

River Mountain Academy

Key Information:

The purpose of this charter is to improve the academic achievement of students.

Mission Statement: River Mountain Academy instills high standards for academic excellence, healthy living choices, responsible citizenship, and environmental concern through place-based education.

Geographic location:

We are open to all students living in the state of Nevada, specifically to those living in Henderson.

Projected Enrollment: First year projections- 360 students in K-5, 40 students in Pre-K

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A.1 Mission, Vision, and Educational Philosophy

Narrative A.1.1, Purpose

The purpose of this charter is to improve the academic achievement of students.

Narrative A.1.2, Mission

River Mountain Academy instills high standards for academic excellence, healthy living choices, responsible citizenship, and environmental concern through place-based education.

Narrative A.1.3, Vision

River Mountain Academy will be recognized as a school that unfailingly puts children first on all levels. Our highly qualified group of teachers and dedicated staff members will use the school's mission and vision to guide everyday instruction and learning.

Academic Excellence: At River Mountain Academy, we believe that one of the first steps to student success is to provide our students with spaces designed to enhance learning. Our students will learn in larger classrooms, at least 30 square feet per student, to ensure active learning, movement and discovery. Our students will learn in smaller groups, 20 students to 1 teacher, which will increase individualized learning experiences, differentiated instruction, one on one learning, and instructional support. Our students will also be provided with other indoor and outdoor learning spaces designed to extend learning through art, music, technology, science, physical education, cultural studies, and place based environmental education.

Healthy Living Choices: Members of the school community-students, parents, family, faculty, and staff-will pledge to maintain healthy physical and emotional habits and will do their best to take advantage of wholesome opportunities in the surrounding community.

Responsible Citizenship & Environmental Concern: Drawing upon the immediate and surrounding community in which we live, students will have the opportunity to learn about and help solve the environmental and social concerns that impact them most. Teachers will utilize the local community as a

resource for learning that supplements the traditional curriculum and allows for unique learning opportunities. Students will be grounded in the history, culture, and ecology of their surrounding environment before moving on to broader subjects. This type of real world learning not only allows students a deeper connection with the community around them but also ensures engagement, promotes intrinsic motivation, leads to greater comprehension, and allows students to demonstrate learning in multiple ways.

Narrative A.1.4, Philosophy

River Mountain Academy believes that each child is a unique individual needing a secure, caring, and engaging atmosphere in which to grow emotionally, intellectually, physically, and socially. To achieve this, the educational program will draw upon the ASCD Whole Child Initiative

(<http://www.ascd.org/whole-child>) A sampling of the integration of the Whole Child Initiatives into River

Mountain Academy includes:

- Each student enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

A.2 Mission Specific Goals and Objectives

Narrative A.2.1, Assurance regarding performance frameworks

Goal 1 - Eighty (80) percent of students enrolled at the school for a three consecutive year period will achieve performance measured within one standard deviation of the state average of the state annual assessment. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the third through fifth grade.

Goal 2 – Seventy-five (75) percent of students, who have attended the school for two consecutive years, will meet or exceed grade level standards in accordance with the Nevada Academic Content Standards (NVACS) annually.

Narrative A.2.2, Assessment tools/data/artifacts, if applicable

The Criterion Referenced Test (or other standardized assessment subsequently adopted by the Nevada Department of Education) results will provide evidence to determine attainment of goal one.

River Mountain Academy will collect and use quantitative data to include but is not limited to:

Renaissance Learning’s STAR assessments, Study Island, Lexia Learning and/or ST Math and qualitative data such as: student notebooks, portfolios, observations, discussions, and cooperative learning strategies to support student academic and personal growth to attain goal two.

Narrative A.2.3, Reasonableness of goals, if applicable

Ensuring that each student is healthy, safe, engaged, supported, and challenged requires us to continually ask questions and examine evidence related to implementation.

A.3 Curriculum and Instruction

Narrative A.3.1, Curriculum Model

The school’s reading, writing, and mathematics curriculum is based on the Nevada Academic Content Standards (NVACS). Science Curriculum will be based on the Next Generation Science Standards through the National Science Teachers Association. The Nevada State Standards will be used for other content areas such as social studies, music, visual arts, health, physical education, computer and technology, and Spanish. To succeed in college, other postsecondary education, and the workplace,

students need higher-level thinking, communication, and problem-solving skills as well as knowledge of the world and its people. These are all products of the curriculum that challenges students to work harder as they investigate a wide range of real-world subjects.

The faculty of the school will develop curriculum maps specific to the standards being measured. These curriculum maps will serve as the basis for lesson plan development to ensure that all standards are addressed. The curriculum maps will largely be aligned to curriculum, standards, and student goals. In addition to the curriculum provided teachers will use supplementary resources to support student engagement and academic success.

Standards and learning goals will be clearly displayed in every classroom so that each child will be connected to the goals of their own learning process.

Attachment A.3.2, Schedule of courses

Please see attachment 1.

Attachment A.3.3, Course description and alignment with standards

Please see attachment 2.

Attachment A.3.4, Typical Daily Schedule

Please see attachment 3.

Attachment A.3.5, Courses to complete for promotion

Please see attachment 4.

Attachment A.3.6, Courses/Credits for graduation (if applicable)

Not applicable

Narrative A.3.7, Policy for pupil promotion

Students must meet or exceed 70% of grade level standards in accordance with the Nevada Academic Content Standards (NVACS) as measure by the aforementioned qualitative and quantitative tools to be promoted to the next grade level.

Attachment A.3.8, Diploma if applicable

Not applicable

Attachment A.3.9, Transcript

Please see attachment 5.

Narrative A.3.10, Transfer of credit

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

Attachment A.3.11, Textbooks

Please see attachment 6.

Narrative A.3.12, Instructional Strategies

Using developmentally appropriate practices (DAP) while incorporating foundational concepts into lessons help teachers differentiate instruction, engage students in the learning process, and increase achievement of all children. (www.naeyc.org) While students are treated as unique individuals, all practices should be appropriate to the child's age and developmental stage and build on previously taught concepts. Teachers will use a combination of whole group, small group, and one on one instruction to facilitate learning throughout the day. Teachers will ensure student mastery in all subject areas by utilizing the provided curriculum, supplementing with additional resources, incorporating effective teaching/learning strategies, and the regular review of student data and achievement goals. All resources and strategies will be aligned to the educational philosophy and include but are not limited to:

- Differentiated Instruction-personalizing instruction so that all students can learn effectively regardless of their ability level or learning style

- Brain based learning-Instructing through multiple learning pathways such as linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalist.
- Cross Curricular Connections-Helping students see the connection between individual subject areas thereby making learning more relevant to the students.
- Teacher modeling-Provides students with a clear, multi-sensory model of a skill or concept.
- Guided Practice-An activity that provides students the opportunity to grasp and develop concepts or skills and requires teachers to monitor student progress.
- Cooperative Learning-A form of active learning where students work together to perform specific tasks in a small group.
- Small Group Instruction-Teacher will pull ability-based groups to target specific instructional goals.
- Peer Teaching-Students interact with other students to attain educational goals.
- Scaffolding- Learner accesses prior knowledge and then through the support delivered by engaging instruction is able to accomplish the task independently.
- Gradual Release-Structured method of teaching framed around a process where the responsibility of learning goes from the teacher to the eventual independence of the learner.
- Independent Learning- Students will make the decisions necessary to meet his/her own learning needs.
- Weekly Team Meetings-Teachers will meet weekly with administration and their grade level teams to discuss progress, growth, RTI, and create the best plan for upcoming instruction. Meetings should start with an agenda, be time sensitive, have someone assigned to take notes, assign tasks and responsibilities, and encourage feedback from all parts involved. Educators will use the Standards in Practice model as a framework to inform and evaluate the quality of instruction and assignments. (www.edtrust.org)

- Data Driven Instruction- Teachers will use a range of diagnostic, formative, and summative assessment tasks to monitor student progress, provide timely feedback, and adjust teaching-learning activities to maximize student progress.

Narrative A.3.13, Professional Development

_____ In designing professional development experiences to support the Nevada Academic Content Standards (NVACS), the following elements serve as a productive means for providing a personalized learning approach for River Mountain Academy educators.

- Team-based, job-embedded professional development for teachers, administrators, and staff. (Standards In Practice)
- Multiyear induction programs for new teachers and principals for the first two years of employment, including ongoing mentoring with paid release time and regular feedback to teacher and principal preparation programs.
- High-quality, targeted professional development for teachers that aligns with college- and career-ready standards and the academic and improvement goals of the school, and professional development for principals that addresses school improvement strategies, engaging families and communities, and managing school resources.
- Rigorous, transparent, and equitable teacher and principal evaluation systems based on multiple criteria, including student achievement and growth, and classroom practice.
- Development of a school leadership team to provide mentoring and support in implementation of curriculum and on-site coaching of instructional strategies.

