location in each classroom. The CBC helps pupils adapt to instructional routines and procedures. Common Board Configuration includes: bell work, the Essential Question (EQ), the measurable objective, activities, and homework.

As a Track A applicant, MWA has completed some comparisons of the schools in the projected location showing statistics of the population the school is most likely to draw from. The report is from the 2013-2014 school year.

School Enroll	IEP	ELL	FRL	Am Ind AK nat	Asian	AF AM	HIS	2 or more	White
Beasley 779	15.4%	6.4%	25%	nd	2.2%	22.2%	nd	6.4%	62.8%
Diedr 412	13.3%	8.3%	43.7%	2.7%	5.6%	nd	29.9%	6.8%	52.4%
Drake 333	23.4%	28.5%	74.8%	nd	nd	nd	54.7%	4.5%	37.5%
Park 425	19.1%	38.4%	100%	Nd	Nd	3.5%	62.6%	8.0%	19.3%
Moss 590	22.4%	16.6%	35.6%	Nd	7.6%	3.9%	32.0%	5.6%	49.2%
Sepul 749	14%	12.1%	25.5%	Nd	7.6%	2.3%	26>05	7.2%	55.1%
White 473	8.9%	6.3%	28.3%	Nd	3.0%	2.5%	24.7%	7.0%	61.1%

(10) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

MWA's teachers will be establishing school and classroom rules and routines early as to maximize academic learning time. Academic time is about quality, no quantity. If students are actively engaged in appropriate difficulty to task, make for the best use of time. ¹⁶

MWA will provide a consistent school climate incorporated into a caring school culture. Students will know they are expected to succeed. Setting high expectations with goals, allows all

¹⁵ <http://www.ascd.org/ascd-express/vol5/508-fenton.aspx>

¹⁶ BF Chorpita, EL Daleiden, JR Weisz (2005) Mental Health Services Research

students to know they are capable of anything. Teachers will use Accountable Talk, which is a research based instructional strategy. This method teaches students to respectfully agree or disagree.¹⁷

MWA will use a wide variety of strategies that are appropriate for the individual student in order to provide appropriate support for best academic performance. Instructional strategies should be unique and individual in the classrooms, as well as teaching styles. MWA teachers should be willing and able to provide the variety of necessary strategies to help reach all learners. By utilizing integrated instructional practices, student will be able to get involved in their own learning for a more quality learning experience. The following is a brief description of research-based programs and strategies that will be utilized.

- **Project-Based Learning (PBL);** This teaching method is about long term project design and will include key knowledge, challenging questions, inquiry, authentic learning, students' choose and make decisions on their own learning, reflection, revision, and display or presentation.¹⁸
- **Cooperative Learning:** Students will be working in small teams on a collaborative project. The team will be heterogeneously groups to enable a wide range of abilities to participate in the learning and understanding of the outcome. ¹⁹
- **Scaffolding:** Teachers will model and demonstrate how to get the solution to the problem or question, and then provide necessary supports to individual students for best instructional practice. Teachers will have to decide what level of support is appropriate for the individual students without providing too much support that will not allow the student to work independently.²⁰
- **Differentiated Instruction:** Teachers will provide a variety of avenues for all students to get the same result in the end. Not all students learn in the same manner and by differentiating all students will be given the best opportunity to succeed.

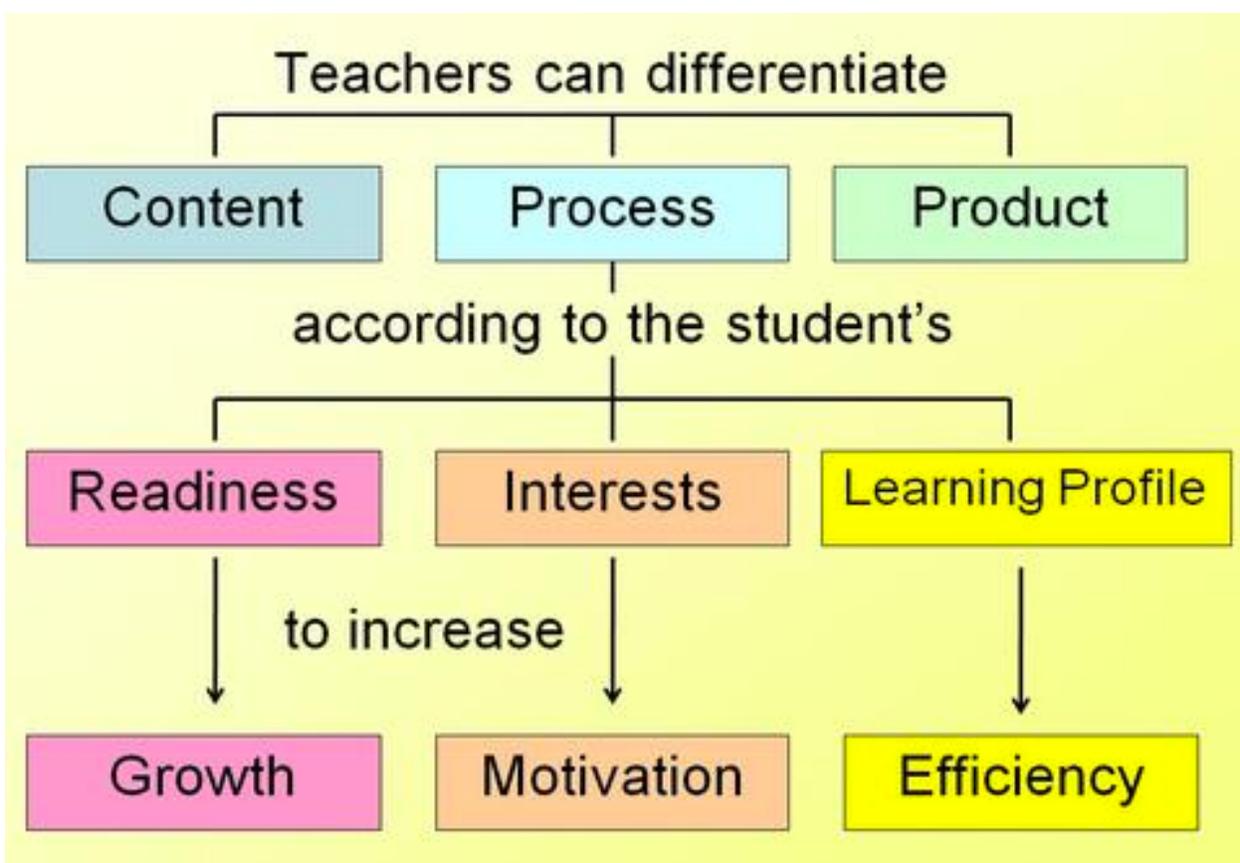
¹⁷ ifl.pitt.edu/index.php/educator_resources/accountable_talk/podcasts/2

¹⁸ www.edutopia.org/pbl-research-learning-outcomes

¹⁹ www.nea.org › ... › Articles & Resources

²⁰

http://www.niu.edu/facdev/resources/guide/strategies/instructional_scaffolding_to_improve_learning.pdf



- **Cross-Curricular Instructions:** This method encourages teachers to work together for a common goal, rather than isolating themselves and their classes, which limits student learning. This method requires three components: alignment, cooperation, and conceptuality.
- **Information Processing Strategies:** Teaching students “Hot to” process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, reciprocal teaching, graphic organizers, scaffolding, or webbing.
- **Socratic Seminars:** In a Socratic Seminar, the teacher uses logical, incremental questions to arouse interest and guide students in using their own insights to explore or decipher a complex idea or topic. Socratic Discussions can elicit excitement in the whole class and help all students to feel empowered so that they can discover the answers themselves.

Other High Yield Instructional Strategies: According to *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*, by Robert Marzano (2001) the following strategies are highly effective:

- **Identifying similarities and differences:** Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations.
- **Summarizing and Note Taking:** Students should learn to eliminate unnecessary information, substitute some information, keep important information, write/rewrite, and

analyze information. Students should be encouraged to put some information into own words.

- **Graphic Organizers:** Tools that help students to sort, organize, summarize, retain and recall important information. Since most learners are visual, graphic organizers provide a great alternative to print for a more conceptual, big picture. These tools also foster effective group brainstorming techniques.
- **Generating and Testing Hypothesis:** Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision-making.²¹

(11) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?

Mountain West Academy embraces the Response to Intervention (RtI) process to enhance the success of all students with a variety of academic and/or behavioral needs. In alignment with Tier 1, the Universal Level, prevention of academic deficits for many students is possible through a well-planned program of academic instruction. MWA has assembled a rigorous academic program based on research-proven curricula-a Common Mountain of knowledge with the Core Knowledge Sequence. The development and quarterly review of the Professional Achievement Plans provides for recognition of student's individual strengths and needs, establishment of individual goals, and identification for specific interventions. Differentiated instruction and ability grouping in both reading and math allow for students to work at their individual level and teaches to focus instruction on specific skills, providing for academic success. A knowledgeable team of educators will make accommodations for students with special need to ensure the success of students with diverse learning needs.

Despite best efforts at prevention, some students will enter the school with deficits, some students will be slower to perform on grade level, and some students may be under-achieving according to their measured ability levels. MWA will consider targeted interventions for students who are habitually truant and/or consistently violate the student behavior expectations. The use of ongoing assessments and the monitoring of individual progress through the PAP process will assist in the identification of students who meet the at-risk criteria. In collaboration with teachers, administrators, parents, and students immediate interventions will be identified for students who meet any of the above criteria.

In Alignment with Tier II of the RtI process, MWA will implement targeted interventions and monitor the academic progress of at-risk students. The classroom teacher to the RtI team will refer students who meet the criteria of at-risk. The RtI team will collect data and evidence as to the student's overall performance. The RtI Team along with the parents and student, f age appropriate

²¹ R. Marzano (2001), Research-based Strategies for Increasing Student Achievement

will review this evidence. The RtI Team will identify strategies and/or interventions to improve student performance. Student performance data will be tracked and reviewed periodically to determine response to the intervention. Students who demonstrate improved performance as a result of an intervention will continue with the intervention in place in the general education setting. Students will be provided daily with continued opportunities for interventions during Friday camps. A school psychologist to determine eligibility for special education services may refer students who continue to struggle despite various interventions for a formal evaluation.

As part of the sound educational program established by MWA, interventions offered at MWA site may include individual or small group tutoring, after school academic programs, ELL programs, assessment for disabilities or special need and/or behavioral support plans. Interventions for at-risk students must clearly align with the student's identified challenges and will be clearly described on the PAP document. At minimum, the effectiveness of the interventions will be assessed quarterly.

Research shows that through a rigorous research-based educational program that is responsive to individual learning needs and combined with targeted interventions when necessary, the vast majority of students will achieve academic success. There are, however, those students for which a more intensive and individual educational program is necessary. For those students who demonstrate chronic or ongoing difficulty with academic or social growth and who have not responded to targeted interventions, further diagnostic assessment may be necessary under 504 or IEP plans.

The success of the remediation approach will be reviewed at the end of every school year. Data collected from summative assessments such as DRA, MAPs, or DIBELS scores will be reviewed to determine if there is an increase growth for targeted students. If it is determined students are not responding to interventions, different approaches will be implemented for the following year.

MWA will also monitor student who have been identified at Gifted and talented or those who may be demonstrating skills and performances well above the current grade level. For those student performing above grade level expectations, the Friday Camps that MWA will be conducting will help provide additional learning opportunities in a small group setting, which will help the student continue on their current academic rate of growth.²²

Parents will be notified and informed immediately through infinite campus, conferences, or phone calls if the student's academic performance is not at expected growth and considered underperforming. Teachers will develop intervention plans describing how often the student will receive intervention, whether services will be provided before and/or after School, on Fridays, or during the school day. The plan will describe the targeted standards. Progress monitoring will be used to ensure the interventions are improving student understanding and performance. Parents will be notified about progress at least quarterly.

²² www.intensiveintervention.org/

Gifted students and others who are performing about standards will be supported during enrichment blocks or Friday camps. These opportunities will give additional support to these students for more in depth learning opportunities

- (12) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.

MWA will review all records requested from other schools and Infinite Campus data to determine if there are student who may need to be monitored more loosely than others for the start of the initial school year. Since 2017-2018 will be the first year of operation, MWA, will monitor all students for the first 4-6 weeks of instruction. Any student not performing as expected will be referred to the Student Study Team to begin the RtI process. If a student has a current IEP or 504, accommodations will be made to the student's program it increases student's performance. Students will also have the opportunity to participate in Friday Intervention Camps targeting the specific areas of need.

MWA will also monitor students who have been identified at Gifted and Talented or those who may be demonstrating skills and performances well above the current grade level. For those students performing above grade level expectations, the Friday Camps will help provide additional leaning opportunities in a small group setting.

MWA will utilize PLC time to provide necessary assistance to students in the classroom during regular class instruction. A parent conference will be necessary to inform parents about student's performance and to set up the home school connection to allow the student to begin to make necessary progress. Interventions that are being implemented in the classroom will be documented and adjusted as necessary for the benefit of the student. These will be implemented 4-6 weeks to see if the student is making progress.

MWA will identify struggling students through an RtI process. Students who are performing below the 5th percentile of a grade level in math or language arts on formative assessments will be provided interventions. Interventions will be provided through the intervention and enrichment block created through the master schedule and Friday camps.

Parents will be notified and informed immediately through Infinite Campus, conferences, or phone calls if the student's academic performance is not at expected growth and considered underperforming. Teachers will develop intervention plans describing how often the student will receive intervention, whether services will be provided before and/or after school, on Fridays, or during the school day. The plan will be describe the targeted standards. Progress monitoring will be used to ensure the interventions are improving student understanding and performance. Parents will be notified about progress at least quarterly.

- (13) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

MWA will identify intellectually gifted students by conducting individualized cognitive assessments. Students are referred for testing by teachers, parents, and administrators after reviewing a checklist of characteristics often seen amongst gifted learners. The MWA testing coordinator will coordinate tests and sharing results with families to discuss eligibility for services. Students that score at or above the 98th percentile are eligible for placement into the

gifted program where instruction and curriculum will be more in depth in order to address their needs.

MWA will have a teacher endorsed in gifted education who will work with teachers to continue to improve their ability to differentiate based on the needs of each student and assist in the creation of lessons that extend the grade level concepts. The classroom teacher, GT endorsed teacher and parents will meet to develop the Personal Achievement Plan, which outlines the individualized instruction that the student will receive. Differentiated will occur for all gifted students through extensions, independent learning, and learning contracts.

- (14) Describe the enrichment opportunities that will be available to students performing at or above grade level as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.

MWA will ensure that if a student is achieving above the 85th percentile on ELA or Mathematics formative assessments, enrichment opportunities will be available on a daily basis by their classroom teacher during the enrichment block. These enrichment blocks are used to extend the concepts being taught during the core blocks through extended learning opportunities. MWA will hold Friday Camps to supplement for those students performing above grade level expectations.

- (15) Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards

Mountain West Academy is committed to student success. Students will be promoted based on data from assessments and information in the Personalized Achievement Plan and demonstrated proficiency of grade level subject matter.

Students in kindergarten through 2nd grade are expected to master grade level content in order to be promoted to the next grade level. Standard mastery will be measured by way of summative assessments, such as DRA and DIBELS. Students who demonstrate mastery on core content standards may be considered for promotion. Students who fail to demonstrate mastery will be considered for retention.

Students in 3rd through 6th grade will be required to demonstrate proficiency on grade level standards in order for promotion. Students who do not perform satisfactorily on statewide assessments in grades 3-6 may not be promoted without receiving targeted, remedial instruction.

School administration, teachers, and parents will review data and make a recommendation for promotion to the next grade level or retention. Information reviewed will contain data, social emotional concerns, and interventions provided. MWA will comply with the Read by 3 initiatives, as set forth in NRS 386.583. All K-6 teachers will have staff development regarding retention to explore the issues involved.

PROGRAMS OF DISTANCE EDUCATION (Distance Education Applicants Only)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA. For applicants who do not propose to offer a program of distance education, please provide a brief statement explaining that the questions in this section are not applicable.

- (16) Describe the system of course credits that the school will use.

Does not apply to MWA at this time.

(17) Describe how the school will monitor and verify the participation in and completion of courses by pupils.

Does not apply to MWA at this time.

(18) Describe how the school will ensure students participate in assessments and submit coursework.

Does not apply to MWA at this time.

(19) Describe how the school will conduct parent-teacher conferences.

Does not apply to MWA at this time.

(20) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

Does not apply to MWA at this time.

PRE-KINDERGARTEN PROGRAMS

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. NDE approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants may review resources available at http://www.doe.nv.gov/Early_Learning_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

(1) Identify whether the school plans to offer pre-kindergarten in the first year of operation or any subsequent year of the charter term.

Does not apply to MWA at this time.

(2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.

Does not apply to MWA at this time.

(3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.

Does not apply to MWA at this time.

- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

Does not apply to MWA at this time.

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS (High School Applicants Only)

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

Does not apply to MWA at this time.

- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

Does not apply to MWA at this time.

- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

Does not apply to MWA at this time.

DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants are expected to propose additional mission-specific goals to complement or supplement, but not replace, the SPCSA's performance standards with school-specific, mission-driven academic, financial, or organizational goals. All such indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

(1) Describe the mission-specific academic goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.

MWA's overall goals and objectives are a direct outgrowth of the school's mission: students can succeed by creating a stimulating and challenging environment, academically focusing on college and career readiness through 21st century skills. The broad academic goals and objectives of MWA that will promote high student achievement are listed below. The goals and objectives of the Academy align with the stated purposes of Nevada's state model content standard and the Nevada School Performance Framework.

Goal 1: MWA will achieve 100% enrollment by the end of the first school year as measured by enrollment numbers calculated in the Infinite Campus Student Information System.

Goal 2: MWA will achieve an average daily attendance of 95% or greater. Attendance rates will be monitored closely. If a student is missing an abundant amount of school, administration will review the information and develop a plan for improvement with the input from the teacher and in collaboration with the family. Attendance rates will be recorded in Infinite Campus.

Goal 3: MWA will retain 85% of all teachers, excluding teachers who leave due to health or family reasons. Information will be obtained from personnel records.

Goal 4: 100% of teachers will participate in formal professional development targeting student instructional strategies and curriculum annually.

(2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations for the Charter School Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also:

(a) Describe your presumed baseline and explain how it was set.

In order to determine the baseline for the goals, information was collected about students from the targets population was analyzed through the Nevada Report Card and Nevada Growth Model. An average score was calculated for each measure and used as a presumed baseline.

(b) Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.

MWA will measure and evaluate all student progress for the first three years of operation through internal and external assessments. Internal assessments will include DRA-2, DIBELS, DIBELS, and curriculum-based measurements. Internal assessments will be used to monitor student progress throughout the course of the school year while external assessments will be utilized to provide end of the year feedback on student learning.

Every twelve weeks, K-6 students take interim assessments DRA-2 and DIBELS in K-2 and DIBELS in grades 3-6). The Friday following assessments in a PD day to analyze outcomes and create action plans. Teachers also perform frequent formative assessments and make constant improvements and modifications to instructional plans. Classroom teachers will administer all assessments at the classroom level and in turn, input all data into the warehousing system. Upon

completion of data input, administration will compile all assessment data in multiple formats for whole staff analysis and action planning during full day Professional Development the Friday following administering of interim assessments. Families receive quarterly reports detailing academic achievement, and attendance as well as during parent teacher conferences and detailed information through Infinite Campus. On quarterly basis, student achievement data is reported to the Governing Board. This data is accompanied by demographic, attendance and attrition data. Assessment results are disaggregated by racial socioeconomic, ELL, Gifted and Talented, and Special Education subgroups. Annually, the accountability report will be publicly released documenting details of all relevant assessment data in alignment with the school's accountability plan.

Goal	Evaluation Tool and Frequency	Baseline	2017-18	2018-19	2019-20
At least 80% of students attending MWA will achieve above benchmark in both reading and math by the end of the school year over three consecutive years.	DIBELS	Presumed based is 70% at or above benchmarks for reading and mathematics	Students attending MWA will achieve 76% at or above benchmarks for reading and math	Students attending MWA will achieve 82% at or above benchmarks for reading and math	Students attending MWA will achieve 88% at or above benchmarks for reading and math
At least 65% of students within the designated sub-groups of FRL, ELL, and IEP will achieve above benchmark in both reading and math by the end of the school year over three consecutive years.	DIBELS	Presumed based is 60% at or above benchmarks for reading and mathematics	Students attending MWA will achieve 65% at or above benchmarks for reading and math	Students attending MWA will achieve 71% at or above benchmarks for reading and math	Students attending MWA will achieve 76% at or above benchmarks for reading and math
Students attending MWA will achieve a minimum score of 75% proficiency in both mathematics and reading as measured by the Smarter Balance Assessment (SBAC) at the end of the first academic year. Once state baseline data is established.	State Assessment	Presumed baseline is the 70% proficiency for mathematics and reading	Students attending MWA will achieve a minimum score of 78% proficiency in both reading and math as measured by SBAC	Students attending MWA will achieve a minimum score of 83% proficiency in both reading and math as measured by SBAC	Students attending MWA will achieve a minimum score of 87% proficiency in both reading and math as measured by SBAC
Students within designated sub-groups of FRL, ELL, and IEP will achieve a minimum score of 60% proficiency in both mathematics and reading as measured by Smarter Balanced Assessment at the end of the first academic year. Once state baseline data is established.	State Assessment	Presumed baseline is 45% when average the performance of students identified as FRL, ELL, and IEP across mathematics and reading in the surrounding area.	Students within the designated sub-groups of RFL, ELL, and IEP will achieve a minimum score of 55% proficiency in both mathematics and reading as measured by SBAC	Students within the designated sub-groups of RFL, ELL, and IEP will achieve a minimum score of 65% proficiency in both mathematics and reading as measured by SBAC	Students within the designated sub-groups of RFL, ELL, and IEP will achieve a minimum score of 75% proficiency in both mathematics and reading as measured by SBAC

(3) In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.

MWA will evaluate student academic progress through the use of the Dynamic Indicators of Basic Early Literacy Skills (DIBELs). MWA will compare test scores from the beginning of the school year with test scores from the end of the school year. For this analysis MWA will use the General Outcome Measures (GOMs), which will provide meaningful information for teachers. These are a series of computer-based assessment systems of dynamic tests offering immediate feedback, three times per year. Unique benefits of the DIBELs or DIBELS include:

1. They adapt dynamically during the test to each student's current achievement level.
2. They are aligned to NVACS
3. They provide test results immediately following the assessment so that teachers are more quickly able to modify instruction or provide intervention.
4. The numeric scores are tied in, in a way that allows the teachers to identify what students know and have yet to master.

The curriculum-embedded assessments are particularly important for subject areas as well. MWA will ensure that all of our students are making progress towards the NVACS. Curriculum-embedded assessment will measure pupil progress with tools such as pre and post testing, performance based tests, portfolio assessment, and presentation of learning.

(a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?

MWA's teachers will be supported in developing student-learning objectives in order to ensure instruction meets students' needs. Teachers will be given the opportunity for professional development days in PLC time and guided instruction.

(b) Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals for the school and the SPCSA, and state standards.

MWA believes that making decisions regarding students' learning is a critical task and cannot be done without the correct data. MWA will utilize a student data page for each student in the school to track individual progress. This will be provided to teachers after each assessment is given to students to help focus on areas where there is need for improvement as well as areas of growth. Data will be collected and tracked on all sub-populations such as race/ethnicity, gender, IEP, LEP, FRL, CIT, and GT. MWA will also track cohort groups to see their paths to college and career readiness.

(c) Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Any shortcomings will trigger prompt, targeted corrective action. The Friday following the twelve-week assessments, PD is dedicated to analyzing assessment data and planning appropriate action to address gaps in student achievement. During these sessions, all energies focus on analyzing assessment data (individual, sub-group, and cohort) and developing instructional action plans to support deficits and push strengths. Action plans may include re-teaching a specific objective not met by the majority, altering plans in upcoming lessons to spiral skills that needs more practice, or determining a group of students who need specific tutoring in one or more areas.

All teachers have an approved action plan upon completing their Friday PD, at which time the teacher and leadership team are clear on next steps to produce academic results. School Administration monitor implementation and support staff in meeting their instructional goals as concretely laid out in the plan.

If the information indicates students are not meeting academic expectations or goals, the school administrator along with staff, will conduct an investigation to determine if the cause is curricular or instructional. If necessary, Continuous Improvement Plan will be developed to address the areas of concern with appropriate action steps.

(d) Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?

PLC teams analyze individual student performance on state standards after instruction has been provided quarterly through DIBELS or DIBELS. If students are not proficient on state standards and scores below the 40th percentile will receive remediation during intervention blocks targeting identified areas. Students who score higher than the 85th percentile will receive enrichment opportunities. If scores indicate the majority of the grade level is not proficient, then the PLC team will determine the path for reinstruction using supplementary materials and instructional techniques. Once the concepts are retaught, data will be collected to determine proficiency in identified areas. If students continue to struggle, the PLC team may consider RtI interventions.

Teachers will provide formative curriculum based assessments according to the schedules provided via the curriculum maps. The review of the CBA will take place on Fridays once a month to determine successes and struggles of students. Remedial instruction may be necessary if 75% or more of students demonstrate inadequate performance. Teachers may need to adjust the curriculum-pacing guide.

Prior to the start of the school year, teachers and staff will be provided training in DIBELS, DIBELS, and curriculum-based assessments. Additional training will be provided on Fridays throughout the year as determined by identified staff needs.

(e) Regardless of grade levels served, new charter schools will not receive an NSPF or CSPF rating until after the completion of their first full year. Therefore, in the table below, identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
80% of the students attending MWA will meet or exceed proficiency in both mathematics and reading as measured by DIBELs during last quarter	DIBELs	Students attending MWA will achieve a minimum score of 50% in both mathematics and reading		Students attending MWA will achieve a minimum score of 65% in both mathematics and reading	Students attending MWA will achieve a minimum score of 70% in both mathematics and reading
60% of the students within designated sub-groups of FRL, ELL, and IEP attending MWA will meet or exceed proficiency in both mathematics and reading as measured by DIBELs during last quarter	DIBELs	Students within designated sub-groups of FRL, ELL, and IEP attending MWA will achieve a minimum score of 45% in both mathematics and reading		Students within designated sub-groups of FRL, ELL, and IEP attending MWA will achieve a minimum score of 54% in both mathematics and reading	Students within designated sub-groups of FRL, ELL, and IEP attending MWA will achieve a minimum score of 60% in both mathematics and reading

(4) Describe the process for collecting and storing data, including the information system(s) used, including the state-mandated Infinite Campus student information system.

MWA will use Infinite Campus as the student information system. MWA will store students' test information in this system for quick reporting. MWA will also be creating a data warehouse for automated procedures such as a student data page. For assessment reporting, MWA will rely on Measured Progress and NWEA. MWA will detail the full plan for student data collection in the Operations Plan. MWA will make sure that all laws regarding privacy, such as, FERPA and requirements recently passed in Senate Bill 463.

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2016-17 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All applicants submitting proposals to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

The SPCSA operates under the following principles with regards to special populations of students:

1. *SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.*
2. *SPCSA schools are to ensure streamlined access for all students requiring special programs.*
3. *SPCSA schools develop programs to support the needs of their students.*
4. *SPCSA schools do not counsel or kick any students out.*
5. *SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
6. *If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.*
7. *SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.*

At-Risk Students

- (1) How do you define “at-risk” students? What are the methods for identifying at-risk students through academic and behavioral processes?

MWA believes that per NRS 386.500 – 386.610 “Pupil ‘at risk’” defined. A pupil at risk as one with “an economic or academic disadvantage such that he or she requires special services and assistance to enable him or her to succeed in educational programs. The term includes, without limitation, pupils who are members of economically disadvantaged families, and pupils who are limited English proficient, pupils who are at risk of dropping out of high school and pupils who do not meet minimum standards of academic proficiency. The term does not include a pupil with a disability.” MWA’s method of data assessment, monitoring, and RtI will identify and ensure that all at-risk students are supported and have the chance to be successful academically.

An at-risk student is any student not meeting grade level expectations and benchmarks given Tier 1 instruction (academically/behaviorally). Risk factors for these students may include:²³

- Living in poverty, lower level of education from parents, homelessness and transient living conditions.
- Physical or mental health issues, behavioral issues which make engaging in general activities and extracurricular activities difficult.

- (2) Describe your RTI model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.

MWA embraces the RtI process to enhance the success of all students with a variety of academic and/or behavioral needs. In alignment with Tier-1 the Universal Level, Prevention of academic deficits for many students is possible through a well-planned program of academic instruction. The development and quarterly review of the Personal Achievement Plans (PAP) provides for recognition of student’s individual strengths and needs, establishment of individual goals, and identification of specific interventions. Differentiated instruction and ability grouping in both reading and math allow for students to work at their individual level and teachers to focus instruction on specific skills, providing for academic success. A knowledgeable team of educators will make accommodations for students with special needs to ensure the success of students with

²³ <http://www.education.vic.gov.au/school/principals/participation/Pages/disengagedrisk.aspx>

diverse learning needs. Despite best efforts at prevention, some students will enter the school with deficits, some students will be slower to perform on grade level, and some students may be under achieving according to their measured ability levels. As defined by Nevada RtI Model definitions, a student who does not achieve adequately for the student's age or meet state-approved grade level standards in one or more of the following areas may be in need of targeted interventions: Oral expression; Listening comprehension; Written expression; Basic reading skills; Reading fluency skills; reading comprehension; Mathematical calculation; Mathematics problem solving. MWA may also consider targeted interventions for students who are habitually truant and/or consistently violate the student behavioral expectations. The use of ongoing assessments and the monitoring of individual progress through the PAP process will assist in the identification of students who meet the above at-risk criteria. In collaboration with teachers, administrators, parents, and students immediate interventions will be identified for students who meet any of the above criteria.

In Alignment with Tier II of the RtI process, MWA will implement targeted interventions and monitor the academic progress of at-risk students. The classroom teacher to the RtI Team will refer students who meet the criteria of at-risk. The RtI Team will collect data and evidence as to the student's overall performance. This evidence will be reviewed by the RtI Team along with the parents and student, if age appropriate. The RtI Team will identify strategies and/or interventions to improve student performance. Student performance data will be tracked and reviewed periodically to determine response to the intervention. Students who demonstrate improved performance as a result of an intervention will continue with the intervention in place in the general education setting or will be moved back to receiving only Tier I supports.

Students, who are not demonstrating adequate growth given Tier II supports, will be offered more intense services through Tier III. Interventions will be provided daily, and monitored more frequently. Students may receive individualized tutoring and re-teaching opportunities using programs and strategies designed to meet their individual needs. A school psychologist to determine eligibility for special education services may refer students who continue to struggle despite various interventions for a formal evaluation.

As part of the educational program established by MWA, interventions may include individual or small group tutoring, Friday Camp opportunities, ELL programs, assessment for disabilities or special needs, and/or behavior support plans. Interventions for at-risk students must clearly align with the student's identified challenges and will be clearly described on the personal Achievement Plans (PAP) document. At minimum, the effectiveness of the interventions will be assessed quarterly.

Research shows that through a rigorous research-based educational program that is responsive to individual learning needs and combined with targeted interventions when necessary, the vast majority of students will achieve academic success. There are, however, those students for which a more intensive and individual educational program is necessary. For those students who demonstrate chronic or ongoing difficulty with academic or social growth and who have not responded to targeted interventions further diagnostic assessment may be necessary under 504 or IEP plans.

- (3) What interventions will be offered for students exhibiting early signs of behavioral concerns?
How will individual behavior plans for students be implemented and monitored?

MWA will follow the three-tier system of RtI for addressing behavioral concerns. The Response to Intervention Model will include research based instruction and interventions through a systematic process.

Tier 1: Is instruction that represents the core instructional program adequately through a systematic process. Tier I instruction will include Positive Behavioral Support methods as identified through PBIS Nevada and SEL curriculum. Students will learn expected behaviors through designed classroom activities and provided positive feedback when behaviors are demonstrated. The classroom teacher is the primary person responsible for students who exhibit early signs of behavioral concerns. These behaviors may include: attendance, work completion, social interactions with peers, classroom disruptions, as well as other behaviors which impede their learning or the learning of others. The teacher will collaborate with the parents to develop a plan to increase appropriate behaviors in the classroom. Parent input is key to determining the basis of negative behaviors and their input will help design the behavioral plan. Positive behavioral interventions such as a reward system are best if implemented at school and home.

If the teacher needs additional support in extinguishing negative behaviors, a referral to the RtI team may be necessary. This team consists of other general education teachers, special education teachers, and school administration. The team will help develop a new or alternative behavior plan as well as help with the implementation designed to improve student behavior. Base line data will be collected to determine the function of the behavior. This will include location of behaviors, frequency, and duration of the behaviors. When the function of the behavior is identified, an individualized behavior plan will be developed with parental input. The behavioral plan will be implemented in all locations necessary by all involved schools staff. Data will be collected to determine effectiveness of the plan and modified as needed.²⁴

Students who are qualified as special education or there is a suspected disability who exhibit negative behaviors may be referred for additional assessments or interventions via IEP team for further evaluation and the potential modification of the IEP or development of a Behavior Intervention Plan.

Special Education

(1) Track Record: Please explain the extent to which one or more members of the founding school team (e.g., founding board, instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

Jennifer VanTress, the principal has 21 years of experience working with students who have special needs. She has a degree in Speech and Language Pathology, and has worked as a Special Education Program Consultant and Special Education Area Administrator for the Washoe county School District. She is currently the principal at a school that provides a continuum of services for students with disabilities.

²⁴ http://challengingbehavior.fmhi.usf.edu/do/resources/documents/PBIS_Pyramid_evidence.pdf

Lori Kahl, prospective board member, has been teaching for 25 years. She has 12 years of Special Education experience and 13 years of general education experience.

Michelle Huntoon, prospective board member, has a daughter who is 20 years old and has severe disabilities. Michelle has many years of experience as an advocate for the educational opportunities of her daughter.

Kathy Etchemendy, prospective teacher, has been a teacher for 25 years formally, but has experience prior to being licensed in working with blind and visually impair infants and toddlers. She was a Special Education and general education teacher for the WCSD prior to opening a private school, which encompasses children ages 6 weeks old through 3rd grade in August 2000. She has recently completed the necessary classes for her ELL endorsement for her teaching license in Nevada.

(2) Identification: How will the school identify students in need of additional supports or services?

- (a) (Elementary Schools Only) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

MWA's registration process will occur through a lottery system that is completed via a computer. Parents will be asked necessary questions during the registration process that will help the MWA staff provide the appropriate services for every student. If a parent checks the box stating the child has a 504 or and IEP, it will then require the parents to provide all necessary documentation such as the 504 plan, IEP, and the eligibility statement. The student's file will be marked accordingly so MWA staff is made aware of the individual needs of the student. MWA office manager will send the release of records, signed by the parent, to the previous school and/or the special education office to get official records for the student.

MWA office manager will send the release of records, signed by the parent, to the previous school and/or the special education office to request official records for the student.

- (b) (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?

This is not applicable at this time for MWA.

- (c) (All Schools) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

Students who are inappropriately placed in special education will be identified by progress monitoring students in special education on a routine weekly basis on their IEP goals. Students also take quarterly universal screeners, DIBELS or DIPELS that are given to all students in the school.

The special education teacher will complete an analysis of data to determine if students are meeting their goals. If students are meeting their behavior and/or academic goals and progress monitoring is showing growth, the IEP team can meet to discuss the exit of students who are no longer showing academic or behavioral needs progress monitoring assessments that all students in the school are given. The special education teacher will complete an analysis of data monthly and to determine if students are meeting their goals. If students are meeting their behavior and/or academic goals and progress monitoring is showing growth, the IEP team can meet to discuss the exit of students who are no longer showing academic or behavioral needs.

If the school has a student who needs transitioning out of special education, the IEP team may transition the student out by revising the IEP to provide consultation services during the reevaluation period. If the team determines that student no longer needs an IEP, student will be referred to school psychologist who with parental permission will reevaluate student. The SST will then meet to determine if student is still eligible in the eligibility category or does not meet eligibility.

MWA will use the Tier System for monitoring progress and amount of support that an individual student may need in order to be successful in the general education classroom. MWA strives to give all students access to rigorous curricula and not have diminished expectations for any student.

(3) Continuum of Services: How will the operator provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

MWA will follow all federal and state guidelines to define how services will be provided for students with disabilities. All students will be served first and foremost in the general education classroom using general education curriculum. Students with disabilities may need additional support through the IEP process through specially designed instruction. Specially designed instruction is defined as “adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child’s disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.”²⁵ The IEP team will meet to determine the most appropriate specially designed instruction to meet the unique needs of each child.

The continuum of services offered by MWA begins in the regular classrooms. Staff brainstorms different interventions that may help the student gain academically or behaviorally. In general education, intervention periods are scheduled in daily to provide instructional level academics to all students. In addition, after school tutoring clubs and blended online learning programs, provide instructional level interventions.

Once the student is in special education, the student will receive support in the regular education with supplementary aids and services. These supplementary aides and services are designed to allow access to the general education through other means necessary such as assistive technology devices, shortened assignments, and/or addition time. Modifications also may be provided in order for student to continue to access the general education curriculum. Progress

²⁵ 2015, Guidance of FAPE, OCR

monitoring will continue to determine if the student is making progress on IEP goals and objectives. If student show no academic growth, resource room may be added to target specific identified areas. Resource room may be added up to 50% of the day to provide the necessary interventions to show academic growth.

Students with severe emotional disabilities may benefit from combining inclusion with resource room. Students will have a Check In Check Out system in order to provide feedback to the student and parents as to how behaviors are improving. A student will also receive instruction targeting specific skill deficits through the special educations services. Students will participate in general education as their behaviors indicate they are ready based on data collected. Students will not be set up for failure by forcing them into situations for which they are not prepared, very ineffective for students with emotional needs. In addition, the school can assist the family with locating appropriate community support. If a circumstance arises, the governing board of MWA will reference NRS 386.580 (4) for determination of services.

- (4) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

MWA will hold Professional Learning Communities for all teachers and paraprofessionals. During this time, teachers will work on team planning to meet the needs of all students. Students will specifically work on scaffolding instruction, differentiating instruction, and individualizing necessary instruction for students with disabilities so a rigorous general academic curriculum is applicable.

Collaboration between regular education teachers, special education teachers, and related service personnel is necessary for student growth. Regular education teachers will have their lesson plans available to special education teachers prior to the lesson thus allowing the special education teacher time to accommodate or modify lessons to meet the needs of the students. During monthly team planning meetings the special education teachers and the regular education teachers review the student's IEP goals to determined progress and review upcoming curriculum units to plan for necessary adjustments. A collaboration plan is written. Special Education lesson modifications are then written and provided to the regular education teacher to be utilized during inclusion instruction.

- (5) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities?
Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which may qualify for licensure flexibility in other subject areas.

MWA will recruit highly qualified special education teachers with special education degrees or those who are dual certified for necessary positions. We will recruit for teachers from a variety of networking sources, which may bring teachers from outside of the state to MWA, including recruiting from websites like Teachers to Teachers.

All related service personnel including speech and language therapists and school psychologists are licensed in the State of Nevada or they have to apply for a license before they are hired and these types of positions will be out-sourced as needed by student population of MWA.

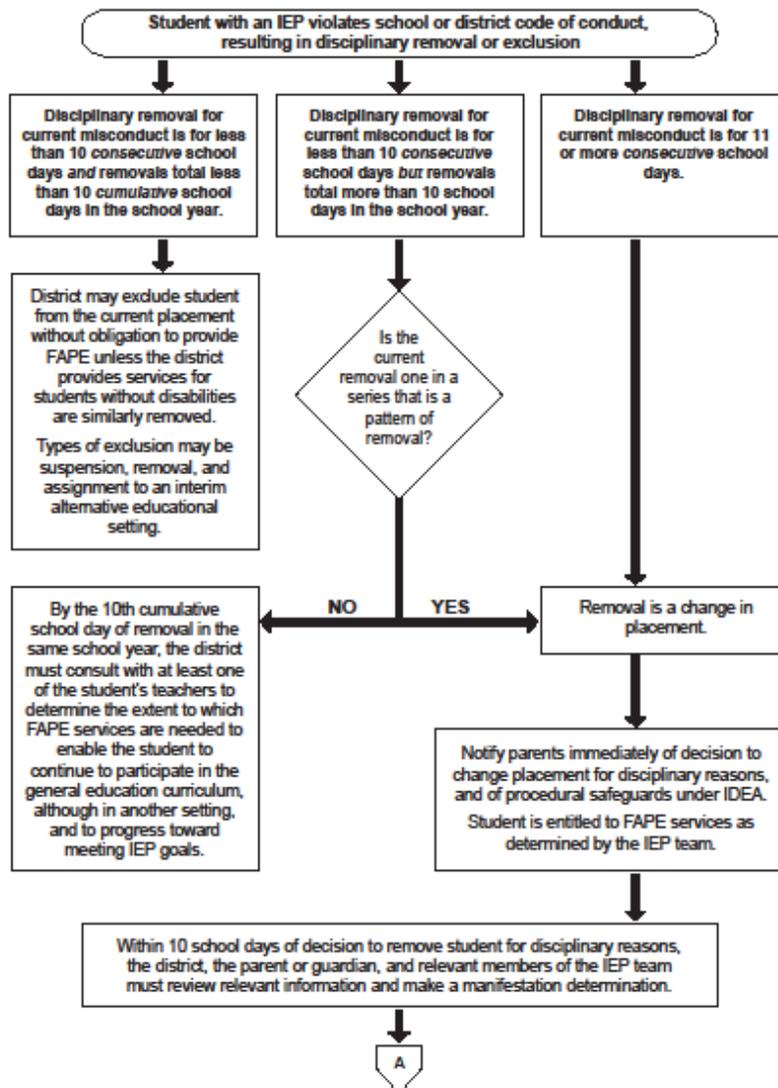
- (6) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities?

MWA will have scheduled Professional Development days on certain Fridays throughout the school year. This time will allow the teachers to meet professionally and plan and learn about techniques that can be used with the current school culture and population. MWA will be outsourcing all services such as speech and language, OT, PT, Psychologist, etc. when necessary to meet the needs of students in the school. Depending on the needs of the student, some contact regarding services may be consultative with the teachers, while other student will require direct services for appropriate growth and development. Communication with teachers providing instructional information will need clear information on how to modify the curriculum and how to address the unique needs of students with disabilities on a weekly basis as service is provided.

(7) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

MWA will make certain that all personnel follow the federal laws (IDEA) regarding special education services. There is an IDEA flow chart included below, which explains how a student is protected who has disabilities. The flow chart will provide direction for teachers and school administration when addressing disciplinary actions. Students with disabilities who have behavioral issues or problems will have parents contacted for a scheduled conference, ASAP. In order to review the current behavior plan and make adjustments. If the student is suspended, all schoolwork is picked up daily by the parent and returned so that student's grades are not affected. If necessary, a teacher would provide IEP services in the home setting or the student will have alternative instruction in an after school program or on Fridays. If more than three days of suspension of a student with an IEP is necessary, the IEP team will meet to review specially designed instruction and the behavioral plans. If the student reaches 5 days of out of school suspension, the IEP team will meet within 5 days of the suspension to complete a manifestation determination IEP meeting. The team will brainstorm other services and community resources that may benefit the student to prevent further behavior disruptions. A FBA will be completed and the team will reconvene to write a BIP. The team may also request a Behavioral Therapist to help in the process.

Figure 7.1
IDEA Disciplinary Procedures for Students With Disabilities



(8) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

MWA's special education programs will comply all state and federal laws. Special Education teachers will monitor progress towards IEP goals on a scheduled basis through progress monitoring tools, assignments, and/or assessments. The data will be shared with parents on a

quarterly basis through Special Education reports. In addition, quarterly progress reports are sent home indicating progress towards general education requirements.

(9) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?

MWA believes that the school and the family must be working together to have the maximum impact on the child's development and, therefore, will strive to ensure that parents/guardians are in attendance at meeting, throughout the process, regarding their child so that their understanding of the child and his/her needs are discussed as a critical contribution to the development of the IEP. Meetings involving discussion of the needs of the individual student with disabilities will be scheduled so that parents/guardians will be able to attend.

Parent/guardians will be involved in the following:

- Initial review and discussion about the individual student with the IAT (Intervention Assistance Team)
- Personalized Academic Plans will also provide valuable information to parents/guardians as to how the student is progressing in meeting academic goals in each subject as well as achieving goals that are unique to their special needs.
- Bi-annual parent teacher conference
- School-wide events

Progress on IEP goals will be provided to parents at least as often as progress is reported to parents of students without disabilities. IEP team, which includes parents, will meet to revise and update IEPs at least annually, but may also meet more often in order to modify the provision of programs and services or measurable goals when any member of the team indicates such a review is necessary.

(10) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education-learning environment to students with disabilities. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

This is not applicable at this time for MWA.

English Language Learners

(1) Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?

MWA will identify English Language Learners (ELL) students by reviewing the Home Language Survey (HLS) included in the registration packet on line. If one of the three questions asked is answered yes, then there is the potential that the student would qualify for ELL services. At that time, MWA would administer the W-APT assessment to avoid misidentification. The W-APT is highly credible and used all over the world. The HLS will be filed in the student's cumulative folder. (NAC 388.600-388.655)

Misidentification of students will be avoided by ensuring appropriate administration of the W-APT and through teacher feedback, information, and data related to student classroom performance.

(2) Placement: How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents?

Once the W-APT is administered, it will determine if the student is proficient or not proficient in English based on eligibility guidance provided by the Nevada Department of Education.

If the student is proficient then they will not qualify for English Language services and no further assessments will be done. They will be labeled as Not-Limited English Proficient (Not-LEP) through Infinite Campus (IC). The W-APT assessment and results will be placed in their cumulative folder. Parents will be notified of the results in writing.

If the student is not proficient on the W-APT then they qualify for English language services. A separate English Language folder will be created and placed in the student's cumulative folder and information will be indicated in IC. The student's English proficiency level and individual W-APT scores will be recorded in their English Language folder and IC. Next, an initial placement letter will be filled out with the results of the W-APT scores and English proficiency level. The initial placement letter will be copied, sent home and discussed with parents. Staff will meet with parents to discuss ELL services in the general education environment or potential pull-out services. Services will be determined based upon the individual assessments results, teacher input, and parent input.

If parents refuse services then they will fill out a refusal form and their child will not receive any services. This form will be filed and placed in the student's cumulative folder. However, federal law will still annually assess the student on WIDA standards through the WIDA Access assessment until that student becomes proficient in English.

The original assessment results will stay in the students English Language folder. Any staff member that directly works with that student will be notified through verbal discussion that the student is an ELL.

(3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students? What staff will be responsible for administering the W-APT or the WIDA MODEL to new students? What staff will be accountable for ongoing monitoring of the performance of ELL students? Note: Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pullout and inclusive environments at all charter schools.

As enrollment/lottery numbers come in for MWA, it will be determined if the school will need to have an ELL teacher on site. MWA will look at total numbers from home language surveys and determine if it would be in the students' best interest to have licensed teachers before the trigger number of 60 is reached.

MWA will ensure that at least one staff member has taken the ACCESS online training who also has a TESL/ESL endorsement. This staff member will be responsible for giving the W-APT assessment to all potential ELL students, included newly enrolled. This staff member will also be responsible to meet the needs of the ELL students in an inclusion or pull out model. During PLC meetings, teams will review ELL student progress on a monthly basis and determine if adequate

growth is indicated. If not, adjustments to the curriculum and instruction will be made to the service plan.

MWA will ensure that at least one staff member has taken the WIDA online training and be responsible for giving the W-APT assessment to all potential ELL students, included newly enrolled.

(4) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of ELL students?

As a school MWA plans to provide several professional development opportunities for the staff. The professional development will focus on WIDA can do descriptors, WIDA standards, second language acquisition, English language strategies and ELL instruction. MWA will encourage all teachers to earn an endorsement in ELL as a qualifier for a highly effective instructor.

(5) Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?

Students with a need for ELL services will be placed in the regular classroom for the majority of the day. They may be pulled out to work one on one or in a small group on their English language skills on an occasional basis based upon the plan developed with the parents. It is a goal of MWA to be an inclusive environment. With full immersion in an English language program, ELL students will flourish, learning skills from their peers and teachers, while still having the support from a teacher with a solid understanding of ELL student needs. Daily accommodations will be provided to ELL students according to their individual needs.

MWA plans to incorporate the ACCESS standards and use the ACCESS can-do-descriptors to plan and instruct all ELL students. MWA will use a wide variety of ELL strategies and best practices such as:

- Content and language objective to target and specific language goals
- Use components of GLAD and the SIOP model
- Intense vocabulary instruction such as Total Physical Response (TPR), picture support, and the Frayer Model, which is an adaptation of concept mapping that includes definitions, characteristics, examples, non-examples and definitions. The Frayer model is a good visual representation for vocabulary in a variety of subjects.
- Intensive grammar instruction to enable students to access academic content at their current grade level.
- Scaffolding and differentiating Tier 1 instruction so the content and materials are accessible to all ELL's.

(6) Monitoring: What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed?

MWA will monitor student progress using universal screeners, formative assessments, rubrics, rating scales, report cards, and teacher feedback. The ELL teacher, general education teachers, and school administration in the PLCs on a monthly basis will review this information.

As students progress through the curriculum, the growth will be reflected in the annual ACCESS for ELL assessments. Parents of LEP children do not have the option of withdrawing their student from participating in the ACCESS for ELLs.

When students reach a Level 6, Reaching Proficiency, they will be reclassified as fluent-English proficient but not yet met exit criteria. Students will then be monitored for two more years in order to determine if maintenance of skills has been mastered. The purpose of this monitoring is to ensure that the students are no longer in need of language acquisition assistance.

The ELL monitoring process information should be included in any RTI interventions that are determined by the school. Specific consideration for language proficiency must be taken into consideration in planning specific interventions for the student.

The Principal will ensure appropriate policies are followed.

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
<p>TIER A is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • have arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English, OR • currently receive literacy instruction ONLY in their native language, OR • have recently tested at the lowest level of English language proficiency 					
<p>TIER B is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • have social language proficiency and some, but not extensive, academic language proficiency in English, OR • have acquired some literacy in English though have not yet reached grade level literacy 					
		<p>TIER C is most appropriate for English language learners who:</p> <ul style="list-style-type: none"> • are approaching grade level in literacy and academic language proficiency in the core content areas, OR • will likely meet the state's exit criteria for support services by the end of the academic year 			

26

(7) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?

MWA will connect with all ELL families by taking the initial steps in contacting them and learning about their culture and the home language. MWA believes that it is

²⁶ www.wida.org

not proactive to sit back and wait for families to connect with the school or not. Principals or designees will ensure that ELL students and their parents or guardian are aware of school activities and other opportunities at the school in their primary language, when possible. MWAs approach to what cultural traditions is and what is more important to them and what they hold at a higher value as a family. MWA looks forward to setting up school activities such as multicultural nights and events for all to enjoy and participate in.

MWA will encourage ELL parents to volunteer in their child's classroom; possibly teaching their native language to other students.

MWA will be flexible when scheduling meetings like conferences by working around parental schedules whenever possible. By showing flexibility, MWA is demonstrating that families are an important part of the school's culture and community.

(8) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to ELLs. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

MWA will not provide distance education so this is not applicable at this time.

Homeless/Migrant Services

(1) Identification: What methods will you employ to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification?

MWA will make certain that the online enrollment documents will have a place for families to indicate if they are homeless/migrant. Any student can become a student in transition at any point.

MWA will work hard to properly identify these students in a timely manner and proactively communicate with families about community supports and services that are available and ones that the family may qualify for.

MWA will have measures in place, such as staff training, to avoid misidentification of families. One-way MWA will be able to assist in misidentification by training staff about the McKinney-Vento Homeless Assistance Act.²⁷

MWA will use the definition of homeless, as set forth in Section 330 of the Public Health Service Act (42 U.S.C., 254b), Homeless Emergency Assistance and Rapid Transition to Housing Act of 2009 (P.L. 111-22, Section 1003), remaining cognizant of the evolving and complex nature of defining homelessness:

- MWA will designate a staff member as the homeless liaison.
- The liaison will contact community agencies that serve homeless families for locating needed services such as: utility assistance, food, medical services, and rent assistance.
- Post-educational rights of homeless children in the front office in English and Spanish. These can be ordered at no cost through the National Center for Homeless Education at SERVE 1-800-308-2145.

²⁷ (2001) McKinney-Vento Homeless Education Assistance Act/Part C/ Subtitle B/ Section 721

- Make accommodations, like contacting the Food Bank of Northern Nevada, to arrange for students to obtain free school lunch.

The term “homeless” or “homeless individual” includes:

- An individual who lacks a fixed, regular, adequate nighttime residence;
- An individual who has primary nighttime residence in a supervised, publicly or privately operated shelter for the accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
- An individual who sleeps in a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings (e.g., cars, parks, motels);
- Children living with a parent in a domestic violence shelter;
- An individual who is, out of necessity, living with relatives or friends due to lack of housing;
- Runaway children (under 18 years of age) and children and youths who have been abandoned or forced out of the home by parents or other caretakers, or such youth (between 1 and 20 years of age) who may still be eligible for educational services who: o temporarily reside in shelters awaiting assistance from social service agencies; or live alone on the street or move from place to place between family members, friends, or acquaintances; and or children of migrant families who lack adequate housing.

(2) Meeting the Need: How will you ensure that identified families receive the required services within the mandated timeframe?

Per (NAC 392.205), schools must provide a homeless child with education and services within 7 days of receiving the name and location of a child who is homeless who otherwise meets the requirements to attend school.

MWA’s main goals will be to remove barriers that make it difficult for homeless/migrant students to receive an education. Homeless students have a right to the following:

- Attending a school of origin
- Having transportation provided to their school or origin
- Remove enrollment barriers
- Providing school access immediately
- Waiving all fees and costs
- Being provided free meals
- Provided proper educational service

(3) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students who qualify for homeless and/or migrant services. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

MWA will not provide distance education so this does not apply at this time.

SCHOOL STRUCTURE: CULTURE

(1) Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

MWA's culture begins with building strong relationships between students, staff, parents, and community. These quality relationships influence the success of students. When students feel valued, they have intrinsic buy-in for themselves and the work they produce. These relationships are important school wide and will be revered as a priority as specified through the MWA vision statement.

We encourage the celebration of successes, yet are willing to take a step back and learn from mistakes that may be made along with way to promote growth. By providing a culture of intellectual stimulation and challenges, students will be motivated to work hard and create new victories for themselves, develop risk taking and innovative skills whether academic or social achievements, making school a safe place to explore, experiment and expand ideas.

(2) During the incubation year, how will you incorporate parent and community input into the plan for developing a positive school culture?

MWA will involve families in the educational outcome of our schools. Parents are asked to volunteer for 30 hours each year. They are welcome to begin volunteering prior to the start of the first year.

For example, it will be one of the goals to have the Parent Teacher Organization formed prior to the start of the school year. Parents are welcome to join the PTO to help form different committees. Each of which have its own purpose. For example, there could be a fundraising committee, diversity committee, and community involvement committee. Volunteer hours will be tracked throughout the school year. MWA will provide many opportunities for parents to earn their hours through school-wide events, volunteering for before and after school, and education focused nights Below are some additional examples of events that support educational decisions and outcomes, as well as family involvement:

- Open House
- Parent Conferences
- Bully Prevention Workshops
- PTO General Membership meetings
- PTO Board meetings
- Bingo Nights
- PBL Nights
- Family Movie Night
- End of the Year Awards Assemblies

(3) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

A positive culture is critical for building relationships in the classroom and for the overall school community. This positive culture will begin during recruitment for students and staff. Information related to our mission statement will be the basis for all information disseminated and will help define the school culture.

During employment interviews, teachers will be asked about their educational philosophy and how their belief system relates to the MWA mission and vision statement. Questions will also be related to school culture and how to develop a positive culture and climate in the classroom and school. The vision and mission of the school will be discussed in order to ensure the candidate understands the beliefs and whether or not they are able to uphold the mission and vision.

Professional development will focus on developing a strong, positive school culture and climate at the beginning of every school year. During these professional development opportunities, staff will participate in activities and learn about specific elements to build positive school climates in classrooms and school.

Students will be exposed to positive school wide activities during the first month of school to build a strong, positive culture. Students will discuss classroom and school wide expectations so all understand expectations. Activities will include expectations in the classroom, lunchroom, recess, before and after school, and dress code expectations.

Parents will be introduced to the school culture during before school activities, back to school nights, and community events. The school handbook will detail school wide expectations and how to help their children be successful in school. Information will continue to be shared with families through social media, newsletters, and other community events.

(4) Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.

MWA believe in recognizing positive student behavior and academic success through recognitions on a regular basis. Students will be positively recognized through verbal praise and through positive rewards. Students may earn points for academic and behavior success which can be used for classroom and school wide rewards such as, lunch with the principal, special seats or cushions in the classroom, or extra time in a preferred activity. Students will be recognized for perfect attendance and grades on a quarterly basis.

All positive recognitions and discipline information will be entered into Infinite Campus. Teachers will enter grades into IC every two weeks at a minimum. Parents will be able to monitor all information on a regular basis.

Any concerns regarding academics or behaviors will be communicated to parents through phone calls, emails, or through student agendas. Teachers will use the ClassDojo app to provide parents with immediate positive feedback for student academic and behavior success.

(5) Describe how the school plans to align staff and students around high expectations for student behavior.

MWA will strive to provide a fair and non-judgmental system for aligning staff and students around the high expectation for behavior and being responsible for themselves. As such, MWA will publish a handbook prior to start of year which clarifies the expectations. . Parents certify that they have read the handbook and agree to follow expectations. Policies will be enforced during school year. Information will also be available on the school's social media.

Teachers will monitor behavior and ensure students are following high expectations. This will be reinforced by school administration during classroom walk-throughs. If it is observed teachers are not abiding by high expectations, this may be reflected in their evaluation.

- (6) Please describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

MWA will measure school culture through observation and school climate surveys. Observations will include appearance of the school. For example, examples of student work throughout the building, student behaviors in the classrooms and hallways, and participation in outside of school activities. School climate surveys will be obtained at the end of the school year. Surveys will ask about school climate, satisfaction with the overall school and instruction. Feedback will also be sought from the PTO.

- (7) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts (in year 1, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents and invest them in supports?

MWA will use PATHs as the basis for our Social Emotional Curriculum. The PATHS program is grounded in social and emotional learning (SEL) and helps children to resolve conflicts peacefully, handle emotions positively, empathize, make responsible decisions.

When students learn and use SEL skills, behavior improves and disruptions lessen. Instead of wasting valuable classroom time managing misbehavior and providing discipline, teachers can teach and students can learn.²⁸

The **PATHS** program will be implemented two or three times per week. Each session is designed to last approximately 30 minutes. This makes sessions easy to incorporate into and around regular classroom routines. Teachers can also take advantage of those "teachable moments" that arise throughout the school day. Lessons from the **PATHS** program are also correlated to Common Core State Standards for English Language Arts *and* American School Counselor Association Standards. This means the program can be used to support goals for listening, reading, career development, and personal and social development.

MWA will work with families to ensure students are getting the appropriate support necessary. If the school sees a pattern of disciplinary concerns or emotional regulation concerns, a parent meeting will be set up to discuss these issues. This may include referrals to outside agencies, such as Children's Behavioral Services. In addition, it may be the decision of the group to work with the school psychologist.

MWA will measure the success of the social emotional curriculum by the number of disciplinary referrals to school administration and student climate surveys.

²⁸ <https://casel.squarespace.com/guide/programs/paths-promoting-alternative-thinking-strategies>

SCHOOL STRUCTURE: STUDENT DISCIPLINE

- (1) Describe the school's discipline policy. Discuss the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

MWA's teachers will develop a written behavior intervention plan and it will be displayed in the classroom. Additionally, the school-side matrix of Expected Behaviors will be posted in each class and specifically taught to the students. Students will receive Behavior DoJo points for expected behavior. Staff will recognize expected behavior verbally and reteach when needed. If a student is disrupting the learning environment the teacher will follow the policy. This plan should include:

1. Specific student expectations
2. A progressive plan of consequences
3. Positive Interventions and supports.

The plan will reflect the specific needs of the teacher's classrooms. Teachers will include well-defined expectations, rules, and procedures that are taught, reviewed and practiced.

The following are the steps the school will adhere to should a conflict or misconduct arise in the classroom or on campus. For this progressive discipline plan, a conflict or misconduct is defined as anything that detracts from the learning environment. As a general rule, MWA will adhere to a system of increasing consequences.

It is important that the words "First Offense" refer to the first "documented" offense. Teachers should have at least one private conversation with the student to discuss behaviors. Thus is a chance for teachers to help students begin to take responsibility for their own actions. Education on the process is the key.

1. Verbal Warnings: Teacher/student conference; desired behavior discussed with student input. The adult involved will immediately reteach the expected behavior and dispense an appropriate consequence which may include but is not limited to; verbal warning; removal from group or surroundings, etc. (not documented, no phone call, no consequence)
2. First Documented Minor Offense: Teacher/student conference. Desired behavior discussed and modeled with student input. Possible parental contact (teacher choice). Teacher consequence may or may not be assigned. Documentation on form as a minor offense within 24 hours.
3. Second Documented Minor Offense: Teacher/student conference. Desired behavior discussed with student input. Parental contact made within 24 hours. Teacher consequence assigned. Documentation on form as a minor offense within 24 hours.
4. Third Documented Minor Offense; Teacher/student conference. Desired behavior discussed with student input. Parental contact made within 24 hours. Teacher consequence assigned. Documentation on form as a minor offense within 24 hours.
5. Fourth Documented offense: Teacher/student conference. Desired behavior reviewed. Parental contact made within 24 hours. Documentation on Discipline Referral Form, which is then sent to the office as a Major Offense within 24 hours.

Teachers understand that the above discipline documentation concerns that same behavior with the same teacher within a two-week period. (10 school days) Teachers need to document the positive interventions they have tried. Teachers will send or email the Behavior Form to administration, which will include all interventions tried, and parental contacts made. Every effort will be made to maintain the student in the classroom so as not

to lose instructional time. When the administration handles the situation he/she will remind both the student and parent of the prior interventions and documentation as listed on the referral form. Further decisions will be made about administrative interventions and consequences, which may include the following: a parent/teacher/administration conference. (If this has not already happened), or other privileges. If the behavior involves chronic insubordination, disobedience, and disrespect, the student may be suspended.

Immediate Office Referral

There are some behavioral situations that warrant an immediate office referral.

- (2) Describe the procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.

If a student is recommended for suspension or expulsion, the Board of Directors will designate an impartial hearing officer to hold a hearing. Parent and student will be given written notice of the hearing time, date, and location of hearing. The hearing officer will hear evidence from both sides and make the determination.

If the parents do not agree with the decision of the hearing officer's decision, they may appeal the decision to the Governing Board. The parents will be notified as to the meeting date, time, and location. The meeting will be held during an executive session and not during a public meeting unless so requested by the parent. Evidence will be presented to the Board by both the school representative and parent. The Board will vote to either accept or reject the hearing officer's recommendation.

- (3) Who will be responsible for implementing the school's discipline policy? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?

The Principal is responsible for implementing the school's discipline policy. Teachers are responsible for any disciplinary action that does not warrant a suspension or expulsion. All clerical and instructional staff will be trained in how to record behavioral events in Infinite Campus.

The office manager will create monthly reports outlining the frequency of various infractions and compare infraction frequency month over month to identify trends that need remediation. School administration, teachers, and parents will work together to develop plans for improving school culture based on trends in the data.

- (4) How will you ensure that discipline practices don't disproportionately penalize more vulnerable student populations?

MWA believes in holding all students high standards and believes that all students can achieve high standards. School administration will have latitude to flex the school's discipline policy to accommodate specific student's needs on a case by case basis.

- (5) Describe the core principles of the school's proposed parent grievance policy.

Mountain West Academy values open and proactive communication among and between the members of the school community, including parents, students, faculty, staff, administration, and the Board. Issues that are not dealt with directly can become destructive to the school community

and, therefore, detrimental to the learning process of our students. As adults we must model for our students a willingness to address conflict directly. As such, MWA's procedures for settling differences are designed to support prompt and equitable resolution of disagreements at the lowest possible faculty or administrative level.

- First, parents should address their concern directly with the appropriate staff member and work towards a resolution.
- If unsatisfied with the results after speaking with the staff member, parents should address their concerns directly with school administration.
- If still unsatisfied with the results after speaking with administration, a formal grievance may be filed.

Filing a grievance should be reserved for a clearly defined problem which has not been resolved by other means. It is an avenue through which parents can seek a clearly defined resolution to a problem or incident. A formal grievance is not intended for feedback or suggestions

(6) Discuss any required dress code or uniform policy.

MWA students will be required to wear a uniform to school on a daily basis. When classes have fieldtrips scheduled, classes will be required to wear specific items that will be explained in detail in the student handbook. (NRS 392.415)

The uniform policy will be as follows: This will need to be adopted by the board and colors are subject to change in the board see appropriate.

- Uniform bottoms:
- Girls: Khaki or Navy Skort, Shorts, Pants, or Capri Pants. All uniform bottoms may not be oversized, skintight, ripped or altered.
- Boys: Khaki or Navy Shorts or Pants. All uniform bottoms may not be oversized, skintight, ripped or altered.
- All uniform bottoms may not be rolled or cuffed for shorter lengths.
- Uniform Shirts:
- Girls: long sleeve or short sleeve white or navy polo shirt or blouse with a collar
- Boys: Long sleeve or short sleeve white or Navy polo shirt
- Uniform shirts must be free of rips and tears, and only appropriate white clothing may be worn underneath the uniform shirt. Shirts must be tucked in at all times during the school day.
- Uniform Sweat Shirts: Navy blue, crew neck sweat shirts may be worn with a uniform polo shirt underneath.
- Uniform shoes: All shoes must be closed toe.
- Uniform Sweaters:
- Khaki or navy and may have long sleeves or be a vest style
- Uniform Dresses:
- These need to be khaki or navy or a combination of the two colors and may be worn with a collared polo shirt of white or navy
- Leggings:
- White, Navy, or kahki leggings
- P.E. Uniforms:
- Athletic style shoes must be worn on your child's P.E. day
- Navy Blue Sweat pant or navy blue athletic shorts
- Navy blue or White t-shirt

- Navy blue hoodie or crew neck sweat shirt

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

(1) Discuss the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

Our proposed calendar will allow students more instructional time during the school day. By having a four-day school week we hope to alleviate teacher absences, which will provide more stability in the classroom. This calendar will also give students more opportunity for intervention time. Teachers will provide intervention open to all students two Friday's per month unless there is a holiday that falls on that month, there will be one intervention day offered.

(2) Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

MWA will have a four-day school week. Student hours will be from 8:30 – 3:30 with a 30-minute lunch break. Core subjects including ELA, mathematics, science and social studies will be taught 450 minutes per week. There will be 390 instructional minutes per day for grades K-6 and there will be 157 school days. There will be 65,940 minutes of instruction over the course of the year. This schedule is optimal for our students because it surpasses the minimum time requirement of instructional time per student that is required by the state of Nevada. This model also provides time during the month for student intervention time to help where needed.

- (3) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

MWA will have an office manager who will be responsible for tracking attendance for students and teachers. Teachers will be required to report attendance for students in infinite campus at the beginning of the day and in the middle of the day for afternoon attendance. The office manager will run monthly attendance reports for teachers to flag any students that have an average daily attendance of 95% or less. Those students will be targeted and teachers will contact parents to help reduce truancy and chronic absenteeism.

A DAY IN THE LIFE & SCENARIOS

- (1) Describe a typical school day from the perspective of a student in each grade span (elementary, middle, and high school) that will be served in your first year of operation.

Bob is excited to arrive at school at 7:40 this morning. The on-duty teacher who calls him by name greets him. Bob likes how all the teachers remember the names of the kids. He quickly makes his way to the play-yard where he meets his friends and begins playing basketball. When the bell rings at 8:25, Bob and his friends make their way to their classroom lines where their teachers are waiting for them. As they quietly enter the school, Bob is reminded by the inspirational posters hanging in the hallway that say “Today is a great day to be awesome” and “Always do your best”. This puts Bob in the mood to learn. After he follows the morning procedures and his teacher is finished with her morning routines, the class gets to work learning. At 9:40, Bob’s teacher asks all the groups working together to clean up their area, and line up for morning recess. Holy cow! Bob can’t believe how time flies when he is having fun. After recess, Bob’s class resumes and they begin their next unit of study. Now, it’s 11:30 and time for lunch. After eating his lunch his mom packed for him, Bob heads outside for some much needed energy release. He plays basketball with the other students, and helps the younger kids learn the game. Bob likes to be a mentor for the younger kids. After lunch recess it’s back to work in the classroom. Today he is learning a new math concept: division of fractions. After the teacher has completed the whole group teaching, she gives the class time to try out his or her own methods. She asks for volunteers to share with the class each of the methods they used to get to the answer. Bob enjoys sharing his way of thinking. He likes that the teacher accepts his ideas even though it wasn’t exactly what she taught. Bob is excited that he can add his strategy to the list of different ways to divide fractions. The class breaks up into groups to complete some problems together and share their ideas. The teacher comes around to all the groups, but spends most of her time with some kids that didn’t quite get-it and need a little more instruction. Bob sometimes helps these kids, too. He likes to be a peer tutor. After math, the class heads outside for one more break at 2:15. At 2:35, the students come back in and prepare for their specials—music, PE, art, computers. Today is music day. After Bob’s class is finished with music, the class prepares for the end of the day. Bob takes out his planner. The teacher reminds the class of the book report due the following week. Bob writes that down in his planner. He also writes down the things he learned today. Since today is Thursday, Bob gets his weekly folder out and empties his mailbox that has all the graded papers and announcements he needs to take home to his parents. At 3:30, Bob’s teacher walks the class to the outside where the kids leave for home. Bob loves having a 3-day weekend every week. He

works so hard during the week, it's nice to have Friday, Saturday and Sunday to relax and enjoy his family. Bob is grateful for the long weekends, but he is always eager to go to school on Monday morning.

(2) Describe a typical day for a teacher in a grade that will be served in your first year of operation.

During a typical day for a teacher at MWA, the teacher will arrive by 8:00am, which will give them 30 minutes of preparations prior to the start of the school day. This time will also allow teachers to be in the building and available for parents, teachers, and administration if there are issues that need to be addressed. When the first bell rings at 8:25am, it will be the teacher's responsibility to gather their students from off of the playground. Students will be taken to their classrooms and the day will begin.

MWA will have recesses during the day for all students. The first will be from 9:40-10 and the second will be from 2:15-2:35. During recess it will be the responsibility of parent volunteers to supervise the students. This will allow teachers the opportunity to take a short break and prepare for the next lesson. Teachers will be rotated through the recess schedule as well to make sure a staff member is present with the students.

MWA will have a lunch period between 11:30 and 12:30 and will also use parent volunteers as well as staff members to monitor students' lunches. This will provide teachers a longer break to eat lunch and prepare for the afternoon. Teachers will excuse students for the day at 3:30. Teachers will escort students to the outside where they will leave for home or after school programs. Teachers will then use the remaining contracted time for grading, prep for the next school day, meetings, and/or planning.

MWA will provide multiple opportunities for teachers to have prep periods throughout the school week while students participate in extracurricular activities to broaden their educational experiences. These could include physical education, music, or computers.

(3) A new student, Ruby, has enrolled at your school and during the registration process her mom informed the office manager that she has Down Syndrome. This student is eligible to attend the school. Based on the IEP information that her mom brought in, the student is included in the general education program for 60% of her day. How will you plan to ensure your school is prepared to meet the needs of students like Ruby and/or what adjustments will be made (e.g., in scheduling, staffing, etc.) to account for students with unanticipated needs?

First, MWA will need to look at the specifics of the IEP to determine the specially designed instruction and goals and objectives. It may be determined that an IEP meeting needs to be held in order to clarify services or make adjustments to it. Staff will review current schedules to determine how the 60% of general education services in the classroom will be provided. These times need to be scheduled around the times best determined for Ruby's success in the general education setting. For example, Ruby will participate in all specials, lunch, and recesses. Accommodations to the ELA and Math blocks will be discussed and planned by the special education and general education teacher in order for Ruby to have exposure to the NVACs. These supports may include assistive technology devices and access to a modified or congruent curriculum. Depending on where she needs the greatest level of support, there will need to be time set aside in a special education setting

for small group instruction targeting her specific goals and objectives. If it is determined that Ruby will need support during recess times for gaining and maintaining friendships, a Para professional would give the necessary guidance to support her and the other students.

- (4) A new student, Alejandra, has enrolled at your school. After reviewing the enrollment packet and speaking to your registrar you learn this student is an ELL student and her mother has brought a friend to serve as an interpreter. Some of the records you received from the parent indicate the child has a 4 in listening, a 4 in speaking, a 2 in Writing and a 1 in Reading. How will you plan to ensure your school is prepared to meet the needs of ELL students like Alexandra and/or what adjustments will be made to the daily schedule to account for unanticipated needs? How will you communicate and work with parents like Alexandra's?

MWA would first need to base Alejandra's WIDA language proficiency levels, it is clear that her strongest areas of language are in listening and speaking. A score of 4 indicates that she is expanding in the English language. For example, Alejandra will be able to list and speak using a variety of complete linguistic sentences. Even though she might use errors when speaking, and be unfamiliar with some oral language, it won't impede the overall meaning of what she is trying to say or listen to. As a school MWA will build upon these strengths and use a variety of strategies to support her language needs along with any other ELL student. Some strategies use language proficient peers to support social learning, clarifying and/or repeat necessary information.

Looking at Alejandra's WIDA language proficiency levels, reading and writing are areas where she needs the most support. A score of 2 in writing and a 1 in reading indicates that Alejandra is in the entering/beginning phase of the English written language. For example, Alejandra will write in phrases or short general sentences where errors impeded the meaning of the message. Alejandra will read phrases or chunks of language and heavily rely on pictures or interactive support to aid in her fluency and comprehension. As a school we will use a variety of strategies to support her literacy needs along with any other ELL student. For example, we will scaffold and differentiate reading and writing instruction. We will accomplish this in whole class, small group and individual settings. We will provide visual and interactive support, including oral discussion, to support reading and writing. Our certified ELL teacher will also work with Alejandra, and any other ELL student, on targeted language instruction to improve literacy proficiency. All ELL instruction would also be based on the total number of students, which would require MWA to have a ½ time or full time ELL teacher on staff.

- (5) You have been operating a school for the past three years and have just received your school-level state test data for the most recent year (see table below).

- (a) Your annual accountability targets for each subject require that you grow the whole-school Percent Proficient/Advanced of your SWD students by 8 percentage points to approach, 10 points to meet and 12 points to exceed expectations from year to year. Explain the trends you see in the performance of your Students with Disabilities (SWD), both over time and as compared to the non-SWD population, in the table below. What are your initial thoughts about this data? What are your next steps? Who needs to be part of the team to address this? What further information do you need and how will you obtain it? Keep in mind that the SWD subgroup includes a range of disabilities, including Specific Learning Disabilities, Autism, Emotional Disturbance and Intellectual Disabilities.

This data trend needs significant improvement but before a plan of action can be created, additional data is needed. In reviewing the 2014 data, overall increase in math skills but a significant decline in ELA. Non-disabled students' proficiency in math grew during the 2013 school year but appears to level off during the 2014 school year in which there is a slight increase in the growth for students with disabilities over that same timeframe. With an approximate passing rate of 30 percent in math for the 2013 and 2014 school year, the focus will need to be on Tier I instruction. The team, which would include school administration, teachers, support personnel, and parents, would need to review the curriculum presented to students, the teacher delivery of the instruction, and how the instruction addresses the NVACS. Information can be obtained through direct observations of teachers, teacher and parent feedback forms, and research of reliability of the curriculum. In addition to Tier 1 instruction, the team would need to breakdown the information on students with disabilities to determine if one subgroup was lacking or making progress more than another. For example, typically, students who receive speech only services score higher on standardized assessments than students with specific learning disabilities due to the fact that the disability may not affect how they learn. Based upon this information, the IEP teams would review their service delivery model, including but not limited to inclusion time.

The overall proficiency rates for all students in ELA are approximately 12% for the 2014 school year. Looking at the data for the three years, the highest proficiency occurred in 2012 at approximately 20%. At no time has any population scored at a high enough proficiency rate to be considered acceptable. Again, the school will need to review Tier I instruction and make significant changes to curriculum and instructional methods in order to increase student achievement.

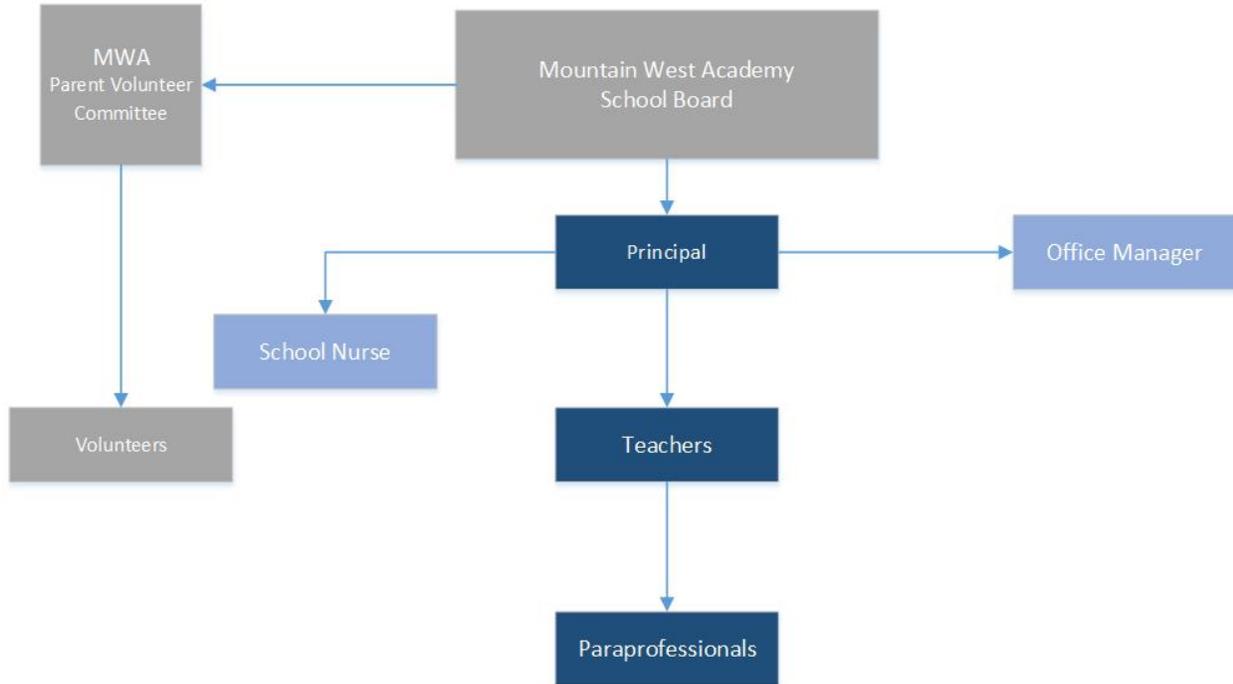
For both math and ELA, progress-monitoring tools would need to be established for students to monitor student growth. Data summit meetings would be held monthly to review student progress and instructional techniques.