Professional development opportunities on and off site should create opportunities for diverse teams to work together on collaborative tasks strengthening the understanding, respect, and flexibility among Pre K–5 staff, providing teachers to embrace new concepts together and genuinely engage adult learners in

team-building activities that strengthen professional relationships and deepen understanding of divergent perspectives.

A.4 Assessment and Accountability

Attachment A.4.1, Assessment plan and instruments

Please see attachment 7.

Narrative A.4.2, Use of Student Data

Our goal is to educate students who are healthy, safe, engaged, supported, and challenged and who are ready for the demands of college, career, and citizenship. Using a combination of assessments of learning, such as growth models; portfolios; criterion-referenced tests; norm-referenced tests; computer adaptive assessments; diagnostic evaluations; and formative, interim, and summative assessments; we get a more comprehensive and continuous picture of student achievement and long-term success. Student data analysis will be ongoing. Frequent data collection, particularly for students performing below grade level, is fundamental to improvement. The results from these ongoing assessments will be used to drive instruction and to differentiate instruction for all learners.

Intervention programs will be developed for students to ensure appropriate remediation and advancement. Students identified at risk, will have an intervention plan created by their teacher. This plan will follow the Nevada Response to Intervention model. Tier one includes research based instruction in the general education classroom with core instructional interventions. Tier two includes small group intervention with intensive assistance for students who are performing below monitored progress expectations. Tier three includes students with accommodations and/or modifications as established in an Individual Education Plan (IEP). School wide results will be used to target faculty and professional development.

Narrative A.4.3, Use of longitudinal data

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

- A student baseline developed during the first year testing results.
- A comparison of annual results with the baseline scores to assess progress.
- Grade level and school composite scores.
- A graph of annual results showing year-to-year change.
- A graph of school scores related to state and national averages.
- Sub-analysis of a variety of variables to identify areas of improvement.
- performance of sub groups monitored to chart the achievement gap.

Narrative A.4.4, Data management plan

In accordance with NRS 386.650, River Mountain Academy will use software, hardware, and telecommunications compatible with its sponsor (State Public Charter School Authority) to fulfill data requirements to the sponsor. The school will report data required to its sponsor by the beginning of the school's first year of operation. River Mountain Academy, sponsored under the auspices of the Nevada State Board of Education will use Infinite Campus that is hosted as an ASP (Application Service Provider) by the Department of Education. The school administrator will monitor the mainframe to ensure that data is appropriately maintained and entered in a timely fashion. Parents will be provided with login credentials to monitor their child's progress in school.

Research proves that when teachers collaborate effectively to analyze student performance, create interventions for struggling students, and continue their own professional learning, they can increase their efficacy. Monthly teacher planning time (as early release or formally scheduled professional development) will be provided for teacher collaboration, data analysis, and sharing of effective teaching methods and strategies.

A.5: Tentative School Calendar and Daily Schedule Guidelines

Attachment A.5.1, Calendar

Please see attachment 8.

Narrative A.5.2, Enrollment dates

_____The proposed date of enrollment for River Mountain Academy is May 4, 2015.

Attachment A.5.3, Alternative schedule application (if applicable)

_____Not applicable

A.6 School Climate and Discipline

Narrative A.6.1, How climate/discipline support educational goals

River Mountain Academy will establish a school climate that values the social, emotional, and physical well-being of all people. Educators will model attitudes that emphasize the satisfaction and benefits gained through quality education. Families, students, and staff members will work together to develop and contribute to a positive school community. In addition, all members of the school community will contribute to the operation and care of the physical school environment.

The policies for River Mountain Academy have been developed and will continue to be developed so that a safe environment which is conducive to learning may be established. Once the charter is approved, the principal will further refine the discipline policies. These policies will provide for the progressive discipline of pupils and in school review of disciplinary decisions. The policies will continue to develop with input and participation from the teachers, parents, and other members of the board. They shall be aligned with the rules of behavior set as a guide in NRS 392.463; provide details designed to address the specific disciplinary needs and concerns of the school; and provide guidelines for the temporary removal of a pupil from the classroom. The principal and board members will review these policies annually to determine if any changes need to be made.

Narrative A.6.2, Student behavior policy

_____River Mountain Academy will set in place a positive and healthy educational environment that promotes respect and diversity for all school members. Students will be expected to demonstrate positive behaviors at all times. Although most students come to school ready to learn and participate,

there may be times when students have difficulty following school rules. These difficulties may lead to negative attitudes and inappropriate school behaviors. Students exhibiting attitudes and behaviors that cause a problem or affect the learning of others and themselves will be addressed immediately. School staff and families will work closely to ensure that negative school/home behaviors do not become habitual.

Attachment A.6.3, Discipline policy/code of conduct

_____Please see attachment 9.

Attachment A.6.4, Truancy policy

_____Please see attachment 10.

Narrative A.6.5, Absence policy

As outlined in NRS 392.040, all children aged 7 to 18 must be enrolled in and attending school for the entire time school is in session unless the child has graduated from high school. Children who are 5 years of age on or before September 30 of a school year may be admitted to kindergarten at the beginning of the school year. Children who are 6 years of age on or before September 30 of a school year must either be enrolled in kindergarten, if the child has not already completed kindergarten, or enrolled in a first grade class at the beginning of the school year.

Regular attendance at school is a necessary component for student success and achievement. River Mountain Academy expects all students to attend school daily and arrive on time. School policies will be communicated with school members and every effort will be made on the part of the family to avoid absences and tardiness. The school will be diligent about keeping accurate absence and tardy records for each student.

Students who arrive more than five (5) minutes late to school will be marked tardy. Students who are absent for more than half the day will be marked absent and upon returning from the absence, a student must provide a note from their parent/guardian explaining the nature of the absence. This

note should be submitted, either in written or email form, within three (3) days after their return to school and should include the following information:

- The student's first and last name
- The date(s) of student absence
- The reason the student was unable to attend school

It will be up to the principal and/or the school registrar to decide if an absence is excused or unexcused. If the school is not notified within three days regarding a student absence, the absence is considered unexcused and will be deemed truancy according to NRS 392.130. A student or a parent may request missed homework within three (3) days after returning from an absence. The student will be allowed a reasonable amount of time to complete missing homework depending on the amount of school days missed.

Families will have the option to prearrange a student absence. Forms for a prearranged absence will be made available at the school, however, a student may not be granted more than ten (10) prearranged absences in one school year.

There is a limit of twenty (20) absences per school year which includes up to ten (10) excused and ten (10) unexcused absences. Students with special needs that have been identified in an IEP or 504 plan may require an excess of twenty (20) absences and will be given special accommodations. If a student should exceed the limit of absences he/she may be retained in the current grade. Should this case arise, parents will receive a written notification and have a chance to appeal the decision. Parents may choose to appeal if they believe there were extenuating circumstances or mistakes in the record keeping.

Narrative A.6.6, Involving families

River Mountain Academy is committed to serving the whole child. The involvement of parents, families, and other community members who support the school's mission is a necessary component to

student success. As stated in our philosophy, all students will be connected to the school and broader community. In addition, students will be supported by the qualified and caring adults in their lives, including parents, families, teachers, and other staff members. The school will work to establish relationships that support student growth and encourage active engagement in the school community.

School involvement may include, but is not limited to:

- Back to School fair, Open House, Curriculum Nights
- Adult volunteerism for student, classroom, or school
- Adult volunteerism in student clubs and activities
- Adult volunteerism on field trips and community events
- Fall Festival, family movie night, Holiday picnics and parties, NV Reading Week
- Parent/Teacher conferences as needed throughout the year
- Open communication-updated website, facebook page, school newsletters, face to face
- Parent portal access to Infinite Campus-the student information system
- Parent Teacher Organization
- Guest speakers and school assemblies

Establishing and maintaining open communication between home and school will serve to expand the opportunities for involvement and increase student success. The school will provide opportunities for parents and students to express their satisfaction and provide feedback.

A.7 Target Population

Narrative A.7.1, School location

The proposed location for River Mountain Academy is within the City of Henderson. More specifically, the school is looking to primarily serve students residing in the zip codes 89015, 89011, 89002, and 89122 with the school being centrally located in the 89015 area. The City of Henderson is a

growing and thriving community. According to the US Census Bureau Henderson has seen a 5.2% growth rate from 2010 to 2013.

Narrative A.7.2, Target population

Although River Mountain Academy will be open to all children residing in the state of Nevada, the target population will be children from pre-k age through fifth grade living near the proposed location of the school. The City of Henderson currently has 26 traditional elementary schools that serve approximately 18,728 students. Children living in Henderson have very limited charter school options in their surrounding community. The need for school choice is evident. According to the 2011-2012 Nevada Department of Education's Nevada Annual Reports of Accountability eleven elementary schools within the City of Henderson did not achieve adequate yearly progress (AYP). Furthermore, the Nevada Report Card for the 2012-2013 school year revealed that out of 5 stars, eleven schools achieved a 3 star rating and one school achieved a 2 star rating. Only three schools have a full staff of highly qualified teachers. This leaves 23 schools within the city that are not fully staffed with qualified teachers. This established need across the board is not a result of fledgling schools: most of the schools in the Henderson area have operated for several years. School size is another concern for Henderson families. The average elementary school enrollment is 720 students, with some schools greatly exceeding that. The Clark County School District (CCSD) has not opened a new elementary school in Henderson since 2010. As the City of Henderson continues to grow student enrollment at these existing schools will increase and result in even more crowding.

In addition to the 26 CCSD elementary schools, there are 3 charter schools within Henderson serving approximately 1,000 elementary aged students: Coral Academy of Sciences (serving grades 3-5), Pinecrest Academy of Nevada (serving grades K-8), and Silver Sands Montessori Charter School (serving K-7). Of these three charter schools, two received a three out of five star rating on the 2012-2013 Nevada Report Card. In consideration of the aforesaid disconcerting demographics, it is fair to state

that there is a clear and obvious need for educational opportunities in this community. The children residing in the growing City of Henderson are underserved and would do well to have more quality choice options.

Attachment A.7.3, Enrollment projections

Please see attachment 11.

Narrative A.7.4, Alignment of school plan with target population

_____ Data from the 2010 US Census reveals that the City of Henderson is a predominantly white community with 68.7% of residents reporting to be white alone. However, the census also reveals that the community itself grew by about 13,000 residents during the years 2010 and 2013. Growth is expected to continue in Henderson as 14 new master planned communities, which are currently in development, attract more families. As the community grows so does its diversity. In January 2014, the City of Henderson had over 16% of children living in single parent homes, 9.8% of families were living below the poverty level, 36% of households earned below \$50,000 per year, and 8% of high school aged students did not graduate or receive a diploma.

As stated in River Mountain Academy's mission, this charter will focus on the individual child's overall well-being by providing a safe, healthy school that encourages achievement through engaging learning and supportive adults. All students, no matter race or socioeconomic status, will be challenged to excel and have ownership over their successes both academically and socially. The provided curriculum will meet state standards and will be adaptable to the needs of the individual learner. Teachers will utilize many strategies to draw upon the background knowledge and personal experiences of students and their families. Teachers will provide interventions for students with learning gaps and ensure that all students have the opportunities to succeed.

The school will utilize the surrounding community and its members to provide further support for its students. The City of Henderson has a strong community and has received several accolades over

the years. The fire, police, and parks and recreation departments have received National Accreditation and provide programs to extend learning and extra services to assist students and families. Henderson is also home to an extensive parks network, the Henderson Bird Viewing Preserve, the Clark County Heritage Museum, and the Ethel M Chocolates & Cactus Garden. Students at River Mountain Academy will have the opportunity to visit these locales that offer safe places to play, exercise, and learn. Also, in an effort to support environmental awareness and school wide lessons in local ecology, students will take field trips to nearby places such as Lake Mead National Recreation Area, Red Rock Canyon National Conservation Area, Valley of Fire State Park, the Springs Preserve, and the Hoover Dam. Field trips and excursions away from school will serve to enhance and expand the learning that is taking place within the school. The school will work to provide students with many hands on learning opportunities supported by the community in which they live. These experiences will serve to better their understanding of how learning goes beyond the classroom and into real life.

Attachment A.7.5, Student recruitment plan

Please see attachment 12.

Narrative A.7.6, Serving at-risk students, (if applicable)

_____ Not applicable

Narrative A.7.7, Favoring at-risk pupils in the enrollment process, (if applicable)

Not applicable

A.8 Special Student Populations

Narrative A.8.1, Identification, etc. for ELL

In an effort to identify possible English Language Learners, River Mountain Academy will distribute a home language survey to all entering students. The survey is designed to identify, for possible further evaluation:

- Students who communicate in a language other than English

- Students whose families use a primary language other than English at home
- Students who use a language other than English in daily surroundings outside of school

If needed, the school will either provide a copy of the survey in the language spoken by the parent or provide an interpreter to communicate directly with the family. This survey will be distributed during student enrollment and will be collected by a designated member of the office staff.

Students whose home language surveys indicate they come from a home with another spoken language or routinely use another language in other settings will not be automatically identified as ELL. These students will be referred for further review by the school principal and the school's English language assessment specialist within five (5) days of student enrollment and survey evaluation will occur within ten (10) days. A preliminary evaluation will include a thorough assessment of a student's academic history including academic records from previous schools, course grades that indicate a lack of progress due to English language acquisition, and information on typical classroom performance. After reviewing academic history, the English language assessment specialist may also consult with a student's current classroom teacher taking note of teacher observations and grade level reading assessments.

- If there is an indication of poor student performance due to a possible language barrier the student will be formally screened. The formal screening (refer to the W-APT screener information to follow) will be used to identify the student's initial tier placement for English language instruction and assist in determining the student's initial English language proficiency (ELP) level.
- If a student is performing according to grade level standards and there are no indications that limited English language proficiency has been a barrier to student learning, then a student does not need further evaluation of English language proficiency.

Students identified as possible English language learners during the preliminary screening process will be formally screened using the WIDA ACCESS Placement Test (W-APT). The W-APT score will

be used to determine the initial tier placement for English language assessment and assist in determining the student's initial English language proficiency (ELP) level.

- If the student's Grade Adjusted Composite Proficiency Level on the W-APT is less than ELP 6, then the student is identified as ELL. The student will be offered an English language instruction educational program that meets the specific needs of the student. The school will notify parents within 30 days to communicate the reasons the student has been identified as ELL, the student's level of proficiency, the proposed instructional plan to increase language proficiency (including modifications for an ELL with disabilities), exit requirements, and the parent's right to refuse service. Parents who refuse service will be required to sign an informed refusal of service.
- Students identified as ELL, that have been permitted by their parent or guardian to participate in the ESL program, will be reassessed annually using the W-APT to measure their English language proficiency.
- If the student's score is higher than 6.0 on the W-APT then the student is considered English language proficient and no further testing is required.

Attachment A.8.2, ELL Program

Please see attachment 13.

Attachment A.8.3, Plan to evaluate ELL Program

_____ Please see attachment 14.

Attachment A.8.4, Plan to monitor ELL students

Please see attachment 15.

Attachment A.8.5, Title III assurance

_____ Please see attachment 16.

Narrative A.8.6, Identification, etc. for Spec. Ed, etc.

River Mountain Academy will follow all policies and procedures set forth by the federal government and the state of Nevada to provide services and programs to students with disabilities that qualify as Special Education students, at-risk students, and students who qualify for 504 plans. The special education program provided to the Special Student Population will adhere to federal, state, and local policies. More specifically, the program will be implemented in accordance with the Individuals with Disabilities Act (IDEA); section 504 of the Rehabilitation Act of 1993; NRS 388.440 to 388.520 inclusive, and all other state of Nevada statutes. The special education program provided to the Special Student Population will include the following:

- a non-discriminatory policy
- Child Find Services
- Free Appropriate Public Education (FAPE)
- Individual Education Plans (IEP)
- Least Restrictive Environment (LRE)
- Extended Year Services (EYS)
- State and Federal reports

Referral Process: The school will establish a Child Find program to identify and evaluate the educational needs of children ages birth through 21 that are not enrolled at the school but are suspected of having a disability or delay, as defined in the Individuals with Disabilities Education Act (IDEA), and are not receiving early intervention or special education services.

For enrolled students having difficulties learning in the regular education classroom, the school will implement the Response to Intervention (RtI) process. RtI, as described in NAC 388.102, is a collaborative process designed to assess a student's response to a variety of scientific, research based interventions in the general education classroom to address specific academic and/or behavioral concerns. The student's level of performance and rate of learning will be monitored over time so that

data-based decisions can be made about the student's need for increasingly intensified services. A more detailed description of the RtI process the school will adhere to is described in Attachment A.8.8.