Data for All Tested Grades			Math				RLA			
Yr.	Subgroup	valid tests	pct_below_bsc	pct_bsc	pct_prof	pct_adv	pct_below_bsc	pct_bsc	pct_prof	pct_adv
2012	All Students	131	30.6	51.1	14.5	3.8	29.8	49.6	16.8	3.8
	Students with Disabilities	23	26.2	47.8	13	13	34.9	30.4	13	21.7
	Non-Students with Disabilities	108	31.4	51.9	14.8	1.9	28.7	53.7	17.6	0
2013	All Students	116	26.7	40.5	25	7.8	46.5	41.4	11.2	0.9
	Students with Disabilities	20	50	50	0	0	75	25	0	0
	Non-Students with Disabilities	96	21.9	38.5	30.2	9.4	40.7	44.8	13.5	1
2014	All Students	113	30.1	38.9	24.8	6.2	44.2	43.4	12.4	0
	Students with Disabilities	14	57.2	28.6	7.1	7.1	57.2	35.7	7.1	0
	Non-Students with Disabilities	99	26.2	40.4	27.3	6.1	42.5	44.4	13.1	0

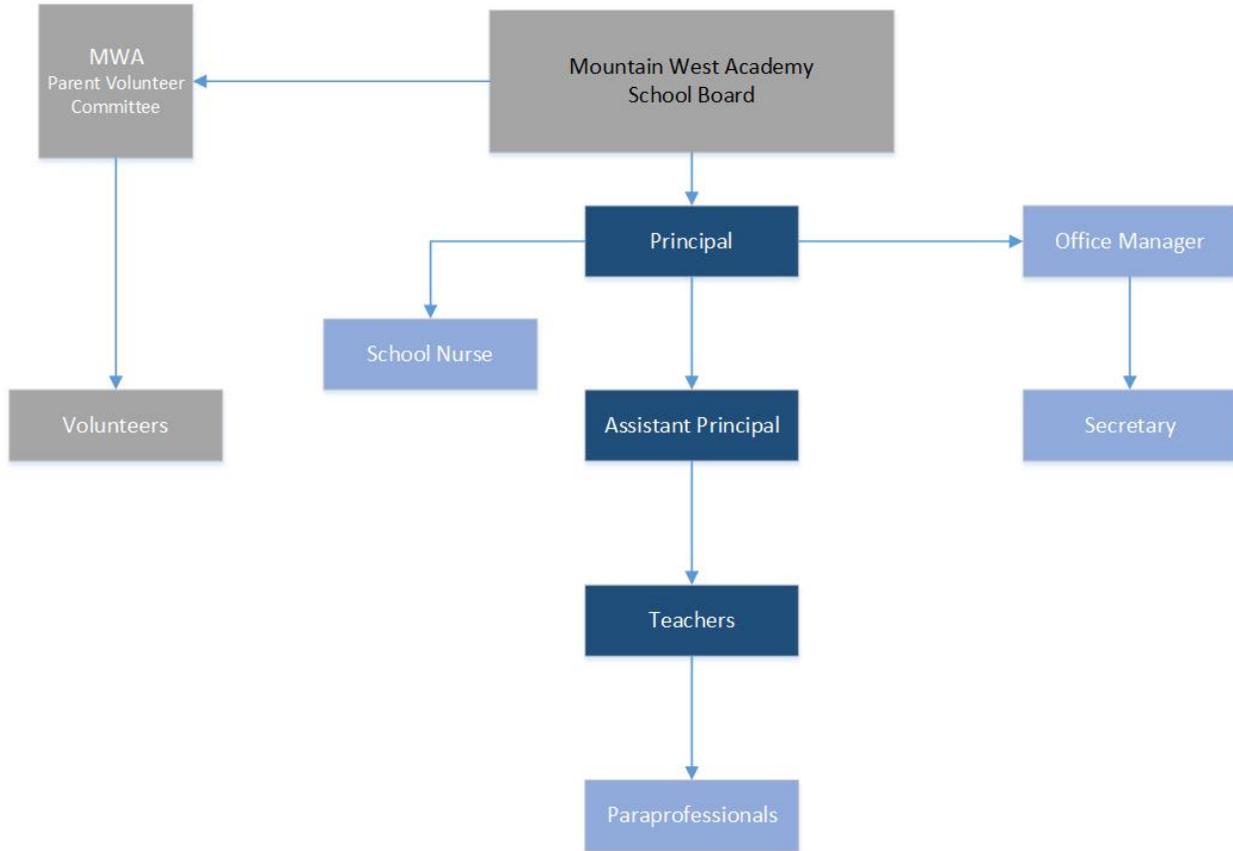
OPERATIONS PLAN

LEADERSHIP TEAM

Year 1 Mountain West Academy Organizational Chart



Full Capacity Mountain West Academy Organizational Chart



(1) Describe the proposed organizational model; include the following information:

- (a) Organizational charts for year one **and** one for when the school is at full capacity
- (b) Job descriptions for each leadership role (provide as Attachment 2)
- (c) Resumes of all current leadership; (provide as Attachment 3) NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any Start-Up application (0-2 schools at the time of applying and less than three full years of operation) for any school which wishes to open in the 2017-18 school year.
- (d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)

(2) Describe the team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- (a) School leadership, operations, and governance;

MWA has put together a Committee to Form who are hard working in their fields, from a variety of professions, diverse backgrounds and educations as well as community members looking for an educational alternative for students’ in Sparks. MWA has selected a

Principal with know leadership skills and a person who expects the same drive of herself as she does from any of her employees. True leadership is always being willing to work harder than you would expect anyone else to work. MWA's daily operations will be primarily the responsibility of the principal and the office manager, although the Governing Board will have an overall impact and input into the operation and management of the school. The Board will hold the school accountable to expectations and goals that have been set out to achieve.

(b) Curriculum, instruction, and assessment;

MWA will be reviewing a variety of curriculum programs, such as CKLA (Core Knowledge), SAXON Math, Core Knowledge, FOSS Kits, DRI Green Kits that will fit the model set up for students to be college and career ready. Programs that will be considered will have high level of expectations, research based, and ability to serve all such as: ELL, Special Education, Gifted and Talented. It is critical that programs MWA choose, match the goals, mission, and vision of the school.

The instructional tasks will be the responsibility of the individual teachers, under the supervision and evaluation of the principal. MWA believes that the school environment will give teachers the opportunity to do what they love with the freedom to do what they know, how to do, teach.

Classroom assessments of taught materials and other formative assessments, such as DIBELS, DRA, will be used in an effective combination, which will create the most well rounded, 21st century ready students.

(c) At-risk students and students with special needs;

MWA will make sure teachers are prepared for all students in their classrooms. High expectations and accountability is nothing less than achievable by all who are given the opportunity to rise to the occasion. Students will first and foremost participate in general education curriculum with accommodations and modifications in order to ensure exposure and understanding of NVACs. At risk students will be able to take advantage of the Friday interventions or Friday camps for support in areas they may be struggling or interested in. By allowing and giving all students access to opportunities they enjoy we hope to close the gap for the at risk population.

(d) Performance management; and

MWA will be utilizing Infinite Campus to house all school data for students. MWA will create reports based on cohorts of students from the year of inception until their last year in the school to follow the successes of the students from the beginning. MWA will also be monitoring student with a data information sheet, which will be a type of portfolio to manage all performance data for students. MWA hopes to utilize the knowledge of our principal and her previous experience with the Washoe County School District and Infinite Campus. The school where she is currently the principal has over 3 times as many students as MWA projects and anticipates in the first year. MWA hopes that with a smaller school approach we will be able to have a great influence on each student's education.

(e) Parent and community engagement

Parent engagement is a requirement for all of our student's families. MWA feels that the success of students comes with parent support. Parents are required to fulfill 30 hours of volunteer time for the school each year. The leadership team will play a big part in the engagement of parents as well. MWA will create a trustworthy relationship with each family to continue the support with each family. MWA will have different ties to the community with daycare ownership, sports, and being embers of the community or a combined 70 plus years. MWA feels that in previous endeavors from Committee to Form members, there has been a lot of trust in members of the community. This piece will assist in the schools community involvement and volunteer opportunities.

MWA's principal will be responsible for maintaining and creating a culture of openness, welcoming, and friendly to all students, staff, and families.

(3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 4).

Mrs. VanTress, the proposed Principal for MWA, is already well versed in the laws and processes specific to Nevada. Mrs. VanTress has experience in developing and evaluating PD courses, student consideration and information, and working with families. The Governing Board will work with Mrs. VanTress to ensure the mission and vision of the school is fulfilled.

(4) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.

MWA leadership will actively recruit teachers who have demonstrated a strong understanding of the values and beliefs of MWA. These core values will be explained in depth to all potential instructors and given the opportunity to provide input. The school leader will work with teachers to develop appropriate professional development opportunities and give teachers a level of confidence in their ability to work with children. Through this collaboration, administration, and teachers will maintain high levels of effectiveness.

(5) Explain your school leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the school leader's guidance?

MWA's leader will meet with teachers and staff on a regular basis to discuss the school improvement plan and progress. Informal and formal observations will be conducted on a regular basis to provide teachers appropriate and timely feedback. The school leadership team will be comprised of veteran and novice teachers, school administration, office staff, and parents who will provide feedback and support to the school leader regarding the school culture and climate.

(6) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

The MWA leadership team will be strategically balanced to represent all areas of expertise. Lead teachers for primary and secondary grades will be selected to meet with administration weekly to review goals and provide feedback. This ensures there are other staff members on

campus than can assume responsibility if needed. Teachers will be encouraged to provide professional development and feedback to teachers in order to build capacity as well.

STAFFING

(1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Change or add functions and titles as needed to reflect organizational plans.

Proposed New School

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Management Organization Positions						
[Specify]	n/a					
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
Total Back-Office FTEs						
School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	0	0	0	1	1	1
Office Manager	1	1	1	1	1	1
Counselor	0	0	0	0	0	0
Business Manager	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	11	12	14	14	14	14
Classroom Teachers (Specials)	1	1	2	2	2	2
Special Education Teacher	1	1	1	1	1	1
Custodian	1	1	1	1	1	1
Teacher Aides	2	2	4	4	4	4
Total FTEs at School	19	20	25	25	25	25

HUMAN RESOURCES

(1) Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.

MWA, once issued the charter license, will begin advertising and posting job openings using our website, social media, flyers and word of mouth to gain interest in our facility. The hiring committee will paper screen candidates and make recommendations for interviews. Interested

candidates will meet with the hiring committee for an interview. An onsite visit or submitted video may be recommended to allow the team to look for specific details in that person’s instructional styles and approach to curriculum.

Special criteria MWA will be looking for will be as follows:

- Highly qualified teachers
- Individuals who want to teach outside of the box, while still attaining necessary growth in all their students.
- Provide equal employment opportunities for all candidates for positions in accordance with the Board’s Non-Discrimination Policy. This will all fall under and be applicable to federal, state, and local laws.
- Special considerations will be given to prospective teachers with experience in Core Knowledge, Project Based Learning, Cooperative Learning, Etc.

(2) Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing teachers.

The salary ranges for all employees will be as follows:

Position	Salary Range
Principal	\$80,000 - \$95,000
Office Manager	\$40,000 - \$50,000
Business Manager	\$35,000 - \$40,000
Teachers	\$35,500 - \$60,000
Teachers Aides	\$10.00 - \$12.00/hour
Security/Maintenance Personnel	\$10.00 - \$12.00/hour

Employment benefits for all employees (excluding security/maintenance personnel, substitute teachers, and special education related services) will include the following:

1. Health/Dental/Vision/Life Insurance – MWA will provide the following coverage at comparable rates as the Washoe County School District. Employee insurance will be

covered at 100%, the board will negotiate family rates and rates will be available to employees at enrollment periods.

2. Paid Time Off – Employees will receive a specified number of days of paid time off, depending on their position and the terms of their contract. Employees will also have the option to roll unused paid time off over to the next year or Paid time off days may be used for any reason. The governing board will determine number of paid days off.
3. Public Employees’ Retirement System – In compliance with NRS 386.595, MWA will make contributions to PERS on behalf of its employees. MWA will offer Employer Pay contribution plans at this time. Any changes to the contribution system would be a decision of the Governing Board.

- (3) Explain how the relationship between the school’s senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a “typical” school.

The principal will be the liaison between the school and the senior administrative team (based on the assumption that the Board is the senior administrative team). Teachers will prepare recommendations with help from the principal and presentations will be made and approved during regularly scheduled board meetings.

The teacher student ratio for 1st through 6th grade will be 1:25. Two kindergarten classes will share an aide for year one and the classes will have approximately 25 students each. MWA’s ultimate goal is to be at a 20:1 ratio across the board for all grade levels between years 3 and 5. The adult to student ratios will change as the school matures.

- (4) Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Interested applicants will submit on-line applications. Applications will submit a resume, official copies of transcripts, names and addresses of professional references, and all applicable valid teacher licenses. The paper-screening committee will be comprised of school administration, at least one board member, and one person knowledgeable in curriculum and instruction. This committee will review the applications to determine candidates for interviews. References will be checked as well.

The interview committee will consist of school administration, one board member, and one person knowledgeable in curriculum and instruction. Interview questions will be designed to determine the applicant’s understanding and alignment of the school’s mission and vision, teaching experience, and skill set. Applicants will be asked to submit a video of a teaching sample or perform an in-person teaching sample to demonstrate teaching proficiency.

Accepted teacher applicants will need to pass a background check through the Nevada Department of Public Safety and a pre-employment drug screen (at the employees cost). Applicants must provide information that explains any prior arrests, investigations, and/or convictions. The applicant when appropriate will submit additional information, such as a confidential letter of explanation, copies of arrest records, copies of course disposition documents as requested by administration.

All applicants will complete an Employment Eligibility Verification I-9 form.

The Principal has the final decision on hiring licensed personnel.

Licensed may be suspended, dismissed, demoted, or not reemployed for any reason listed in NRS 391.312. Compliance with the procedures set forth in NRS 391.311 to 391.2196, inclusive, shall be required for all employees.

Under the applicable contract, the Governing Board, Principal and Teachers agree that the following events may result in termination, yet are not exhaustive. MWA may immediately terminate the Employment Agreement if the contracted employee fails to perform essential duties and/or the contracted employee engages in an of the following:

- Dishonest conduct;
- Gross misconduct or gross dereliction of duty;
- Material fraud against MWA and/or governing board or material misrepresentations;
- Violations of any federal or state criminal law;
- Acts of mural turpitude or criminal conduct;
- Illegal or questionable activities that would reflect poorly on the School and/or Governing Board;
- Insubordination toward the Governing Board;
- Failure to perform the duties as prescribed by teacher contract
- Acts which jeopardize the health, safety, or welfare of the students/school
- Failure to correct any material deficiency of which the Board has given prior written notice of such deficiency;
- Any other good cause shown.

(5) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 5, as well as any supporting protocols or documentation.

Teachers will be supported through ongoing professional development prior to the start of the school year and throughout the year. First year teachers will be provided a mentor teacher who will help with adjusting to the rigor of teacher and provide resources and coaching throughout the school year. Monthly Friday professional development opportunities will be provided for teachers.

The principal will evaluate teachers formally and informally throughout the school year. Teachers will meet with the principal at the beginning of every school year to review professional goals. The teacher's goals will directly relate to the school improvement plan. Teachers will be evaluated using the Nevada Educator Performance Framework (NEPF).

Formal evaluations will consist of a pre-conference designed to review the goals and objectives of the lessons. Observations will be conducted for a minimum of 60 minutes in the classroom focused on teacher instruction and student participation and engagement. Post-conferences will be conducted in a timely manner but no later than 5 days after the observation. Teachers will have the opportunity to self-reflect on the success of the observation. Administration will debrief with the teacher using the NEPF as the basis of the feedback.

Informal observations will be conducted throughout the school year. Teachers will receive immediate feedback from administration.

All teacher evaluations will comply with Nevada Revised Statutes sections 391-311 through 391.3197 as applicable.

- (6) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 6, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

The school leader will be supported through ongoing professional development conferences, seminars, webinars, and collaboration with the school board members and the Nevada Charter School Authority. The school board will be responsible for the evaluation using the Nevada Educator Performance Framework.

- (7) Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.

The principal will ensure compliance between staff and all school policies and procedures. Non-classroom staff will support families and students, and teachers by providing school related information to go home with students, keeping the website updated with pertinent school information, and when the aides are unavailable may fill in as necessary.

- (8) Does your organization have a proactive succession plan? If so, please provide a detailed description for how potential school leaders will be cultivated and developed.

At this time, MWA does not have a proactive succession plan. This will be completed prior to the first day of school in 2017.

- (9) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. Include an estimate of the costs of leader and teacher turnover.

Please refer to responses to Questions 4, 5, and 6 under this section for an explanation on how the school intends to identify and address unsatisfactory leadership or teacher performance as well as leadership/teacher changes and turnover.

Unsatisfactory performance will be addressed immediately. A performance improvement plan will be created through discussion between the principal and staff member. This plan will be put into place for a specified period of time, but not longer than 90 days. The plan will include the steps necessary to correct the unsatisfactory performance. This is a formal written plan and will become part of the employee's personnel file.

- (10) Does your school plan to utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you will be using.

We do not plan to use a HRIS at this time.

- (11) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations,

etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

Human resource functions will be primarily be managed between the principal, the office manager and the HR person. The administrative needs of the human resource function including but not limited to dissemination of policy or procedure updates or changes, student paperwork, lottery student files, testing date and information, etc. will be filled by the office manager. The office manager will also fill the role of a third party witness to any discussion between the principal and staff members.

STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

(1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools that are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

Student recruitment and marketing will provide equal access to interested students and families. MWA will reach out to families in poverty, academically low-achieving student, students with disabilities, other youth at risk of academic failure as well as the gifted and talented and general populations. This will be demonstrated by:

- Hold school carnivals exhibiting the school, what it has to offer, introducing the educators and the administrators;
- Flyers to be distributed throughout the community having clear and understandable literature that details the mission and purpose of MWA
- Hold open houses for the community to view the school
- Social media

- a. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

See graphs A, B, and C below

The enrollment target for the first year will be 2 classes per grade level K-4 with a combine 5-6 combo. Each subsequent year the Board will evaluate with the administration the rate of growth the school feels is appropriate to maintain the grass-roots, small, intimate setting.

- b. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

See graph A, B, and C

- c. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?

MWA will ensure, through staff meetings, literature and trainings, that all staff understands what enrollment procedures are detailed in SB208, which requires enrollment to occur through a lottery system where all enrollment documents will be handled on-line. Staff members' children will have the opportunity to attend, as will younger siblings of currently enrolled students, but all others will be placed into the lottery system.

- (2) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

MWA plans on recruiting students through marketing efforts as follows:

- Mailing out postcards to residents in the area as required, but expand beyond the radius of what is required.
- Creating a Website with all pertinent details taken from the first year of operation (successes and proposed activities for the upcoming year)
- Utilize social media
- Email blasts and Rained Out (automatic email and text messaging system that allows communication between staff, parents and governing board)
- Flyers to be distributed throughout the community
- Hold multiple houses for the parents and community to view the school
- Participating in community events like Sparks Home Town Parade, Art Town, etc.

The list above will provide equal access needed to reach out to all interested students and families. There are plans to budget approximately \$2000.00 per year for recruitment and marketing. MWA will ensure the required notices are provided to parents and legal guardians about the new charter

school and when it will begin accepting applications into the lottery system. MWA will focus recruitments efforts mainly in Sparks area, however, by using marketing techniques, such as social media, the school may attract families from outside of the Sparks area. MWA's doors will be open to anyone in the Reno/Sparks area. The enrollment calendar for the first year of operation and each subsequent year thereafter will be available 120 days prior to the first day of school. The lottery will be conducted 120 days prior to the first day as well.

(3) Complete the following tables for the proposed school to open in 2017-18.

(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions)

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0	0	0			
K	50	60	60	60	60	60
1	44	72	72	72	72	72
2	44	60	72	72	72	72
3	44	60	72	72	72	72
4	44	60	72	72	72	72
5	22	72	72	72	72	72
6	22	24	72	72	72	72
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	270	444	492	492	492	492

(b) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0	0	0	0	0	0
K	50	72	72	72	72	72
1	44	72	72	72	72	72
2	44	72	72	72	72	72
3	44	72	72	72	72	72
4	44	72	72	72	72	72
5	22	44	72	72	72	72
6	22	24	72	72	72	72
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	270	428	504	504	504	504

(c) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0	0	0	0	0	0
K	55	79	79	79	79	79
1	48	79	79	79	79	79
2	48	79	79	79	79	79
3	48	79	79	79	79	79
4	48	79	79	79	79	79
5	24	79	79	79	79	79
6	24	30	79	79	79	79
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	295	504	553	553	553	553

- d. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. Start-Up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

MWA believes that a small school environment and culture has the ability to create an extension of family communities and offer a more relaxed complete learning environment. Regardless of age or grade, all students have needs that would more easily be addressed and met in smaller more intimate settings. By year 3 of operation, MWA would like to have a classroom size of 20:1 in all grades K-6 to meet the instructional and emotional needs that all children deserve the opportunity to have met.

BOARD GOVERNANCE

- (1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

The Governing Board of Mountain West Academy will be responsible for the oversight and governance of the school, its operations, and its administration. The mission and vision of MWA will guide the actions of the Board. The role of the Board is to support and advance the mission, vision and goals, and will be integral participants in its implementation. The overarching philosophy of governance that will guide the proposed school is to operate in an open and transparent way utilizing integrity to ensure that parents, teachers and stakeholders have a clear understanding of the schools academic standing, financial stability, and have access to all governance functions, as prescribed by law. The key stakeholders will include parents, educators, and businesses of the surrounding community. All Board members will be active participants, expected to uphold the responsibilities outlined in the application and subsequent Charter. The Board will also have fiduciary, academic, and character/discipline responsibilities.

- (2) Describe the governance structure of the proposed school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

The Governing Board of MWA will consist of nine members beginning with members of the Committee to Form. The structure, composition, and powers of the governing board are detailed in complete Bylaws approved by the Board. It is understood by all members of the governing board that any amendments to these bylaws or any changes in the philosophy, structure, or composition of the governing board must follow all NRS and NAC regulations. The base skills and expertise

sought by the Board include financial, educational, human resource management, ledge and entrepreneurial. The Board will always have among its members at least one educator, not employed by the school and atone parent of a student currently and actively enrolled in the school.. In addition, the majority of members shall be residents of Washoe County. The Board of Directors shall serve two-year terms. Four members of the Board will serve as the President, Vice-President, Treasurer, and Secretary for terms of at least the two years. . These titles and the members that hold them will be recognized as the Officers of the Board. The other members will be considered board members, and any decisions like signing documents, negotiations, and decisions will need to be made with a quorum of the board present.

The Board and its officers will ensure that the school remains in compliance with federal, state, and local regulations and that the school is operating in accordance with the Charter while staying economically viable by establishing goals and annual budgets.

The school principal will create opportunities for students, staff, and families to innovate and design a dynamic educational environment, while continually reporting progress to the Board. The school principal will work directly with Board in hiring teachers and other staff. The principal will be responsible for reporting to the Board on the current status of the school, key data on the school's mission and progress, and updates on each of the school's programmatic goals. The governing board in turn will evaluate the school principal each year, give feedback on leadership and goals for the coming year, and set the school principals and teacher's compensations.

- (3) Summarize the qualifications and experience of proposed members of the governing body of the school. Please submit board member information in the provided Board Member Template (provide as Attachment 7). *Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2017-18 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.*

See Attachment 7

- (4) Provide, as Attachment 8, a completed and signed Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

See Attachment 8

- (5) If the current applicant team does not include the full founding board, explain how and when the additional board members will be identified.

The Committee to Form does not include the full founding board at this time. MWA is actively searching the community for other members to fill necessary space.

- (6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 9, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

Pending the approval of the Charter, the Board will adopt a formal policy on board ethics and conflicts of interest. The Board will be required to disclose all financial interests they have in any service provided to the found on the Board at the specific point in time, and to assist the school in developing and Board Member information form-disclosers in Attachment 8. For future board members, the Board will make use of the same Conflict of Interest Disclosure for as part of the onboarding process when adding new members.

- (7) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

At this time Mountain West Academy does not feel there are any concerns for conflicts.

- (8) Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?

The Board will have a maximum of nine (9) members. The initial Board currently is comprised of 6 members. Therefore, MWA will continue to pursue community members to fill the other 3 spaces needed to complete the Governing Board.

- (9) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

All new members will be required to attend an orientation and training session. At this time they will be given a Board Member Manual. At the orientation and training session, new members will review Board Roles and responsibilities, Bylaws, and review the Board of Director manual. Every new Board member will receive a Board of Director's manual to outline the roles and responsibilities of the Board while also acclimating them to the nature of the school and their role. The Board of Directors manual will include.

- Articles of incorporation with mission statement
- Bylaws
- List of current Directors with business affiliations, business and home addresses, phone numbers, and term expiration dates.
- List of committees and their respective members
- List of staff members with titles and areas of responsibilities
- A brief history of the school
- Description of roles, responsibilities, requirements of directors.
- Minutes of current fiscal year meetings.
- Specific planning documents, if available.
- The annual budget from previous fiscal year.

- (10) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board and staff. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

The working relationship between the Board and staff can be described as open. Staff members are encouraged to attend Board meetings and communicate any issues or concerns about the school's operations, policies and/or procedures to the Board. Generally, the policy of the school will be for any staff member who has a grievance or objection to report directly to the principal/administration, who will then take that grievance or objection to the Board for consideration. If the Staff member's issue is with the principal/administration, the staff member may report such grievance or objection to the Chairman or Vice-Chairman of the Board of Directors.

Staff is further encouraged to serve on committees appointed by the Board, including academic, financial and operational committees. These committees will be responsible for preparing regular reports and will provide them to the principal/administration, who will be responsible for delivering them to the Board at least quarterly.

(11) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

To the extent necessary, the school will create advisory councils for assistance and expertise on subjects that may not be developing and implementing programs for the specific subject areas. At this time, the school is unaware of the need for an advisory council on any particular subject.

(12) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

A parent can raise a concern or complaint about an aspect of the school's operations. In the first instance, they should take a concern or make a complaint to the principal/administration. The school most effectively addresses concerns and complaints relating to the school. The school must make every effort to resolve a concern or complaint related to it before involving other levels. After due consideration of the issues raised by the complainant the school principal is to determine the most appropriate way to address a concern or complaint. However the complainant could also raise the complaint with the Board. In the event a parent and/or student has an objection to a governing board policy, administrative procedure, or practice at the school, a written communication will be required defining the concern, along with a description of the circumstances surrounding the concern and the impacts of the identified policy, procedure, or practice. Twenty minutes of each board meeting will also be reserved for public comment to allow opportunity for grievances to be discussed publically. Persons wishing to speak will be given no more than 3 minutes to voice their concerns.

Concerns about a board policy would be directed to the Board Chair; concerns about administrative procedures or practices would be directed to the Board chair and school leader. Consideration of the concern by the Board Chair and/or school leader would involve, but not be limited to, careful review and investigation of the complaint; discussion among members of the leadership team; communication with the originator of the grievance to seek more information or clarity, as needed; and a decision rendered to the complainant. The grievance may or may not result in a change of policy, procedure, or practice. The grievance process will be communicated to parents through the Parent/Student Handbook and the school's website. The Board Chair will

develop a mechanism for tracking grievances to ensure a decision is rendered to the complainant in a timely fashion.

(13) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

GOAL	PURPOSE	OUTCOME MEASURE
Provide board orientation to all members	To educate each member of the Board about the school and to ensure each member is aware of their duties and responsibilities as a Board member. The orientation will include an introduction to the school and curriculum, classroom visits, and a binder of polices, information, etc.	Each Board member will be required to sign off that they have read and understood the Board policies, information, etc.
Ensure that the school's program and operation are faithful to the terms of its charter, bylaws, policies, and its mission statement	In order for the School to be a success, its programs and operations must be consistent with its charter, bylaws, policies and mission statement.	The Board will review its programs and operations at least annually to determine if such programs and policies are consistent with its charter, bylaws, policies and mission statement. Programs and operations that are found to be inconsistent will be revised, modified, or eliminated
Ensure that the school's academic programs are successful	The School cannot succeed if its academic programs are not successful.	The School's academic programs will be evaluated and reviewed annually by the Board. The School Administrator/Principal and Staff will assist the Board in understanding test results and academic achievements of the students.
Ensure that the school is financially solvent by planning and budgeting to	Even if the School's academic programs are a success, unless the School is	The budget and finances of the School will be reviewed and monitored on a regular

meet the school's goals	financially solvent the School cannot succeed. Therefore, ensuring that the School can meet its financial obligations is a critical goal of the Board.	basis, and not fewer than at each Board meeting. Success of this goal will be determined if the School operates each quarter without a loss.
Evaluate the school's effectiveness by monitoring staff, parent, and student perspectives	It is believed that the school cannot be successful if the staff, parents, and students are dissatisfied with the schools programs, policies, and procedures.	The School will survey staff and parents at least annually with respect to its programs,
Create, serve on, and appoint people to necessary committees	Committees for various programs and operations will be necessary to ensure the success of the school.	The Board will create committees that it deems necessary to ensure the success of the school. Individuals, including board members, with particular knowledge and expertise in a field will be sought and appointed to serve on committees deemed to require such knowledge and/or expertise.

Removal of a Director is outlined in the School's Bylaws. In essence, a Director may be removed by 2/3 votes of the members of the Board, excluding the Director at issue, when in their judgment such removal would serve the best interests of the School. Certain actions that would trigger removal would include, without limitation, a felony conviction, repeated failure to follow Board policies, repeated failure to attend Board meetings, inappropriate and/or offensive behavior toward, or treatment of, other Board members, officers, staff, students and/or parents.

INCUBATION YEAR DEVELOPMENT

- (1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2017-2018) to ensure that the school is ready for a successful launch in fall 2017. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 10.

See Attachment 10

- (2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

Jennifer VanTess has been selected to lead the school with 15 years of experience in school administration. She has seven years of experience as a speech pathologist, district program consultant, special education administrator, three years as an assistant principal and at the

beginning of the 2016 school year will have 6 years of educational leadership experience at a K-6 elementary school. During the incubation period, she will be active as a principal and will continue her experience in order to be the leader of the school. Holly Mercer and Kathy Etchemendy will also be spending a percentage of their days working on the necessary start up procedures for Mountain West Academy to open as scheduled in 2017. This knowledge will be applied to and support the goals that have been set for year zero.

- (3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

During the incubation period it has been determined that the people who will work at a nearly full-time basis to lead development of the school will be a person or persons who has the time and availability to dedicate to these tasks. The board will determine who this should be. The compensation will be \$10,000.00 for the incubation year.

DUAL-CREDIT PARTNERSHIPS

If the charter school will provide a program where a student may earn college credit for courses taken in high school, please provide answers to the following questions. Other applicants may provide a sentence explaining why this section is not applicable.

- (1) Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.

This does not apply to MWA at this time.

- (2) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.

This does not apply to MWA at this time.

- (3) Discuss the scope of the services and resources that will be provided by the college or university.

This does not apply to MWA at this time.

- (4) Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.

This does not apply to MWA at this time.

- (5) Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.

This does not apply to MWA at this time.

- (6) Identify any employees of the college or university who will serve on the governing body of the charter school.

This does not apply to MWA at this time.

- (7) Provide as Attachment 11, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application.

This does not apply to MWA at this time.

SERVICES

- (1) Provide, as Attachment 12, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.

- a. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

MWA will not be providing transportation for any students who enroll. We will also be utilizing parent transportation with private insurance plans to assist with field trips.

See Attachment 12

- b. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

MWA will require all students to bring their own snacks and lunches on a daily basis. We will attempt to connect with the Food Bank of Northern Nevada once we have a charter license to plan for those families that providing meals are difficult.

- c. Facilities maintenance (including janitorial and landscape maintenance)

MWA will have at least one full time janitor during the day and one full time for the evenings. We will also have monthly days when the students will be working to have pride in their school by cleaning up the surrounding property with support from parents and staff. It is important to have pride in school and these clean up days will provide that opportunity.

- d. School health and nursing services

MWA is looking at outsourcing the services of a nurse for a variety of reasons that the school would need. A nurse will be necessary for IEP meetings, 504 plans, care plans for children at the school, etc.

e. Purchasing processes

MWA's purchasing process will be a part of the principal's responsibilities, in conjunction and working with the Governing Board. Any purchase over \$2000 will need to be approved by the board.

f. Safety and security (include any plans for onsite security personnel)

MWA has no plans at the current time to have an on site security personnel. MWA will be a lock down school where there is one many entry into the school. All other external doors will be locked at all times and there will be a 6 foot chain link fence around the entire perimeter that will be locked from 8:45 am to 3:30pm daily and will be unlocked by a staff member only. There will be access for student drop off and pick up in the front of the building, but access other than that will be strictly limited.

(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.

Once a charter is issued, MWA will begin the interviewing process to hire a qualified IT company to ensure technology compatibility. IT will include computers for students with wireless Internet access to facilitate 21st Century learning. Classrooms will have telephone access and intercom access for communication with office staff and other classrooms throughout the school. Teachers will have the ability to make necessary outgoing calls for communication with parents, etc. Because MWA will have WI-FI access, all teachers, staff, students, and parents will be required to sign a digital citizenship document.

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. Explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

MWA's office manager will handle the student information system. That person will create AD-HOC reports for immediate use. This will help teachers identify students with attendance issues and will also help with reporting student data. Nevada specific reporting requirements are clearly stated on the Nevada Charter School Authority Website, with dates necessary for compliance. MWA will continually collect necessary data for reporting requirements to the authority. All student information will be entered into Infinite Campus in a timely manner. Teachers will receive training in grading systems, attendance, and behavior tabs. Parents will receive information as to how to access their student information as soon as we have the information and training needed to make this helpful and successful. MWA will comply with AB 107 when submitting accountability reports.

(4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

FERPA, the Family Educational Rights and Privacy Act, protects the privacy of student educational records. FERPA generally prohibits the improper disclosure of personally identifiable information derived from educational records.

- Parent volunteers should not have access to individual student records while they are volunteering in the school. In other words, they should not be filing test scores in the school office or using individual academic achievement data in the role as a member of the accountability committee.
- Charter school board members should not have access to student records in their role as board members. For example, they should not have individual student information as a part of conducting the enrollment lottery.
- A student at least 18 years of age is considered an adult and has the legal right to access his or her own student records without parental consent.
- Mountain West Academy may disclose “directory information” such as name, address, phone number, awards and recognitions and date of birth without parental consent, however they will be notified and given the opportunity to request that their child’s information not be released.

FACILITIES

(1) Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

MWA will be working with a commercial real-estate agent who specialized in leasing facilities once the charter is approved. MWA is currently and actively looking at potential sights independently and seeing what is available in the Sparks area we would like to serve.

With a lease, MWA would be looking at combining costs for tenant improvements and renovations for safety and practicality. MWA will be going after the low interest loans that are made available to charter schools one MWA has the go ahead and when the appropriate timeline is for submitting applications.

(2) If a facility is not yet identified, please describe the organization’s approach to finding a suitable facility. Please include the organization’s plans to finance the facility, including:

- (a) Total project cost
- (b) Financing and financing assumptions
- (c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

MWA will be leasing an existing building and doing tenant improvements, which will help keep costs down for the 1st year of operation. Since we have not officially identified a facility or been issued the Charter, actual costs and projections will need to follow up as the process moves forward.

- (3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 17. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 13, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions.

This does not apply to MWA at this time.

- (4) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Steve Duque and Kathy Etchemendy have many years of experience in working on properties and getting the improvements as needed for use of the facility.

- (5) Explain the organization's plan to maintain the independent facility.

While MWA intends to lease a facility, as part of the contract negotiations the Board would be working with the building owner to maintain the property as a landlord in terms of internal and external requirements of the building, including landscaping, tenant improvements, etc.

ONGOING OPERATIONS

- (1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

Mountain West Academy believes that the safety and security of all staff and students at the highest priority level. In order for staff and students to know what to expect, where to go, and how to act in emergency situations, regular practices will be conducted. All staff members will be required to wear a badge identifying who that person is and anyone visiting the school will only have access to a small front waiting area, as a way to reduce access for unknown visitors.

MWA believes that it is the schools duty to be prepared for any situation that may arise including, but not limited to: fire drills, bomb threats, power outages, chemical spills, shelter in place, lockdowns, and active shooter.

MWA currently does not have a building at this time, but once a building is determined, we will be working with the proper authorities and experts to determine exit and entry points as well as allowing them to train in the facility for familiarity.

MWA will have intercoms and phone systems for communicating in emergency/crisis situations. The school will also have two-way radios for all duty teachers/volunteers for quick and easy communication at anytime.

Additional training for staff will be held at the beginning of the school year prior to the students first day of instruction.

- (2) Provide, as Attachment 14, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

SEE ATTACHMENT 14

FINANCIAL PLAN

(1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

The Mountain West Academy (“MWA”) Board will oversee all aspects of the fiscal management of the school. The auditors, accountants and educational management company retained by the board, will work as to team to develop financial statement and accounting reporting templates to ensure compliance with state and federal reporting guidelines.

Under the supervision of the Board’s Treasurer and in conjunction with the School’s audit firm, Mountain West Academy shall employ an Office Manager to administer the daily fiscal and accounting functions of the school’s bookkeeping, financial reporting, and financial liability. The Governing Body and Principal of School will provide fiscal oversight. The principal of the school will supervise the day to day cash collections at the school.

The person designated to draw all orders in pursuant to NRS386.573 for the payment of monies belonging to the charter school is to be determined by the governing body. It is contemplated that such person will be the principal. It is the intent of the school have the office manager to help handle the school’s financial liabilities. All claims for payment from charter school funds will be processed by Office manager will conform to charter school procedures. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers approved by the governing body.

The Principal will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget. The Board anticipates outsourcing the payroll process to a third party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee’s agreement with the governing body. Employee health, accident, dental and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law. Payroll information will be uploaded by the office manager into portal provided by the vendor in time for the payroll vendor to process all payroll information.

MWA intends to adopt and comply with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment and services. The governing body will appoint the purchasing agent. She/he will be responsible for developing and administering the charter school’s purchasing program. Any officer or employee of the governing body may incur no obligation unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used. Unless authorized by the administrator, no purchase [with the exception of a petty cash purchase] will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

(2) As Attachment 15, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 15. Include the following:

- a. Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.**
- b. Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.**
- c. Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.**
- d. Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.**
- e. Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.**
- f. Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.**

Please see attachment 15.

(3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 16.

Please see attachment 16.

(4) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

MWA Board will be responsible for selecting an independent qualified auditor/audit firm annual. MWA Board will bid out the annual audit and make a selection based off of experience, references and cost. Independent financial audits will conducted on a yearly basis in accordance with the Requirements of the Financial Accountability System Resource Guide (FASRG) as well as other required state reporting requirements. Guidelines for financial accounting and reporting to be followed are derived from generally accepted accounting principles (GAAP). The Financial Accounting Standards Board (FASB) defines GAAP in statements of financial accounting standards and other pronouncements. Some of the FASB statements that apply specifically to charter schools are identified below. Other FASB statements, as applicable, may also apply to the school's financial accounting and reporting structure. Forthwith are some of the applicable standards and is not all-inclusive: Statement of Financial Accounting Standards No. 93, Recognition of Depreciation by Not-

for-Profit Organizations; Statement of Financial Accounting Standards No. 116, Accounting for Contributions Received and Contributions Made; Statement of Financial Accounting Standards No. 117, Financial Statements of Not-for-Profit Organizations; Statement of Financial Accounting Standards No. 124, Accounting for Certain Investments Held by Not-for-Profit Organizations; and Statement of Financial Accounting Standards No. 136, Transfers of Assets to a Not-for-Profit Organization or Charitable Trust That Raises or Holds Contributions for Others.

In the absence of other specific guidance, the charter holder will follow generally accepted accounting principles. The accounting manager will be the liaison and work with entities selected by the governing board to ensure completion of the annual audit of the financial and programmatic operations of the school. In preparing budgets for grant application, particular attention will be paid to proper coding to ensure that all expenses are allowable. There will be strict adherence to the designated use of restricted and temporarily restricted funds. There will be timely draw down of funds, report generation and filing. All parties will be held accountable for the results of the external audit. Exceptions noted by external auditor will be reported to the governing board and will be considered during the annual review of performance of the principal and contractors. The primary aim of this collaborative work will be to ensure that generally accepted accounting principles and standards are adhered to. The governing board will use the information received from the annual audit to assess the performance of the school, the principal, and all other parties involved in providing services to the school. They will also use such information to ensure that such reporting is in compliance with generally accepted accounting principles and generally accepted standards of fiscal management. The audit will be presented no later than four months after the school's fiscal year-end.

In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.

Attachment 1:
Letters of Community
Support/Partnership

To whom it may concern,

I am writing you this letter in hopes that you will see fit to award Mrs. Kathy Etchemendy and her group of educators their charter school license.

I have known Mrs. Etchemendy for several years and can attest to her prowess as an educator. In that time I have seen first hand how her love of teaching and system for educating can change the lives of children.

My son, Finnegan, has been in her program since pre-kindergarten and excels in part because of the team of teachers and staff that Mrs. Etchemendy has assembled. They have been able to draw out of him what his mother and I have always believed was just below the surface, and I know that given the opportunity, they would do the same for each and every student that comes through their doors.

It is imperative that Mrs. Etchemendy be given the opportunity to expand her program to reach more children in this community. I truly believe that my son will be a life long learner due to the wonderful understanding he has been experiencing under the guidance of Mrs. Etchemendy and her team.

I can also attest to the areas need for more and expanded educational opportunities for young people in this community. As a member of the Reno Police Department Robbery Homicide Unit, I have seen first hand the path young people take when they are failed by the education system or left behind by over worked and over crowded schools.

I truly believe that given the opportunity to touch a larger pool of students, Mrs. Etchemendy can change the lives of children in the region. I can only imagine the impact a charter school run by Mrs. Etchemendy could have on this community if more children are provided the same opportunity that my son and eventually my daughter will experience through Mrs. Etchemendy's program.

I recommend Mrs. Etchemendy as an educator and as a person without reservation and would encourage you to contact me directly with any specific questions that I may be able to answer.

Sincerely,

KC Myers

Sergeant

Reno Police Dpt.

Robbery Homicide Unit

myerskc@reno.gov

775-745-3788



1963 East Prater Way
Sparks, Nevada 89434

December 28, 2015

To Whom It May Concern,

We have greatly enjoyed the partnership we have shared with Angela and those at Imagination Station in Sparks. For over a year now they have brought a group of 5 to 7 year olds to our Senior Club to participate in the CATCH Healthy Habits Program. For about an hour once a week the kids come and join our program as the Seniors mentor the kids and teach them about nutrition and exercise.

Everyone seems to enjoy this event and look forward to it every week. It has been a win-win-win situation for all of us, and the staff at Imagination Station is very friendly and helpful and easy to work with. We hope to continue this relationship indefinitely, and possibly expand it to other age groups during a second day of the week. This follows our philosophy of doing more of what works and less of what does not work.

Our Seniors, even though many of them have serious Dementia, come away with a sense of self confidence and joy because they were able to help someone and enjoy the energy of the young ones. And the kids seem to have unconditional love for these seniors and will probably carry these pleasant experiences with them throughout their lives.

We are so grateful for Imagination Station and their staff and their well-behaved students. Thank you, to all of them and all those that make this possible. Please feel free to contact me with any related questions.

Kind regards,

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

Jeff Dold, Director at More to Life Adult Day Health Center, LLC

Lorette Spicer
2694 San Remo Court
Sparks NV 89434
July 12, 2016

To whom it may concern,

I have agreed to participate with Mountain West Charter School with their innovated ideas to educate their students both academically and socially.

I support their vision and proposed program to prepare their students for their future higher education ensuring they are ready to integrate confidently into high school and college life with both social and academic skills.

I have worked with young students from the ages of 5 and up teaching confidence and social etiquette, I was delighted when I was approached to be part of the social education for the young students who will be attending this school..

As a Life Skills coach I was employed by the Western Australian Education dept. several years ago in a special program to educate to young academically bright high school students who found it difficult with social interactions. This program was very successful and one I truly enjoyed being a part of.

I am currently a director with Take 2 Performers studio and have taught Image which is a life skill subject taught to all ages, my greatest passion is working with young people as I believe they are the voices of our future. I have incorporated this program into my teachings of young aspiring models and actors.

Since coming to the United States from Australia 14 years ago I have been actively involved with the annual fundraising for Special Olympics and Children's Diabetes.

I also support Veterans House with coordinating their yearly fundraising "Fashion Show".

Should there be any further questions please feel free to contact me via email at

Yours faithfully,

A handwritten signature in black ink that reads "Lorette Spicer". The signature is written in a cursive style with a large initial "L" and a distinct "S".

Lorette Spicer

ISU Insurance Services
The Henkes Welsh Agency
Independently Owned & Operated



The Henkes Welsh Agency

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

August 19, 2015

RE: Mountain West Academy (Kathy Etchemendy, Elizabeth Wright)

Sirs:

I am writing this letter on behalf of the above mentioned parties, regarding their insurance program, and my experience with them as clients.

The insurance program we will be providing this entity would satisfy or surpass the State's requirements for such a business. We currently provide Property, General Liability, Abuse Liability, Student Accident Coverage, Automobile Liability, and Workers Compensation. Their program will include Directors and Officers coverage for the new entity.

I have insured Kathy and Elizabeth for the last 15 years. Their account is a stellar performer. The insurance carriers appreciate accounts like their's. They have nearly zero claims activity among all lines, and have never had a liability claim of any sort.

On a personal level, from the insurance agent perspective, they are fantastic clients. They are prompt, honest, engaged, and friendly. I have always been happy and proud to have them as clients, and even friends.

Please feel free to contact me with any questions.

Sincerely,

David Strickler
ISU Henkes Welsh Agency
Reno, Nevada
(775) 786-8838

PO Box 11455
Reno, NV 89510-1455
Telephone 775.786.8838
Fax 775.786.9909

639 Isbell Road, Suite 440
Reno, NV 89509

WWW.ISUHW.COM
20192



To Whom it May Concern:

I believe that our Sparks, Nevada community would greatly benefit from a public elementary-level charter school. Furthermore, I believe that Imagination Station Learning Center (ISLC) would be fully capable to execute on their mission to bring this charter school to Sparks.

My oldest son (now 7) attended preschool at ISLC from two years of age and continued in their program through first grade. My daughter (3) is currently enrolled in the preschool program at ISLC and we fully intend on keeping her there at least through kindergarten.

While there are a lot of amazing teachers and schools in the public school system, I feel that it's so important for families to have choices. With my son, we knew we needed an environment for him that would really challenge him. By the time he left the first grade program at Imagination Station, he was reading at a fifth grade level. I believe that it was the individualized attention and curriculum the passionate teachers provided at ISLC, that made the difference. Kathy, his kindergarten teacher, recognized right away that the standard material would not work for my son. She took it upon herself to ensure his unique needs were met without ever making him feel alienated. He was challenged and held to a high standard – and he thrived.

We have also loved the variety of ways ISLC has adopted for the children to learn and experience. In particular, the many fieldtrips, in-room pets and experiments, hands-on learning projects, and more. My son remained engaged and excited to learn, and really benefited from being able to move around so much. Like many young boys, he has a hard time sitting still for too long.

I keep hearing stories of overcrowding in our public schools and it makes me very nervous. My fear is that with so many children per classroom and high student-teacher ratios, which my son could fall behind. Private schools would seemingly be a better option, but finding a non-denominational or non-religious and affordable choice, just isn't possible in Sparks. Our options are really limited. I believe a charter school would be an incredible opportunity for a unique, smaller learning environment, which is necessary for some children. I also believe that the staff and owners of Imagination Station would take it on with great passion and ability.

Sincerely

Elisabeth Hadler



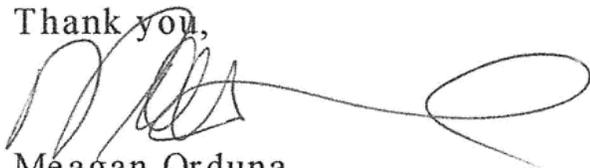
To Whom It May Concern:

We have been lucky enough to know Liz Wright and Kathy Etchemendy because our children attend their school, Imagination Station. We have also worked with them on a professional level through catering events. These women come highly recommended. They are professional and personal. They are both enthusiastic when it comes to childhood education. I see the passion that they both have when I drop my children off everyday.

We would love to see a charter school open up in our area. Our little community in Sparks is growing very rapidly and we could really benefit from having more education options. We currently have all public elementary, middle and high schools. We don't have any private or charter schools to choose from. My husband and I both attended private schools and would love to have an option to send our children to a charter or private school in our neighborhood.

Having a charter school in our area ran by Liz and Kathy would be a gift to our community.

Thank you,



Meagan Orduna
8.18.15

DICKSON REALTY

EXTRAORDINARY EXPERIENCE.™

August 13th, 2015

To Whom it May Concern:

Please accept this letter of recommendation for Imagination Station Learning Center to pursue their endeavor to expand into a charter school.

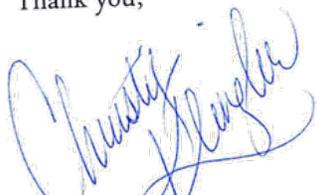
From a personal perspective, my kids have both gone to Imagination Station from infancy through kindergarten; in fact, I currently have a child in their kindergarten program. Their programs and talented staff offer opportunities a child will never experience in public school. They have teachers that truly have the magic. They teach to a higher standard and the kids continue to meet the higher bar. Conversely, I spent time weekly in my son's 5th grade class as a volunteer. I saw a teacher with far too many students to control, consistent disruptions and pressure to pass one online test after the other.

As a professional, working with homeowners and relocation, I have many clients that move out of, or are hesitant to move to Sparks because they prefer the private schools and have to commute across town. With the development in TRIC, and the proximity to Sparks, we are going to see growth and a demand for services people in professional industries expect and quality education is high on the priority list.

Imagination Station is the perfect business to take the lead. Many of the kids that came out just their kindergarten program remain in the G.A.T.E. programs throughout their school career. It is a rare quality to have a school that inspires children to want to learn more, have kids that want to go to school on the weekends, have manageable class sizes, have teachers and aides, have high test scores and the ability to teach without the politics that occur in public school. As a community, Sparks should embrace such an opportunity for our kids; Imagination Station has my utmost recommendation for a charter school.

For questions or comments, please feel free to contact me.

Thank you,



Christy Klingler

775.750.5492.cell . cklingler@dicksonrealty.com

Dear Nevada Charter School Authority,

I am writing in support of expanding opportunities for Washoe County students through quality charter schools such as Mountain West Academy. It is critical that local and state policymakers increase the number of options for public school, to include, quality charter schools, which should be available to Washoe County students and parents, as a choice for a higher quality educational setting.

Nevada should begin providing alternative educational opportunities for students so they can become skilled and prepared to enter the workforce. This is directly linked to quality alternative educational opportunities. Mountain West Academy will play a critical role in those efforts to improve our education system and help more students in Washoe County access the educational opportunities they deserve.

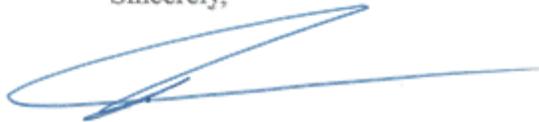
Current research shows that students are more successful in small school settings where they are able to form strong bonds and relationships with their teachers. These schools of choice allow parents and students to develop learning plans with the teachers which will address different learning styles. This will result in additional beneficial educational experiences.

As a part of the Mountain West Academy's plan, students will volunteer in their community as a way to increase respect for self and others. Students will have opportunities to apply skills and have authentic learning experiences in the Sparks community.

Mountain West Academy is striving to work with the entire region to broaden the ethnic and socio-economic diversity of their school by enhancing their learning environment. Diversity enriches the educational experiences for everyone by exposing students to new perspectives.

On behalf of Mountain West Academy, I would hope they are given the go ahead for the 2017 school year and I look forward to working with them in the future. Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ron Smith', with a long horizontal flourish extending to the right.

Ron Smith

To whom it may concern,

I write you today to recommend Imagination Station as a future charter school in the Washoe County area. Their student achievement, as a private school, speaks for itself and they will be a great addition to the educational body in our area.

I have had the fortune of interacting with Imagination Station while both of my grandchildren attended preschool classes and my eldest grandson just recently graduated kindergarten. Never can I recall kids climbing out of bed on a weekend and being disappointed it is not a school day. The energetic and motivating staff promote learning in students constantly leaving them wanting more.

Organizationally the school structure takes advantage of small class sizes and low student to teacher ratios to promote high levels of learning in their students. Utilizing hands on, team structured, activities, the students are able to draw from their experiences as well as their peers. Additionally, throughout the year, the school puts on family activities inviting loved ones to come and take part in the students learning promoting family involvement in education. Family participation is pivotal in students learning!

Imagination Station teaches to levels significantly above that of the public schools, expecting much more out of their students. In return they constantly graduate classes testing far above average with many of their students transitioning to advanced programs throughout the area. Far too seldom are schools setting the bar high and asking their students to climb, to excel. This is exactly what Imagination Station does and is an example many other should follow.

Given the growing climate of Northern Nevada's business and population base schools are in dire need. Overcrowding and underperformance plagues our state's education. In order for our area and industries to continue to grow, quality educational opportunities must be available; opportunities that reassure those moving into the area that their children can receive a high level of education all the while creating a decidedly educated youth to carry on our developing community.

Imagination Station operates a first class educational facility affording their students instruction not available or feasible through the public school system. They have developed a proven scholastic process that consistently turns out some of our areas brightest children. I highly recommend their approval as a charter school and look forward to the expanded education they can provide this community.

Please contact me with any questions.



Scott Peterson

(775) 825-2414

scottp@tmenv.com

07/14/2016

To whom it may concern,

I am writing today to express my support for the Mountain West Academy charter school in Sparks, NV. As a business owner in the area, a parent of elementary school age children, and a spouse of a Washoe County School District teacher, I know there is a huge need for more schools in town. And a charter school gives parents an additional option when it comes to the education of our children.

Thank you,

Mark D Jacobs



Farmers Insurance & Financial Services Agent
300 Los Altos Pkwy, Ste #101
Sparks, Nevada 89436
Office: 775-354-1234
Fax: 775-354-1357

Attachment 2: Leadership Team Job Descriptions

Attachment 2: Leadership Team Job Description

Job Description

Position: Principal

Contract Year: 12 Months

Qualifications

Education: Master's Degree (or higher) from an Accredited College or University

Experience

Required: A total of 5 years of school experience, with a minimum of 3 years as a principal/assistant Principal. This person should have prior experience, exposure, training, and/or appreciation of College and Career Readiness for all children.

Reports to Governing Board

Goal

To provide quality leadership and management to administer and implement all programs, activities and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing, and enriching environment.

Responsibilities

- Pursue mission and vision of the school
- Provide leadership and direction to all instructional and non-instructional staff
- Observe and supervise instructional practices in the school
- Recommend to the board staff for hire, or terminate as well as all evaluations
- Administer schedules, enrollment and curriculum
- Serve as a liaison to the governing board; informal and formal reports regarding the school
- Work with office manager and business manager to prepare financial information for board meetings.
- Implement policies and procedures
- Ensure financial planning; budgeting, accounting, and auditing
- Perform other duties assigned by the governing board

**Attachment 3:
Resumes and Student Achievement
Data for School Leader**

Biographical Summary

Jennifer VanTress (Principal)

Ms. Jennifer VanTress is a principal in Washoe County School District. She received her M.S from the University of Nevada in Speech Pathology. Ms. VanTress has more than ten years of experience in school and district administration as an Assistant Principal and Special Education Administrator. Prior to those opportunities Ms. VanTress was a Special Education Program Consultant and Speech Pathologist for WCSD. Ms. VanTress is passionate about education and its possibilities. In addition to her love of working with children, Ms. VanTress loves camping, skiing, reading, and watching her children play sports and have fun.

JENNIFER A. VANTRESS

1056 Table Mountain Way Sparks, Nevada 89436 775-626-3783; 775-772-0480
jvantress@washoeschools.net

EDUCATION

1999 – 2001	University of Nevada, Reno	Reno, Nevada
2006-2007	Grand Canyon University <i>Nevada School Administrative Endorsement</i>	Flagstaff, Arizona
1993 - 1995	University of Nevada, Reno <i>MS/Speech Pathology</i>	Reno, Nevada
1990 – 1993	University of Nevada, Reno <i>BS/Speech Pathology and Audiology</i>	Reno, Nevada

PROFESSIONAL EXPERIENCE

Principal Washoe County School District Reno, Nevada	July 2011-Current
---	-------------------

- Develop the vision and mission statement of the school with the support of students, staff, and parents
- Understand student requirements and academic standards
- Analyze student achievement data in order to provide support for teachers to improve student growth through classroom-based assessments, MAP data, and State CRT data
- Reviews student data, curriculum and instruction and their relationship to program goals and objectives and set goals to improve student achievement
- Plan and develop State of the School Address to inform families and other stakeholders
- Build strong interpersonal relationships with students, staff, parents and school community
- Lead professional development based on school and district goals and develop a plan for faculty meetings, grade level meetings, PLCs, and other committees
- Recognize and rewards individual accomplishments, and school accomplishments
- Develops horizontal and vertical alignment of curriculum in conjunction with teachers
- Articulate and require effective student management strategies in all classrooms and common areas
- Conduct effective formal observations, walkthroughs with "Look Fors" and provide feedback to teachers
- Provide formal and informal feedback to staff with the exclusive purpose of improving individual and organizational performance
- Create a safe, orderly and healthy environment to ensure successful teaching and learning
- Manages the operation and maintenance of the school grounds
- Manage school budget
- Make decisions in teacher assignment, master scheduling and curriculum/instruction based on specific needs for student achievement
- Monitor and implement the Multi-Tiered Systems of Support (MTSS) as it relates to student success including Positive Behavior Intervention Supports (PBIS).
- Providing staff development that is in-depth, varied, and focused on student achievement
- Participate in local, state, and national professional groups

Assistant Principal

December 2007-July 2011

Washoe County School District
Reno, Nevada

- Analyze student achievement data in order to provide support for teachers to improve student growth through classroom-based assessments, MAP data, and State CRT data
- Co-plan School Leadership Team activities to ensure school vision and mission statements are implemented
- Work with community groups and PFA to provide communication with stakeholders and promote school vision and mission
- Assist staff and parents to develop and support the vision of the school
- Provide support for students and staff within their own diverse learning styles to improve student achievement
- Understand the relationship between state standards and curriculum, instruction, and assessments and disseminate this knowledge to students and staff
- Provide leadership to school PLCs
- Work directly with students to ensure understanding of how to achieve their own personal goals
- Provide leadership for school RTI process, through the Leadership Team, the Individual Assistant Team, and PLC groups
- Provide formal and informal feedback for teacher performance through teacher evaluations, and walk-throughs
- Effectively use school finances to secure resources for student achievement
- Develop appropriate professional development activities to meet the needs of the staff
- Provide encouragement for student, staff, and school successes through Achievement Assemblies
- Assist Principal with master scheduling and staff and student classroom assignments

Special Education Area Administrator

July 2001-December 2007

Washoe County School District
Reno, Nevada

- Member of Special Education Department Leadership Team to develop mission and vision statements for department
- Analyze special education program development to provide supports to improve student achievement through data analysis
- Facilitate effective communication between schools and parents involving students with disabilities
- Attend and provide district level support and legal frameworks of the Individuals with Disabilities Education Act in difficult decision making at meetings where parties may not be in agreement for a child's educational program. These meetings typically include child advocates and/or private attorneys.
- Work with schools regarding district, state, and federal compliance issues, including implementation of settlement agreements, due processes and mediation
- Support site administrators in implementing federal/state special education laws via Principal's Collegials and Principal Academy
- Provide support to administrators and certified staff for special education walk-throughs and "look fors"
- Provide support, assistance and development of teacher improvement plans, including Track III, to site administrators regarding evaluations of special education personnel
- Review compliance with "Aversives and Restraints" AB 280 law
- Hiring and scheduling for district-wide related service personnel (Speech pathologists, Occupational Therapists, Physical Therapists, Autism Consultants, and Adaptive PE Teachers)
- Conduct formal evaluations for related services personnel and specific special education teachers
- Assist principals in evaluation of special education staff relative to delivery of special education services

- Participate and represent the Special Education Department on district and state level committees
- Participate in PLCs in WCSD special education department and school sites
- Provide oversight for the WCSD Mentor Program for Special Education Teachers
- Develop district-wide professional development opportunities for special education and general education teachers
- Trained in Baldrige Performance Program
- Develop Extended School Year programs for all eligible WCSD students receiving special education services

Adjunct Faculty

Spring/Fall 2001

Department of Curriculum and Instruction
University of Nevada, Reno
Reno, Nevada

- Taught CI 211 Characteristics of Students with Mild/Moderate Disabilities
- Focus of the course on students with learning disabilities, mental retardation, behavior disorders, and language disorders and their accommodation in general education environments
- Responsible for curriculum development and assessments
- Collaborate with University Faculty to ensure course met University guidelines and expectations

Program Facilitator

1999-2001

Washoe County School District
Reno, Nevada

- Develop and organize training of general and special education teachers and classified staff in teaching methods, state and federal laws and implementation
- Facilitate the transition for children with disabilities throughout district programs
- Mediate and communicate among parties to circumvent due process proceedings and assist with creating the least restrictive environment for students
- Participate in district wide planning of special education programs
- Develop and facilitate programs for children with autism spectrum disorders
- Coordinate implementation of federal and state special education laws
- Coordinate speech language pathology collegials
- Collaborate with Special Education Coordinators to assign staff to all WCSD schools
- Collaborate with Special Education Coordinators to develop Extended School Year programs for all eligible WCSD students receiving special education services

Speech Language Pathologist

1995-1999

Washoe County School District Reno,
Nevada

- Conduct evaluations of children ages three through twelve years enrolled in early childhood special education, autism, developmental kindergarten, general education classrooms, social intervention programs, comprehensive life skills programs
- Provide individual, small group collaborative and direct treatments to children with language disorders, phonological impairments, autism, mental retardation, physical impairments, and emotional disorders
- Collaborate/co-teach with general and special education teachers to develop student language arts and literacy skills
- Generate individualized education plan (IEP) goals, participate in IEP meetings and collaborate with special education and general education teachers
- Team member of child study team to collaborate on interventions prior to special education testing

Caregiver/Teacher

1994

The Child Garden Day Care/Preschool
Reno, Nevada

- Responsible for classroom of 12 months to 24 months age children
- Created and implemented developmentally appropriate activities for children

ADDITIONAL PROFESSIONAL ACTIVITIES

- 2013-Current – Principal’s Advisory Committee to Superintendent
- 2010-Current – WCSD Calendar Committee (Envision 2015 Strategic Plan)
- 2011 – WCSD Assessment Calendar Committee
- 2006-2007 - WCSD Professional Development Advisory Board Committee Member
- 2005 - WCSD Vendor Product Review Committee Member
- 2005 - WCSD Professional Development Audit Committee Member
- 2004 - WCSD Superintendent’s Panel on Literacy Committee Member
- 2003 - SAGE Process Training - NDOE School Improvement Training in Student Achievement Gap Elimination – WestEd
- 2002 - NDOE Project IMPRV (Improving Methods, Procedures, and Results for Nevada - OSEP Continuous Improvement Monitoring Process) Committee Member
- 2001 - WCSD IDEA Team Committee Member
- 2001 - WCSD Special Education Retention Committee Member
- 2000 - Nevada Speech and Hearing Association, President-elect
- 1999 – 2001 WCSD CPR Instructor
- 1999 - WCSD – Extended School Year Facilitator
- 1995 – 1999 Coordinator of Voice Clinic for WCSD
- 1994-1995 UNR National Student Speech Language Hearing Association (NSSLHA) – President
- 1993–1994 Student Liaison to Scientific Professional Programs Board (ASHA)
- Nov 1994 - Student Housing Committee Chairperson – ASHA Convention, New Orleans, LA
- 1992–1994 Western Regional Representative for NSSLHA Executive Board

PRESENTATIONS/PROFESSIONAL DEVELOPMENT

- Spring 2015 – WCSD Administrative and Supervisor Meeting – Special Education Compliance
- Summer 2007 WCSCD Professional Development Days – Progress Monitoring Tools for Teachers to Support RTI
- June 2007 – Response to Intervention – Beasley Elementary School
- November 2006 - Washoe County School District IDEIA Regulation Training
- Fall 2005 – Washoe County School District –Teacher Training - Reauthorization of IDEA 04
- Summer 2004 – Washoe County School District – IDEA and NCLB – Principal’s Retreat
- 2004-2005 – Washoe County School District – Special Education Law – Newly hired Interpreter Training
- Summer 2004 – Washoe County School District – Special Education for Secondary Schools – Professional Development Day for Secondary Educators
- November 2001- Washoe County School District – Hot Topics – Autism and Asperger’s Syndrome
- October 2001 – Washoe County School District – Asperger’s Syndrome
- August 2001 – Washoe County School District – Special Education Mandatory Training
- Spring 2001 – Washoe County School District – Unmasking the Mystery of Autism
- November 2000 - CEC, TED Division – Idea Team Presentation
- September 2000 – Washoe County School District - Phonemic Awareness
- August 2000 – Washoe County School District – Special Education 2000
- March 2000 – Truckee Meadows Community College – Speech and Language Disorders

- October 1999 – Truckee Meadows Community College – Speech and Language Disorders
- March 1998 – Nevada Early Childhood Conference – “Assessment of the Young Child”
- October 1997 – Early Childhood Connections Conference – “Assessment of the Young Child”

AWARDS RECEIVED

- 2001- Recipient of the Teacher’s Excellence Award - WEA
- 1995 – Recipient of Honors of NSSLHA
- 1994 – Recipient of Sertoma Scholarship

PROFESSIONAL AFFILIATIONS

- State of Nevada Endorsement in School Administration
- State of Nevada License for Speech and Language Handicapped
- State of Nevada Endorsement in Autism
- Nevada Association of School Administrators
- Washoe School Principals Association

VanGorder Elementary School

Washoe County School District

7650 Campello Drive
Sparks, NV 89436
Ph: 775-425-7722, Fax: 775-425-7725

Jennifer Van Tress, Principal
Grade Levels: PK-06
Website: www.washoeschools.net/vangorder



2013-2014 School Accountability Report

For more information visit www.nevadareportcard.com

Mission Statement

The Washoe County School District sets out to create an education system where all students achieve academic success, develop personal and civic responsibility, and achieve career and college readiness for the 21st century.

Principal's Highlights

Van Gorder Elementary School is an exceptional school where families, staff, and the community work together to assure high achievement for all of our students.

- Van Gorder Elementary School received 5 out of 5 stars on the State of Nevada and Washoe County School District Performance Framework.
- Van Gorder students outgrew WCSD peers by 72% in math and 67% in reading based on 2013 CRT scores.
- Van Gorder received 2nd place in the Run for Education for number of participants.
- Teachers participated in the WCSD Core Task Project Year 1, a PD opportunity for teachers to align curriculum with Nevada Academic Content Standards.
- VGES is creating a structured Positive Behavior intervention Support program to address students' social emotional learning and growth mindset.
- With the support from our PFA and fundraising activities, Van Gorder received a new computer lab and a mini-lpad cart.
- Student actively participate in the Van Gorder Junior Jogger program to complete a half marathon by the end of the school year.
- Our annual Sock Hop was huge success again with the entire community coming to enjoy dinner, fun, dancing, and games.
- Our 3rd grade teacher, Katie Penney, won the Northern Nevada Outstanding Math teacher of the year award.

Goals and Objectives

Goal 1

The Achievement Gap data will decrease in English Language Arts and Math by increasing student social emotional learning skills.

Objective(s):

Proficiency rates on statewide assessments will improve by 5% school wide in both Reading and Math. Overall average daily student attendance will be 96% or higher by the end of the 2013-14 school year.

Goal 2

The Achievement Gap data will improve by increasing the student achievement for students on IEPs and LEP students in both reading and math.

Objective(s):

The Achievement GAP for IEP and LEP students will decrease by 15% on Statewide and District-wide Assessments in both math and reading within one school year.

School Communication Efforts

The Van Gorder staff values and recognizes the importance of working collaboratively with our parents and community to provide the best elementary experience possible for our students. Van Gorder Elementary school provides a variety of parent involvement activities with the help of our wonderful Parent Faculty Association (PFA). Additionally, we welcome parents to join us in the classroom to support all students' learning. We have a website where parents can find out a great deal of information regarding the school and easily access all staff contact information. We solicit feedback from Van Gorder families concerning new innovations, such as fundraisers, safety, and programs. Our teachers regularly send home newsletters and agendas where parents are encouraged to respond. We continually keep the community involved by sending ConnectEd phone calls, inviting them to participate in all school and community events. Please find listed below a variety of opportunities for parents to become involved in our school.

- STEM Night
Parent Literacy Nights

- Scholastic Book Fair
- Barnes and Noble Night
- Basket and Bingo Night
- Volunteer Appreciation Day

Demographics and Student Information

Data are provided by the Nevada Department of Education from the state student information system. Gender, race/ethnicity, and special student populations are reported as of count day.

	#	Ethnicity														Gender			
		Am In/ AK Native		Asian		Hispanic		Black		White		Pacific Islander		Two or More Races		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	451,730	4,782	1.06%	25,264	5.59%	183,212	40.56%	44,795	9.92%	162,544	35.98%	5,994	1.33%	25,139	5.57%	232,790	51.53%	218,940	48.47%
Washoe	62,986	1,013	1.61%	2,765	4.39%	24,482	38.87%	1,521	2.41%	29,204	46.37%	621	0.99%	3,380	5.37%	32,696	51.91%	30,290	48.09%
Van Gorder ES	822	-	-	32	3.89%	120	14.60%	10	1.22%	582	70.80%	-	-	70	8.52%	458	55.72%	364	44.28%

Data as of: Count Day

** indicates that the data was not available.

'-' indicates data not presented for groups fewer than 10. This data is suppressed due to FERPA regulations.

District totals do not include state or district sponsored charter school data. (2008-Current)

'N/A' indicates that this population was not present.

Special Populations

	#	IEP		ELL		FRL		Migrant	
		#	%	#	%	#	%	#	%
State	451,730	51,946	11.50%	67,836	15.02%	239,170	52.95%	77	0.02%
Washoe	62,986	8,470	13.45%	10,028	15.92%	30,063	47.73%	0	0.00%
Van Gorder ES	822	94	11.44%	26	3.16%	80	9.73%	0	0.00%

Data as of: Count Day

IEP= Students with disabilities

'-' indicates data not presented for groups fewer than 10. This data is suppressed due to FERPA regulations.

ELL= Students who are English Language Learners

'N/A' indicates that this population was not present.

FRL= Students qualifying for Free/Reduced Price Lunch

** indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)

Student Average Daily Attendance (ADA)

Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

	All Students	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	ELL	FRL
State	94.90%	93.30%	97.00%	94.80%	93.60%	94.90%	94.80%	94.80%	93.40%	95.40%	94.40%
Washoe	94.80%	93.30%	96.90%	94.70%	93.30%	94.80%	94.00%	94.90%	93.40%	95.20%	94.10%
Van Gorder ES	96.20%	-	96.90%	96.60%	95.90%	95.90%	-	97.20%	95.70%	97.60%	95.70%

ADA Data as of: First 100 days of instruction

IEP = Students with disabilities

'-' indicates data not presented for groups fewer than 10. This data is suppressed due to FERPA regulations.

ELL = Students who are English Language Learners

'N/A' indicates that this population was not present.

FRL = Students qualifying for Free/Reduced Price Lunch

** indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)

Transiency, Truancy, and Discipline

	Transiency		Discipline	
	Transiency Rate**	# of Students	# of Students	
			Habitual Disciplinary Problems	Habitual Truants
State	26.70%	136	1,899	
Washoe	22.80%	29	493	
Van Gorder ES	12.40%	0		

2013-2014 School Accountability Report

	# of Incidents (Suspensions or Expulsions)					
	Violence to Students	Violence to Staff	Weapons	Dist. Controlled Substances	Possession/ Use Controlled Substances	Possession/ Use of Alcohol
State	5,588	274	440	86	1,248	271
Washoe	1,117	28	96	14	466	147
Van Gorder ES	5	0	0	0	0	0

	# of Incidents Bullying			# of Incidents Cyber Bullying		
	Incidents Reported	Incidents Determined to be so after an Investigation	Incidents Suspension/ Expulsion	Incidents Reported	Incidents Determined to be so after an Investigation	Incidents Suspension/ Expulsion
State	3,754	3,189	725	544	532	208
Washoe	899	595	200	26	26	10
Van Gorder ES	20	16	4	0	0	0

Data as of: End of school year

'-' indicates data not presented for groups fewer than 10. This data is suppressed due to FERPA regulations.

'N/A' indicates that this population was not present.

'**' indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)

Discipline and Transiency incidents are reported at the school where the action occurred.

**The purpose of some alternative programs is to enroll students for a short period of time until they can reenroll in a comprehensive school; therefore, transiency rates may be greater than 100% or N/A. Data reported as of the end of the school year.

Retention

	K		1		2		3		4		5		6		7		8	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	655	1.90%	1,027	2.80%	480	1.40%	296	0.90%	133	0.40%	71	0.20%	355	1.00%	510	1.50%	566	1.60%
Washoe	60	1.30%	66	1.30%	14	0.30%	-	-	-	-	-	-	-	-	-	-	14	0.30%
Van Gorder ES	0	0.00%	-	-	-	-	0	0.00%	0	0.00%	0	0.00%	0	0.00%	N/A	N/A	N/A	N/A

Data as of: Count Day

'-' indicates data not presented for groups fewer than 10. This data is suppressed due to FERPA regulations.

'N/A' indicates that this population was not present.

'**' indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)

Because of the changes in law (NAC 387.659) in 2009-2010 that affected the way credit deficient students are identified, results prior to this date and post this date cannot be compared.

Student/Teacher Ratio

	All Schools#	Kindergarten++	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
State	21:1	20:1	19:1	19:1	20:1	24:1	24:1	24:1	19:1	19:1
Washoe	22:1	22:1	19:1	19:1	22:1	26:1	27:1	25:1	N/A	N/A
Van Gorder ES	24:1	28:1	22:1	20:1	22:1	25:1	31:1	27:1	N/A	N/A

Data as of: December 1st

'-' indicates data not presented for groups fewer than 10. This data is suppressed due to FERPA regulations.

'N/A' indicates that this population was not present.

'**' indicates that the data was not available.

"+" Teachers may serve multiple grade levels as needed. Student/Teacher Ratio is reported for the school as a whole.

"++" Kindergarten ratios are based on the number of classes, not teachers.

District totals do not include state or district sponsored charter school data. (2008-Current)

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs), Nevada Alternate Assessment (NAA) and the High School Proficiency Exam (HSPE) to measure student achievement relative to Nevada's academic standards. For grade specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

- ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)
- AS = Percentage of students performing in the Approaches Standards range of achievement
- MS = Percentage of students performing in the Meets Standards range of achievement
- ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

K-8	Reading				Writing				Mathematics				Science			
	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES	ED	AS	MS	ES
State	19%	19%	37%	25%	49%	18%	23%	10%	19%	25%	44%	13%	18%	22%	41%	20%
Washoe	15%	18%	39%	28%	47%	14%	27%	12%	14%	23%	48%	15%	14%	21%	43%	22%
Van Gorder ES	4%	8%	36%	51%	0%	0%	0%	100%	3%	9%	53%	35%	1%	10%	53%	37%

Data as of: December 1st

*** indicates that the data was not available.

'-' indicates data not presented for groups fewer than 10. This data is suppressed due to FERPA regulations.

District totals do not include state or district sponsored charter school data. (2008-Current)

'N/A' indicates that this population was not present.

Per-Pupil Expenditures 2012-2013

The Nevada Department of Education in consultation with In\$ite adjusted the formula used to calculate per pupil expenditures beginning with the 2009-2010 Annual Reports of Accountability. Therefore, we have two appropriate comparisons sets; comparisons 2003-04 SY through 2008-09 SY and comparisons of 2009-10 SY and forward.

Washoe Total Cost Per Pupil = \$8506 District Total Cost Per Pupil = \$8274

	Instruction		Instruction Support		Operations		Leadership		Total Expenditures	
	\$	%	\$	%	\$	%	\$	%	\$	%
State	\$4,799.00	58.00%	\$968.00	11.70%	\$1,874.00	22.60%	\$633.00	7.60%	\$8,274.00	100.00%
Washoe	\$4,706.00	55.30%	\$1,292.00	15.20%	\$1,847.00	21.70%	\$661.00	7.80%	\$8,506.00	100.00%
Van Gorder ES	\$4,599.00	69.40%	\$954.00	14.40%	\$685.00	10.30%	\$393.00	5.90%	\$6,632.00	100.00%

'N/A' indicates that this population was not present.

Schools only showing up with \$0 are new and data was not collected for prior year.

*** indicates that the data was not available.

NDE in consultation with In\$ite adjusted formula used to calculate per pupil expenditures with the Annual Reports of Accountability, rendering comparisons between the year and past years data.

District totals do not include state or district sponsored charter school data. (2008-Current)

Personnel Information

Classes Not Taught by Highly Qualified Teachers

Highly qualified teachers hold a minimum of a bachelor's degree, are licensed to teach in the State of Nevada, and have demonstrated competence in their teaching area. Data were obtained from the Office of Teacher Licensure as of May 2014.

	English/ Reading/ Lang. Arts	Mathematics	Science	Social Studies	Foreign Languages	Arts	Elementary	Poverty Level
	%	%	%	%	%	%		
State	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Washoe	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Van Gorder ES	N/A	N/A	N/A	N/A	N/A	N/A	N/A	L

2013-2014 School Accountability Report

Teacher Data as of: May 1st (2008-Current)
 'N/A' indicates that this population was not present.
 '**' indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)
 (H) = High Poverty School - defined as being within the bottom quartile throughout the state of percentages of students who qualify for free or reduced-price lunch
 (L) = Low Poverty School - defined as being within the top quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

Teacher ADA and Licensure Information

	Average Daily Attendance	Teachers Providing Instruction		
		# Pursuant to NRS 391.125	# Pursuant to Waiver	# w/ o Endorsement
State	95.80%	N/A	N/A	N/A
Washoe	95.90%	N/A	N/A	N/A
Van Gorder ES	93.90%	N/A	N/A	N/A

Teacher Data as of: May 1st (2008-Current)
 'N/A' indicates that this population was not present.
 '**' indicates that the data was not available.

District totals do not include state or district sponsored charter school data. (2008-Current)
 (H) = High Poverty School - defined as being within the bottom quartile throughout the state of percentages of students who qualify for free or reduced-price lunch
 (L) = Low Poverty School - defined as being within the top quartile throughout the state of percentages of students who qualify for free or reduced-price lunch

Parent/Teacher Conference Attendance

	Accountability Year	Parent/ Teacher Conference Attendance
Van Gorder ES	2014	99.00%
Van Gorder ES	2013	99.00%
Van Gorder ES	2012	97.30%

Data as of: Fall
 'N/A' indicates that this population was not present.

** indicates that the data was not available.
 District totals do not include state or district sponsored charter school data. (2008- Current)

School NSPF Results: 5 Star Rating

Van Gorder ES

Information on the ratings or rankings of schools in the Nevada School Performance Framework (NSPF) can be found via the Nevada School Performance Framework website at <http://nspf.doe.nv.gov/>

A 5-Star School is among the highest performing schools in Nevada in student proficiency and/or student growth on the State assessments. The school is acknowledged for its achievement with public recognition and has autonomy in school planning and decision-making.

Performance Indicators	Points Earned	Points Eligible
Growth Measure of Achievement	34	40
Status Measure of Achievement	27	30
Reduction in Achievement Gaps	12	20
Other Indicators	8	10
Total Index Score	[Points Earned(81)/Points Eligible(100)] X 100 = 81.00	

Note: District totals do not include state or district sponsored charter school data.

Attachment 4:
Competencies Used for School
Leader Selection

Attachment 4: Competencies Used for School Leader Selection

Mountain West Academy has high expectations for the leadership team that will be helping drive our efforts forward in providing a 21st century education. Skills and competencies we will be looking for are as follows:

1. Decision maker: be able to make timely decisions taking all information into account. Members of the leadership team will need to understand that there will be some decisions that are more difficult and each person needs to be willing to stand by their decision.
2. Achievement oriented: Be willing to establish high goals for the school and help reach them for the benefit of the students, staff and parents.
3. Communicator: Have the ability to communicate effectively in meetings, phone calls, one on one with the Charter School Authority, parents, staff members and principal, etc. This is a key element of success for our school.
4. Setting direction: Be able to put the vision, mission and philosophy into motion for our organization to achieve goals one at a time.
5. Problem solver: Be a person who can understand a problem but also be able to offer a potential solution.
6. Planning: Be a motivated in planning and preparing information to benefit the school, such as fundraisers.
7. Leadership for instruction: The principal needs to have an academic vision, which is comprehensive and aligns with the schools vision and mission. This person also needs to be able to provide coaching opportunities for teachers as well as observational times for improved teaching strategies.