Curriculum and Instruction: The curriculum at River Mountain Academy will follow the Nevada Academic Content Standards and will be delivered using various instructional strategies as outlined in section A.3 of this charter. Teachers will differentiate instruction throughout each and every part of their academic day to accommodate the varied learning styles and developmental levels of all students. The goal of instruction is for students to develop multiple learning pathways and make cross curricular connections. This deeper level of knowledge and learning can be achieved when teachers provide instruction that allows children to learn, perform, and demonstrate knowledge in different ways. For example, teachers will incorporate instruction that targets the learning modalities like visual, auditory, interactive, tactile, kinesthetic, as well as partner sharing and small grouping to complete tasks. Teachers and other staff members will work together in weekly collaborative planning sessions to discuss new strategies and modifications to address the needs of students, especially those at risk or identified with disabilities. Data days, staff development days, and after school meetings may also be utilized to provide teachers and staff with the necessary time to monitor and adjust instruction to ensure student success. Programs and methods will also be regularly monitored by the principal and the special education staff to ensure that individual learning plans are being met.

Assessment: Teachers will use a combination of assessment tools such as portfolios, criterion-referenced tests, norm-referenced tests, computer adaptive assessments, diagnostic evaluations, formative, and summative assessments to ensure ongoing student data analysis. Using a variety of tools establishes a more comprehensive and continuous picture of student achievement and long-term success. Frequent data collection, particularly for students performing below grade level, is fundamental to improvement. The results from these ongoing assessments will be used to drive instruction and to differentiate instruction for all learners. Intervention programs will be developed for students to ensure

appropriate remediation and advancement. Students identified as at risk, will have an intervention plan created by their teacher. This plan will follow the Nevada Response to Intervention (RtI) model.

When a student is suspected of having a disability the assessment process is different. The special education law (IDEA) states that assessment must involve various tests and measures in order to determine if a child has a disability. Parents may request up to one assessment per year and the school must evaluate the child within 60 days of receiving consent. The school must obtain informed consent from the parent before an initial evaluation of a child. The parent has the right to request an independent educational evaluation at no cost to them if they disagree with the school's evaluation. Parents also have the right to consent to part of an IEP but not all.

Enrollment: River Mountain Academy intends to serve students between the ages of 4 and 11 living in or near the city of Henderson. The school will therefore plan on serving students with disabilities in proportion to other surrounding schools, public and private. Enrollment will be open to all eligible students and marketing for the school will target all families falling into the above category first and then branch out to surrounding areas. Families looking to enroll students at River Mountain Academy will be entered into a lottery and will be selected through the designated lottery process. Every effort will be made to establish enrollment procedures that include all eligible families and students.

Advertisements and school brochures will include information about special education services available and the qualified instructor who will oversee programs.

Individual Education Program (IEP) Development: Developing an Individualized Education Program (IEP) is a team effort. The team that oversees the development of an IEP will consist of the following: parents, student, teacher, special education teacher/facilitator, and any other required related service professionals. A smaller team of professionals consisting of the special education teacher/facilitator and related service professionals will initially review all assessment data and will meet with the student to discuss his/her goals, strengths, and interests. The initial team will then include the student's parents

and teacher into discussions to address concerns and elicit input. Upon obtaining all the necessary assessments, data, input, and related information the special education teacher/facilitator can then write the IEP. A draft of the IEP will be reviewed and discussed by the entire team at a later date appropriate to time schedules. From there the IEP will be adjusted as needed or put into implementation.

Service Provisions: When a student with an existing IEP enrolls in the school, the IEP will be reviewed by the special education teacher to determine if related services are needed. To ensure the implementation of the IEP the special education teacher will meet with the general education teacher to discuss and answer any questions he/she may have about the IEP.

The school plans to initially hire one special education teacher but will hire an additional teacher should the need arise and the caseload be too much to handle for the teacher alone. The school plans to contract for related services such as speech and occupational therapy to meet the needs of students who require those services. All teachers, including special education teachers, will be highly qualified in their field.

Funding: The school will submit an application through the state of Nevada Department of Education to qualify for federal special education funds under part B of IDEA. If the school is not granted special education funding then the school will pay for personnel, contracted services, materials, and assessment tools.

Budget: The proposed budget includes the salary for a special education teacher in addition to classroom, curriculum, and assessment materials and supplies. These materials could include adapted equipment and materials. The budget also includes funds for professional development and assistive technology access for students.

Facility: The school will work closely with an architect or licensed contractor to ensure that the existing building leased for the school property will be renovated to be compliant with the Americans with

Disabilities Act (ADA). The surrounding school property and entrances/exits will be wheelchair accessible. The classrooms will have space for wheelchair seating and accessible bathrooms will be at least five by five feet with a toilet no higher than 17 inches. Part of the school's vision is for classrooms to be larger, at least 30 sq. feet per child, with a fewer number of students. This will provide ample room for learning and movement for all students. The facility will also be designed with separate spaces for special education and other related services learning areas. The special education room will house the student records for all special needs students. As in the case with other student records, they will be kept in locked, fireproof filing cabinets. These records will not be accessed by any unauthorized staff or school members.

Discipline: When a student with special needs displays recurring behavior problems a behavior improvement plan (BIP) will be developed and implemented. The BIP will clearly outline interventions and rewards to address the specific behavior problem(s). Possible interventions to be included in a BIP may include but are not limited to: in class behavior modifications, in school behavior modifications, or the inclusion of a student in a social group outside of the classroom setting. Social groups are an effective way to address socializing strategies that help deter added stress to a student with disabilities. They provide a confidential place for students to share feelings and practice using social strategies in a safe environment.

Students with special needs who commit more serious behavioral infractions require a special analysis to determine whether their disability played a part in their behavior. This is known as a manifestation determination. Students can be disciplined, suspended or expelled from school as long as it doesn't interfere with their placement or program. A special education student who brings drugs or weapons to school can be removed for up to 45 days without parental consent.

The school will provide an in-service training to instruct teachers on how to implement a BIP and inform them of the behavioral policies for special needs students. The in-service will be led by the

special education teacher/facilitator and will be open to all staff members. Teachers who currently have students with IEPs in their classrooms will be required to attend the in-service training. The special education teacher will carefully review the steps in BIP implementation and documentation during the training. The special education teacher and the principal will provide ongoing support for all teachers to ensure that behavior problems are closely monitored and that all students are protected under state and federal laws.

Family and Community Engagement: Family and community involvement is a priority at River Mountain Academy. Families will be encouraged to attend academic and nonacademic school functions to build trust and create connections. Many of the school functions will be run by the PTO and other parent groups who want to share their time for the success of the students and the school. River Mountain Academy will have an open door policy and will make every effort to include parents in the academic day as long as it does not result in learning interruptions for the students. All parents, especially parents of students with special needs, will benefit from the strong communication standards that will be established school wide.

Transportation: The school will not provide transportation to any students including those with special needs.

Plan for Evaluation of Special Education and RtI Programs: River Mountain Academy will set in place a comprehensive process to gather information from a variety of school members, analyze data, and create a written report that outlines major findings and recommendations with a focus on continuous improvement. Data collections will include a survey of all faculty related to the services of students and their level of agreement with various aspects of service. Data will also include structured classroom observations to obtain information about instructional practices, enrollment, student performance, and staffing sufficiency. A focus group consisting of the school's principal, special education

teachers/facilitators, general education teachers, and parents will review the findings and write a report of findings and recommendations.

Attachment A.8.7, Special Ed. Policy assurance

_____ Please see attachment 17.

Attachment A.8.8, Rtl referral packet and flowchart

Please see attachment 18.

Attachment A.8.9, Special Ed. Continuum of service

_____ Please see attachment 19.

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

_____ A parent, teacher, counselor, or principal of the school may nominate a student to be tested to qualify as gifted and talented. Once nominated, the student's teacher will compile existing assessments and administer other qualitative and quantitative assessments as needed to identify a student as being gifted and talented. Parents will be notified in writing if their child qualifies as a gifted and talented student. Students identified as gifted and talented will be challenged with a more rigorous course of study within their classroom, across the grade level, or above grade level depending on what best meets their individual needs. As differentiated instruction will be a daily part of every classroom, gifted and talented students will find the rigor and academic challenges they need to excel. To ensure this happens, each grade level lead will monitor the gifted and talented students in his/her grade level, mentor teachers, plan vertically with other grade level leads, and act as liaison for parent/teacher discussions regarding the education of the gifted and talented. In addition, grade level leads will have the authority to request additional resources to meet the educational needs of the gifted and talented students they are servicing. In order to ensure that students identified as gifted and talented are being appropriately challenged, all related staff and parents will have a minimum of one yearly meeting to review the program and make recommended changes to better the program.

Narrative A.8.11, Gifted and Talented Continuum of service

_____The school will implement a continuum of service for gifted and talented students that requires teachers to make accommodations within the regular curriculum to accelerate learning and provide enrichment activities based on student interest and readiness. Teachers of gifted and talented students will be afforded time for professional development to ensure that they can meet the needs of this special population of students.