Attachment 5: Teacher Evaluation Tools

TEACHER INSTRUCTIONAL PRACTICE STANDARDS AND INDICATORS

STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5
<p>New Learning is Connected to Prior Learning and Experience</p> <p style="font-size: 2em; font-weight: bold;">1</p>	<p>Learning Tasks have High Cognitive Demand for Diverse Learners</p>	<p>Students Engage in Meaning-Making through Discourse and Other Strategies</p>	<p>Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning</p> <p style="font-size: 2em; font-weight: bold;">4</p>	<p>Assessment is Integrated into Instruction</p> <p style="font-size: 2em; font-weight: bold;">5</p>
<p>Indicator 1 Teacher activates all students' initial understandings of new concepts and skills</p>	<p>Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills</p>	<p>Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students</p>	<p>Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it</p>	<p>Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status</p>
<p>Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students</p>	<p>Indicator 2 Tasks place appropriate demands on each student</p>	<p>Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations</p>	<p>Indicator 2 Teacher structures opportunities for self-monitored learning for all students</p>	<p>Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria</p>
<p>Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students</p>	<p>Indicator 3 Tasks progressively develop all students' cognitive abilities and skills</p>	<p>Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships</p>	<p>Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes</p>	<p>Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students</p>
<p>Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings</p>	<p>Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status</p>	<p>Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students</p>		<p>Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students</p>

1

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Teacher activates all students' initial understandings of new concepts and skills</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student work 	<ul style="list-style-type: none"> • Initial understandings can sometimes support or conflict with learning new concepts/ideas • If initial understandings are ignored, the understandings that students develop can be very different from what the teacher intends • Teacher needs to pay attention to students' incomplete understandings and misconceptions that they bring with them to a given topic
<p>Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Students' previous learning includes learning that occurs in and out of school contexts
<p>Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Relevance of new learning includes connecting new learning to the broader learning goals of the lesson and understanding purpose of learning • Students should be answering the question: What is the point?
<p>Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Student work 	<ul style="list-style-type: none"> • Teacher needs to interpret levels of students' initial understandings in order to move learning forward

1

STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE

PERFORMANCE LEVELS

Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings
Level 4 Teacher fully activates all students' initial understandings (including misconceptions and incomplete understandings) through the use of multiple methods and/or modes*	Level 4 Teacher makes connections for all students between previously learned and/or new concepts and skills	Level 4 Teacher fully clarifies the purpose and relevance of new learning for all students, including clearly connecting new learning to longer-term learning goals	Level 4 Teacher employs effective and varied strategies, assisting all students in the process of bridging understanding from initial conceptions to targeted learning
Level 3 Teacher adequately activates most students' initial understandings (including misconceptions and incomplete understandings) by using at least two methods and/or two modes	Level 3 Teacher makes adequate connections for most students between previously learned and/or new concepts and skills	Level 3 Teacher adequately clarifies the purpose and relevance of new learning for most students, including sufficiently connecting new learning to longer-term learning goals	Level 3 Teacher employs adequate strategies (using at least two), assisting most students in the process of bridging understanding from initial conceptions to targeted learning
Level 2 Teacher inadequately activates most students' initial understandings (including misconceptions and incomplete understandings) using limited methods and/or modes	Level 2 Teacher makes inadequate connections for most students between previously learned and/or new concepts and skills	Level 2 Teacher inadequately clarifies the purpose and relevance of new learning for most students and/or minimally connects new learning to longer-term learning goals	Level 2 Teacher employs inadequate and unvaried strategies, only minimally assisting most students in the process of bridging understanding from initial conceptions to targeted learning
Level 1 Teacher activates no, or almost no students' initial understandings	Level 1 Teacher makes no, or almost no connections between previously learned and/or new concepts and skills for any student	Level 1 Teacher clarifies the purpose and relevance of learning for no, or almost no students and makes no, or almost no connections between new learning and longer-term learning goals	Level 1 Teacher employs no, or almost no strategies to assist any student in the process of bridging understanding from initial conceptions to targeted learning

*Methods = Teacher questions, provides tasks, asks for free recall, structures discussions; Modes = Students respond orally, make diagrams, write, draw, describe

2

STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Student classroom interviews • Student work 	<ul style="list-style-type: none"> • All students refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES) • Cognitive abilities include (but are not limited to) reasoning, planning, solving problems, evaluating, synthesizing, comprehending, and designing • Skills refer to the capacity or competence to perform a task; they can range from simple levels (e.g., actions performed as a result of repeated practice) to higher levels (e.g., application of different tasks drawing on understanding and abilities of high order) • Cognitive abilities and skills are increasingly content specific as students' learning develops
<p>Indicator 2 Tasks place appropriate demands on each student</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Teacher pre/post conference • Student work • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Tasks require cognitive effort from all students; that is, tasks match students in appropriately challenging ways (e.g., not too easy, not too hard) • Tasks should not be "one-size fits all"
<p>Indicator 3 Tasks progressively develop all students' cognitive abilities and skills</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plans • Teacher notes • Student work 	<ul style="list-style-type: none"> • Teacher designs and structures tasks that allow for deep rather than superficial learning • Tasks are not discrete but connected to a larger sequence of learning • Tasks are connected to overall goals of the lesson, unit, or standard • Observers, when observing a lesson, should ask themselves: (1) Are the tasks worth doing? and (2) Are they worth the students' time?

Indicator 4

Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

- Direct evaluator observation
- One confirmatory item from optional evidence source

- Teacher pre/post conference
- Lesson plans
- Teacher notes
- Student work

- Teacher serves all students well regardless of family background, socio-economic status, or ability.
- Teacher has an expectation that all children can achieve at high levels,
- The teacher takes an active role in ensuring that students have equitable opportunities to achieve

2

STANDARD 2: LEARNING TASKS HAVE HIGH COGNITIVE DEMAND FOR DIVERSE LEARNERS

PERFORMANCE LEVELS

Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	Indicator 2 Tasks place appropriate demands on each student	Indicator 3 Tasks progressively develop all students' cognitive abilities and skills	Indicator 4 Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
Level 4 Teacher engages all students with relevant and substantive tasks that effectively support deep learning of subject-matter content and processes	Level 4 Teacher provides tasks at the appropriate level of challenge for every student, effectively enabling each student to advance his/her learning of subject-matter content and processes	Level 4 Teacher effectively structures multi-leveled tasks that advance all students' thinking and/or skills in connected steps during the course of a lesson and across multiple lessons	Level 4 Teacher models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability. The teacher takes an active role in ensuring that students have equitable opportunities to achieve
Level 3 Teacher engages most students with generally relevant and worthwhile tasks that adequately support deep learning of subject-matter content and processes	Level 3 Teacher provides tasks at a generally appropriate level of challenge for most students, largely enabling most students to advance their learning of subject-matter content and processes	Level 3 Teacher adequately structures tasks with more than one level that advance most students' thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons	Level 3 Teacher models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio-economic status, or ability
Level 2 Teacher engages most students with tasks that inadequately support deep learning of subject-matter content and processes	Level 2 Teacher provides tasks at an appropriate level of challenge for few students, minimally enabling most students to advance their learning of subject-matter content and processes	Level 2 Teacher structures a single task at one level that minimally advance all students' thinking and/or skills during the course of a lesson and/or across multiple lessons	Level 2 Teacher demonstrates minimal expectations that children can learn at high levels regardless of family background, socio-economic status, or ability
Level 1 Teacher does not engage students with any tasks that support deep learning of subject-matter content and processes	Level 1 Teacher provides no, or almost no tasks at an appropriate level of challenge for any students, enabling no, or almost no students to advance their learning of subject-matter content and processes	Level 1 Teacher does not structure leveled tasks that advance any student's thinking and/or skills in connected steps during the course of a lesson and/or across multiple lessons	Level 1 Teacher demonstrates little expectation that children can learn at high levels regardless of family background, socio-economic status, or ability

3 STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Teacher notes • Audio/visual/print artifact 	<ul style="list-style-type: none"> • Extended discourse is engaging dialogue that is interactive, externalizes thinking, and focuses on creating meaning making of the learning • Discourse involves making argumentations, explaining, critiquing, and using logic and evidence to support or refute a claim • Forms of discourse: oral and written
<p>Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One artifact of the representation and/or its creation, interpretation, or use of the representation 	<ul style="list-style-type: none"> • Lesson plan • Student work • Teacher notes 	<ul style="list-style-type: none"> • Multiple representations can be of the same or different concepts • Representations include models, diagrams, writing, digital and print media, images/visuals, data (e.g., graphs, tables), patterns, concept maps, drawings, videos, simulations • Representations are nonverbal ways for students to organize, externalize, extend, and manipulate thinking
<p>Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Lesson plan • Teacher notes 	<ul style="list-style-type: none"> • Students have a variety of personal experiences, family and language backgrounds, and knowledge of the world, text variety, and multi-media • Teacher helps students use prior knowledge to draw analogies to support understanding of ideas
<p>Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher pre/post conference • Teacher notes • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • The classroom environment directly influences the extent to which students can engage in making meaning and learning and how they view themselves as learners • Aspects of classroom environment include classroom culture, norms, routines, expectations, and communication patterns, as well as management of student behaviors, resource provision, and organization of physical space

3 STANDARD 3: STUDENTS ENGAGE IN MEANING-MAKING THROUGH DISCOURSE AND OTHER STRATEGIES

PERFORMANCE LEVELS

Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students
Level 4 Teacher provides effective guidance for all students to actively participate in reciprocal and sustained interactions that enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	Level 4 Teacher effectively structures opportunities for all students to use varied representations that successfully engage student thinking, and successfully support their understanding of emerging/ developing concepts and/or their acquisition of skills	Level 4 Teacher uses various and effective strategies to help all students see connections and relationships between previous and present learning, furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 4 Teacher effectively enacts classroom routines and expectations so that all students value each other's contributions and fully support each other's learning
Level 3 Teacher provides adequate guidance for most students to actively participate in reciprocal and sustained interactions that generally enable them to articulate their developing understanding in order to deepen and/or consolidate that understanding or to acquire skills	Level 3 Teacher adequately structures opportunities for most students to use more than one type of representation that generally engages student thinking, and generally supports their understanding of emerging/developing concepts and/or their acquisition of skills	Level 3 Teacher uses sufficient strategies to help most students see connections and relationships between previous and present learning, generally furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 3 Teacher adequately enacts classroom routines and expectations so that most students value each other's contributions and generally support each other's learning
Level 2 Teacher provides some guidance for some or most students to participate, to varying degrees, in limited interactions that somewhat enable them to articulate their developing understanding, only minimally deepening and/or consolidating that understanding or acquiring skills	Level 2 Teacher inadequately structures opportunities for some or most students to use representations; these opportunities only somewhat engage student thinking, and only somewhat support their understanding of emerging/developing concepts and/or their acquisition of skills	Level 2 Teacher uses limited strategies to help some or most students see connections and relationships between previous and present learning, only somewhat furthering their understanding of emerging/developing concepts and/or their acquisition of skills	Level 2 Teacher inadequately enacts classroom routines and expectations so that few students value each other's contributions and/or minimally support each other's learning
Level 1 Teacher provides no, or almost no guidance for students to participate in any interactions that enable them to articulate their developing understanding; students are not deepening or consolidating their understanding or acquiring skills	Level 1 Teacher structures no, or almost no opportunities for any students to use representations that engage student's thinking, and support their understanding of emerging/developing concepts and/or their acquisition of skills	Level 1 Teacher uses no, almost no strategies to help any student see connections and relationships between previous and present learning to further their understanding of emerging/developing concepts and/or their acquisition of skills	Level 1 Teacher enacts no, or almost no classroom routines and expectations so that no, or almost no students value each other's contributions or support each other's learning

4 STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • Evaluator will observe teacher communication of learning goals, performance criteria, and purpose in the lesson
<p>Indicator 2 Teacher structures opportunities for self-monitored learning for all students</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Lesson plan • Student work • Student classroom interviews • Teacher notes • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • This indicator focuses on students' abilities to be reflective about their own learning and how a teacher structures opportunities for them to do so • Teacher provides instruction to students in self-monitoring strategies • Student artifacts include self-reflection tools provided by the teacher and students' notes • Students need to be clear about learning goals and performance criteria to engage in self-monitoring • Self-monitored student learning is a core 21st century skill
<p>Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes</p>	<ul style="list-style-type: none"> • Direct evaluator observation • Student classroom interviews 	<ul style="list-style-type: none"> • Teacher notes • Student work • Teacher pre/post conference • Student feedback (e.g., survey, writing) 	<ul style="list-style-type: none"> • This is a core 21st century skill • Evaluator might observe the teacher: providing time for student strategy use, talking to students about what/why they're doing the lesson, discussing with students what to do next, sharing strategy with class • Students' actions may include making margin notes, reorganizing information, conducting investigations, creating representations, or seeking assistance • Students revise their learning strategies based on their own evaluation of how their learning is progressing

4 STANDARD 4: STUDENTS ENGAGE IN METACOGNITIVE ACTIVITY TO INCREASE UNDERSTANDING OF AND RESPONSIBILITY FOR THEIR OWN LEARNING

PERFORMANCE LEVELS

Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	Indicator 2 Teacher structures opportunities for self-monitored learning for all students	Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes
Level 4 All students in the class can fully explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	Level 4 All students actively engage in reflection on their learning status, which is directly related to learning goals and performance criteria, during well-structured opportunities for reflection in the lesson	Level 4 All students routinely take actions based on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support
Level 3 Most students in the class can generally explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like OR Most students in the class can fully explain two of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	Level 3 Most students adequately engage in reflection on their learning status, which is generally related to learning goals and performance criteria, during moderately well-structured opportunities for reflection in the lesson	Level 3 Most students frequently take actions based largely on their own assessment of their learning status, with the purpose of advancing their learning either independently or with teacher support
Level 2 Most students in the class can only vaguely explain one or more of the following: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	Level 2 Most students do not engage in adequate reflection on their learning status; this reflection is generally unrelated to learning goals and performance criteria, and there are only limited, and/or poorly structured opportunities for reflection in the lesson	Level 2 Most student actions are infrequently based on their own assessment of their learning status and/or students have few self-assessment opportunities on which to base actions
Level 1 No, or almost no students can explain: (1) <i>what</i> the intended learning goal of the lesson is, (2) <i>why</i> they are learning it, and (3) <i>what</i> successful performance looks like	Level 1 No, or almost no students engage in reflection on their learning status and there are no, or almost no opportunities for reflection in the lesson	Level 1 No, or almost no students take actions based on their own assessment of their learning status and/or students have no self assessments on which to base actions

5

STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status</p>	<ul style="list-style-type: none"> Teacher pre/post conference One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> Lesson plan Prior student work/assessment informing planned learning opportunities Teacher notes Student classroom interviews 	<ul style="list-style-type: none"> "Evidence" of student learning status refers to what students say, do, make, or write (Griffin, 2007) that indicates what they know and are able to do (Note: evidence types and sources will differ depending on specific content area) There may be several different learning opportunities to account for differences in students' learning status or one open-ended task with multiple entry points (see Standard 2)
<p>Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria</p>	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Student work Student classroom interviews 	<ul style="list-style-type: none"> Learning goals specify what students are to learn in the lesson (e.g. concepts, skills, Standards, not the activity) Performance criteria indicate the successful accomplishment of the learning goal Teacher should use different types of assessment strategies to account for learner differences
<p>Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students</p>	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Teacher notes Student classroom interviews Audio/visual/print artifact 	<ul style="list-style-type: none"> While evidence generation needs to be planned, evidence can also arise spontaneously Opportunities for evidence generation can include: instructional tasks, teacher-led discussions, peer-to-peer discussions, one-on-one conferencing Teacher should structure multiple opportunities to generate evidence and not rely on one source
<p>Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students</p>	<ul style="list-style-type: none"> Direct evaluator observation Teacher pre/post conference 	<ul style="list-style-type: none"> Lesson plan Teacher notes Written feedback on student work Student classroom interviews 	<ul style="list-style-type: none"> Actions based on evidence can include: continuation of planned lesson, instructional adjustments, provision of feedback to students, subsequent lesson planning

5

STANDARD 5: ASSESSMENT IS INTEGRATED INTO INSTRUCTION

PERFORMANCE LEVELS

Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status	Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria	Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students	Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students
Level 4 Teacher consistently plans on-going learning opportunities based on substantial, current evidence of all students' learning status	Level 4 Teacher fully aligns assessment opportunities with clearly specified learning goals and performance criteria to provide quality evidence of all students' learning status	Level 4 Teacher structures multiple and varied opportunities to generate evidence of all students' learning during the lesson	Level 4 Teacher effectively adapts her/his actions for all students in response to evidence presented and/or generated in the lesson
Level 3 Teacher frequently plans on-going learning opportunities based on adequate evidence of most students' learning status	Level 3 Teacher adequately aligns assessment opportunities with specified learning goals and performance criteria to provide adequate evidence of most students' learning status	Level 3 Teacher structures adequate (e.g., several or varied) opportunities to generate evidence of most students' learning during the lesson	Level 3 Teacher adequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson
Level 2 Teacher sometimes plans on-going learning opportunities based on evidence of some students' learning status; the evidence used is frequently outdated and/or limited	Level 2 Teacher inadequately aligns assessment opportunities with learning goals and performance criteria; the learning goals and performance criteria are insufficiently specified to provide adequate evidence of most students' learning status	Level 2 Teacher structures limited opportunities to generate evidence of most students' learning during the lesson	Level 2 Teacher inadequately adapts her/his actions for most students in response to evidence presented and/or generated in the lesson
Level 1 Teacher plans no, or almost no on-going learning opportunities based on any evidence of students' learning status	Level 1 Teacher aligns no, or almost no assessment opportunities with any learning goals and performance criteria	Level 1 Teacher structures no, or almost no opportunities to generate evidence of any student's learning during the lesson	Level 1 Teacher continues with planned lesson regardless of any evidence presented and/or generated in the lesson

Four-Point Rating Scale

Level 4. The teacher is a highly effective practitioner within the classroom, successfully engaging all students through varied activities and structure that result in active participation and interest from students and evidence of significant student learning. The teacher regularly participates in the school community, demonstrates effective involvement in professional responsibilities, collaborates with most or all stakeholders, and facilitates professional learning and growth among colleagues.

Level 3. The teacher is generally an effective practitioner within the classroom, adequately creating activities and structure that result in active participation and interest from most students and evidence of student learning. The teacher participates in the school community, demonstrates adequate involvement in professional responsibilities, and collaborates with various stakeholders as required.

Level 2. The teacher is a somewhat ineffective practitioner within the classroom, creating activities and structure that result in limited participation and interest from many students and limited evidence of learning. The teacher minimally participates in the school community, performs minimal professional responsibilities, and collaborates with few stakeholders.

Level 1. The teacher is a mostly ineffective practitioner within the classroom, creating activities and structure that result in almost no participation and interest from most students and almost no evidence of learning. The teacher does not participate in the school community, performs no professional responsibilities, and does not collaborate with stakeholders.

TEACHER PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 1 Commitment to the School Community 1	STANDARD 2 Reflection on Professional Growth and Practice	STANDARD 3 Professional Obligations	STANDARD 4 Family Engagement 4	STANDARD 5 Student Perception 5
<p>Indicator 1 The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.</p>	<p>Indicator 1 The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice.</p>	<p>Indicator 1 The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.</p>	<p>Indicator 1 The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.</p>	<p>Indicator 1 The students report that the teacher helps them learn.</p>
<p>Indicator 2 The teacher takes an active role in building a professional culture that supports school and district initiatives.</p>	<p>Indicator 2 The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.</p>	<p>Indicator 2 The teacher models integrity in all interactions with colleagues, students, families, and the community.</p>	<p>Indicator 2 The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.</p>	<p>Indicator 2 The students report that the teacher creates a safe and supportive learning environment.</p>
<p>Indicator 3 The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p>	<p>Indicator 3 The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.</p>	<p>Indicator 3 The teacher follows policies, regulations, and procedures specific to role and responsibilities.</p>	<p>Indicator 3 The teacher informs and connects families and students to opportunities and services according to student needs.</p>	<p>Indicator 3 The students report that the teacher cares about them as individuals and their goals or interests.</p>

1

STANDARD 1: COMMITMENT TO THE SCHOOL COMMUNITY INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1 The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Student data 	<ul style="list-style-type: none"> • Actively engages in collaborative and reflective practices with others to improve instructional practices • Participates in grade-level, departmental, and/or professional learning communities • Mentors other teachers in formal/informal settings • Participates in optional or required professional development opportunities
<p>Indicator 2 The teacher takes an active role in building a professional culture that supports school and district initiatives.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Student data 	<ul style="list-style-type: none"> • Dedicates time and energy to district/school initiatives (i.e., reduction in student absenteeism, increase in graduation rate, expanding “reading across curriculum” program) • Consistently supports the School Improvement Plan initiatives through planning, instruction, assessment and monitoring practices
<p>Indicator 3 The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Student data 	<ul style="list-style-type: none"> • Creates an atmosphere that fosters students using others as sources of knowledge, listening to, and showing respect for others’ contributions • Promotes positive, interpersonal relationships among students and staff • Emphasizes pride in self, school, and community • Models high personal and professional standards • Demonstrates, maintains, and reinforces high academic and behavioral expectations for all students

1

STANDARD 1: COMMITMENT TO THE SCHOOL COMMUNITY

PERFORMANCE LEVELS

Indicator 1 The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.	Indicator 2 The teacher takes an active role in building a professional culture that supports school and district initiatives.	Indicator 3 The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.
Level 4 Teacher continually takes a visibly active role in driving instructional improvement in the school, leading collaborative groups around instructional practice to ensure that students are participating in instructional activities that meet their individual needs.	Level 4 Teacher supports school leadership in cultivating and modeling a professional culture and takes a leadership role in implementing district and school initiatives.	Level 4 Teacher takes a facilitator role when he or she collaborates with other teachers, administrators, and the community to ensure that all students are in a safe and caring learning environment. The teacher facilitates building collective responsibility among all school staff regarding high academic and behavioral expectations for all students.
Level 3 Teacher collaborates with colleagues about improving instructional practice to ensure that students are participating in instructional activities that meet their individual needs.	Level 3 Teacher participates in building and modeling a professional culture within the school and fully supports implementing district and school initiatives	Level 3 Teacher adequately participates in and collaborates with other teachers and administrators and the community in creating a safe and caring learning environment. The teacher takes individual and shared responsibility for demonstrating appropriately high academic and behavioral expectations for all students.
Level 2 Teacher collaborates minimally with colleagues about improving instructional practice.	Level 2 Teacher minimally participates in building and modeling a professional culture within the school and/or inadequately supports implementing district and school initiatives.	Level 2 Teacher minimally participates in and/or collaborates with others in sustaining a safe and caring learning environment. The teacher takes full individual but limited shared responsibility for demonstrating high academic and behavioral expectations for students, or takes individual and shared responsibility for demonstrating high academic and behavioral expectations for only some students.

Level 1

Teacher does not or rarely collaborates with colleagues about improving instructional practice.

Level 1

Teacher does not or rarely participates in building or modeling a professional culture within the school and does not support or rarely supports implementing district and school initiatives.

Level 1

Teacher does not or rarely participates in or collaborates with others in sustaining a safe and caring learning environment. The teacher takes only limited individual responsibility and no shared responsibility for demonstrating high academic and behavioral expectations for students.

2

STANDARD 2: REFLECTION ON PROFESSIONAL PRACTICE AND GROWTH

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1 The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Teacher Professional Growth Plan 	<ul style="list-style-type: none"> • Participates in peer observations and reflection • Integrates analyses of student achievement data to assess effectiveness of instruction and to modify instruction based on data • Models self-reflection in discussions with instructional leaders and colleagues • Examines student work with colleagues to analyze and adjust instruction • Seeks the feedback of colleagues and is open to applying advice or suggestions to his/her instructional practice
<p>Indicator 2 The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Teacher Professional Growth Plan 	<ul style="list-style-type: none"> • Participates in ongoing professional development to promote effectiveness in curriculum development, delivery and evaluation, classroom management and teaching skills • Applies research, knowledge, and skills from professional development opportunities to improve practice • Shares current educational research and best practices with colleagues
<p>Indicator 3 The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Cooperative Teacher • Professional Growth Plan • Mentee/evaluator Dialogue 	<ul style="list-style-type: none"> • Serves as a cooperating teacher for pre-service teachers and/or mentors new teachers • Participates in and/or takes a leadership role in professional development activities, committees, or school-level decision making • Participates in district-wide advisory groups and professional organizations • Participates in the development and implementation of local school improvement goals

Mountain West Academy 142

2

STANDARD 2: REFLECTION ON PROFESSIONAL PRACTICE AND GROWTH PERFORMANCE LEVELS

Indicator 1 The teacher seeks out feedback from instructional leaders and colleagues, and uses a variety of data to self-reflect on his or her practice.	Indicator 2 The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.	Indicator 3 The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.
<p>Level 4</p> <p>Teacher is highly self-reflective, frequently seeking feedback from instructional leaders and colleagues, using multiple data points to assess the effectiveness of instruction, and modifying instruction based on those data. The teacher models self-reflection for colleagues and facilitates group reflective activities using multiple data sources, with colleagues.</p>	<p>Level 4</p> <p>Teacher facilitates school- and/or district-level professional learning across the school community in order to improve instructional practices, and seeks out and participates in a variety of professional learning opportunities, applying them in the classroom.</p>	<p>Level 4</p> <p>Teacher actively pursues and maintains complex mentoring relationships (formal or informal) as a mentor (e.g. pre-service cooperating teacher). The teacher frequently seeks out teacher leadership opportunities and supports and models for colleagues to develop their leadership skills.</p>
<p>Level 3</p> <p>Teacher is adequately self-reflecting, obtaining feedback from instructional leaders and/or colleagues, and using those data to assess and modify instruction.</p>	<p>Level 3</p> <p>Teacher seeks out and participates in aligned professional learning opportunities to improve instructional performance, applying those professional learning experiences in the classroom.</p>	<p>Level 3</p> <p>Teacher actively seeks out opportunities to engage with colleagues as both a mentor and mentee (e.g. pre-service cooperating teacher), maintaining at least one mentoring role (formal or informal). The teacher seeks out leadership opportunities in order to develop leadership skills.</p>
<p>Level 2</p> <p>Teacher is inadequately self-reflective, seeking feedback from instructional leaders and/or colleagues, but not using the data to modify instruction in the way the data represents.</p>	<p>Level 2</p> <p>Teacher participates in required professional learning opportunities to improve instructional performance but shows minimal evidence of applying those professional learning experiences in the classroom.</p>	<p>Level 2</p> <p>Teacher maintains a passive role as a mentor or mentee (formal or informal), showing little engagement in the process. The teacher demonstrates minimal interest and skill in leadership.</p>
<p>Level 1</p> <p>Teacher is rarely self-reflective. The teacher does not or rarely seeks out or uses feedback from instructional leaders or colleagues to modify instruction.</p>	<p>Level 1</p> <p>Teacher minimally participates in professional learning opportunities, rarely appears actively engaged during professional learning, and rarely applies learning experiences in the classroom.</p>	<p>Level 1</p> <p>Teacher does not or rarely seeks out or maintains any role as a mentor or mentee (formal or informal) and shows neither interest nor skill in leadership.</p>

3 STANDARD 3: PROFESSIONAL OBLIGATIONS

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1 The teacher models and advocates for fair, equitable and appropriate treatment of all students and families.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Family/community feedback 	<ul style="list-style-type: none"> • Is cognizant of the need for equitable treatment of all students, including those with disabilities or other special needs; meets the individual learning needs of students and assists each student to maximize his or her learning outcome • Utilizes appropriate resources to address issues of inequality
<p>Indicator 2 The teacher models integrity in all interactions with colleagues, students, families, and the community.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Family/community feedback • 	<ul style="list-style-type: none"> • Demonstrates the highest standards of professional behavior, exercises professional judgment, and acts in a courteous and sensitive manner when interacting with students, parents or guardians, staff and the community
<p>Indicator 3 The teacher follows policies, regulations, and procedures specific to role and responsibilities.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Teacher files 	<ul style="list-style-type: none"> • Possesses a thorough knowledge of and complies with all district/school policies, regulations, and procedures specific to his or her role and responsibilities in both teaching and extracurricular involvements

3

STANDARD 3: PROFESSIONAL OBLIGATIONS

PERFORMANCE LEVELS

Indicator 1 The teacher models and advocates for fair, equitable and appropriate treatment of all students and families.	Indicator 2 The teacher models integrity in all interactions with colleagues, students, families, and the community.	Indicator 3 The teacher follows policies, regulations, and procedures specific to role and responsibilities.
<p>Level 4 Teacher models and advocates for fair, equitable, and appropriate treatment of all students and families, and works with other staff and community members to apply similar positive beliefs and behaviors toward students and families. The teacher finds and uses appropriate resources to address issues of inequality.</p>	<p>Level 4 Teacher demonstrates and models the highest level of integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community. The teacher takes an active role in ensuring that students and staff treat others with integrity.</p>	<p>Level 4 Teacher takes a leadership role in developing and/or enacting school- and district-level policy, regulations, and procedures, and follows all policies, regulations, and procedures specific to his or her role and responsibilities.</p>
<p>Level 3 Teacher models and advocates for fair, equitable, and appropriate treatment of all students and families. The teacher discusses issues of equity and diversity with students and staff members. The teacher finds some appropriate resources to address issues of inequality.</p>	<p>Level 3 Teacher demonstrates and models a high level of integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community.</p>	<p>Level 3 Teacher follows all policies, regulations, and procedures specific to his or her role and responsibilities.</p>
<p>Level 2 Teacher indicates an awareness of the need to treat all students fairly and equitably, but is inconsistent in how he or she communicates, models, and advocates for addressing the diverse needs of students and families.</p>	<p>Level 2 Teacher demonstrates a minimal level of integrity (e.g. ethical standards of the profession) with students, families, colleagues, and the community, such that the teacher behaviors minimally match ethics of the profession.</p>	<p>Level 2 Teacher follows most policies, regulations, and procedures specific to his or her role and responsibilities.</p>
<p>Level 1 Teacher appears unaware of the need to treat all students and families fairly, equitably, and appropriately. The teacher does not advocate or rarely advocates for or communicates the need to address diverse needs of students and ignores signs of unequal treatment.</p>	<p>Level 1 Teacher demonstrates little integrity (e.g. ethical standards of the profession) with students, families, colleagues, and the community.</p>	<p>Level 1 Teacher demonstrates little effort to follow policies, regulations, and/or procedures related to his or her role and responsibilities.</p>

4 STANDARD 4: FAMILY ENGAGEMENT

INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1 The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Parent/Family/Student feedback 	<ul style="list-style-type: none"> • Develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable • Solicits/uses information from families about their children's learning style, strengths, and needs • Communicates academic and/or behavioral concerns to families in order to develop collaborative solutions • Uses a variety of communication modes to effectively communicate with a diverse student population
<p>Indicator 2 The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Parent/Family/Student feedback 	<ul style="list-style-type: none"> • Performs duties professionally, efficiently and effectively with honesty, integrity and fairness • Works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote student learning and well being • Encourages parents/guardians to come into school or the classroom as volunteers or experts, to attend school events, and to be actively involved in the school community
<p>Indicator 3 The teacher informs and connects families and students to opportunities and services according to student needs.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source • 	<ul style="list-style-type: none"> • Teacher notes • Teacher pre/post conference • Parent/Family/Student feedback 	<ul style="list-style-type: none"> • Identifies and uses district/school resources to enhance student learning • Provide information to families about participating in their child's education. • Identifies and uses community resources to enhance student learning and to provide opportunities to explore career opportunities

4

STANDARD 4: FAMILY ENGAGEMENT

PERFORMANCE LEVELS

Indicator 1 The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs, and includes parent/guardian requests and insights about the goals of instruction and student progress.	Indicator 2 The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.	Indicator 3 The teacher informs and connects families and students to opportunities and services according to student needs.
Level 4 Teacher facilitates two-way communication on a regular basis with parents/guardians about the goals of instruction and student progress, using available tools that are responsive to the needs of the parents'/guardians' language. The teacher actively seeks to learn from parents/guardians' requests and insights, and incorporates feedback into instruction and communication on student progress.	Level 4 Teacher frequently facilitates discussions with colleagues on how to improve communication with all parents/ guardians and how to welcome and encourage all parents/guardians and their students to become more active members of the school community. The teacher frequently encourages parents/guardians to come into classrooms as volunteers or experts, to attend school events, and to engage in other ways in the school community.	Level 4 Teacher takes an active leadership role within the school in helping families and students throughout the school connect to a variety of services or opportunities based on the students' needs.
Level 3 Teacher facilitates two-way communication on a regular basis with parents/guardians about the goals of instruction and student progress, using available tools that are responsive to the needs of the parents'/guardians' language. The teacher listens to parents'/guardians' requests and insights, and makes some effort to incorporate feedback into instruction and communication on student progress.	Level 3 Teacher welcomes all parents/guardians and students to become more active members of the school community. The teacher encourages parents/guardians to come into classrooms as volunteers or experts and attend school events.	Level 3 Teacher regularly helps his or her students and their families connect to a variety of services or opportunities based on students' needs.
Level 2 Teacher attempts to communicate with parents/guardians on a regular basis about the instructional program and/or student progress, but is not responsive to language needs and does not attempt to include the parents'/guardians' insights and requests into instruction and communication on student progress.	Level 2 Teacher is welcoming to parents/guardians but infrequently encourages them and their students to become active members of the school community. The teacher offers little or no guidance to parents/guardians on ways in which they can participate.	Level 2 Teacher sporadically helps his or her students and their families connect to services or opportunities based on students' needs.

Level 1

Teacher makes little or no attempt to communicate with parents/guardians about the instructional program or student progress.

Level 1

Teacher is cordial to parents/guardians when they are in the building, but makes little attempt to get them or their students to become active members of the school community.

Level 1

Teacher rarely helps families and students connect to services or opportunities.

5

STANDARD 5: STUDENT PERCEPTION INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1 The students report that the teacher helps them learn.</p>	<ul style="list-style-type: none"> • Student Interview • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher Notes • Teacher pre/post conference • Direct observation • Student Interview/Survey 	<ul style="list-style-type: none"> • Designs a classroom rich in multicultural resources; creates lessons that incorporate these resources into instruction • Establishes routines to meet group/individual needs and to maximize engaged student -learning time • Provides opportunities for students to self-regulate their own learning and to problem solve prior to pursuing assistance
<p>Indicator 2 The students report that the teacher creates a safe and supportive learning environment.</p>	<ul style="list-style-type: none"> • Student Interview • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher Notes • Teacher pre/post conference • Direct observation • Student Interview/Survey 	<ul style="list-style-type: none"> • Creates a classroom atmosphere that fosters students using each other as sources of knowledge, listening to, and showing respect for others' contributions • Encourages all students to participate in class discussion and to take risks in the learning process • Involves students in setting classroom standards
<p>Indicator 3 The students report that the teacher cares about them as individuals and their goals or interests.</p>	<ul style="list-style-type: none"> • Student Interview • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Teacher Notes • Teacher pre/post conference • Direct observation • Student Interview/Survey 	<ul style="list-style-type: none"> • Builds positive interpersonal relationships with students. • Promotes positive interpersonal relationships among students • Communicates the following messages: <ul style="list-style-type: none"> ○ You can do it ○ Effective effort leads to achievement • Assists students in setting learning goals and self-monitoring their own progress

5 STANDARD 5: STUDENT PERCEPTION

PERFORMANCE LEVELS

Indicator 1 The students report that the teacher helps them learn.	Indicator 2 The students report that the teacher creates a safe and supportive learning environment.	Indicator 3 The students report that the teacher cares about them as individuals and their goals or interests.
Level 4 Students report that the teacher continually supports self-regulated learning and is responsive to any need for assistance. The students indicate that the teacher encourages and expects students to problem solve prior to pursuing assistance.	Level 4 Students report that the teacher maintains a safe and supportive learning environment. The students indicate the teacher empowers students to have a role in maintaining a positive learning environment.	Level 4 Students report that the teacher respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher encourages, expects, and honors student self-advocacy.
Level 3 Students report that the teacher is often responsive and available to answer questions and/or to provide clarity concerning content. The students indicate that the teacher often encourages and supports self-regulated learning.	Level 3 Students report that the teacher maintains a safe and supportive learning environment. The students indicate that the teacher encourages students to take a role in maintaining a positive learning environment.	Level 3 Students report that the teacher respects them and shows concern for their individual background, interests, and progress. The students indicate that the teacher often respects and honors student self-advocacy.
Level 2 Students report that the teacher is sometimes responsive and available to answer questions and/or provide clarity, but assistance is not always helpful.	Level 2 Students report that the teacher mostly maintains a safe and supportive learning environment. The students indicate that the teacher has primary responsibility for maintaining a positive classroom environment.	Level 2 Students report that the teacher mostly respects them and shows concern for their individual background, interests, and progress. The students indicates that the teacher rarely respects and honors student self-advocacy,
Level 1 Students report that the teacher is not or rarely responsive and available to answer questions and/or to provide clarity. Students report that when the teacher does respond, it is not at all or rarely helpful.	Level 1 Students report that the teacher does not or rarely maintains a safe and supportive learning environment. The students indicate that the students play no role in maintaining a positive classroom environment.	Level 1 Students report that the teacher does not or rarely respects them and shows concern for their individual background, interests, and progress. Students indicate that self-advocacy is not respected and honored.

Four-Point Rating Scale

Level 4. The teacher is a highly effective practitioner within the classroom, successfully engaging all students through varied activities and structure that result in active participation and interest from students and evidence of significant student learning. The teacher regularly participates in the school community, demonstrates effective involvement in professional responsibilities, collaborates with most or all stakeholders, and facilitates professional learning and growth among colleagues.

Level 3. The teacher is generally an effective practitioner within the classroom, adequately creating activities and structure that result in active participation and interest from most students and evidence of student learning. The teacher participates in the school community, demonstrates adequate involvement in professional responsibilities, and collaborates with various stakeholders as required.

Level 2. The teacher is a somewhat ineffective practitioner within the classroom, creating activities and structure that result in limited participation and interest from many students and limited evidence of learning. The teacher minimally participates in the school community, performs minimal professional responsibilities, and collaborates with few stakeholders.

Level 1. The teacher is a mostly ineffective practitioner within the classroom, creating activities and structure that result in almost no participation and interest from most students and almost no evidence of learning. The teacher does not participate in the school community, performs no professional responsibilities, and does not collaborate with stakeholders.

Attachment 6: School Leader Evaluation Tools

ADMINISTRATOR HIGH LEVERAGE INSTRUCTIONAL LEADERSHIP STANDARDS AND INDICATORS

STANDARD 1 Creating and Sustaining a Focus on Learning 1	STANDARD 2 Creating and Sustaining a Culture of Continuous Improvement 2	STANDARD 3 Creating and Sustaining Productive Relationships 3	STANDARD 4 Creating and Sustaining Structures 4
<p>Indicator 1 Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.</p>	<p>Indicator 1 Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.</p>	<p>Indicator 1 Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community.</p>	<p>Indicator 1 Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.</p>
<p>Indicator 2 Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.</p>	<p>Indicator 2 Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.</p>	<p>Indicator 2 Administrator provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.</p>	<p>Indicator 2 Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.</p>
<p>Indicator 3 Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.</p>	<p>Indicator 3 Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p>	<p>Indicator 3 Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.</p>	<p>Indicator 3 Administrator allocates resources effectively, including organizing time, to support learning goals.</p>
<p>Indicator 4 Administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.</p>	<p>Indicator 4 Administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>	<p>Indicator 4 Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.</p>	

1

STANDARD 1: CREATING AND SUSTAINING A FOCUS ON LEARNING

INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Leadership Practice	Optional Evidence Sources of Leadership Practice	Description/Notes
<p>Indicator 1 Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator notes • Administrator pre/post conference 	<ul style="list-style-type: none"> • Vision reflects an emphasis on high levels of student learning • Vision articulates the direction in which the organization is heading • Involves staff, parents, students and the larger community in the decision-making process • Conducts a formalized yearly review of the school's vision to ensure it reflects the cultural and organizational intent of the community
<p>Indicator 2 Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Student work • Teacher work • School performance data 	<ul style="list-style-type: none"> • Monitors data for accountability • Leads shift from how well teachers teach to how well students learn • Provides opportunities for teachers and students to participate in the monitoring and analysis process (SIP Team, Data Team, Focus Groups, Testing Committee, etc)
<p>Indicator 3 Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Student interviews • Teacher interviews 	<ul style="list-style-type: none"> • Supports teacher reflection • Supports learning and growth goals for teachers • Regular learning team meetings focus on the details of lessons and adjustments made based on assessment results • Builds capacity of teachers to effectively implement rigorous curriculum for college and career readiness
<p>Indicator 4 Administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Student interviews • Teacher interviews 	<ul style="list-style-type: none"> • Supports teacher planning for student success. • Creates differentiated professional development and training to reflect the needs of the teachers and students • Provides ongoing, job embedded, content specific professional development to support teachers

1

STANDARD 1: CREATING AND SUSTAINING A FOCUS ON LEARNING

PERFORMANCE LEVELS

Indicator 1 Administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.	Indicator 2 Administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.	Indicator 3 Administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Indicator 4 Administrator systematically supports each teacher's short-term and long-term planning for student learning through a variety of means.
Level 4 Administrator engages a broad-range of stakeholders in the development and implementation of a coherent vision for high student achievement and college and career readiness, continually reviewing and adapting the vision as appropriate to achieve learning goals.	Level 4 Administrator holds all teachers and students fully accountable for learning through regular and systematic monitoring of a wide-variety and range of performance data.	Level 4 Administrator structures multiple and varied opportunities to actively engage all teachers in reflecting on their practice and taking improvement actions based on their own assessment to benefit student learning and support professional growth.	Level 4 Administrator systematically and consistently supports each teacher's short-term and long-term planning for student learning through multiple and varied means.
Level 3 Administrator engages most stakeholders in the development of a coherent vision for high student achievement and college and career readiness, reviewing and adapting the vision when appropriate.	Level 3 Administrator holds most teachers and students accountable for learning through regular monitoring of a range of performance data.	Level 3 Administrator structures sufficient opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Level 3 Administrator adequately supports teachers' short-term and long-term planning for student learning through a variety of means.
Level 2 Administrator engages some stakeholders in the development of a vision for high student achievement and college and career readiness, with limited review of the vision.	Level 2 Administrator holds some teachers and students accountable for learning through limited monitoring of performance data.	Level 2 Administrator structures limited opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.	Level 2 Administrator provides limited support of teachers' short-term and long-term planning for student learning.
Level 1 Administrator engages no, or almost no stakeholders in the development of a vision for high student achievement and college and career readiness, with no, or almost no review of the vision.	Level 1 Administrator holds no, or almost no teachers and students accountable for learning.	Level 1 Administrator structures no, or almost no opportunities to engage teachers in reflection on their practice and taking improvement actions to benefit student learning and support professional growth.	Level 1 Administrator provides no, or almost no support of teachers' short-term and long-term planning for student learning.

2

STANDARD 2: CREATING AND SUSTAINING A CULTURE OF CONTINUOUS IMPROVEMENT

INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Leadership Practice	Optional Evidence Sources of Leadership Practice	Description/Notes
<p>Indicator 1 Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Student interviews • Teacher interviews 	<ul style="list-style-type: none"> • Communicates clear and explicit expectations for teachers and students • Monitors expectations for the teaching and learning process within a learning community • Provides ongoing reflection and adjustment of practices through systematic feedback • Seeks out root causes for problems and searches for solutions
<p>Indicator 2 Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews 	<ul style="list-style-type: none"> • Develops teachers as learners through coaching and other structures • Plans for teacher observation and conferencing to promote teacher growth and development • Develops and implements a system for professional learning opportunities and coaching • Tailors supports to teacher's learning styles and growth needs
<p>Indicator 3 Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data 	<ul style="list-style-type: none"> • Uses a range of evidence (qualitative and quantitative) to determine who is learning, who is not, and why • Disaggregates data to identify and address learning deficits • Monitors the effectiveness of school programs and their impact on student learning • Builds capacity of teachers to analyze student work and learning data
<p>Indicator 4 Operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data 	<ul style="list-style-type: none"> • Serves all students well regardless of family background, socio-economic status, or ability • Expects all children can achieve at high levels • Builds school's collective capacity to help students reach their potential • Takes an active role in ensuring that students have equitable opportunities to achieve

2

STANDARD 2: CREATING AND SUSTAINING A CULTURE OF CONTINUOUS IMPROVEMENT

PERFORMANCE LEVELS

Indicator 1 Administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	Indicator 2 Administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.	Indicator 3 Administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	Indicator 4 Operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
Level 4 Administrator sets clear and high, yet achievable, expectations for all teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.	Level 4 Administrator fully supports teacher development for all teachers through quality observation, feedback, coaching, and professional learning structures.	Level 4 Administrator gathers and analyzes multiple sources and a wide-variety of data to systematically and consistently monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 4 Administrator models and demonstrates the highest expectation that all children can learn at high levels regardless of family background, socio-economic status, or ability. The administrator builds collective school responsibility to ensure that students have equitable opportunities to achieve.
Level 3 Administrator sets clear and adequate expectations for teacher performance and student performance and creates an adequate system for monitoring and follow-up on growth and development.	Level 3 Administrator adequately supports teacher development for most teachers through quality observation, feedback, coaching, and professional learning structures.	Level 3 Administrator gathers and analyzes adequate sources of data to sufficiently monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 3 Administrator models and demonstrates high expectations that all children can learn at high levels regardless of family background, socio-economic status, or ability.
Level 2 Administrator sets minimal expectations for teacher performance and student performance and minimally monitors growth and development.	Level 2 Administrator provides minimal support for teacher development through quality observation, feedback, coaching, and professional learning structures.	Level 2 Administrator gathers and analyzes limited sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 2 Administrator demonstrates minimal expectations that children can learn at high levels regardless of family background, socio-economic status, or ability.
Level 1 Administrator sets no, or almost no expectations for teacher performance and student performance and creates no system for monitoring growth and development.	Level 1 Administrator provides no, or almost no support for teacher development.	Level 1 Administrator gathers and analyzes no, or almost no sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.	Level 1 Administrator demonstrates little expectation that children can learn at high levels regardless of family background, socio-economic status, or ability.

3

STANDARD 3: CREATING AND SUSTAINING PRODUCTIVE RELATIONSHIPS

INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Leadership Practice	Optional Evidence Sources of Leadership Practice	Description/Notes
<p>Indicator 1 Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults’ and students’ well-being to create a positive affective experience for all members of the school’s community.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Teacher interviews • Student Performance Data • Administrator notes 	<ul style="list-style-type: none"> • Creates a trustful learning environment • Knows adults and students • Ensures that each student and staff member is valued • Creates a schoolwide culture where all school community members feel included
<p>Indicator 2 Administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data 	<ul style="list-style-type: none"> • Enables and supports collaborative decision-making. • Structures opportunities for dialogue that will impact the teaching and learning environment • Creates and supports shared leadership responsibilities • Actively provides meaningful leadership opportunities to effective teachers
<p>Indicator 3 Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data 	<ul style="list-style-type: none"> • Designs time for teacher and administrator collaboration to support achievement of school goals • Engages staff in analyzing student data to determine appropriate differentiations and interventions based on students’ learning needs • Multiple staff members serve as instructional leaders in the school
<p>Indicator 4 Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school’s learning goals.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data 	<ul style="list-style-type: none"> • Develops system to communicate and partner with stakeholders to support and promote the identified school’s learning goals • Fosters a positive school climate by seeking assistance from community members

3

STANDARD 3: CREATING AND SUSTAINING PRODUCTIVE RELATIONSHIPS

PERFORMANCE LEVELS

Indicator 1 Administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for all members of the school community.	Indicator 2 Administrator provides opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Indicator 3 Administrator structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Indicator 4 Administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.
Level 4 Administrator fully demonstrates a welcoming, mutually - respectful, and caring environment and an interest in all adults' and students' well-being to create a positive affective experience for all members of the school community.	Level 4 Administrator provides multiple and varied opportunities for extended, productive discourse between the administrator and all teachers and among all teachers to support effective decision-making processes.	Level 4 Administrator effectively structures the school environment to enable productive collaboration between administrators and all teachers and among teachers to further school goals.	Level 4 Administrator has effective and varied structures and processes in place to effectively communicate and partner with all teachers and parents in support of the school's learning goals.
Level 3 Administrator adequately demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to create a positive affective experience for members of the school community.	Level 3 Administrator provides adequate opportunities for extended, productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Level 3 Administrator adequately structures the school environment to enable sufficient collaboration between administrators and teachers and among teachers to further school goals.	Level 3 Administrator has adequate structures and processes in place to sufficiently communicate and partner with teachers and parents in support of the school's learning goals.
Level 2 Administrator inadequately demonstrates a welcoming, respectful, and caring environment and an interest in adults' and students' well-being to minimally create a positive affective experience for members of the school community.	Level 2 Administrator provides few opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Level 2 Administrator minimally structures the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Level 2 Administrator has limited structures and processes in place and inadequately communicates and partners with teachers and parents in support of the school's learning goals.
Level 1 Administrator does not demonstrate a welcoming, respectful, and caring environment and an interest in most adults' and students' well-being and does not create a positive affective experience for all members of the school community.	Level 1 Administrator provides no, or almost no opportunities for productive discourse between the administrator and teachers and among teachers to support decision-making processes.	Level 1 Administrator does not structure the school environment to enable collaboration between administrators and teachers and among teachers to further school goals.	Level 1 Administrator has no, or almost no structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.

4

STANDARD 4: CREATING AND SUSTAINING STRUCTURES

INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data 	<ul style="list-style-type: none"> • Utilizes the school's vision and mission to set goals, design systems and procedures • Assesses current reality of systems and processes for effectiveness and impact on learning • Reviews and evaluates alignment of teaching and learning practices to support student success
<p>Indicator 2 Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data 	<ul style="list-style-type: none"> • Monitors schoolwide practices to ensure coherent and cohesive learning program • Builds capacity of teachers to analyze standards, curricula, and aligned assessments for coherent learning program
<p>Indicator 3 Administrator allocates resources effectively, including organizing time, to support learning goals.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • School performance plan • Administrator pre/post conference • Administrator notes • Teacher interviews • Student Performance Data 	<ul style="list-style-type: none"> • Maximizes resources to support learning success • Actively accesses additional resources that align to strategic priorities • Allocates all resources in alignment with school goals and priorities

4

STANDARD 4: CREATING AND SUSTAINING STRUCTURES

PERFORMANCE LEVELS

Indicator 1 Administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.	Indicator 2 Administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.	Indicator 3 Administrator allocates resources effectively, including organizing time, to support learning goals.
Level 4 Administrator implements effective systems and processes to effectively align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.	Level 4 Administrator develops effective systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.	Level 4 Administrator allocates and reallocates human and fiscal resources effectively, including organizing time, to support learning goals and achieve the school's vision.
Level 3 Administrator implements sufficient systems and processes to adequately align curriculum, instruction, and assessment to state standards and college-readiness standards, reviewing and adapting when appropriate.	Level 3 Administrator develops sufficient systems and processes to adequately implement a coherent and articulated curriculum across the entire school, reviewing and adapting when appropriate.	Level 3 Administrator allocates resources adequately, including organizing time, to support learning goals.
Level 2 Administrator implements limited systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards.	Level 2 Administrator develops limited systems and processes to minimally implement a coherent and articulated curriculum across the entire school.	Level 2 Administrator allocates resources inadequately including organizing time, to minimally support learning goals.
Level 1 Administrator implements no, or almost no systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards.	Level 1 Administrator develops no, or almost no systems and processes to minimally implement a coherent and articulated curriculum across the entire school.	Level 1 Administrator allocates no or almost no resources to support learning goals.

Four-Point Rating Scale

Level 4. The administrator is a highly effective leader within the school, fully supporting the learning of all staff and students, while cultivating a shared vision and high expectations embedded within a fully welcoming, collaborative school environment. The administrator uses a variety of communication processes to engage a broad range of stakeholders while consistently modeling self-reflection and the pursuit of fully aligned, varying professional learning opportunities.

Level 3. The administrator is generally an effective leader within the school, sufficiently supporting staff and students while creating a vision and appropriate expectations embedded within a welcoming, collaborative school environment. The administrator communicates with and engages stakeholders while modeling self-reflection and the pursuit of aligned professional learning opportunities.

Level 2. The administrator demonstrates inadequate leadership within the school. The administrator attempts to support staff and students, but his or her vision and expectations, and attempts to create a welcoming, collaborative school environment are of inconsistent quality or are inappropriate for most staff and students. The administrator minimally communicates with or engages a limited range of stakeholders and rarely models self-reflection or the pursuit of appropriate professional learning opportunities.

Level 1. The administrator demonstrates little or no attempt to support staff and students, create a vision and appropriate expectations, or cultivate a welcoming school environment, or attempts to do so are unsuccessful. The administrator does not actively communicate with or engage stakeholders and refuses to participate in appropriate professional learning responsibilities.

ADMINISTRATOR PROFESSIONAL RESPONSIBILITIES STANDARDS AND INDICATORS

STANDARD 1 Manages Human Capital 1	STANDARD 2 Self-Reflection and Professional Growth 2	STANDARD 3 Professional Obligations 3	STANDARD 4 Family and Community Engagement 4
<p>Indicator 1 The administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and utilizes the results of evaluations to provide supports to improve performance.</p>	<p>Indicator 1 The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect on his or her practice.</p>	<p>Indicator 1 The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.</p>	<p>Indicator 1 The administrator involves families and the community in appropriate policy implementation, program planning, and assessment.</p>
<p>Indicator 2 The administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.</p>	<p>Indicator 2 The administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.</p>	<p>Indicator 2 The administrator models integrity in all interactions with colleagues, staff, students, families, and the community.</p>	<p>Indicator 2 The administrator involves families and community members in the realization of vision and in related school improvement efforts.</p>
<p>Indicator 3 The administrator supports the development of teacher leaders and provides leadership opportunities.</p>	<p>Indicator 3 The administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.</p>	<p>Indicator 3 The administrator respects the rights of others with regard to confidentiality and dignity, and engages in honest interactions.</p>	<p>Indicator 3 The administrator connects students and families to community health, human, and social services as appropriate.</p>
<p>Indicator 4 The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.</p>		<p>Indicator 4 The administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	

STANDARD 1: MANAGES HUMAN CAPITAL

INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1 The administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and utilizes the results of evaluations to provide supports to improve performance.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator Notes • Administrator pre and post conference • School performance plan • Educator Evaluation Summative Reports • School personnel data • Teacher interviews 	<ul style="list-style-type: none"> • Conducts frequent classroom observations utilizing the NEPF and maintains accurate records of data on student performance and teacher practices • Provides targeted and actionable feedback through focused pre and post observation conferences • Utilizes teacher feedback (both formal and informal) to support teacher development in instructional practices
<p>Indicator 2 The administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator Notes • Administrator pre and post conference • School performance plan • Educator Evaluation Summative Reports • School personnel data • Teacher interviews • School performance data 	<ul style="list-style-type: none"> • Rigorous evaluation process is completed for every teacher • Recognizes where teachers are on a continuum of skills and needs and differentiates supports accordingly • Tailors teacher observations to the needs of each teacher and to school-wide initiatives • Monitors teacher performance to ensure feedback is incorporated into teacher practice
<p>Indicator 3 The administrator supports the development of teacher leaders and provides leadership opportunities.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator Notes • Administrator pre and post conference • School performance plan • Educator Evaluation Summative Reports • School personnel data • Teacher interviews 	<ul style="list-style-type: none"> • Creates structures to provide opportunities for teacher leaders to be engaged in significant problem solving, decision-making, and leadership activities in support of school improvement
<p>Indicator 4 The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator Notes • Administrator pre and post conference • School performance plan • Educator Evaluation Summative Report • School Personnel Data • Teacher interviews 	<ul style="list-style-type: none"> • Implements and monitors a rigorous, consistent evaluation system aligned to NEPF requirements • Ensures final evaluation ratings are evidence driven and incorporate multiple examples of student outcomes and teacher practice • Maintains accurate notes, formal records and documentation on interactions with and observations of teachers to comply with the NEPF

STANDARD 1: MANAGES HUMAN CAPITAL
PERFORMANCE LEVELS

<p>Indicator 1</p> <p>The administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and utilizes the results of evaluations to provide supports to improve performance.</p>	<p>Indicator 2</p> <p>The administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.</p>	<p>Indicator 3</p> <p>The administrator supports the development of teacher leaders and provides leadership opportunities.</p>	<p>Indicator 4</p> <p>The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.</p>
<p>Level 4</p> <p>The administrator consistently and systematically collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and fully uses evaluation results to strategically provide individualized and schoolwide supports to improve performance. The administrator models fair and equitable evaluation practices.</p>	<p>Level 4</p> <p>The administrator leads a team in using available data, including teacher effectiveness data, to successfully identify, recognize, support, and retain teachers. The administrator collaborates with all teachers and staff to actively monitor and improve these processes.</p>	<p>Level 4</p> <p>The administrator collaborates with instructional staff and the leadership team to provide extensive support for the development of teacher leaders and provides multiple and varied leadership opportunities.</p>	<p>Level 4</p> <p>The administrator leverages the Nevada Teacher Evaluation Framework for continuous improvement in performance, and coaches or mentors other principals in using the framework with fidelity. The administrator communicates the requirements and expectations to all school leadership and staff.</p>
<p>Level 3</p> <p>The administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner, and sufficiently utilizes the results of evaluations to provide appropriate supports to improve performance.</p>	<p>Level 3</p> <p>The administrator sufficiently uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and monitors these processes appropriately.</p>	<p>Level 3</p> <p>The administrator supports or designates others to sufficiently support the development of teacher leaders and provide leadership opportunities; however, this is completed with limited input from the instructional staff or leadership team.</p>	<p>Level 3</p> <p>The administrator leverages the Nevada Teacher Evaluation Framework. The administrator communicates the requirements and expectations to all school leadership and staff.</p>
<p>Level 2</p> <p>The administrator collects observation data and evidence of teacher practice in a fair and equitable manner but minimally utilizes the results of evaluations as evidenced by providing only limited supports to improve performance.</p>	<p>Level 2</p> <p>The administrator minimally uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and minimally monitors these processes.</p>	<p>Level 2</p> <p>The administrator minimally supports the development of teacher leaders and provides limited or inadequate leadership opportunities.</p>	<p>Level 2</p> <p>The administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework. The administrator makes limited attempts to communicate the requirements and expectations to others.</p>

Level 1

The administrator does not or rarely collects observation data and evidence of teacher practice in a fair and equitable manner, and does not or rarely uses the results of evaluations to provide supports to improve performance.

Level 1

The administrator does not or rarely uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers and/or fails to monitor the effectiveness of these processes.

Level 1

The administrator does not or rarely supports the development of teacher leaders and does not provide leadership opportunities.

Level 1

The administrator does not or rarely complies with the requirements and expectations of the Nevada Teacher Evaluation Framework. The administrator does not or rarely communicates, or is unsuccessful in communicating, the requirements and expectations to others.

STANDARD 2: SELF-REFLECTION AND PROFESSIONAL GROWTH

INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1 The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect on his or her practice.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator Notes • Administrator pre and post conference • School performance plan • Teacher interviews 	<ul style="list-style-type: none"> • Uses feedback and data to monitor progress in meeting school improvement and professional growth goals • Models and builds the capacity of teachers to constantly seek feedback on their own practice, self-reflect, and adapt their practice • Openly shares reflections on leadership practices with colleagues and staff to remain openly committed to growth in leadership skills and practices
<p>Indicator 2 The administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator Notes • Administrator pre and post conference • School performance plan • Administrator professional growth plan • Teacher interviews 	<ul style="list-style-type: none"> • Maintains membership in professional organizations to remain current in knowledge of research and best practices • Participates in local, regional, state and national conferences, workshops and seminars based on identified professional goals • Utilizes knowledge from professional learning experiences to support school improvement initiatives
<p>Indicator 3 The administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator Notes • Administrator pre and post conference • School performance plan • Administrator professional growth plan • Teacher interviews 	<ul style="list-style-type: none"> • Establishes structures for linking research to school performance planning and the design of action and monitoring steps • Actively seeks learning opportunities aligned with school needs

STANDARD 2: SELF-REFLECTION AND PROFESSIONAL GROWTH
PERFORMANCE LEVELS

Indicator 1 The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect on his or her practice.	Indicator 2 The administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.	Indicator 3 The administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.
<p>Level 4 The administrator models high levels of self-reflection, seeks out feedback from multiple sources, and using a variety of data to systematically reflect on and adjust his or her instructional leadership and professional practice behaviors while setting timely and challenging professional growth goals.</p>	<p>Level 4 The administrator seeks a wide variety of opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices. The administrator shares and applies knowledge gained within the school and the district.</p>	<p>Level 4 The administrator pursues a wide variety of fully aligned professional learning opportunities and applies the information and practices acquired to continuously improve more than three key areas of his/her instructional leadership across the school community. The administrator is a model for and encourages staff and teachers in pursuing aligned professional learning opportunities.</p>
<p>Level 3 The administrator seeks out feedback from colleagues and staff, and uses a variety of data to self-reflect, adjust his or her instructional leadership and professional practice behaviors and set appropriate professional growth goals.</p>	<p>Level 3 The administrator seeks appropriate opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices. The administrator shares and applies knowledge gained within the school.</p>	<p>Level 3 The administrator pursues aligned professional learning opportunities and applies the information and practices acquired to improve up to three key areas of his or her instructional leadership.</p>
<p>Level 2 The administrator seeks out feedback from a limited set of colleagues and staff, and uses a narrow collection of data to minimally self-reflect, adjust his or her instructional leadership and professional practice behaviors and set professional growth goals.</p>	<p>Level 2 The administrator seeks limited opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices. The administrator makes a limited attempt to share and/or apply knowledge gained within the school.</p>	<p>Level 2 The administrator pursues limited or poorly aligned professional learning opportunities or minimally applies the information and practices acquired to improve his or her instructional leadership across the school community.</p>
<p>Level 1 The administrator does not or rarely seeks out feedback from colleagues and staff and/or does not or rarely uses additional data to self-reflect on his or her instructional leadership and professional practice behaviors.</p>	<p>Level 1 The administrator does not or rarely seeks out opportunities to increase his or her professional knowledge in an effort to remain current on educational research and evidence-based practices. The administrator rarely makes an attempt to share and/or apply knowledge gained within the school.</p>	<p>Level 1 The administrator does not or rarely pursues aligned professional learning opportunities or inadequately applies the information and practices acquired to improve his or her instructional leadership across the school community.</p>

STANDARD 3: PROFESSIONAL OBLIGATIONS

INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Professional Responsibilities	Optional Evidence Sources of Professional Responsibilities	Description/Notes
<p>Indicator 1 The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator Notes • Administrator pre and post conference • School performance plan • School personnel files • Teacher interviews 	<ul style="list-style-type: none"> • Exemplifies fairness in all interactions with personnel, students, and families ensuring equitable outcomes despite constituents' differences
<p>Indicator 2 The administrator models integrity in all interactions with colleagues, staff, students, family, and the community.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator Notes • Administrator pre and post conference • School performance plan • School personnel files • Teacher interviews 	<ul style="list-style-type: none"> • Maintains a sense of precedence in making decisions to ensure integrity and consistency over time • Seeks and evaluates diverse input to ensure fairness and responsiveness in decisions and directions
<p>Indicator 3 The administrator respects the rights of others with regard to confidentiality and dignity, and engages in honest interactions.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator Notes • Administrator pre and post conference • School performance plan • School personnel files • Teacher interviews 	<ul style="list-style-type: none"> • Maintains a professional “voice” in the context of all written and verbal communication in both formal and informal situations
<p>Indicator 4 The administrator follows policies, regulations, and procedures specific to role and responsibilities.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator Notes • Administrator pre and post conference • School performance plan • School personnel files • Teacher interviews 	<ul style="list-style-type: none"> • Possesses thorough knowledge of and complies with federal, state, district and school regulations and policies • Establishes monitoring systems for administrators and staff to know and acknowledge compliance with regulations and policies • Holds employees accountable for compliance with expectations and takes action based on employee violation of or digression from expectations

STANDARD 3: PROFESSIONAL OBLIGATIONS

PERFORMANCE LEVELS

Indicator 1 The administrator models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families.	Indicator 2 The administrator models integrity in all interactions with colleagues, staff, students, families, and the community.	Indicator 3 The administrator respects the rights of others with regard to confidentiality and dignity, and engages in honest interactions.	Indicator 4 The administrator follows policies, regulations, and procedures specific to role and responsibilities.
<p>Level 4</p> <p>The administrator models, advocates, trains, and supports other leaders, staff, and community members in providing fair, equitable, and appropriate treatment of all personnel, students, and families. The administrator takes immediate actions that fully address and resolve issues of unfair, inequitable, and inappropriate treatment of others.</p>	<p>Level 4</p> <p>The administrator demonstrates and models the highest level of integrity (e.g. ethical standards of the profession) in all interactions with students, families, colleagues, and the community. The administrator takes an active role in ensuring that students and staff treat others with integrity.</p>	<p>Level 4</p> <p>The administrator fully respects the rights of all others with regard to confidentiality and dignity, consistently engages in honest interactions, and requires all members of the school community to do the same. The administrator monitors the school instructional environment to ensure that staff maintain a culture of respect, dignity, and honesty.</p>	<p>Level 4</p> <p>The administrator consistently and fully follows policies, regulations, and procedures specific to role and responsibilities, and encourages and supports school staff in doing the same. The administrator monitors the school instructional environment to ensure staff follow policies, regulations, and procedures.</p>
<p>Level 3</p> <p>The administrator sufficiently models and advocates for fair, equitable, and appropriate treatment of all personnel, students, and families. The administrator takes appropriate and sufficient actions that address issues of unfair, inequitable, and inappropriate treatment of others.</p>	<p>Level 3</p> <p>The administrator models a high level of integrity (e.g. ethical standards of the profession) in all interactions with colleagues, staff, students, families, and the community, and encourages and supports (through communications and professional development activities) all school staff in doing the same.</p>	<p>Level 3</p> <p>The administrator fully respects the rights of others with regard to confidentiality and dignity, engages in honest interactions, and encourages all members of the school community to do the same.</p>	<p>Level 3</p> <p>The administrator sufficiently follows all policies, regulations, and procedures specific to his or her role and responsibilities. The administrator monitors the school instructional environment to ensure most staff follow policies, regulations, and procedures.</p>
<p>Level 2</p> <p>The administrator inconsistently models and/or advocates for fair, equitable, and appropriate treatment of all personnel, students, and/or families. The administrator hesitates in taking action or takes insufficient actions that only partially address issues of unfair, inequitable, and inappropriate treatment of others.</p>	<p>Level 2</p> <p>The administrator models a minimal level of integrity (e.g. ethical standards of the profession) in interactions with colleagues, staff, students, families, and the community.</p>	<p>Level 2</p> <p>The administrator inconsistently respects the rights of others with regard to confidentiality and dignity, and/or inconsistently engages in honest interactions.</p>	<p>Level 2</p> <p>The administrator follows most policies, regulations, and procedures specific to his or her role and responsibilities. The administrator somewhat monitors the school instructional environment to ensure staff follow policies, regulations, and procedures.</p>

Level 1

The administrator does not or rarely models or advocates for fair, equitable, and appropriate treatment of all personnel, students, and families. The administrator does not or rarely takes action or takes ineffective actions that fail to address issues of unfair, inequitable, and inappropriate treatment of others.

Level 1

The administrator models little integrity (e.g. ethical standards of the profession) in interactions with colleagues, staff, students, families, and the community.

Level 1

The administrator does not or rarely respects the rights of others with regard to confidentiality and/or dignity, and/or does not engage in honest interactions.

Level 1

The administrator follows few or no policies, regulations, and procedures specific to his or her role and responsibilities. The administrator does not or rarely monitors the school instructional environment to ensure staff follow policies, regulations, and procedures.

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT
INDICATORS

What Administrators Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
<p>Indicator 1 The administrator involves families and the community in appropriate policy implementation, program planning, and assessment.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator Notes • Administrator pre and post conference • School performance plan • Teacher interviews • Family/Community feedback • Family and Community Engagement Plan 	<ul style="list-style-type: none"> • Creates well-defined structures and avenues to provide family and community members access to participate in policy development, planning and assessment of progress • Maintains documentation of calendars, events, and agendas to identify the degree of participation of family and community members' involvement in school improvement efforts
<p>Indicator 2 The administrator involves families and community members in the realization of vision and in related school improvement efforts.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator Notes • Administrator pre and post conference • School performance plan • Teacher interviews • Family/Community feedback • Family and Community Engagement Plan 	<ul style="list-style-type: none"> • Defines and communicates the school vision and school performance plan with frequent opportunities to review progress and make mid-course corrections based on family and community members' feedback
<p>Indicator 3 The administrator connects students and families to community health, human, and social services as appropriate.</p>	<ul style="list-style-type: none"> • Direct evaluator observation • One confirmatory item from optional evidence source 	<ul style="list-style-type: none"> • Administrator Notes • Administrator pre and post conference • School performance plan • Teacher interviews • Family/Community feedback • Family and Community Engagement Plan 	<ul style="list-style-type: none"> • Reviews personnel responsibilities to ensure student and family support through referrals and references to needed community and agency resources

STANDARD 4: FAMILY AND COMMUNITY ENGAGEMENT

PERFORMANCE LEVELS

Indicator 1 The administrator involves families and the community in appropriate policy implementation, program planning, and assessment.	Indicator 2 The administrator involves families and community members in the realization of vision and in related school improvement efforts.	Indicator 3 The administrator connects students and families to community, health, human and social services as appropriate.
<p>Level 4 The administrator frequently involves families and the community in appropriate policy implementation, program planning, and assessment by offering forums for discussion and providing a wide range of opportunities for participation in the school community.</p>	<p>Level 4 The administrator consistently pursues a shared sense of commitment by continuously involving families and community members in the realization of vision and in related school improvement efforts.</p>	<p>Level 4 The administrator systematically connects students and families to a wide variety of community, health, human and social services as appropriate, and encourages other staff and teachers to take a leadership role in providing similar connections.</p>
<p>Level 3 The administrator sufficiently involves families and the community in appropriate policy implementation, program planning, and assessment by gathering and incorporating their input as appropriate.</p>	<p>Level 3 The administrator sufficiently involves families and community members in the realization of vision and in related school improvement efforts.</p>	<p>Level 3 The administrator sufficiently connects students and families to community health, human, and social services as appropriate.</p>
<p>Level 2 The administrator minimally involves families and the community in a limited range of areas in policy implementation, program planning, and/or assessment.</p>	<p>Level 2 The administrator minimally involves families and/or community members or involves only a limited number of families and community members in the realization of vision and in related school improvement efforts.</p>	<p>Level 2 The administrator minimally connects students and families or only connects a small number of students and families to community health, human, and/or social services as appropriate.</p>
<p>Level 1 The administrator does not or rarely involves families and the community in any policy implementation, program planning, and assessment.</p>	<p>Level 1 The administrator does not or rarely involves families and community members in the realization of vision and in related school improvement efforts.</p>	<p>Level 1 The administrator does not or rarely connects students and families to community health, human, and/or social services as appropriate.</p>

Four-Point Rating Scale

Level 4. The administrator is a highly effective leader within the school, fully supporting the learning of all staff and students, while cultivating a shared vision and high expectations embedded within a fully welcoming, collaborative school environment. The administrator uses a variety of communication processes to engage a broad range of stakeholders while consistently modeling self-reflection and the pursuit of fully aligned, varying professional learning opportunities.

Level 3. The administrator is generally an effective leader within the school, sufficiently supporting staff and students while creating a vision and appropriate expectations embedded within a welcoming, collaborative school environment. The administrator communicates with and engages stakeholders while modeling self-reflection and the pursuit of aligned professional learning opportunities.

Level 2. The administrator demonstrates inadequate leadership within the school. The administrator attempts to support staff and students, but his or her vision and expectations, and attempts to create a welcoming, collaborative school environment are of inconsistent quality or are inappropriate for most staff and students. The administrator minimally communicates with or engages a limited range of stakeholders and rarely models self-reflection or the pursuit of appropriate professional learning opportunities.

Level 1. The administrator demonstrates little or no attempt to support staff and students, create a vision and appropriate expectations, or cultivate a welcoming school environment, or attempts to do so are unsuccessful. The administrator does not actively communicate with or engage stakeholders and refuses to participate in appropriate professional learning responsibilities.

Attachment 7: Board Member Template

Attachment 8: Board Member Information Sheets

Biographical Summary

Katie Enochs (Board Member)

Katie Enochs is a licensed Certified Public Accountant in Nevada and California. With over six years in public and private accounting experience Katie has the knowledge and expertise to guide the Board of Mountain West Academy on their financial policies as well as provide oversight to the financial reporting process. Katie has worked extensively with numerous boards and oversight counsels and has served on financial Board committees. In addition to her knowledge base Katie is passionate about helping children and providing unique education opportunities. She herself attended a 21st Century Project Based Charter High School and believes that her education at this school propelled her to success.

KATIE ENOCHS, CPA

📍 419 J Street, Sparks 89431 📞 530.545.1863 📧 katie.enochs@gmail.com

Enthusiastic, goal-driven and focused **Certified Public Accountant**, offering comprehensive experience in financial audit, financial and governmental accounting, and regulatory compliance. Exemplify comprehensive knowledge of all aspects of accounting processes and client service, with an aptitude in fostering a positive working environment.

CAREER HIGHLIGHTS

- **Established a reputation for continuously handling increasing responsibilities** by earning fast-track promotions and outperforming other colleagues in the firm.
- **Integrated aggressive drive for success** as shown in successfully passing all four sections of the CPA examination on the first try while working.
- **Maximized potential through personal commitment and continual improvement**, with solid dedication to the highest level of professional standards.

AREAS OF EXPERTISE

*Accounting and Finance
Financial Auditing
Client Relations and Negotiation
Legal and Regulatory Compliance
Growth and Development Impacts*

*Strategic Planning and Analysis
Conflict Resolution
General Management and Supervision
Technical Acumen
Leadership and Team Building*

PROFESSIONAL EXPERIENCE

Silver Legacy Resort and Casino • Reno, NV

Assistant Controller

August 2014–Current

Forecast and Audit

- Prepare annual business plan (narrative and budget).
- Prepare SEC reports including Form 10-Q, Form 10-K, and benefit calculation estimates.
- Review, prepare, and facilitate monthly forecast meetings.
- Facilitate quarterly and year end audits.
- Review monthly and quarterly tax returns.

Accounting

- Monitor capital expenditure budget and fixed asset system.
- Review journal entries in accordance with GAAP.
- Review monthly general ledger account reconciliations for accuracy.
- Prepare relevant and useful financial analysis.

Financial Accounting Regulations

- Review changes in accounting standards related to Private entities and FASB and update the staff on relevant applicable changes.
- Evaluate internal control and implement changes to adhere to the changing regulatory environment.

Egghart LLC | CPAs • Reno, NV

A firm providing audit and consulting services to Tribal governments and related enterprises.

Audit Manager

June 2009–August 2011;

August 2012–August 2014

Financial Audit Regulations

- Perform audit planning in accordance with requirements and compliance codes.
- Evaluate internal control for risk assessment and conduct internal controls tests.
- Evaluate and understand major programs for Single Audit purposes.
- Proficiently prepare financial audit binder, compile financial accounts and delegate jobs to staff.

KATIE ENOCHS, CPA

419 J Street, Sparks 89431 530.545.1863 katie.enochs@gmail.com

Financial Statements

- Accurately prepare financial statements under GASB.
- Provide fieldwork in distinguishing if financial statements are presented fairly in accordance with GAAP.
- Complete single audits applicable for governmental clients.
- Coordinate closely with key clients to resolve all inquiries and items, as well as findings encountered.

Accounting and Audit

- Review work performed by staff in order to complete the work necessary for a financial audit.
- Execute and finalize review engagement in accordance with Statements on Standards for Accounting and Review Services (SSARS).
- Provide supervision and support to the assigned team in accomplishing NIGC MICS's checklists, preparing the Agreed upon Procedures Report.
- Review changes in accounting standards specifically related to Governmental entities and GASB and update the partners and staff on relevant applicable changes.
- Prepare and present annual audit presentation for clients in front of their respective Board of Directors, audit staff and governing bodies.

Consulting

Perform **Chief Financial Officer** duties for a Tribal Casino which has gross revenue of approximately twenty million dollars. Job duties include:

- Prepare budgets, pro-forma financials and financial statements for monthly board meetings.
- Manage and oversee the accounting department; direct, train and assist staff in their daily procedures, coordinate and review staff work.
- Perform monthly financial close and develop relevant workpapers and methods to facilitate daily and monthly processes.
- Assess the internal control structure in place at the Casino and develop relevant and realistic methods for strengthening the controls.

Casey Neilon and Associates, LLC • Carson City, NV

A firm providing assistance with taxes, accounting, bookkeeping, audits and reviews.

Senior Accountant

July 2011–August 2012

Accounting and Audit

- Accurately prepare different financial statements under FASB.
- Aid clients with day-to-day operations and prepare useful output including preparation of annual budgets and financial statements for private and public entities.
- Oversee the accounting for private entities; including but not limited to managing the accounts payable and cash transactions.
- Prepare financial statements and supporting schedules according to month end close.
- Analyze variances and analytical changes to identify areas and trends that were unusual. Actively participate in methods to improve business and presentation of financial information.

Tax Return Preparation

- Prepare tax returns for individuals and corporate entities.
- Assist with calculation of quarterly tax estimates for individuals and corporate entities.

Firm Administration

- Develop policies and procedures for employees of the firm in order to improve efficiencies and effectiveness.
- Train employees on methods of utilizing software to become more efficient.
- Plan develop and coordinate projects.

KATIE ENOCHS, CPA

📍 419 J Street, Sparks 89431 📞 530.545.1863 📧 katie.enochs@gmail.com

EDUCATION

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION, MAJOR IN ACCOUNTING: 2009

University of Nevada, Reno • Reno, NV

Graduated with honors | summa cum laude

Undergraduate thesis in international financial reporting standards

CERTIFICATIONS

Uniform Certified Public Accountant (CPA) License: Average score: 93

TECHNICAL ACUMEN

Microsoft Office Applications (Word, Excel and PowerPoint) | Adobe Creative Suite (PDF)

ProSystems FX Engagement | Checkpoint Tools for PPC

QuickBooks | Microsoft Dynamics GP | AccuFund

Infinium | Infor Application Studios

Start-Up Charter School Board Member Information

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.**

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Mountain West Academy
2. Full name Katie Enochs
Home Address 419 J. Street, Sparks NV 89431
Business Name and Address _____
Phone Number 530-545-1863
E-mail address Katie.enochs@gmail.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
I attended University of Nevada, Reno where I received my Bachelor of Arts in Business Administration with an emphasis of accounting. Shortly after graduating I became a certified public accountant in both California and Nevada. I have five years of governmental and not-for-profit audit experience which provides me the skills and knowledge to review and assist in the financial presentation of a Charter School. I currently work for the Silver Legacy Resort and Casino as the Assistant Controller. My current position requires a level of oversight which is very typical of a Board of Directors.
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes

Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school?
I attended a project based, 21st Century, charter school and I strongly believe the skills I gained and the method of learning enabled me to succeed in life. I would like to give the next generation of students a unique opportunity of learning.
7. What is your understanding of the appropriate role of a public charter school board member?
My understanding of the appropriate role of a public charter school board member is to be an independent governance oversight. I would ensure that the school is fiscally stable, legally responsible and provides the best environment to the students and staff.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
While I do not have any direct experience serving on the board of any charter schools or non-profit entities I have had significant experience working with many Boards of different natures. My experience with Boards comes from my work as an auditor of tribal governments. In addition to having to present to Tribal Board's I have extensive experience reading minutes and working with Directors. Furthermore, my professional experience in private industry accounting has taught me some of the cornerstones of an effective Board Member.
9. Describe the specific knowledge and experience that you would bring to the board.
I have specific knowledge and experience in governmental and not-for-profit accounting which will enable me to effectively review and assist in the preparation of budgets and financial statements.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
My understanding of the school's mission and guiding beliefs is that the school will create global citizens through a combination of project based 21st century learning and an emphasis on science, technology, engineering, art and math. We will have a learning environment that brings out our students and teachers strengths and will encourage individuality.
2. What is your understanding of the school's proposed educational program?
My understanding of our schools educational program is an elementary school focused on utilizing 21st century learning techniques and project based learning. The key components of the school will include the Common Core State Standards, Next Generation Science Standards, and Social Studies Standards as appropriate for each grade level. Our learning environment will be based on accelerated learning to ensure that we are challenging and appropriately teaching our students.
3. What do you believe to be the characteristics of a successful school?
I believe the characteristics of a successful school is one which meets their mission, vision and goals. I further believe that the characteristics of a successful school includes being accountable. Not only are we accountable to our students, teachers and parents but we must stay accountable to the State of Nevada and our County. Financial stability and legal

Start-Up Charter School Board Member Information

compliance are an also a necessary characteristic to a successful school.

4. How will you know that the school is succeeding (or not) in its mission?
We will know whether the school is succeeding (or not) during our review of the students' progress with their individualized academic goals. Furthermore, we will be successful when our students become well-rounded individuals with problem solving capabilities and an understanding of the uses and practices of 21st techniques.