Attachment A.8.12, GT. Continuum of service flowchart

_____Please see attachment 20.

A.9 Records

Narrative A.9.1, Pupil records

It is the responsibility of the governing board to ensure that student records are accurately maintained and kept in a locked area of the main office and stored in fireproof cabinets. Each student's cumulative folder and permanent records will be stored separately but will be equally protected from fire, misuse, or unauthorized access. The governing board of the school will delegate to the principal the authority to ensure student records are maintained accurately, housed in a safe area of the school, and accessed only by authorized personnel.

In accordance with NRS 386.650, the school will install and use all hardware, software, and telecommunications compatible with the Clark County School District (CCSD) to fulfill data transfer requirements. The school plans on using Infinite Campus, which is the student information system CCSD is using at this time.

Should a student graduate, transfer, or withdraw from the school it will be the responsibility of the Registrar of the school to forward his/her permanent to the student's new school or district. Should the school close, it will be the responsibility of the Governing Board Chair of the school to forward all currently enrolled student records to the school district in which the student resides.

Attachment A.9.2, Pupil record retention policy

_____ Please see attachment 21.

A.10 Career Education (if applicable)

Not applicable

B.1 Governing Body

Attachment B.1.1, Bylaws letter from counsel

_____ Please see attachment 22.

Attachment B.1.2, Bylaws

_____ Please see attachment 23.

Attachment B.1.3, Bylaws stipulations identification

Please see attachment 24.

Narrative B.1.4, Governance philosophy

_____ The Governing Board of River Mountain Academy supports a governance philosophy in which the board makes broad policies based on school obligations, mission, and goals, and where the board has an advisory role focused on productivity and results. We strive to have each board member bring value to the school through active participation and to sustain cooperation and harmony between management and the board. We believe:

- Governing board members add value to River Mountain Academy.
- We believe that at all times the board should know it has the right leader and the school is going in the right direction.
- The board must initially be involved in shared management, but River Mountain Academy is committed to a board that does not micromanage the school's day-to-day operations.
- The board functions best when all members engage in productive dialogue.

- That the traditional priorities for school boards must be our priorities—overseeing management and school finances and assuring quality school leadership.
- A 21st-century public school board must focus on accountability. The board should always know: 1) where we are now in meeting our goals, 2) where we need to be to meet our goals, and 3) the best strategy to meet our goals.
- That board, administrators, faculty, and the community should have a shared understanding of goals, options, risks, and threats, and that all energy should be focused on our productivity and success.
- All board members should freely ask questions and give opinions without any concern that this involvement is annoying or without value.
- The success of River Mountain Academy, in part, depends on building a trusting and supportive organizational culture, which is focused on results.

We believe that no matter what other issues are at hand, we cannot lose sight that the purpose for our school's existence and every adult's involvement is children's education.

Narrative B.1.5, Governance structure and composition

The current and desired size of the Board should contain five (5) members. Two members who are either teachers or school administrators or who previously held licenses as teachers or school administrators and are retired, as long as his or her licenses were held in good standing; One parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or administrator at the charter school; and two members who possess knowledge and experience in either (1) Accounting; (2) Financial Services; (3) Law; or (4) Human resources. The officers of the school shall consist of a President, Vice President, Secretary, Treasurer and such other officers as may be appointed by the board from time to time. Officers will have the powers and perform the duties customarily belonging to their respective offices. The governance structure and composition of the Board and the committees will

ensure that the school will be an educational and operational success. The Academic Committee will continually evaluate the success of the school and the school leader and will ensure that key stakeholders (administration, faculty, board members, and the community) have a shared understanding of goals, options, risks, and threats. Please reference **Attachment B.1.2 Bylaws** for a full description of officer duties and board duties including the structure and composition of committees.

Narrative B.1.6, Increasing board capacity

_____ To increase the number of members requires governing body action in an open meeting. However, at no time shall the board have less than (5) Members and at no time should the Board consist of an even number of Members. If and when the Board chooses to increase the capacity of the Governing Body, the Board must seek candidates which adhere to the statutory requirements of NRS 386.549. To ensure that the board represents key stakeholders equally, the first priority for recruitment will be a parent or legal guardian of a pupil enrolled in the school who possess knowledge of Accounting, Financial Services, Law, or Human resources. Newly elected Members shall be given an orientation by the President of the Board and are required to read the Charter in full. The Board will acquire membership and training through Charter Board Partners (www.charterboards.org). All members will be required to participate in the ongoing training/support program that Charter Board Partners offers. Support and development training include: monthly coaching sessions (via telephone or Skype), analyzing student performance data, access to a help desk, tools references and resources and access to the Charter Board Partners Consultancy. All Members shall be provided general training with respect to their duties as a Member, compliance with applicable Laws relating to the operations of a Charter School and other matters. Board Members will avail themselves of Charter School conferences which offer workshops on governance, financial oversight, budget, academic accountability, among others. Board Members are required to attend a Charter School Conference yearly and should present and

demonstrate their knowledge of running an effective and successful board by becoming a presenter at said conference in year 2 of their second term.

Narrative B.1.7, Recruitment of board members

_____The governing body will solicit from parents, professional educators, and the community to fill vacancies as they may arise on the Board. The Board must seek candidates who adhere to the statutory requirements of NRS 386.549. To assist in identifying the best qualified candidates, the Board shall advertise all vacancies on the School’s website and through direct (email, letter, text, or phone, etc.) communication to the parents of all enrolled students. These notifications of a Board vacancy must contain a description of the qualifications a candidate must possess to maintain compliance with NRS 386.549 and instructions on how information regarding qualified candidates can be submitted to the Board of Directors for consideration.

B.2 Composition of the Committee to Form the School

Attachment B.2.1, Committee member names, resumes

Please see attachment 25.

Attachment B.2.2, Committee members’ response to questionnaire

_____Please see attachment 26.

Narrative B.2.3, Members’ association with other charter schools

Jennifer Snider was a school teacher at Pinecrest Academy of Nevada. The address of the school is 1360 S. Boulder Highway, Henderson, Nevada 89015. Her employment at the school began in August 2012. Jennifer Snider resigned from her teaching position at Pinecrest Academy of Nevada in June of 2014.

Sarah Ter Avest is a school teacher at Pinecrest Academy of Nevada. The address of the school is 1360 S. Boulder Highway, Henderson, Nevada 89015. Her employment at the school began in August 2012. Sarah Ter Avest is currently still employed at Pinecrest Academy of Nevada.

The other 3 committee members have no association with other charter schools.

Attachment B.2.4, Assurances

_____ Please see attachment 27.

B.3 Management and Operation

Narrative B.3.1, Organizational structure

_____ The Governing Board is responsible for ensuring the school is structured in compliance with the charter, creating and approving the school's budget, and selecting and supervising the school's principal. The Governing Board and the principal will work together to hire the business leader and the operations leader. The principal will have the responsibility of implementing the vision of the board and will be the face of the school to the students, parents, and the community. The principal is responsible for hiring the instructional staff, setting the standard of expectations, meeting the parents, and representing the school to the chartering authority. The Governing Board and the principal should work together to ensure a school culture that supports, reinforces, and reflects the well-being of everyone in it. In addition, they will assure that students and adults feel valued, respected, and cared for and are motivated to learn, lead, and teach. The business leader will have a scope of responsibilities involving handling the financial and business side of the school including financial reporting and budgeting. The operations leader will have a scope of responsibilities involving handling the operational side of the school including managing arrival, dismissal, student records, enrollment, withdrawal, attendance, meals, and transportation.

Narrative B.3.2, Key management positions and responsibilities

_____ The school's on site administration consists of the principal and/or administrative support staff that is responsible for the curriculum development, working with the instructional staff, addressing student-related issues, and overseeing the parental involvement agreements. The principal, with support of the administrative staff, will ensure that the operations of River Mountain Academy

(resources, policies) are in accordance with the mission and vision of the school. The administrative staff will serve as instructional leaders, coaches, and mentors. They are also responsible for evaluating teachers and making school-based decisions such as establishing and implementing procedures for the day to day operations of the school.

Attachment B.3.3, Organizational chart

_____ Please see attachment 28.

Narrative B.3.4, How carry out laws

_____ It is the responsibility of the Governing Board to carry out the provisions NRS 386.490 to 386.649. It should be the responsibility of the Governing Board to know the law and regulations governing River Mountain Academy, attend conferences and technical assistance meetings, avoid conflicts of interest, assign students' interests and academic achievement as the top priority of the school, maintain a diverse governing body, ask for assistance when in doubt, maintain accountability and transparency in all operations, and cooperate with the school's sponsor and the Nevada Department of Education.