Governance

1. Describe the role that the board will play in the school's operation.
The board will be the oversight of the charter school operation. We will be responsible for ensuring that the school is being legally, fiscally and socially accountable.
2. How will you know if the school is successful at the end of the first year of operation?
We will have met our goals as defined in the Charter School application.
3. How will you know at the end of three years of the school is successful?
At the end of three years we will know we have been successful by measuring the progress of our students. This will be measured not only via their academic goals but through their social and emotional growth. In addition our success will be measured by being financially stable and having a staff which enjoys and believes in our schools mission.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The Charter Board will need to be incredibly active in forming the culture and structure of the charter school in the first year. This will be done via regular Board and Committee meetings. The Board will also be involved in the hiring process to ensure that are staff is capable of ensuring success. During this time we will place significant attention on fiscal and legal compliance to ensure that the school maintains accountability.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would utilize our mission statement and bylaws to highlight why I believed the Board member was acting unethically and would bring my concern to the Board. If I felt the issue wasn't resolved I would consult with our legal counsel regarding what necessary steps should be taken.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school

Start-Up Charter School Board Member Information

employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

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

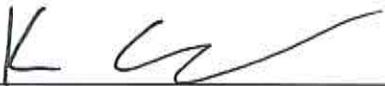
Start-Up Charter School Board Member Information

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

None. Yes

Certification

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



Signature

August 21, 2015
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Mountain West Academy,
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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

[Handwritten Signature]

Signature of Certifying Charter School Official

Katie Enochs

Name Printed

Treasurer

Title

August 21, 2015

Date

Subscribed and sworn to before me

This 21st day of August 15
date month year



Tori Marshall

(Notary Public Seal)

Biographical Summary

J. Robert Smith (Board Member)

J. Robert Smith is partner with the law firm Holland & Hart, LLP in Reno, Nevada. Mr. Smith advises businesses, individuals, fiduciaries, heirs, beneficiaries, and creditors in litigation matters. Mr. Smith has nearly 20 years of trial and arbitration experience in both state and federal court in business, trust and estate matters. Mr. Smith is also a member of the firm's Fiduciary Solutions Group where he advises and represents individuals, corporate and individual fiduciaries, heirs, beneficiaries, and creditors in the resolution of disputes. Mr. Smith's legal knowledge and experience will be helpful in advising the Board with respect to their fiduciary duties and responsibilities as board members, as well as helping to guide the Board through the myriad of legal issues, statutes, and contracts involving the Board.

Curriculum Vitae

J. Robert Smith, Esq.

Partner

Holland & Hart, LLP

5441 Kietzke Lane, Second Floor

Reno, Nevada 89511

(775) 327-3000

jrsmith@hollandhart.com



Personal Summary

Mr. Smith is partner with the law firm Holland & Hart, LLP. Mr. Smith provides effective counsel and sound strategy to clients involved in commercial, business, trust and estate disputes. He represents and advises businesses, individuals, fiduciaries, heirs, beneficiaries, and creditors in litigation matters. Mr. Smith has extensive trial and arbitration experience in both state and federal court in business, trust and estate matters. He has successfully litigated numerous cases on a wide variety of matters, including breach of contract, partnership/shareholder disputes, business torts, breaches of fiduciary duties, will contests, property disputes, and product liability actions. His clients range from Fortune 500 companies to sole proprietors. Because every client is unique, Mr. Smith's representation of businesses and individuals in commercial litigation cases focuses on the specific goals and needs of the client to develop an effective strategy to accomplish those goals. Mr. Smith is also a member of the firm's Fiduciary Solutions Group where he advises and represents individuals, corporate and individual fiduciaries, heirs, beneficiaries, and creditors in the resolution of probate or trust related disputes through mediation, arbitration, and litigation.

Education

George Washington University Law School, Washington, D.C. (J.D. 1996)

University of Washington, Seattle, Washington

Philosophy (B.A. 1992)

Anthropology (B.A. 1992)

Professional Experience

Holland & Hart, LLP, Reno, Nevada (2007-Present)
Attorney

Stanislaw Ashbaugh, LLP, Seattle, Washington (1997-2007)
Attorney

Byrnes & Keller, LLP, Seattle, Washington (1996-1997)
Attorney

Memberships & Affiliations

- Member, State Bar of Nevada
- Member, Washoe County Bar Association
- Member, Washington State Bar Association
- Member, American Bar Association

Articles, Publications and Seminars

<i>Fiduciary Bonds, Who Needs Them?</i> / The National Law Review	August 2015
<i>Employees as Fiduciaries</i> / Fiduciary Law Blog	November 2014
<i>What is a Fiduciary</i> / Fiduciary Law Blog	August 2014
<i>Litigating the Case in Probate Court</i> / National Business Institute – Speaker	December 2012
<i>Intermittent Leave Under the FMLA</i> / M. Lee Smith Employment Newsletter	February, 2011
<i>Prescription Drugs Under the ADA</i> / M. Lee Smith Employment Newsletter	March, 2010
<i>Genetic Information Non-Discrimination Act</i> / M. Lee Smith Employment Newsletter	November, 2009
<i>Fair Debt Collections</i> / M. Lee Smith Employment Newsletter	March, 2009
<i>Nevada's Encryption Law</i> / M. Lee Smith Employment Newsletter	March 2009
<i>Overview of I-9 Requirements</i> / M. Lee Smith Employment Newsletter	May 2011
<i>On-Call Overtime</i> / M. Lee Smith Employment Newsletter	July, 2009

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Mountain West Academy
2. Full name J. Robert Smith
Home Address 7097 Voyage Drive, Sparks, Nevada 89436
Business Name and Address Holland & Hart, LLP, 5441 Kietzke Lane, Reno, NV 89511
Phone Number (775) 376-0357
E-mail address jrsmith@hollandhart.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

I attended the University of Washington where I received a Bachelor of Arts in both Philosophy and Anthropology. I subsequently attended The George Washington University Law School, where I received my Juris Doctor degree. I practiced law in Seattle, Washington for approximately 10 years before moving to Reno, where I am currently a partner with the law firm Holland & Hart, LLP. Among other things, I am a member of my firm's Fiduciary Solutions Group, which advises fiduciaries, including trustees and board members, with respect to their legal duties and responsibilities. I believe my nearly 20 years of legal experience and knowledge, particularly in the area of fiduciaries, qualifies me to serve of the Board of Mountain West Academy.

4.

Resume and professional bio are attached.

Start-Up Charter School Board Member Information

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
6. Why do you wish to serve on the board of the proposed charter school? I believe there is a critical need in Sparks, Nevada for a new and academically challenging elementary school. The Reno/Sparks area is experiencing, and is expected to experience, a significant growth in population. As more people move to this area, the need for new schools will be paramount; not only to accommodate students, but to provide residents with options for their student's education. I believe that in order to attract businesses and highly educated workers to the Reno/Sparks area, and thus help this area grow, we need to provide more educational options for parents. I believe that Mountain West Academy can fill that need by providing a high quality educational experience that will help students prepare for the next stage of their lives. I would like to be a part of this challenging and exciting opportunity to help our students and community grow.
7. What is your understanding of the appropriate role of a public charter school board member? To independently oversee the operations and management of the School to ensure that is legally responsible, fiscally stable and provides a safe, effective and academically exciting environment for students and staff.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. Although I have not served on a charter school board, I believe my nearly 20 years of legal experience, which includes advising fiduciaries, is important to ensuring that the Board complies with all of its legal obligations, duties and responsibilities. I believe my legal background is also important with respect to advising the Board on other legal matters, including contracts, grievances and disputes.
9. Describe the specific knowledge and experience that you would bring to the board. As an attorney for nearly 20 years, I believe I have specific knowledge and experience in handling a wide variety of legal issues, including experience and knowledge advising fiduciaries. I believe that through my legal experience and knowledge, I can assist the Board in understanding legal issues that the school and Board my face, as well as assist them in making decisions to reduce the risk of liability that could arise from decisions and agreements approved by the Board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? I understand that the mission of the School is to provide high quality education to children from kindergarten to fifth grade and shall be operated exclusively for educational objectives and purposes. The School, in partnership with its parents and community strive to instill in its students high standards for academic achievement, leadership, integrity, responsibility and citizenship. The School exists to inspire students to be successful global citizens
2. What is your understanding of the school's proposed educational program? Mountain West Academy will focus on utilizing the latest learning techniques and project based learning, and will include Common Core State Standards, Next Generation Science Standards, and Social

Start-Up Charter School Board Member Information

Studies Standards as appropriate for each grade level.

3. What do you believe to be the characteristics of a successful school? One that meets its mission, vision and goals. In order to achieve the mission, vision and goals, the School must be legally responsible, fiscally stable, and provide a safe, effective and academically exciting environment for students and staff.
4. How will you know that the school is succeeding (or not) in its mission? Through testing and a review of the students' progress with their individualized academic goals. We will also know if the school is succeeding in its mission through feedback from teachers and parents regarding the school's academic program and the student's/child's progress, not only academically, but socially.

Governance

1. Describe the role that the board will play in the school's operation. To oversee the operations and management of the School to ensure that is legally responsible, fiscally stable and provides a safe, effective and academically exciting environment for students and staff.
2. How will you know if the school is successful at the end of the first year of operation? If the School meets its goals as defined in the Charter School application.
3. How will you know at the end of three years of the school is successful? By measuring the progress of the students through academic goals, as well from feedback from teachers and parents regarding the students' social and emotional growth. Success will also be measured by meeting its goals, including being financially stable. In addition, success will be measured through feedback from teachers and staff regarding their satisfaction with the School. Finally, success will be measured after three years by the number of students seeking enrollment in the school and whether there is need for the school to expand.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? First, the Board will need to be actively involved in forming and maintaining the culture and structure of School. The Board will also need to meet regularly and often. In addition, the Board will need to establish Committees with qualified and capable individuals to help it accomplish tasks, meet certain goals and to provide feedback to the Board. The Board will also need to review teachers and staff to ensure that they are qualified and capable of providing the educational experience demanded by the School. Furthermore, the Board will need to continually review the School's budget and finances to ensure it remains fiscally responsible.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? I would bring the matter to the attention of the Chairman of the Board, identifying the specific action and/or inaction of the board member(s). I would expect the Chairman to discuss the issue with legal counsel and the board members(s) accused of misconduct, and to bring that issue before the entire Board, along with counsel's recommendation regarding what should be done. I would then expect all board members to follow the advice of counsel.

Start-Up Charter School Board Member Information

Disclosures

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

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes

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

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

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

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

Start-Up Charter School Board Member Information

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
 None. Yes

Certification

I, J. Robert Smith, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Mountain West Academy Charter School is true and correct in every respect.

J. Robert Smith
Signature

8/18/15
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Mountain West Academy,
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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

J. Robert Smith
Signature of Certifying Charter School Official

J. Robert Smith
Name Printed

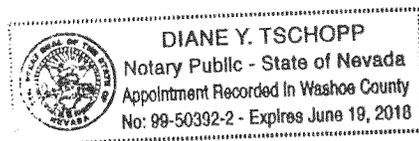
Prospective Board Member
Title

8/18/15
Date

State of Nevada
County of Washoe
Subscribed and sworn to before me by J. Robert Smith

This 18th day of August 2015
date month year

Diane Y. Tschopp
(Notary Public Seal)



Biographical Summary

Adriane Martinez (Board Member)

Adriane Martinez is an Intellectual Property (IP) Paralegal for Sierra Nevada Corporation in Sparks, NV. Mrs. Martinez works closely with in-house legal counsel and outside legal counsel to manage the company's IP portfolio as well as working closely with the marketing and communications departments to ensure proper use of IP. Mrs. Martinez's career leads to her passion for the science, technology, engineering, art and math (STEAM) concepts to be integrated into classroom settings to provide unique, exciting and challenging, but fun educational opportunities.

Mrs. Martinez is currently part of the committee to form the Mountain West Academy, a Nevada state charter school planning to open in August 2016.

Adriane L. Martinez
2662 Decoy Drive
Sparks, NV 89436
(775) 741-0070
adriane.l.martinez@gmail.com

EDUCATION:

- January 2010 – April 2010, University of Nevada-Reno Extended Studies Certificate of Professional Development in Paralegal Studies
- August 1999 – December 2003, University of Nevada-Reno Bachelor of Arts in French and a minor in Criminal Justice
- August 1995 – June 1999, Graduate from Albert M. Lowry High School with a 3.90 grade point average and honors

EDUCATION COURSES:

Law and Justice, Criminal Law and Procedure, Research Methods and numerous French grammar, composition, and literature courses

CONTINUING EDUCATION COURSES:

Fake Product, Real Crime: Intellectual Property Theft (July 2014), Patent Cooperation Treaty Workshop for Paralegals (Half Moon Seminars; June 2012), US Patent Workshop for Paralegals (Half Moon Seminars; June 2012), Trademark 101 (Corporation Service Company; February 2012), How the Patent Reform Act will Impact Your Business (K&L Gates; November 2011), Patent Administration: A Foundation for Success (Patent Resource Groups; June 2011)

EMPLOYMENT:

January 2013 – current Sierra Nevada Corporation, Sparks, NV

Paralegal (specializing in Intellectual Property)

Responsibilities: Manage company IP portfolio; manage and maintain IP docketing database by updating and clearing items and running reports; manage patent maintenance and administer trademark renewals; support and assist Legal Counsel in development, maintenance, enforcement and defense of company patents and trademarks; draft and prepare instruction letters and other correspondence to outside counsel in support of IP matters; prepare information and documentation to support the filing of patent and trademark applications, including invention disclosure forms and continuous communication with inventors; obtain patent or trademark or other business information at request of Legal Counsel or outside counsel to support patent or trademark applications, litigation or other special projects; coordinate and attend disclosure meetings for inventors as well as Invention Meetings to mine new ideas; perform IP research and analysis and provide executive summaries of research; review advertising, marketing, packaging and other promotional materials and PR for proper IP use; prepare standard cease & desist letters; support preparation and review of

agreements relating to patent and trademarks; conduct due diligence for acquisitions on an as-needed basis and integrate acquired IP; recommend strategies for IP protection; assist with legal budget by validating IP invoices; assist Legal Counsel with aircraft related transactions; provide support to Legal Counsel with other administrative duties as assigned (letters, memos, NDAs, responses to subpoenas, update files); assist with creating new guidelines, policies or legal requirements; IP research & analysis at trade shows

September 2010 – December 2012 Video Gaming Technologies, Inc., Franklin, TN

Senior IP Paralegal/IP Analyst

Responsibilities: Manage the invention disclosure process and the point person for new ideas submitted internally; conduct initial review of invention disclosures to perform any necessary preliminary prior art search; categorize invention disclosures for the Patent Review Committee Meetings; work with Director of IP on Patent Ranking categories to make sure they align with the Company road map; research IP relating to specific projects; responsible for maintaining and entering data into docket (invention disclosure submissions, invention disclosures, inventors, patents, incentive program docket); run any requested reports; oversee the Patent Review Committee Meetings in conjunction with the Director of IP and serve as Committee Member which includes preparing for the meetings, taking meeting minutes and then performing any research on the meeting minutes afterwards; constant communication with VGT inventors regarding invention disclosure submissions, approved, deferred and denied disclosures as well as follow-up emails to inventors on deferred and denied disclosures; calendar disclosure meetings for inventors, Director of IP and Outside Counsel; constant communication with inventors and Outside Counsel related to patent prosecution documents to be filed with the USPTO; oversee IP Plan to make sure inventors are being paid according to the IP Plan and plan the bi-annual Patent Incentive Luncheon; work extensively on the IP SharePoint site so it can become a disclosure management site for all invention disclosures and trademark requests; IP research & analysis at Gaming Shows; draft budget for IP group which includes patent prosecution, trademark prosecution, miscellaneous general IP costs, incentive program budget and travel budget for review and approval by Director of IP; initial review of IP invoices submitted to Serengeti; work on IP processes; assist Director of IP on any Agreement transactions relating to IP matters; assist in drafting objectives/goals for IP group; work on any miscellaneous IP projects requested within VGT; direct and continuous communication with Director of IP to ensure the Intellectual Property section of the department is running smoothly; attend regularly scheduled Legal & Compliance Department meetings; assist with music licensing requests; cross train on trademarks; review, organize and provide data for monthly CEO Report; assist in tracking department projects; administrative functions (calendar, travel, expense reporting and making sure Director of IP is compliant with CLE credits).

Senior Patent Analyst – IGT

2007 - 2010

Responsibilities: Manage the invention disclosure process and the point person for new ideas submitted internally; continued involvement with the inventors from various departments within IGT including follow-up emails on denied and deferred disclosures; conducts initial reviews of disclosures including patent searches on the subject matter before and after the Patent Review Committee Meeting if needed; responsible for data input of disclosures into Legal Department's database (CPi); oversee the Patent Review Committee Meetings which includes taking the meeting minutes, oversees the Patent of the Year award program; assist with migrating of Legal Department's database from IPMaster to CPi; manage the Legal Department's database conversion and use of the database (CPi); run requested reports from CPi for the department; manage the Patent Invention Disclosure SharePoint site; corporate Audit liaison which involves providing necessary information for SOX reviews; manages special projects and refined and modified processes within the Legal Department; provide assistance to attorneys in the Intellectual Property/Legal Department; serve as back-up docketing specialist as well as attend docketing specialist trainings; assist with docketing and docketing projects; assist with in-house annuity payments with EARS in CPi; assist with foreign filing preparations for in-house counsel; consult with outside counsel to schedule disclosure meetings; constant communication with outside counsel on specific patent matters; US and foreign trademark docketing and trademark searching training.

Legal Assistant – IGT

2004 – 2010

I was a legal assistant for two patent attorneys in the Intellectual Property Department of the Company for 2 ½ years and in late 2008 took over the legal assistant roles again for one patent attorney due to staff shortage while at the same time handling the roles of the Senior Patent Analyst.

Responsibilities: Communication with internal employees and outside companies relating to specific Agreements; preparation of numerous Agreements and oversaw any rush Agreement requests; filing important documents; extensive computer use of Word, Outlook, Excel, Access, IPMaster and CPi, research (specifically in Lexis Nexis); copying numerous documents; monitoring calendars; controlled switchboard phones; preparation of correspondence; form typing; set up meeting requests; attend meetings relating to specific Agreements; book travel arrangements for attorneys who travel nationally and internationally; monitor personal information which must be kept confidential; preparation of expense reports, check requests and spreadsheets; assist with patent budget.

Legal Courier, File Clerk and Legal Assistant

I began at the law firm as a legal courier, was promoted to the law firm's file clerk, and approximately the last two years of employment at the law firm, I was a legal assistant for three attorneys in the litigation section of the law firm.

Responsibilities: Communication with clients; controlling switchboard phones; filing important documents; extensive computer use of Word, ProLaw, Marshal Law, and West Law; delivering legal documents to attorneys and courts; copying numerous documents; determine an efficient filing system; assist and manage the file room; research; dictations; preparation of correspondence; pleadings and other documents; form typing; speed writing; monitoring calendars for three attorneys; maintenance of office; inventory of office.

HONORS/ACCOMPLISHMENTS:

January 2002 – May 2002 Studied abroad in Pau, France, March 2001 Honoree at the Women’s Resource Center’s “Celebrating UNR Women,” 2000 Dean’s List at the University of Nevada-Reno, August 2000 – May 2003 Held three offices in sorority, Delta Delta Delta (President, Historian, House Manager)

COMMUNITY, SCHOOL AND PROFESSIONAL ORGANIZATIONS:

Volunteer at DUI Victim Impact Panel, Private Tutor, University of Nevada-Reno Organizations (1999 – 2004 Delta Delta Delta sorority, Order of Omega, Golden Key National Honor Society, USAC (University Studies Abroad Consortium Alumni Club)

SPECIAL SKILLS:

Extensive experience using Microsoft Word, Outlook, Lotus Notes, Excel, LexisNexis, CPi, public speaking, French language skills, highly organized, exceptional work ethic, extremely reliable, loyal, honest, multi-tasked, self-motivated, independent, knowledge of travel world (traveled around the United States, France, Spain, Italy, Corsica, Monaco, Switzerland, Mexico & Jamaica), event planning (specifically luncheons)

Start-Up Charter School Board Member Information

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.**

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Mountain West Academy
2. Full name Adriane L. Martinez
Home Address 2662 Decoy Drive, Sparks NV 89436
Business Name and Address _____
Phone Number 775-741-0070
E-mail address ADRIANE.L.MARTINEZ@gmail.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
I attended University of Nevada, Reno (UNR) where I received my Bachelor of Arts in French with a minor in Criminal Justice and received my paralegal certificate from UNR in 2010. I have been working in the legal field for 16 years specializing specifically in intellectual property for approximately 8 years. My legal background along with experience of holding offices within an organization in college and event planning provides me the skills and knowledge to assist with the recruitment, marketing and legal aspects of a Charter School.
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes

Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school?
I am an advocate of a 21st Century learning environment where there is an emphasis on a fun learning environment and incorporating science, technology, engineering, art and math (STEAM) into the classroom at an early age. I would like to give the next generation of students a unique opportunity of learning.
7. What is your understanding of the appropriate role of a public charter school board member?
My understanding of the appropriate role of a public charter school board member is to be an independent governance oversight. I would ensure that the school has quality programs, is legally compliant, supports the needs of the students in the community and provides the best environment to the students and staff.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
While I do not have any experience serving on the board of any charter schools or non-profit entities, I have capabilities to be an effective board member due to my legal background along with experience of holding offices within an organization in college and event planning provides me the skills and knowledge to serve on the charter school board. Furthermore, my professional experience has taught me some of the cornerstones of an effective Board Member.
9. Describe the specific knowledge and experience that you would bring to the board.
I have specific knowledge and experience in the legal field along with experience of holding offices within an organization in college and event planning provides me the skills and knowledge to assist with the recruitment, marketing and legal aspects of a Charter School.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
My understanding of the school's mission and guiding beliefs is that the school will create global citizens through a combination of project based 21st century learning.
2. What is your understanding of the school's proposed educational program?
The school's proposed educational program will provide a 21st century learning environment where there will be project based learning and an integration of science, technology, engineering, art and math (STEAM) into the educational program. The staff and students will be held to high standards to create a successful educational program.
3. What do you believe to be the characteristics of a successful school?
Characteristics of a successful school are where students are excited to go to school on a daily basis and are eager to learn, there is a reciprocal feeling from the staff and there is a connection built between the school and the home.
4. How will you know that the school is succeeding (or not) in its mission?
The school will know if it is successful through retention and growth and creating a culture where the staff and students are eager to be at the school. There will also be policies and procedures and a school handbook to be used as resources to ensure the school remains on track each year to fulfill its mission to the students, staff and family who are a part of the school.

Start-Up Charter School Board Member Information

Governance

1. Describe the role that the board will play in the school's operation.
The board will be the oversight of the charter school operation. We will be responsible for ensuring that the school is being legally, fiscally and socially accountable to grow each year and provide the best education possible.
2. How will you know if the school is successful at the end of the first year of operation?
We will have met our goals as defined in the Charter School application.
3. How will you know at the end of three years of the school is successful?
Retention of students, families and staff will be an indicator of success, but also through growth throughout the three years.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
In order for the school to initially be successful, the board will need to ensure there is a plan in place to market the school to recruit prospective staff, students and families to become a part of the school. The board will also need to meet regularly to discuss the school and solve any issues that may arise to ensure the school is successful in its mission and it is providing a high quality of education.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
The board would need to meet to discuss the situation to determine the best possible outcome for this situation.

Disclosures

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

Start-Up Charter School Board Member Information

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
- I / we do not anticipate conducting any such business. Yes
- We do business with Imagination Station Learning Center in the aspect that our children currently attend the school.
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- Not applicable because the school does not intend to contract with an education service provider or school management organization.
- I / we do not know any such persons. Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
- N/A. I / we have no such interest. Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- N/A. I / we or my family do not anticipate conducting any such business. Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
- Does not apply to me, my spouse or family. Yes
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
- None. Yes

Start-Up Charter School Board Member Information

Certification

I, Adriane L. Martinez, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Mountain West Academy Charter School is true and correct in every respect.

Adriane L. Martinez
Signature

8/21/2015
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Mountain West Academy,
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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

Adriane L. Martinez

Signature of Certifying Charter School Official

Adriane L. Martinez

Name Printed

Prospective Board Member

Title

8/21/2015

Date

*State of Nevada
County of Washoe*

Subscribed and sworn to before me *on August 21, 2015*
by Adriane L. Martinez making statement.

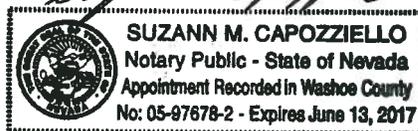
This Twentyfirst day of August 2015

date

month

year

(Notary Public Seal)



Biographical Summary

Michelle Huntoon (Board Member)

Michelle Huntoon has been a business owner with her husband in Sparks, NV since 1994. She has attended the University of Nevada, Reno, University of Phoenix, and CUES Marketing Management School. In 1993, she began working for Sierra Schools Federal Credit Union as Assistant Vice President of Marketing until 2009. During this time, she was studying human resources and compliance as her company continued to grow, and in 2011, she began working for her business full time. Having a daughter with a rare chromosome deletion, she has become an advocate for individuals with disabilities. She is a certified trainer in Crisis Prevention Intervention, has served as PTA president, and is a current board member for Northern Nevada Center for Independent Living. Michelle is currently working with a Committee to Form Mountain West Academy through the Nevada State Charter School Authority.

Michelle R. Huntoon

299 Shelby Drive
Sparks, NV 89436
(775) 240-9625

michelle@protofabinc.com

Experience

ProtoFab, Inc.
Owner

September 1994 – Current

ProtoFab, Inc. is an Industrial Contracting company we started in September of 1994. As we built the company, I worked part-time for ProtoFab focusing on accounting, compliance and building the Human Resource components of the business while working a full time position elsewhere. I trained and managed an Office Manager to assume some of these responsibilities from 1999 to 2001, until I assumed these duties full-time. As the company has grown, I have hired an accounting manager and human resource manager that oversee the day to day functions, and my focus is on the “big picture” administration of the company. We currently employ 25 individuals, with \$4 million in sales.

IntoHomes Mortgage Services
Marketing Manager

March 2009 – March 2011

My responsibilities at IntoHomes included the creation and implementation of the internal and external marketing strategy for the company. This position included development of marketing campaigns, employee development and training, website development strategy utilizing an outside provider for the development of the site, organizing the company booth layout, materials, and etc. for trade shows, and general public relations for the company.

Sierra Schools Credit Union
Assistant Vice President, Marketing

August 1993 – March 2009

My position at the credit union was responsible for all aspects of marketing. While in this position, I created deposit, loan, credit card, savings and cd campaigns to balance the overall portfolio of the financial institution while maximizing return on investment. I was part of a team from the credit union that created a credit union branch inside one of the local high schools that was twofold; (1) we designed curriculum for a class that focused on teaching the high school students money management, balancing a checkbook, and other financial skills, and (2) students were able to apply and work in the branch that was open for the students and faculty of the school.

Education

University of Nevada, Reno
University of Phoenix, Reno location
CUES Marketing Management School
Nevada Partners in Policymaking

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Mountain West Academy
2. Full name Michelle Huntoon
Home Address 299 Shelby Drive, Sparks, NV 89436
Business Name and Address ProtoFab, Inc. 685 E Glendale Ave, Sparks, NV 89431
Phone Number 775/240/9625
E-mail address michelle@protofabinc.com
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
I have attended the University of Nevada, Reno, University of Phoenix, CUES Management School.

My employment history has covered marketing for Sierra Schools Federal Credit Union, marketing for IntoHomes Mortgage Services, and the past 14 years I have been self-employed focusing in the areas of Human Resources for our business, ProtoFab, Inc.
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes

Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school?

I have a strong belief that strong education is the key for any child's success in his/her future. At the time my oldest daughter was in school, the choices were primarily public or private. She spent most of school career in private school, which made all the difference in her educational experience – she wasn't just another number, she had smaller class sizes, and teachers that taught for the love of teaching. While we were lucky to have the resources to send her to private school, there are many families that don't have that ability. I believe that this culture for learning should be available to students whether they have the financial resources or not. Education is an investment in each student as well as the basic economics of our state.

7. What is your understanding of the appropriate role of a public charter school board member?

My understanding of the public charter school board member is the oversight of the school to include such items as policies and procedures, fiscal responsibility of the school, curriculum, culture, etc.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While my daughters were in school, I was an active participant in the parent associations, serving as President and Secretary on multiple occasions. I was also a volunteer in the classroom to lend support to the teachers and staff.

I have also served on the board of Clearstar Financial Credit Union, and currently, I am serving on the board for Northern Nevada Center for Independent Living.

In my professional life, I oversee the Human Resources and financial responsibilities for our business. While we have had ProtoFab, Inc. since fall of 1994, I began working full time for the business in 2001. My role is to ensure compliance with all laws, licensing, etc., as well the financial position of the company.

9. Describe the specific knowledge and experience that you would bring to the board.

I feel one of the greatest strengths I would bring to the board is the non-educator viewpoint. I believe it is easy to get caught up in doing things how they've always been done because that's what we know. I think it's important to bring in "outsiders" to gain a different prospective. While the experience of serving on this board will be one of constant learning for me as a non-educator, I believe that since my daughters are college age, I don't carry some of the bias of a parent with a school age student. I think my experience in Human Resources will lend itself to some new and creative ideas to find and retain qualified staff.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My understanding of the school's mission is to create global citizens through STEM, STEAM,

Start-Up Charter School Board Member Information

Project Based Learning, Technology and every day real world experiences.

2. What is your understanding of the school's proposed educational program?

The school will meet/exceed Common Core standards through Project Based Learning.

3. What do you believe to be the characteristics of a successful school?

I believe a successful school must start with creating a culture where every student wants/strives to learn in a safe and positive environment. This culture makes the environment one that students have fun learning, and whether they realize it or not, are continually setting goals to push their knowledge further.

4. How will you know that the school is succeeding (or not) in its mission?

Governance

1. Describe the role that the board will play in the school's operation.

It is my understanding that the board will ensure the school is operating in an appropriate manner – fiscally, legally, and throughout the community.

2. How will you know if the school is successful at the end of the first year of operation?

We will have met or exceeded the goals as outlined on our application, and we will be setting even further reaching goals.

3. How will you know at the end of three years of the school is successful?

I will know the school is successful after three years as the school remains financially sound, annual increase in enrollment, teacher/staff retention, and increased assessment scores.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to form committees to continually review the different areas of our action plan to provide feedback of any areas we may be lacking or could improve so we continue to meet our goals. These committees will also present areas where we will need to set new goals as well. Areas for committees will include but not be limited to; financial, curriculum, human resources, operations, and safety. It will also be important to have participation from staff and parents.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I believe communication is the most important, and any concerns would be brought up as part of the closed portion of a board meeting. An investigative committee would be formed to

Start-Up Charter School Board Member Information

determine if anything unethical or not in the best interest of the school. Upon the report from the investigative committee, the appropriate consequence would be implemented. This may include bringing a vote in open meeting for removal of the board member; or in a most severe case may require legal action.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

My oldest daughter attended Imagination Station Learning Center for before and after school care which is where I met Kathy Etchemendy, board President.

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

I / we do not know any such persons. Yes

6. If the school contracts with an education management organization or education service

Start-Up Charter School Board Member Information

provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

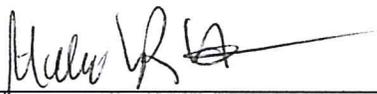
Does not apply to me, my spouse or family. Yes

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

None. Yes

Certification

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


Signature

8/24/15
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Mountain West Academy,
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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



Signature of Certifying Charter School Official

Michelle R. Hinton

Name Printed

Board member / Secretary

Title

8/24/2015

Date

Subscribed and sworn to before me

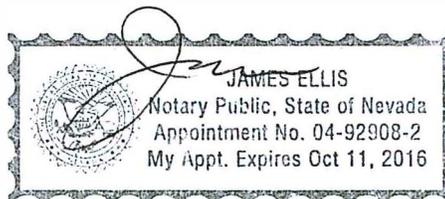
This 24 day of AUGUST 2015

date

month

year

(Notary Public Seal)



Biographical Summary

Lori Kahl (Board Member)

My name is Lori Kahl. I am 49 years old and have lived every one of those years in Sparks, NV. I have 2 children ages 26 and 17. I also have 2 grandchildren ages 5 and 19 mos. I have an exceptional companion whom I have shared the past 10 years of my life with. His name is Josh and works for Stonehouse Drilling. I am beginning my 26th year of teaching in August. I have a dual degree in special and elementary education. I graduated from the University Nevada Reno in 1991, where I also received a scholarship to play softball. I am very dedicated to my job and enjoy teaching very much. Although I have only a short time to go before I am eligible for retirement, I plan on continuing on my career path as a teacher. I love teaching and learning every day. I have a great sense of humor, and a very honest and realistic perception of what children can and cannot do at their given age. I have taught Special Needs children K-3, behaviorally challenged children k-8, and regular education in 4th, 5th and 6th grades. Also, I coach at a high school level. Having had experience with all ages of children from all different backgrounds has given me the knowledge of what children of all ages are capable of.

Lori Kahl
921 Calle Myriam
Sparks, NV 89436
(775)626-6256

Objective

Potential charter school board member

Certifications

Bachelor of Science in Elementary Education/Special Education 1991

Master's Equivalency Certificate 2003

Highly Qualified Teacher Status for fourth and fifth grades 2004

Experience

**Reed High School Assistant Varsity Softball Coach*

2/2016-present

**Reed High School JV softball coach*

2/14-6/15

Aug.2007-August 2014

**Fifth grade teacher Van Gorder Elementary*

2014-present

**Fifth grade teacher Lena Juniper Elementary*

Aug. 2006-2014

**Youth Program Supervisor Spark Recreation*

8/2009-8/2011

**CLS teacher Pine Middle School*

Aug. 2005-2006

**6th grade teacher Alice Maxwell*

Aug. 2004-2005

**5th grade teacher Alice Maxwell*

Aug. 2002-2004

**4/5 teacher Alice Maxwell*

Aug. 1999-2002

**SIP teacher Diedrichsen Elem.*

Aug. 1998-1999

**LD Resource Teacher Bud Beasley Elem.*

Aug. 1994-1999

**CLS teacher Westergard Elem.*

Aug. 1993-1994

**CLS teacher Caughlin Ranch Elem.*

Aug. 1991-1993

**SIP teacher Virginia Palmer*

Extended School year teacher: 1994, 1995, 1999, 2006

References

Richard Swanberg 789-4658

Prim Walters 674-4420

Tony Pehle 353-7836

Start-Up Charter School Board Member Information

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.**

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Mountain West Academy
2. Full name Lori Kahl
Home Address 921 Calle Myriam
Business Name and Address WCSD 425 East Ninth Street Reno, NV 89512
Phone Number 775-425-7722
E-mail address lkahl@washoeschools.net
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. I am beginning my 26th year as a public school teacher for the Washoe County School District. I have taught special education (Social Intervention Program, Resource, and Comprehensive Life Skills) for 12 years, and grades 4-6 for 13 years.
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
X Does not apply to me. Yes
6. Why do you wish to serve on the board of the proposed charter school?
I would like to serve on the board of the proposed charter school because I have a vision of what schools should be like. I believe a school should accommodate student's needs as well as prepare them to be successful members of our society. I want to be

Start-Up Charter School Board Member Information

part of developing curriculum and standards that will be relevant and support children's growth. I also want children to learn in an environment that is positive and where children will develop personal skills that will help them succeed throughout life. I strongly believe children need to learn how to be responsible and accountable.

7. What is your understanding of the appropriate role of a public charter school board member?
I believe a board member should be honest, committed to the success of children and the school, understand financial responsibilities for the school, ensure school leadership is in the best interest of the students, and understanding the legalities and governing of a charter school.
8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have not served on a board of any kind before. I feel that with my diverse educational background and my experience in the classroom, I can be an effective member. I will offer suggestions from a recent first-hand perspective.
9. Describe the specific knowledge and experience that you would bring to the board.
I work every school day with 25-30 children for 6 hours a day, 180 days a year. The knowledge I will bring to the board is what and how children are learning. What motivates today's children and the distinctive rigor behind a successful curriculum. My knowledge of teaching and teachers will be extremely beneficial. I have observed what burns a teachers out, and what teachers get excited about. I think my input from a teacher's perspective will be extremely valuable and important. A happy teacher is an effective teacher.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
My understanding is the guiding beliefs are to serve students from K-6 who will excel in a smaller classroom environment with emphasis on differentiating curriculum to meet everyone's needs.
2. What is your understanding of the school's proposed educational program?
The curriculum will consist of Saxon math, Core Knowledge, Foss Kits for Science moving toward STEM curriculum and Project Based Learning.
3. What do you believe to be the characteristics of a successful school?
Small student/teacher ratio, accessible but firm goals, engaged and motivated teachers and students, and ensuring each student is known and understood. Giving students a self-worth and directing them in the direction that is best for them to be successful.
4. How will you know that the school is succeeding (or not) in its mission?
Academically: data, observations, conversations Emotionally: Attitudes of children and families, truancy rate, climate surveys

Governance

1. Describe the role that the board will play in the school's operation.
The board will be in charge of employing staff, developing and adopting policies, curriculum and budgeting. It will oversee the facilities and follow the laws.
2. How will you know if the school is successful at the end of the first year of operation?
The end of the first year's success will be based on student retention, parent retention, student/parent/staff climate surveys.
3. How will you know at the end of three years of the school is successful?

Start-Up Charter School Board Member Information

By the end of the third year, data on student growth in state and also “supply and demand”are parents wanting to join our school.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Follow through, transparency, community/staff respect and implementing an active school calendar and academics

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Review the by-laws, ask member(s) what their interpretation was of specific by-law and how it coincided with set laws, investigation, and finally removal from the board.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

Yes, I have known Kathy Etchemendy for several years. We have grown up in Sparks and went to high school together.

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes

Yes, I currently work with Jennifer Van Tress.

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

X I / we do not know any such persons. Yes

no

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

Yes, I plan on teaching at the school.

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____Mountain West Academy_____,
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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

Lori Kahl

Signature of Certifying Charter School Official

Lori Kahl

Name Printed

perspective board member

Title

State of Nevada
County of Washoe

Date

July 13, 2016

Subscribed and sworn to before me By Lori Kahl

This 13th day of July 2016

date

month

year

(Notary Public Seal)



[Signature]

Biographical Summary

Kindra Fox (Board Member)

Kindra Fox has been with the Washoe County School district for the past 20 years and is the Director of Curriculum and Instruction. Kindra's work focuses on help all students receive a high quality education through supporting teachers in teaching and learning. Prior to becoming the Director of Curriculum and instruction, Kindra worked as a professional development provider and taught 7-12 mathematics, college algebra, and college education courses. She earned a Bachelor and Master of Science degrees in secondary education focusing on mathematics from the University of Nevada, Reno. She also holds a Masters of Arts in Education, Administration from University of Phoenix, Reno Campus. Kindra divides her spare time between being a "Softball mom" and a "choir Mom." She also likes to hang out with her family, ski, read, and tinker with her computer.

KINDRA CERFOGLIO FOX

KCFOX@WASHOESCHOOLS.NET

7550 South Florentine Dr. Sparks, Nevada 89436

(775) 250-3981

EXPERIENCE

Director, Department of Curriculum & Instruction, Washoe County School District, 2011-present

Supervised (1) the implementation of the Nevada Academic Content Standards, (2) development and implementation of a rigorous, relevant curriculum, (3) creation of instructional resources and materials, (4) management of instructional programs, and projects (5) literacy and community engagement by leading school library and media program, (6) Northwest Nevada AdvancED Accreditation and (7) a department with 25 certified and 7 classified employees.

Regional Trainer, Northwest Regional Professional Development Program, 2004 – 2011

Design and deliver professional development opportunities to teachers in Washoe, Storey, Carson, Douglas and Lyon Counties in the areas of: standards-based lesson design, assessment, differentiated instruction, Teach for Success Protocol (T4S), technology, and mathematics instruction (including Common Core State Standards). Additional duties include: coordinating the department's data collection and authoring the yearly program evaluation.

Instructor, University of Phoenix (online), 2010 – current

Instruct introductory courses in Algebra (MAT 116).

Math Teacher, Reed High School, Sparks, NV, 1997 – 2004

Instructed courses in Algebra part I, Algebra part 2, Algebra 1, Geometry, Algebra 2, Probability, Statistics, Discrete Mathematics, and Trigonometry/Pre-Calculus. Additional duties included: new teacher mentor, lead teacher for three student interns, site leadership team, SAT test administrator, & technology trainer.