Narrative B.3.5, Dispute Resolution

_____ In the event a dispute arises between a charter school sponsored by the State Public Charter School Authority and the Authority or its staff, the charter school shall submit, in writing, a statement outlining its complaint and proposed resolution to the Director of the Authority or his/her designee for review. The Director will respond to the complaint and proposed resolution, in writing, within 30 calendar days outlining whether or not he/she agrees with the complaint and whether he/she accepts the proposed resolution or offers an alternative resolution to the complaint. If the charter school is not satisfied with the response from the Director, it may request, in writing, a review by the President of the Authority. The President of the Authority will respond, in writing, within 15 calendar days stating whether or not he/she agrees with the complaint and if so, which resolution is proposed, or proposing

an alternative resolution to the charter school. In the event these representatives are unable to resolve the dispute informally, pursuant to this procedure, the complaint and proposed resolution will be submitted to the State Public Charter School Authority at the next available meeting for its consideration. The Authority will decide whether or not it agrees with the complaint or any proposed resolution. Any decision by the Authority is final.

Attachment B.3.6, Kind of School

_____ The kind of school for which the charter intends to operate is an elementary school in which work is not given above that included in eighth grade, according to the regularly adopted course of study.

Attachment B.3.7, Lottery Description

_____ Please see attachment 29.

Narrative B.3.8, Outside help with application

The application was prepared by the committee to form the school.

Narrative B.3.9, Limiting Enrollment

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

B.3.1 School/Model Replication; Educational Management Organization (EMO), Charter Management Organization (CMO), or other Educational Service Provider (ESP)

_____ Not applicable

B.3.3 Distance Education (also known Online, Virtual or Cyber Schools)

_____ Not applicable

B.4 Staffing and Human Resources

Narrative B.4.1, Staffing plan

_____ In the first year of operation, the School anticipates an initial enrollment of 360 students. To staff for this enrollment, the school anticipates hiring one principal, one business leader, one operations leader, twenty-three teachers, and five teachers' aides. This staffing level provides for eighteen classroom teachers with a student ratio of 20 to 1, four specialists teaching courses such as, physical education, music, technology, art, etc., and one special education teacher. This staffing structure is sufficient for for accomplishing the educational programs planned for the school. Teachers' aides will assist in providing environmental education and conservation assistance labs in breakout groups and administering regular, individual assessments to track student progress.

The school does not intend to increase enrollment the second year. In subsequent years, the School hope to increase enrollment until it reaches the capacity of the school facility. Since the facility has not yet been located, additional increases in enrollment are difficult to predict. However, staffing increases will be proportionate to the increase in enrollment. The school intends to add one class per grade level in subsequent years after year two. This would increase enrollment from 360 students to 480 students. The increased enrollment would require the hiring of an additional office staff person, six additional teachers, and one additional aide. This maintains a teacher ratio of 20 to 1 and enables the school to continue the same specialist class and teacher's aide schedule.

In order to recruit teachers through many processes including, but not limited to; Recruiting teachers through the Nevada Department of Education; Clark County School District websites (if allowed); Advertising on the School's website; School Job Fairs; Placing ads in local and national newspapers; and Coordinating efforts to partner with local Universities and Colleges to serve as host for interns, whenever possible.

Teacher retention will be a focus and responsibility of the Board and the Principal. Teachers will be paid salaries comparable to the local school district. A competitive benefits package will be offered to

teachers and staff to ensure their retention. Teachers input will be valued and teachers will be provided ample opportunities to participate in shared decision making.

Narrative B.4.2, Employment contract negotiation

_____River Mountain Academy will comply with NRS 386.595 in negotiation of all contracts for employment with the school. In addition, the terms of employment for teaching, administrative, and support staff of River Mountain Academy will be determined by contracts negotiated within the parameters of relevant Nevada statutes. River Mountain Academy faculty and staff will be required to enter into individual term employment agreements resembling those used in business but explicitly stating that all requirements of the Law are made part of the agreement. Teaching staff may be obligated to provide services during the River Mountain Academy academic year, in-service days, or during the entire year depending upon their role in the school.

Narrative B.4.3, Instructor qualifications

_____The school will ensure that all persons who provide instruction at the school comply with all Nevada licensure requirements. The U.S. Department of Education and the No Child Left Behind Act of 2001 require all core academic subject teachers be “highly qualified.” To become “highly qualified”, a teacher must hold a clear Nevada teaching license, in the appropriate area. A clear teaching license is defined as free of the following provisions:

- Coursework provisions that are attached to the core subject,
- The Pre-Professional Skills Test (PPST),
- The Principles of Learning and Teaching (PLT) test, and
- The Specialty Area test.

Additionally, to become “highly qualified” teachers must demonstrate competency in one of the following ways:

- Provide proof of passing the appropriate subject area test(s), or

- Provide a college/university transcript declaring or containing coursework equivalent to an academic major, or
- Meet the High Objective Uniform State Standards of Evaluation (HOUSSE) requirements.

The HOUSSE option requires teachers to submit evidence of:

- A master's degree and three (3) years of verified teaching experience* or,
- Three (3) years of verified teaching experience* and 150 hours of professional development, or 10 semester college credits, or a combination of both. Teaching experience must include, or be prior to, 2002-2003 academic year for regular education teachers and can include any three years of teaching experience for special education teachers. Teaching experience must be grade level and subject area specific.

Special education teachers must hold a clear Nevada teaching license in the appropriate special education area, and

- Elementary special education teachers must provide proof of passing the elementary specialty area tests
- Meet HOUSSE requirements.

River Mountain Academy will reimburse teachers, as funding is available, for successful completion of all required coursework and competency tests to meet "highly qualified" requirements. Teachers must obtain pre-approval from the Board and the principal. The school will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state.

All employees at the school will undergo screening and background checks in accordance with state and local school district laws and regulations. The school will seek candidates who demonstrate, at minimum, the following qualifications:

- Educational background: Bachelor's degree or higher in field

- State certification for the required position
- Excellent presentation and interpersonal skills
- Satisfactory recommendation and/or evaluations from previous employer
- Personal characteristics, knowledge, and belief in the school's mission
- An ability and motivation to work as part of a team in a small-school setting with parental involvement
- References/Letters of Recommendation

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

Narrative B.4.4, Teacher evaluations

_____ Teachers at the school will be regularly evaluated both formatively and summatively. The teacher evaluation practices and procedures will comply with NRS 391.312. The School, intends to use Marzano's Teacher Evaluation and Leadership Evaluation Models to evaluate teachers. The Marzano Teacher Evaluation Model identifies a complete set of practices directly related to improved student performance, organized into four domains that develop teacher expertise. The four domains of the Marzano Teacher Evaluation Model contain 60 elements and build on each other to support teacher growth, development, and performance. Unlike other evaluation models, the Marzano Teacher Evaluation Model shines the spotlight on Domain 1: Classroom Strategies and Behaviors, which contains not only the largest number of elements but also those that have been shown in causal studies to have the most direct effect on student performance - See more at:

http://www.marzanoevaluation.com/evaluation/four_domains/#sthash.mF4BGGai.dpuf

Evaluations, while not the sole criterion, must be used in the dismissal process. A conference and a written evaluation for a probationary employee must be concluded not later than ninety days after employment. An administrator charged with the evaluation of a probationary teacher shall personally observe the performance of the teacher in the classroom for not less than a cumulative total of 60 minutes during each evaluation period, with at least one observation during that 60-minute evaluation period consisting of at least 45 consecutive minutes. The evaluation of a probationary teacher or a post probationary teacher must include, without limitation:

(a) An evaluation using The Marzano Teacher Evaluation Model

- Domain 1-Classroom Strategies and Behaviors
 - Routine Segments, Content Segments, On the Spot Segment- The Administrator will see each segment within the evaluation minutes.
- Domain 2- Planning and Preparing
 - Lesson and Units- A review of the lesson plans and the work log or grade book of pupils prepared by the teacher.
 - Use of Materials and Technology- An evaluation of whether the curriculum taught by the teacher is aligned with the standards of content and performance established pursuant to NRS 389.520, as applicable for the grade level taught by the teacher.
 - Specials needs of students- An evaluation of whether the teacher is appropriately addressing the needs of the pupils in the classroom, including, without limitation, special educational needs, cultural and ethnic diversity, and the needs of pupils enrolled in advanced courses of study and the needs of pupils who are limited English proficient.
- Domain 3-Reflecting on Teaching

- Evaluating Personal Performance-Recommendations for improvements in the performance of the teacher.
- Professional Growth Plan- A description of the action that will be taken to assist the teacher in correcting any deficiencies reported in the evaluation; a description of the action that will be taken to assist the teacher in correcting any deficiencies reported in the evaluation; and a statement by the administrator who evaluated the teacher indicating the amount of time that the administrator personally observed the performance of the teacher in the classroom.
- Domain 4- Collegiality and Professionalism
 - Promoting a Positive Environment- Teachers must continually promote the mission and the vision of the school.
 - Promoting Exchange of Ideas- Outside of professional development opportunities, teacher should participate in regular grade level and cross grade level discussions.

The teacher must receive a copy of each evaluation not later than 15 days after the evaluation. A copy of the evaluation and the teacher's response must be permanently attached to the teacher's personnel file. Upon the request of a teacher, a reasonable effort must be made to assist the teacher to correct those deficiencies reported in the evaluation of the teacher for which the teacher requests assistance. The School's governing board shall not discriminate on the basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law in hiring or other employment practices.

Narrative B.4.5, Administrator information, if applicable

_____Not applicable

Narrative B.4.6, Administrator position description

_____The Principal will provide leadership and administration which will motivate instructional and support personnel to strive for superior performance so as to provide the best possible opportunities for student growth and development, both educationally and personally. The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the governing board. In addition to the primary function, the principal shall be responsible for: day to day activities of the school, observing, counseling, and motivating professional staff toward performances to attain the educational goals of the Charter, and maintaining an educational philosophy and school climate which encourages a cooperative and participating attitude on the part of all teachers and students and promotes the mission and vision of the School.

Narrative B.4.7, Employing administrators

When the School needs to consider a candidate for the principal position, the school's governing board will implement a plan to identify qualified candidates for the administrative positions at the school. Using job placement ads in national industry publications and local advertising/marketing such as Education Week and, if possible, the Clark County School District's Human Resources Division website, the school's governing body will develop a database of highly qualified candidates meeting all state and local school district standards and qualifications.

Applicants will be screened by the governing board to identify the individuals best suited to carry out the mission of the school. Background checks and fingerprinting will be completed in accordance with NRS 386.588. At minimum, the governing board will seek an individual who has:

- An earned Master's Degree from an accredited college or university;
- Possession or able to acquire a Nevada school administrative endorsement;
- Previously demonstrated at least three years of successful licensed teaching experience;
- Previously demonstrated at least one year experience as an assistant principal or in an equivalent-level position as non-school based licensed administrator;

- Knowledge of the needs of diverse student population;
- Letters of recommendation; and
- Excellent communication skills.

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

Narrative B.4.8, Employing instructors/others

The School will ensure that faculty members are highly-qualified, licensed and/or certified as applicable and appropriate within Nevada State laws and match the learning needs of its students. The School Administrator will be primarily responsible for interviewing teacher candidates. The principal will not knowingly discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, or expression, age, disability, or national origin.

Narrative B.4.9, Licensed and non-licensed staff, if applicable

Not applicable

C.1 Budget

Attachment C.1.1, Budget

Please see attachment 30.

Attachment C.1.2, Budget Narrative

Please see attachment 31.

Attachment C.1.3, Cash Flow Statement

Please see attachment 32.

Narrative C.1.4, Chart of Accounts Assurance

_____River Mountain Academy will adhere to the Nevada Chart of Accounts.

(www.doe.nv.gov/NDE_Offices/Support/NDE_Chart_of_Accounts)

Attachment C.1.5, Pre-opening Budget

Please see attachment 33.

Narrative C.1.6, Contingency plan for financial challenges

_____The fiscal year is from July 1 to June 30. All money received by the school will be deposited into Silver State Schools Credit Union. If there are cash flow challenges, the instructional personnel will be reduced and teaching assistants will be eliminated. The facility will also be downsized to match the number of students enrolled, thereby eliminating a fixed amount of rent. There will be a clause in the rental agreement to allow the school to reduce space as needed.

C.2 Financial Management

Narrative C.2.1, Financial Responsibility

The governing board will oversee the financial management of the school. The accountant and auditor retained by the governing board will work with the principal and office manager to develop financial and accounting reports that are in compliance with state and federal guidelines. The financial team will ensure that all revenue and expenditure reporting requirements are met and will provide necessary documentation to the state. The financial team will also ensure that accounting reports stay up to date and are reported to the governing board at each board meeting.

The office manager and an accountant from Hardcore Tax Professionals will be responsible for handling the school's bookkeeping, financial reporting, and financial liability. The office manager will ensure that any remaining money is returned to the appropriate funding sources.

Narrative C.2.2, Closing Procedures

Should the charter school close, the governing body of the school will comply with NAC 386.335 and the following procedures will be handled as follows:

- 30 or more days before the closure of the school the governing board will submit a written notice regarding the closure to the Department of Education, the charter school sponsor, and

the employees of the school. The written notice will include the reason for the closure, date of closure, and date of the meeting in which the governing body determined the school should close.

- 30 or more days before closure of the school the governing board will instruct the school registrar to complete the following: contact parents/legal guardians of currently enrolled students through regular mail, contact the board of trustees of each school district in which a student in the charter school resides, and ensure that all information required by NRS 386.650 to be included in the automated system of accountability information of Nevada is current to closure.
- 30 or more days before closure of the school the governing board will submit to the sponsor of the charter the following: all records of indebtedness, return any remaining restricted assets to their source, create a current and projected payroll and payroll benefits commitment, report of the income tax documentation, and ensure that outstanding obligations are settled after closure.
- Within 6 months after closure the governing board will provide an independent audit including, but not limited to, the net assets and net liabilities of the charter school and the annual report of budget required by NRS 386.600.
- The governing board will ensure that all additional money received by the school from the state of Nevada will be returned and placed in an escrow account for the purpose of satisfying any outstanding obligations. One year after the escrow account has been established, the remaining balance in the account will be transferred to the State Distributive School Account pursuant to NRS 387.030.

- The sponsor will conduct a physical inspection to confirm that all equipment, supplies, and textbooks are on the premises of the school. A current copy of the inventory will be provided to the sponsor of the school.
- The governing board will ensure that equipment or supplies purchased with money from the charter will remain on the premises of the school unless the school is directed to do otherwise.
- If a licensed teacher who is a member of the governing board fails to comply with the aforementioned policies, he/she may face suspension or revocation of license.

Narrative C.2.3, Audit Firm

The school anticipates using Ovist and Howard as the auditing firm. They are located at 7 Commerce Center Dr. Henderson Nevada 89014. The school will submit a bid to the firm upon charter approval. Audits will be conducted on a yearly basis in accordance with the Requirements of the Financial Accountability System Resource Guide (FASRG) as well as other state reporting requirements. The Financial Accounting Standards Board (FASB) defines the generally accepted accounting principles in statements of financial accounting. Some of the FASB statements that apply specifically to charter schools are Statement of Financial Accounting Standards No. 93, No. 116, No. 117, No. 124, and No. 136.

Narrative C.2.4, Nevada Bank

The school anticipates working with Silver State Schools Credit Union which is a Nevada based banking institution.

Narrative C.2.5, Fees, Charges

The school plans to offer Pre-Kindergarten (Pre-K) and full day Kindergarten options for a fee. It is estimated that a full day, 5 day a week Pre-K class will require a weekly charge of \$150 and a full day, 5 day a week Kindergarten class will require a monthly charge of \$300. The school will also charge a one time, yearly fee of \$10 per student for classroom subscriptions. Should the school decide to offer a summer school program or an after school program then an appropriate fee will be charged.

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

The governing body of the school will determine the person designated to draw all orders, pursuant to NRS 386.573, for the payment of monies belonging to the charter school. The school anticipates that the designated person will be the school principal. At this time, the name and qualifications of the person designated to draw all orders for payment is not yet available.

Narrative C.2.7, Approving Payment of Money

All orders for payment of money will be documented on cumulative voucher sheets. The governing board shall prescribe the procedures by which orders must be approved and the cumulative voucher sheets signed.

Attachment C.2.8, Minimum number of pupils necessary

Please see attachment 34

C.3 Facilities

Narrative C.3.1 Required Element NAC 386.140(4)(a-f)

River Mountain Academy has not yet obtained a suitable facility and, as such, is currently seeking a Subsection 7 Charter. River Mountain Academy provides the following information pursuant to NAC 386.140(4):

- a. The Committee members are currently working to identify a suitable location for the school. It is contemplated that the school will obtain a facility at the time it receives approval of its application.
- b. The School has secured a commercial realtor and is currently working to identify a suitable building or lot for the school to move into a facility by August 2015. There is no affiliation between the investors and any members of the formation committee.