Instructor, University of Nevada, Reno, NV

Instructed courses in:

Algebra (Math 1) – Fall 1999 and Fall 2000

Education 202 (Introduction to Secondary Education) – Fall 2003 and Spring 2004

Math Teacher, Sparks Middle School, Sparks, NV, 1996 – 1997

Instructed courses in Math 8, Math 8 Inclusion and Math 7

EDUCATION

Master of Arts in Education/Administration and Supervision

University of Phoenix, Reno, 2008-2009

Master of Education, with emphasis in secondary mathematics

University of Nevada, Reno, 1996 - 1998

Bachelor of Science in Education, Secondary Math, and General Science

University of Nevada, Reno, 1989 - 1995

RELATED EXPERIENCE

Common Core State Standards Nevada Work Teams, Fall 2010 - 2012

Including: Math GAP Analysis, Math Translation Document, Math Transition Document, 6-12 Math Professional Development, and Steering Committee

CCSSO State Collaborative on Assessment and Student Standards Meetings, Nevada Team, March 2011, August 2011, November 2011, August 2012

Nevada Mathematics Standards Revision / Item Writing / Content Review / DOK Test Coding / Standards Setting, State of Nevada, 2005-2010

NAEP Assessment Mathematics Item Review Team, April 2007

AdvancED Accreditation

Northwest Nevada Accreditation Commissioner, 2012-current

Served as a Lead Evaluator 2014-current

Served as a team member on teams from 2004-current

(includes work with both brick & mortar and virtual schools)

AWARDS AND RECOGNITIONS

Distinguished Alumni Award, University of Phoenix, 2014

Nevada Women of Achievement Award, Nevada Women's Fund, 2013

Executive Leadership Academy, Las Vegas Public Education Foundation, Participant, 2012- 2013

National Board Certification, Adolescence and Young Adulthood Mathematics, November 2000 – 2010 Recertified: November 2010-2020

CONFERENCES & WORKSHOPS ATTENDED / PRESENTED

K-12 Education Congress, San Diego, CA, October 2013. *Presentation:* College Readiness

K-12 Education Congress, San Antonio, TX, October 2012. *Presentation:* To the Core – Strategic Implementation of the Common Core State Standards

Kennedy Center Partners in Education Conference, February 2014, 2015, and 2016

Association for Supervision and Curriculum Development Conferences

Annual Conferences, April 2008, March 2011, March 2014

Teaching and Learning Conference, Los Angeles, CA, October 2008

Fierce Conversations & Now, Discover Your Strengths, Dr. Meggin McIntosh, Reno, NV, 2006-2007

Assessment for Learning - Leading Professional Development, Assessment Training Institute, Portland, OR, November 2005

Teach For Success (T4S) Training, Huck Fitterer, WestEd, October 2004, October 2005, October 2009

Data Driven Dialogue Training, Lynn Sawyer & Bruce Welman, Reno, NV, Fall 2004

NCTM/NCSM Conferences, November 1997, February 1998, November 1998, December 1999, March 2007, November 2008, March 2013, October 2014 (*Publicity Chairman* for 11/98 Conference

Technology/Audiovisual Chairman for 11/08 Conference)

PROFESSIONAL ORGANIZATIONS

New Media Consortium (NMC)

Association for Supervision and Curriculum Development (ASCD)

National Council of Teachers of Mathematics (NCTM)

Learning Forward

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve Mountain West Academy
2. Full name Kindra Fox
Home Address 7550 South Florentine Dr., Sparks, Nevada 89436
Business Name and Address WCSD, 380 Edison Way, Reno, Nevada 89502
Phone Number 775-25-3981
E-mail address kinfox@sbcglobal.net
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4. Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes
6. Why do you wish to serve on the board of the proposed charter school?
As someone who spends a lot of time in Charter Schools I have a passion for allowing students and families to have choice in their educational options.
7. What is your understanding of the appropriate role of a public charter school board member?
The Board serves as a support to the administration, staff, children and families of the school.

Start-Up Charter School Board Member Information

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am the Director of Curriculum & Instruction in WCSD. As part of my duties in C&I, I monitor our WCSD Charter Schools on a yearly basis in terms of their instructional program and curriculum. I also provide advice & guidance in regards to scheduling, Infinite Campus course numbers, instructional materials and professional development. I oversee the AdvancED Accreditation school improvement process for all of the schools in the Northern Nevada area which includes several charter and private schools. I have experience serving on boards outside of education (Sierra School Credit Union, Sierra Nevada Children's Choir, and Reno Little Theater Education). Volunteering in this capacity is fulfilling to me.

9. Describe the specific knowledge and experience that you would bring to the board.
See question #8

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
My understanding of the school's mission is to prepare children to be global citizens, prepared for the 21st Century through STEM and Project Based Learning.
2. What is your understanding of the school's proposed educational program?
Project Based Learning; students will be a part of their learning.
3. What do you believe to be the characteristics of a successful school?
Characteristics of a successful school include schools that allow students to be happy, healthy and successful. This includes learning to their full potential, learning important content, learning social and emotional skills. The school should be safe, fiscally responsible, and community minded.
4. How will you know that the school is succeeding (or not) in its mission?
Student enrollment patterns, student growth, fiscally sound, family engagement

Governance

1. Describe the role that the board will play in the school's operation.
The Board is here to help support the school.
2. How will you know if the school is successful at the end of the first year of operation?
Student enrollment patterns, student growth, fiscally sound, family engagement
3. How will you know at the end of three years of the school is successful?
Student enrollment patterns, students growth, fiscally sound, family engagement
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Set goals, be available, listen, support the school (don't micromanage), participate.

Start-Up Charter School Board Member Information

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would ask that an agenda item to be added to the Board agenda to discuss the situation. We would follow the policy for this.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes – I know one of the other Board Members through our children.
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contact with an education service provider or school management organization.
 I / we do not know any such persons. Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or

Start-Up Charter School Board Member Information

management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I / we have no such interest. Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

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

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

None. Yes

Certification

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

Kindra C. Fox
Signature

3/9/16
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Mountain West Academy,
(name of charter school)

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

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

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

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

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

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

Start-Up Charter School Board Member Information

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

Notarized Statement

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

Kindra C. Fox

Signature of Certifying Charter School Official

Kindra C. Fox

Name Printed

Board Member

Title

3/29/16

Date

State of Nevada

County of Washoe

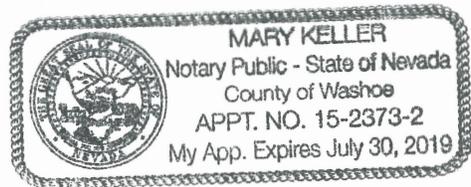
Subscribed and sworn to before me

This 29th day of March, 2016

date month year

Mary Keller

(Notary Public Seal) Notary Public



Attachment 9:
Board Bylaws, Code of Ethics and
Conflict of Interest Policies

Attachment 9: Governance

Bylaws

BYLAWS **OF** **Mountain West Academy**

ARTICLE I **INTRODUCTION; LEGAL STATUS**

Section 1. Name, Location and Address: The name of the charter school is Mountain West Academy (hereinafter referred to as the “School”). The School is located in Sparks, Nevada (location to be determined).

Section 2. Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the State Public Charter School Authority (hereinafter referred to as the “Authority”). The Governing Board of the School is an independent body under the authorization of the Board of Trustees of the Authority. The Board of Directors plans and directs all aspects of the school’s operations.

Section 3. Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386.

ARTICLE II **PURPOSE AND MISSION**

Section 1. Purpose and Mission. The purpose of the School is to provide high quality education to children from kindergarten to sixth (6) grade, with the option of subsequently providing high quality education from kindergarten through twelfth (12) grade, and shall be operated exclusively for educational objectives and purposes. The School, in partnership with its parents and community strive to instill in its students high standards for academic achievement, leadership, integrity, responsibility and citizenship. The School exists to educate and inspire students to be successful global citizens.

Section 2. Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity, disability, sexual orientation or any other category protected by law. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

**ARTICLE III
GOVERNING BODY**

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board of Directors, herein referred to as the "Board". The Board shall govern the School, maintain overall control of the School and be responsible for the operation of the School. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- a. Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- b. To make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- c. To develop an annual School schedule of events and activities;
- d. To establish and approve all major educational and operational policies to the extent deemed necessary by the Board;
- e. To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- f. To hire, supervise and direct an individual who will be responsible for the day-to-day operations of the School;
- g. To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- h. To submit a final budget to the Nevada Department of Education pursuant to statute and regulation;
- i. To cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- j. To cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, which inspection and audit shall show in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.

- k. To ensure ongoing evaluation of the School and provide public accountability;
- l. To uphold and enforce all laws related to charter school operations;
- m. To improve and further develop the School;
- n. To strive for a diverse student population, reflective of the community;
- o. To ensure adequate funding for operation;
- p. To solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- q. To critically evaluate the performance of any contractor for the School and select another contractor if the contractor is not performing his or her duties or services in a satisfactory manner; and
- r. To carry out such other duties as required or described in the School' Charter.
- s. The Board may decide to recognize a single Parent Teacher Organization for the School, subject to any rules, requirements and/or restrictions the Board may impose on that organization.

Section 2. Formation. The first Board formed after the approval of a charter issued pursuant to NRS 386.527(4) or NRS 386.527(6) shall consist of the Directors of the Committee to Form the School. Former Committee Directors prohibited from Directorship on the Board by NAC 386.345 or other applicable statute or regulation shall resign from the Board at its first meeting. Remaining Board Directors shall fill all vacancies created by resignations or these Bylaws at the first meeting. At the first meeting upon formation of the Board, the Board of Directors shall elect officers.

Section 3. Qualifications; Election; Tenure. The Board shall be composed of a minimum of 7 Board of Directors and a maximum of 9 and shall be subject to the following requirements, restrictions and prohibitions:

- a. The Board shall adhere to the statutory requirements of NRS 386.549, which requires that the governing body of the school consist of (each category must be filled by a separate person):
 - i. One person who is licensed pursuant to chapter 391 or a person who previously held such a license and is retired (a Nevada Licensed Teacher);

- ii. One person licensed pursuant to chapter 391 or is a person who previously held such a license and is retired; or a person who is a school administrator with an out of state license or a person who previously held such a license and is retired;
 - iii. One person who is a parent or legal guardian of a pupil enrolled in the School who is not a teacher or an administrator at the School;
 - iv. Two persons who possesses knowledge and experience in one or more of the following areas: accounting, financial services, law or human resources; and
 - v. Two “at large” positions, that may, but not necessarily qualify pursuant to sections (1)-(4) above.
- b. Pursuant to NRS 386.549 (b), the Board may consist of, without limitation, parents and representatives of nonprofit organizations and businesses. Not more than two persons who serve on the Board may represent the same organizations or business or otherwise represent the interest of the same organizations or business. A majority of the Directors of the Board must reside in this State.
- c. Following the first board, the three positions requiring special qualifications as provided in Section 3, Subsection (a)(1-4) above shall be appointed by the currently comprised board. Any person nominated in this manner, must sign and agree to abide by the Affidavit acknowledging the rights, duties, and responsibilities of charter school board members, prior to serving on the Board. The Board will accept nominations and resumes for the two “at large” positions and appoint new directors based on those resumes.
- d. Nominations: In the event that less people submit resumes, the Board shall nominate applicants. The Board shall attempt to nominate a sufficient number of people so that twice the number of resumes are available for review than are open seats.
- e. Teacher positions shall be appointed by the Board of Directors at the annual meeting. The Board of Directors shall consider public comment on the nominated teachers prior to the election of the Teacher positions.
- f. A majority of Board Directors shall be residents of Washoe County, which is the county in which the School is located.
- g. All Board Directors shall be devoted to purpose and mission of the School and shall represent the interests of the community.
- h. The initial Board members shall serve three (3) year terms. The subsequent Board members shall serve two (2) year terms. The terms shall be staggered so that no more than four members of the Board shall be up for election/appointment in any one year, unless a vacancy (ies) needs to be filled. When the term of a Board member has expired or when a Board member resigns, the remaining Directors shall elect a new Director to fill the vacancy.

- j. The School shall notify the Department of Education within ten days of the selection of a new Board Director and provide the Department of Education with the new Director's resumes and affidavits as required pursuant to NRS 386.549(1) and any other applicable statutory or regulatory provision.
- k. Board Directors shall be fingerprinted according to the NRS 386.588
- l. procedure for employees of the school.

Section 4. Annual Meeting. The annual meeting of the Board shall be held in May of each year, or such other month as the Board may determine. The annual meeting shall take the place of the regularly scheduled meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each Director of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice and conduct of the annual meeting shall comply with the Nevada Open Meeting Law. The annual meeting shall be for the purpose of appointing new Board Directors and for the transaction of such business as may come before the Board.

Section 5. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a quarter and shall be held in Washoe County. Special meetings of the Board may be called at any time by the Chairman of the Board or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice and conduct of the regular and special meetings shall comply with the Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each Director of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School.

Section 6. Agenda. An agenda must be produced for each board meeting except as otherwise permitted under the Nevada Open Meeting Law and these Bylaws. The agenda shall be prepared in accordance with NRS 241.020(2). In addition to previously requested agenda items, any Board Director may provide additional agenda items for the following meeting by providing the requested agenda item, via email, fax, or regular mail to the School's supervising employee or administrator noting its appropriate place on the normal agenda format, and describing a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 7. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board

Section 8. Chairman of the Board. Following the approval of a charter for the School, the initial Board of Directors shall elect a Chairman of the Board at the next Board meeting by affirmative vote a majority of the Directors present at the meeting, who shall serve a term of two (2) years. Thereafter, the Board shall elect and appoint a Chairman at the annual meeting, who shall serve a term of (1) year. The Chairman shall preside over all Board meetings and be the direct liaison between the Board and the President and Administrator of the School.

Section 9. Vice-Chairman. Following the approval of a charter for the School, the initial Board of Directors shall elect a Vice-Chairman of the Board at the next Board meeting by affirmative vote a majority of the Directors present at the meeting, who shall serve a term of two (2) years. Thereafter, the Board shall elect and appoint a Vice-Chairman at the annual meeting, who shall serve a term of (1) year. The Vice-Chairman shall generally assist the Chairman, and in the event of the death, resignation, absence, or inability to act of the Chairman, he/she shall assume and discharge pro tempore the powers and duties of the Chairman.

Section 10. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the Directors present at a regular or special meeting of the Board. A Director elected to fill a vacancy resulting from death, resignation, or removal shall be appointed for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly appointed and qualified.

Section 11. Committees. The Board may designate from among its Directors, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one (1) Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. Committee reports shall be provided in written format and unless the relevant committee or the Board request a recommendation for decision or substantial discussion the committee shall be given no more than 10 minutes on the agenda. The Board shall not be permitted to delegate the powers to contract, financial or budget making authority. Any delegated activity or decision making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

Section 12. Removal. Any Director of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the Director at issue whenever in their judgment such removal would serve the best interests of School.

Section 13. Resignation. A resignation by a Board Director shall be effective upon receipt by the Chairman of the Board of a written communication of such resignation.

Section 14. Participation by Telephone. To the extent permitted by law, any Director of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all

persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 15. Proxy Voting. Proxy voting is not permitted.

Section 16. Compensation. No Director of the Board shall receive any compensation for serving in such office; provided that, the School may reimburse any Director of the Board for reasonable expenses incurred in connection with authorized service on the Board.

Section 17. Closed Sessions. Any Board Director may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality in accordance with the Nevada Open Meeting Law. All persons except Board Directors may be excluded from such Closed Sessions at the discretion of the Chairman. No action may be taken in a Closed Session.

Section 18. Orientation/Training. Orientation and training will be optional.

Section 19. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Board Director is unable to attend a Board meeting, the Board Director shall contact the Chairman or Vice-Chairman prior to the meeting.

Section 20. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment in accordance with the Nevada Open Meeting Law. After the speaker identifies his or her name, address and affiliations, public comment may be limited to the extent permitted by law.

Section 21. Contracts. The Board may authorize any officer or officers, agent or agents, employee or employees to enter into any contract or other instrument on behalf of the school, and such authority may be general or confined to specific instances. Except as herein provided or as authorized by the board, no officer, agent, or employee shall have any power or authority to bind the school by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.

ARTICLE IV

OFFICERS

Section 1. Number. The officers of the School shall include a President, Vice President, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. Following the issuance of the charter, the Board shall elect and appoint officers of the school who shall serve a two (2) year term. Thereafter, the Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of

one (1) year and until their successors have been duly elected and qualified. Should there be more than one (1) nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office. Any two offices may be held by one person. The Board of Directors may from time to time, by resolution, appoint such additional Vice-Presidents, and additional Assistant Secretaries and Assistant Treasurers of the School as it may deem advisable; prescribe their duties, and fix their compensation, and all such appointed officers shall be subject to removal at any time by the Board of Directors. All officers, agents, and factors of the school shall be chosen and appointed in such manner, and shall hold their office for such terms as the board of directors may by resolution prescribe.

Section 3. Suspension and Removal. Any officer of the School appointed by the Board of Directors may be removed or suspended by a majority vote of the Board of Directors at any time, with or without cause. Any agent or employee appointed or employed by the President may be removed or discharged or suspended by him at any time, with or without cause.

Section 4. Powers and Duties of the President. The President shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The President of the School shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Powers and Duties of the Vice-President(s). The Vice-President(s) shall generally assist the President, and shall perform such duties as may be assigned to him/her by the Board of Directors. In the event of the death, resignation, absence, or inability to act of the President, he/she shall assume and discharge pro tempore the powers and duties of the President of the School.

Section 6. Powers and Duties of the Secretary. The Secretary shall keep the minutes of all meetings of the Board of Directors, shall have charge of the books and records, and shall serve all notices to the Directors. In general, s/he shall perform all duties incident to his/her office.

Section 7. Powers and Duties of the Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board Director. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Returns and Statements. It shall be the duty of each officer of the School to make and file any and all returns, reports, lists, or statements required by law to be made and filed by him/her, and to make full report to the Board of Directors respecting the affairs of the School in his/her charge whenever he/she may be requested to do so.

Section 9. Compensation. The salaries of all officers shall be fixed by the Board of Directors, and the fact that any officer is a Director shall not preclude him/her from receiving a salary or from voting upon the resolution providing the same.

ARTICLE V STAFF

The Board may appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice. Such person shall also assist the Board and President in hiring staff (including teachers), determining the compensation for such staff, and establishing policies for the staff. The Administrator shall also serve as the direct liaison between staff and the Board. The salary of the Administrator shall be fixed by the Board of Directors, and the fact that the Administrator is a Director shall not preclude him/her from receiving a salary or from voting upon the resolution providing the same.

ARTICLE VI PARENT ASSOCIATION

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

ARTICLE VII CONTRACTS, LOANS, AND DEPOSITS

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

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board and documented in the Board's policies for inspection by the SPCSA.

Excluding checks for the payment of salaries, wages and rent, the President and Administrator are authorized and required to sign all checks over the amount of \$2,000.00.

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

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

ARTICLE VIII PROPERTY

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the School.

ARTICLE IX INDEMNIFICATION

The School shall, to the extent legally permissible, indemnify each person who may serve or who has served at any time as an officer, Director, or employee of the School against all expenses and liabilities, including, without limitation, counsel fees, judgments, fines, excise taxes, penalties and settlement payments, reasonably incurred by or imposed upon such person in connection with any threatened, pending or completed action, suit or proceeding in which he or she may become involved by reason of his or her service in such capacity; provided that no indemnification shall be provided for any such person with respect to any matter as to which he or she shall have been finally adjudicated in any proceeding not to have acted in good faith in the reasonable belief that such action was in the best interests of the corporation; and further provided that any compromise or settlement payment shall be approved by a majority vote of a quorum of Directors who are not at that time parties to the proceeding.

The indemnification provided hereunder shall inure to the benefit of the heirs, executors and administrators of persons entitled to indemnification hereunder. The right of indemnification under this Article shall be in addition to and not exclusive of all other rights to which any person may be entitled.

No amendment or repeal of the provisions of this Article which adversely affects the right of an indemnified person under this Article shall apply to such person with respect to those acts or omissions which occurred at any time prior to such amendment or repeal, unless such amendment or repeal was voted by or was made with the written consent of such indemnified person.

This Article constitutes a contract between the School and the indemnified officers, directors, and employees. No amendment or repeal of the provisions of this Article which adversely affects the right of an indemnified officer, director, or employee under this Article shall apply to such officer, director, or employee with respect to those acts or omissions which occurred at any time prior to such amendment or repeal.

ARTICLE X AMENDMENTS

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board by an affirmative vote of two-thirds (2/3) of all the members then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each member at least five (5) days prior to the meeting.

ARTICLE XI DISSOLUTION

If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada to dispose of as it sees fit.

ARTICLE XII PURPOSE OF THE BYLAWS

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

ARTICLE XIII MISCELLANEOUS

Section 1. Fiscal Year. The fiscal year of the School shall be July 1 to June 30.

Section 2. Notice. Whenever, under the provisions of these Bylaws, notice is required to be given to any Director, it shall not be construed to be limited to personal notice, but such notice may be given in writing by depositing the same in a Post Office or letter box in a postpaid, sealed wrapper, addressed to such Director at the latter's last known address, and the time when the same shall be thus mailed shall be deemed to be the time of the giving of such notice. Notice to a Director may also be given via e-mail by sending the notice to the e-mail address of file for such Director. Each Director shall provide the Secretary with a current e-mail address which shall be kept with the School's books and records. A Director shall provide the

Secretary with any change in his/her e-mail address as soon as practicable after such change occurs.

Section 3. Books and Records. The Bylaws and such other books and records of the School as are required by law or as may from time-to-time be prescribed by The Board of Directors, shall be kept at the principle office of the School for inspection by all who are authorized or have the right to inspect the same. All other books and records of the school shall be kept at such places as may be prescribed from time-to-time by the Board of Directors.

Section 4. Singular and Plural, Etc. It is understood that any and all references to the plural shall include the singular and any references to the masculine shall include the feminine and vice versa, as indicated by the context and number of parties involved.

Section 5. Faxed and Electronic Signatures. A faxed or electronic signature of any Director shall have the same force and effect as an original signature.

Section 8. Unenforceable or Illegal Provisions. In the event any provision contained in these Bylaws are found to be illegal or unenforceable, that provision shall be stricken and all other provision contained herein shall remain in full force and effect.

In Witness Whereof, we, being all the Directors of the Board of Directors of Mountain West Academy, have hereunto set our hands this ___ day of August, 20__.

Director

ATTEST:

SECRETARY

Attachment 9: Governance

Code of Ethics

OVERVIEW

The Board Members for Mountain West Academy strives to create a culture and learning environment to allow students to meet their fullest potential as an individual.

MWA's teachers will perform their jobs to the highest standards and hold not only themselves, but also all students accountable to the high achieving standards.

The Teachers of Mountain West Academy will expect and accept that every student has the right to the highest quality education without interruptions from issues like strike.

PRINCIPLE I: Ethical Conduct toward Students

The teachers of Mountain West Academy accept that it is our responsibility to teach students about character education and qualities that will help them and their community benefit in the long run. Teaching students about pride in self and community makes our school a stronger and more integrated facility.

1. The teachers of Mountain West Academy will deal considerately with each student, and to resolve problems, including discipline, according to law and school policy.
2. The staff at Mountain West Academy will not reveal confidential information concerning students, unless required by law, per HIPPA regulations.
3. The teachers will present facts without distortion, bias, or personal prejudice.

PRINCIPLE II: Ethical Conduct toward Practices and Performance

Mountain West Academy staff assumes responsibility and accountability for his or her performance and continually strives to demonstrate competence in the grade level and subjects being taught.

Mountain West Academy will respect and obey the laws and integrity of education.

1. The staff at Mountain West Academy will apply for, accept, or assign a position or a responsibility on the basis of professional qualifications.
2. The staff at Mountain West Academy will maintain good mental and physical health in order to perform their jobs to the fullest extent.
3. The teachers will take all opportunities necessary for professional growth and development.
4. The staff at Mountain West Academy will not intentionally misrepresent official policies of the school or educational organizations, and clearly distinguishes those views from his or her own personal opinions.
5. The staff at Mountain West Academy will not use i professional privileges for personal advantages.

Attachment 9: Governance

Code of Ethics

PRINCIPLE III: Ethical Conduct toward Professional Colleagues

Mountain West Academy staff will exemplify ethical relations with colleagues and respect one another as professionals in the industry. accords just and equitable treatment to all members of the profession.

1. Mountain West Academy staff will not reveal confidential information concerning colleagues unless required by law.
2. Mountain West Academy staff will not willfully make false statements about a colleague or the school at any given time.
3. The professional educator does not interfere with a colleague's freedom of choice, and works to eliminate coercion that forces educators to support actions and ideologies that violate individual professional integrity.

PRINCIPLE IV: Ethical Conduct toward Parents and Community

The professional educator pledges to protect public sovereignty over public education and private control of private education.

The professional educator recognizes that quality education is the common goal of the public, boards of education, and educators, and that a cooperative effort is essential among these groups to attain that goal.

1. Mountain West Academy teachers will make concerted efforts to communicate to parents' any and all information that should be revealed in the interest of the student.
2. The staff at Mountain West Academy will create a positive and active role in school/community relations.

Attachment 9: Governance

Conflict of Interest Policy

Article I Purpose

The purpose of the conflict of interest policy is to protect Mountain West Academy's ("MWA") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of MWA or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest, other than de minimis, in any entity with which MWA has a transaction or arrangement,
- b. A compensation arrangement with MWA or with any entity or individual with which MWA has a transaction or arrangement, or
- c. A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which MWA is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Article III Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon.

The remaining board or committee members shall decide if a conflict of interest exists.

Attachment 9: Governance

Conflict of Interest Policy

3. Procedures for Addressing a Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- d. After exercising due diligence, the governing board or committee shall determine whether MWA Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- e. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in MWA's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- f. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

- g.** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

- a.** A voting member of the governing board who receives compensation, directly or indirectly, from MWA for services is precluded from voting on matters pertaining to that member's compensation.
- b.** A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from MWA for services is precluded from voting on matters pertaining to that member's compensation.
- h.** A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the
 - i.** MWA, either individually or collectively, is prohibited from providing information any committee regarding compensation.

Attachment 9: Governance

Conflict of Interest Policy

Article VI Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a.** Has received a copy of the conflicts of interest policy,
- b.** Has read and understands the policy, and
- j.** Has agreed to comply with the policy

Article VII Periodic Reviews

When conducting the periodic reviews as provided for in Article VII, MWA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Attachment 10: Incubation Year Planning Table

Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 2017-2018) to ensure that the school is ready for a successful launch in fall 2017. Feel free to add rows as needed.

2017-2018 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
<i>INSTRUCTION</i>	Align all curriculum to Nevada Academic Content Standards	School administration	Complete by March 2017
	Order Curriculum	Director	Complete by June 2017
	Schedule Academic Staff summer training	School administration	Complete by June 2017
	Receive inventory and distribute curriculum materials	School administration	Complete by July 2017
	Complete Summer training	All school staff	July 2017
	Set up Assessment Software	School administration	July 2017
	Set up Infinite Campus grading parameters	School administration	July 2017
	Identify educational service providers for special education	School administration	January- July 2017
<i>TALENT</i>	Begin advertising open positions on school website, job forums and social media	Director	December 2016
	Attend job fairs	School administration	January- July 2017
	Conduct paper screening	Director	January- July 2017
	Conduct interviews	Director and board members	January- July 2017
	Complete Instructional staff hiring	Director and board members	July 2017
	Complete summer training for all staff	Director and school administration	July 2017
<i>OPERATIONS</i>	Execute management agreement	Board	November 2016
	Finalize facility design and location	Director	December 2016
	Execute lease agreement with facilities developer	Director	December 2016
	Specify school furniture, fixtures, and equipment	Director	April 2017
	Order school furniture, fixtures, and equipment	Director	May 2017
	Ensure all utilities are connected	Director and school	July 2017

	and school is fully operational	administration	
<i>TECHNOLOGY</i>	Establish school website	Director and school administration	November 2016
	Establish school social media accounts	Director	November 2016
	Establish school internet network	Director and school administration	July 2017
	Specify technology equipment and seek competitive bids	Director and office manager	May 2017
	Order technology equipment	Office manager	May 2017
	Establish school e-mail and assign accounts	Office manager	June 2017
	Receive inventory and image new computers	Office manager	June 2017
	Set up technology center	School administrator and office manager	June 2017
	Set up school Infinite Campus	Office manager	April-June 2017
	Install projectors and screens	School administration	June 2017
	Set up accounting software	Office manager	June 2017
	Train staff on technology	Director and Office manager	July 2017
<i>FINANCE</i>	Determine optimal school size by calculating fixed and variable costs versus revenues	Director	Complete
	Calculate cost of facility lease	Director	Complete
	Calculate cost of furniture, fixtures and equipment- budget	Director	Complete
	Calculate startup costs- Budget	Director	Complete
	Calculate personnel costs- Budget	Director	Complete
	Calculate break-even point	Director	Complete
	Establish DSA accounts and state funding forms	Office manager	May-June 2017
	Establish bank accounts	Director and office manager	January 2017
	Apply for CSP grant	Office manager	Upon approval of charter
	Apply for start-up loan	Director	January 2017
	Apply for 501(c)3	Director	January 2017
	Establish necessary accounts with State of Nevada Department of Education	Office manager	May-July 2017
	Procure finance software for government accounting	Office manager	March 2017
	Apply for federal grants	Director	March 2017
	Provide estimated students counts to the state	Office manager	July 2017
<i>PARENT & COMMUNITY</i>	Create website	Director	October 2016

<i>ENGAGEMENT</i>			
	Create marketing plan	Director and school administration	Complete
	Establish Facebook account	Director	October 2016
	Establish intent to enroll form to post on website	Director	October 2016
	Begin flier campaign	Director and school administration	November 2016
	Begin e-mail campaign	Director and office manager	November 2016
	Establish on-site recruitment trailer	Director	March 2017
	Begin social media campaign	Director and Office manager	November 2016
	Create and distribute press release	Director	December 2016
	Distribute fliers to surrounding businesses	Director and school administration	December 2016
	Hold ground breaking ceremony and pancake breakfast	Director and school administration	December 2016
	Hold a school carnival	Director and school administration	March 2017
	Publish board meeting notices, hold meetings	Board	Ongoing
	Join Charter School Association of Nevada	Director	June 2017
	Hold community information meetings	Director	Ongoing
	Conduct campus tours	Director and school administration	July 2017 onward
<i>SCHOOL SYSTEMS & CULTURE</i>	Train board of directors on school culture and pedagogy	Director	December 2015 onward
	Train instructional staff on school culture and pedagogy	Director	July 2017
	Design school mascot	Director and board	October 2016
	Decorate front office, school corridors	Director and office manager	July 2017
	Hold Meet the Teacher night	All staff	August 2017
	Culture week	All staff	August 2017
	Conduct Curriculum nights	Director and school administration	September 2017
<i>OTHER</i>			

Attachment 11:
College/University Dual Credit
Agreement Documentation

Attachment 11: College/University Dual Credit Agreement

Attachment 11 is not applicable, as we will not have an agreement or memorandum of understanding between Mountain West Academy and a College or University.

Attachment 12: Operational Execution Plan

Attachment 12: Operational Execution Plan

Mountain West Academy's staffing model will be based on providing high quality instruction for all grade levels. Para professionals will be integrated in to assist with meeting the needs of student's who may be under achieving or students with IEP's or 504 plans in the classrooms. With lower ratios, teachers will be able to give the additional support to students on a daily basis.

MWA's performance metrics will be based on best practices and making sure our leadership team is advising based off of cost, risk and benefits to the school. The performance metrics of the school needs to be measureable and have clear objectives that can be met. It is the schools goal to set a higher expectation for staff, students and parents. Leadership will be encouraged to use the SMART approach in meetings and discussions regarding objects and goals of the school.

Provision of Services:

1. Transportation: Transportation will not be provided to and from school. The school will have staff available before and after school to allow for early drop off and late pick up.
2. Food Service: Students will be responsible for providing their own lunch and snacks for school. If a financial hardship is determined which would prove a barrier for the student to attend school, the school will work with the family to ensure the student has the necessary snacks and lunches. This may come from a student assistance fund established through the school budget.
3. Facilities Maintenance: The facility will be maintained by school staff as well as assistance provided by part-time support.
4. School Nursing and Health: With a variety of health issues in schools, we feel it will be necessary to have a nurse, even if part time on staff to help coordinate care for children. A nurse may be out-sourced. Not only with the nurse be responsible for being a part of the IEP or 504 team, that person would be responsible for helping the staff understand care plans and services that children may require on a daily basis. This is referenced in attachments 15 and 16 as part time assistance.
5. Purchasing processes: The administration will be responsible for purchasing materials required for the school. The school administrator and office manager will determine from whom supplies will be purchased. For purchases larger than \$2000, board approval may be required. Teachers will be required to have consumable printed materials to the office in a timely manner and be expected to keep classroom costs at or below the necessary budget per student.
6. Safety and security: Safety and security are of the utmost priority. All staff members will be required to wear an ID badge at all times. Parents and volunteers will be required to sign into the office and wear a volunteer badge. The school will have a single point of entry to ensure no one is able to access the school property without permission. The school will have full perimeter fencing of no less than 6 feet tall. MWA wants to ensure that the safety plan is in accordance with city and state regulations; collaborate with local authorities and make sure MWA has established all required documents and procedures.

Attachment 13: Proof of Facility Commitment

Attachment 13: Proof of Facility Commitment

Attachment 13 is not applicable, as we have not committed to a facility location at this time.

Attachment 14: Insurance Coverage

ISU Insurance Services
The Henkes Welsh Agency
Independently Owned & Operated



The Henkes Welsh Agency

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

August 19, 2015

RE: Mountain West Academy (Kathy Etchemendy, Elizabeth Wright)

Sirs:

I am writing this letter on behalf of the above mentioned parties, regarding their insurance program, and my experience with them as clients.

The insurance program we will be providing this entity would satisfy or surpass the State's requirements for such a business. We currently provide Property, General Liability, Abuse Liability, Student Accident Coverage, Automobile Liability, and Workers Compensation. Their program will include Directors and Officers coverage for the new entity.

I have insured Kathy and Elizabeth for the last 15 years. Their account is a stellar performer. The insurance carriers appreciate accounts like their's. They have nearly zero claims activity among all lines, and have never had a liability claim of any sort.

On a personal level, from the insurance agent perspective, they are fantastic clients. They are prompt, honest, engaged, and friendly. I have always been happy and proud to have them as clients, and even friends.

Please feel free to contact me with any questions.

Sincerely,

David Strickler
ISU Henkes Welsh Agency
Reno, Nevada
(775) 786-8838

PO Box 11455
Reno, NV 89510-1455
Telephone 775.786.8838
Fax 775.786.9909

639 Isbell Road, Suite 440
Reno, NV 89509

WWW.ISUHW.COM
20192



Mountain West Academy 271

Attachment 15: Budget Narrative

Attachment 15: Budget Narrative

- (1) As Attachment 15, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for budget narrative in Attachment 15.

Revenue Assumptions

- a. Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

Mountain West Academy has conservatively planned its first year of activities using funds it can reasonably expect to receive. Per pupil revenue (PPR) (set at \$6,734 in Washoe County) is the school's main source of funding and Mountain West Academy expects to receive funding per the school finance act and in accordance with applicable state statutes. Annual increases in PPR have been set at 3%, which the Governing Body feels is sufficiently conservative.

- b. Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.

To supplement the other revenue streams, Mountain West Academy plans to raise \$20,000 from private donations in the planning period, and \$135 in donations per student in school years 1 through 5 (between \$36,450 and \$68,040). The Board will be responsible for this fund-raising effort. The Board feels this is a conservative goal that can be met easily. If funds beyond the budgeted amount are raised, it will serve to relieve first-year budget pressures.

- c. Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

Full-time teacher salaries will average \$40,000, competitive with Washoe County School District Schools with reasonable variance based on skills and experience. Average annual increases are pegged at 3%. Skills which are expected to command a higher salary include ELL training and Special Education certification.

Administrator and staff salaries will be competitive with market rates, again based on skills and experience.

Mountain West Academy intends to fully contribute to the Public Employee's Retirement System (PERS). This budget assumes a contribution rate of 25.75% per salary dollar for full-time certified employees and 13.25% per salary dollars of all non-certified full-time employees.

Funds are allotted yearly to allow the full teaching staff to take the state assessment exam yearly, to receive their Highly Qualified status. This is a conservative measure, to ensure that even if the school experiences full staff turnover each year, the budget will be met.

The school will open with 14 full-time teachers and one special education teacher. By year 6, this will grow to 23 full-time teachers.

Attachment 15: Budget Narrative

The school will open with the following administrator a principal, office manager and business manager. Beginning in year two we will also have an assistant-principal and administration support.

As previously noted we raised the average cost per teacher compared to Washoe County School District pay-schedule to account for teachers with ELL and Special Education Certification. While you will note a zero budget line item for these employees the number is previously factored into staffing costs.

Health insurance will be made available for full-time employees only. Employees will pay 50% of the premium for this insurance. Dental insurance will be made available, but employees will pay 100% of the premium for dental insurance. Health insurance expenditure was determined by reviewing Washoe County health insurance premiums.

Mountain West Academy does not intend to provide food service for lunch or transportation to and from the school, and as such Mountain West Academy anticipates no financial gain or loss.

Operating expenditures were determined by evaluating operating budgets of private and public schools within the area. We evaluated drivers for the expenses with the most significant drive being derived from our pupil count. Among the more significant operating expenses are:

- Special Ed/Psychology Consultant – This figure was determined based on hourly estimates of professional cost and our anticipation of need.
- Textbooks (initial cost) – We budgeted \$115 per student for textbooks. This is based on the assumption that teachers will be sharing textbooks. By year three we anticipate having sufficient textbooks on hand and anticipate a seven year useful life.
- Library Books - We plan to rely on donations and build our library over time. We estimated the cost per student to be \$30 with yearly costs ranging between \$6,000 in year one and \$8,400 by year 6.
- Music Program – One focus of Mountain West Academy is arts and as such we feel it necessary to allocate sufficient revenue to build and maintain our music program. We estimated the cost per student to be \$25 as determined by estimates for purchasing necessary and sufficient instruments.
- Assessment Costs – As determined by estimates provided for assessments we determined the cost would be \$100 per student.
- Annual Audit and Legal Funds – Per discussions with a local audit firm and law firm we determined that an allocation of \$7,500 per year for each would be sufficient to meet our audit and legal needs.

Athletic expenditures were determined to be \$10 per student per year as a means of purchasing appropriate athletic equipment. We note that elementary schools have less stringent athletic programs and less need for expensive equipment. Furthermore, each teacher will be required to do physical education with their class.

Facility costs were determined by reviewing the State Public Charter School Authorities Charter School Facilities Report and by discussing and reviewing market rates within Washoe County. Mountain West Academy assumes that 50 to 70 square feet are required per student and that the highest reasonable rent the school might pay is \$14 per square foot per year a cost which includes tenant improvements.

Attachment 15: Budget Narrative

Insurance includes general liability and directors and officers insurance and is based on an estimate for a charter school our size.

We anticipate the capital improvements in our calculation of annual lease expense. We have allocated an additional \$15,000 for capital outlay associated with getting the building ready for students.

As we are a 21st century learning environment we have included in our budget significant costs for technology and equipment purchases. Among the more significant technology and equipment costs are:

- Classroom technology – This figure was determined based on a per classroom basis with a \$500 allocation per classroom. This estimate was determined by reviewing online quotes and excludes teacher laptops, the laptop cart, and smart boards all of which are included in other budget line items.
- Educational software – Was determined on a per student basis for quotes for two leading educational software programs and was estimated to be \$40 per student.
- Technology support services – This will include the maintenance of our cloud based server and was estimated to cost \$1,050 a month per discussions with other schools in the area utilizing this technology.
- Faculty Furniture – We assumed the need for a desk and Smart Board and have estimated costs at \$2,500 per full-time employee. This was determined by quotes provided by leading vendors.
- Student Furniture – We anticipate having a cost per \$75 as we will not be utilizing individual desks.

d. Discuss in detail the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

e. Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

f. Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

Contingency

If our anticipated revenues are not received or our lower than anticipated we will implement the following three resolutions 1) adjust our expenditures accordingly based on revised student enrollment 2) increase our fundraising and request for donations and 3) apply for a charter school revolving loan through the State of Nevada. This contingency plan will apply in both the event that year 1 state and local revenue projections are not met and if philanthropic revenue projections are not met in advance of opening. Our strategies for increasing revenue and decreasing expenses are outlined as follows:

Strategies for Increasing Revenue:

- Increasing student enrollment. Using the existing staff Mountain West Academy will focus on additional recruitment efforts to increase student enrollment including a review of our recruitment/marketing strategy to optimize additional enrollment.
- Securing loans from the state or the bank. Such a loan will be needed to help with start-up expenses.

Attachment 15: Budget Narrative

- Fundraising to provide funding for extra-curricular student activities, event or school resources.

Strategies for Decreasing Expenses:

- Scheduling monthly financial meetings to compare budget projections with actual expenditures to ensure we are not overspending and to make immediate adjustments to the budget and/or expenditures when needed.
- Renegotiating leases or contracts may be required to decrease expenditures, and secure better rates/or better economies of scale on purchases and supplies.

Attachment 16: Financial Plan Workbook

Attachment 16: Financial Plan Workbook

Please reference the uploaded Excel spreadsheet for the Financial Plan Workbook.