1. The Committee is currently considering pre-existing buildings for build out. The Committee will make a decision in the coming months which property to pursue based on considerations such as cost, time for build-out/construction, size and location.
 2. Given the state of the real estate market in Las Vegas it is very difficult to find existing facilities to lease that are zoned and school ready. Most existing facility owners are not willing to expend funds to build out and properly zone a facility for a start-up charter school. Accordingly, the school will actively search for an investment group to assist in locating a facility that would house the school.
- c. The anticipated open date for River Mountain Academy is August 24, 2015.
- d. The equipment at the school will be typical of an elementary school.
1. The school will have an administrative area with desks, phones and computers. Each class will have whiteboards, computers, desks for each student and the teacher. The cafeteria will have a warming room to serve lunch and the facility will retain space for storage of supplies.
 2. River Mountain Academy will have two computer labs. One designated for the Technology teacher and the other for class research projects. In addition, the School intends to have 3-5 computers in each classroom.
 3. The musical instruments at the school will be typical of those you will find in an elementary school music class. The Board will approve or deny the purchase of additional instruments as suggested by the music teacher.
 4. Not applicable
 5. Not applicable
- e. The School does not currently have a written estimate of insurance.
- f. Not applicable.

C.4. Transportation, Health Services and Emergency Services

Narrative C.4.1, Transportation

_____The charter school will not provide transportation of pupils to and from the School. The School will work with parents and guardians to develop a plan for transportation to ensure that pupils have access to transportation to and from school.

Narrative C.4.2, Health Services

_____The school will provide health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students. Professional development will be provided to the faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 386.560, a school nurse will be contracted from Clark County School District or the Southern Nevada Health District to train the FASA and to supervise all health examinations. A training contract is not available at this time, but will be provided to the Authority upon its finality. Once nursing services have been obtained, the completed contract will be forwarded to the stated.

State required examinations will be conducted by the FASA as follows. Students will be screened for auditory and hearing visual problems in Kindergarten, and third grade. Weight and weight evaluations will be conducted in fourth grade.. The FASA will be responsible for notifying the parents/guardians of any student who has a problem in the visual, auditory, height and weight, or scoliosis screenings.

Narrative C.4.3, Immunization records

The school registrar will be responsible for reviewing, verifying, and maintaining immunization records. He/she will also be responsible for contacting the parents/guardians of students who are not in

compliance with state regulations regarding immunizations and for informing school administrators of pupils who are not in compliance with state law. Unless excused because of religious belief or medical condition, a child may not be enrolled in the school unless the child's parents or guardian submit to the school a certificate stating that the child has been immunized and has received proper boosters for that immunization or is complying with the schedules established by regulation pursuant to NRS 392.435. Immunization records will be kept in a locked, fireproof cabinet in the school office along with the other student records. The records will be kept for five years after a student leaves the school. The registrar will participate in the DHHS immunization survey.

Attachment C.4.4, Emergency drills

_____ See Attachment

Attachment C.4.5, Emergency management plan

_____ See Attachment

Attachment 1

Attachment A.3.2, Schedule of courses

Students in the pre-kindergarten (4 year old) classes will have daily instruction in language arts, math, and social studies. Students in these classes will also have daily exposure to music and movement, art, library, and technology.

Students in grades Kindergarten through fifth will have daily instruction in reading, writing, math, science, and social studies. In addition, they will also receive 50 minutes of daily instruction in one of the following; Visual Arts, Music, Physical Education, Spanish, and Library/Technology.

River Mountain Academy's provisional academic schedule for Kindergarten through fifth grade will run from 8:00am-2:45pm Monday through Friday. Each student in these grades will have 90 minutes of reading instruction, 50 minutes of writing instruction, 60 minutes of science/social studies instruction, 85 minutes of math instruction, 50 minutes of attending a specialist class, 30 minutes of recess time, and a 30 minute lunch.

RMA's provisional academic schedule for the preschool and pre-kindergarten classes will run from 8:00am-11:30am Monday through Friday. Each student in these classes will have 40 minutes of language arts instruction, 15 minutes of math instruction, 15 social studies instruction, 70 minutes of structured center learning and exploration, 40 minutes of recess time, and a 30 minute lunch.

Attachment 2

Attachment A.3.3, Course description and alignment with standards

Pre-K Math: Students in Pre-K develop the foundation they need in order to become confident mathematicians. Pre K will prepare students for the Kindergarten curriculum. Pre-K math includes: matching sets from zero to ten, associating numbers with corresponding groups, counting to 20, identifying simple shapes, recognizing numbers to ten, creating and extending patterns, and understanding basic concepts of size, quantity, weight and height.

Pre-K Gross Motor Skills: Gross Motor skills are important for major body movement such as walking, maintaining balance, coordination, jumping, and reaching. Gross motor abilities share connections with other physical functions. Students will demonstrate these skills by balancing in stationary and movement activities, throwing a ball over and under hand, catching a large ball with both hands, and running, jumping, hopping, climbing, skipping, dancing, and pedaling.

Pre-K Fine Motor Skills: Fine motor skills involve the small muscles of the body that enable such functions as writing, grasping small objects, and fastening clothing. These skills are important in most school activities as well as in life in general. Weaknesses in fine motor skills can affect a child's ability to eat, write legibly, use a computer, turn pages in a book, and perform personal care tasks such as dressing and grooming. Students will develop these skills through stringing beads and laces, working

with 10+ piece puzzles, holding crayons/pencils correctly, using scissors correctly, and reproducing shapes.

Pre-K Social and Emotional Development: Students will engage in caring relationships with adults who model prosocial skills and mirror them back to students who demonstrate these attitudes. Students will be able to model and view development through center activities, group discussions, sharing and playing cooperatively, and working independently. By the end of Pre-K students will know their phone number, address, and demonstrate awareness of their environment.

Pre-K Language Development: Students will acquire the forms, meanings and use of words through a variety of language development skills which include creating stories from imagination, expanding vocabulary and language skills, listening to stories and poems, associating verbal language with written word and exploring with writing materials.

Kindergarten Math: Kindergarten mathematics is a year-long course where the students will develop an understanding and insight of the patterns of mathematics through the use of concrete materials. This is an active course that involves daily lessons where the students are involved in kinesthetic, auditory, and visual modes. The activities are designed to help students see relationships and interconnections in mathematics and to enable them to solve mathematical problems by using manipulatives. Students will demonstrate and apply a knowledge and sense of numbers, including numeration and operations, patterns, ratios and proportions. Specifically, students will be able to solve one-step problems with whole numbers using addition and subtraction. Students will estimate, make and use measurements of

objects, quantities and relationships and determine acceptable levels of accuracy. Specifically, students will measure length, volume, weight, temperature, and time by using appropriate measuring instruments. Students will use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results. Specifically, students will identify, describe and extend simple geometric and numeric patterns and solve simple number sentences. Students will use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space. Specifically, students will identify, sort, classify, and compare related two-and three-dimensional shapes. Students will collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability. Specifically, students will organize and display data using pictures, tallies, tables, charts and bar graphs and answer questions using the data. Students will be allowed to show mastery of skills through a variety of ways including, but not limited to; unit tests, completion of projects and one on one teacher observation. This course will prepare students for first grade mathematics.

Kindergarten Handwriting: Kindergarten handwriting is a year-long course where the students will develop an awareness and mastery of basic pre-writing skills. This is an active course, which involves daily lessons where the students are involved in kinesthetic, auditory, and visual modes. Individual lessons are used for reinforcement of visual and auditory recognition of the letters of the alphabet and initial correspondence. Students will be able to write to communicate for a variety of purposes. Specifically, students will be able to use correct capitalization, punctuation, and spelling of age

appropriate words. Students will be allowed to show mastery of skills through a variety of ways including, but not limited to; teach observations and performance skills. This course will prepare students for handwriting in first grade.

Kindergarten Writing: Students in kindergarten develop the foundation they need in order to become confident, competent writers. Beginning with dictation, students learn that spoken words can also be represented with printed symbols. As they develop fine motor skills and a working knowledge of the alphabetic principle, children gradually begin to express their thoughts and ideas through writing. By the end of their kindergarten year, students are able to print their own first and last name, all upper and lower case letters and a number of high frequency words. They are able to dictate clear, well organized stories about their observations and experiences, and make appropriate attempts to encode phonemically regular words.

Kindergarten Reading: Students are exposed to a print rich environment which enables them to explore letters, sounds, words and sentences. Through a combination of explicit instruction and multi-sensory experiences, kindergarten students learn to identify, isolate and manipulate sounds, appreciate literature, and create stories of their own

Kindergarten Phonics: Kindergarten students will focus on one to one correspondence when reading, knowing the spelling sound for common consonant digraphs, decoding regularly spelled one-syllable words and know that final –e represents the long vowel sound.

Kindergarten Science: The students will focus on exploring the environment through using their senses.

The students are encouraged to investigate by asking questions, following simple directions, drawing and expressing their observations and thoughts. Many aspects of science are introduced: life, physical, earth and space. The children use their five senses to gather and chart simple information about: how objects move, the weather/seasons, and animals/habitats.

Kindergarten Social Studies: The students will focus on experiences within their families, school, community, state, and country. The students will listen to stories about the people and the nation's holidays we celebrate as they learn why we celebrate each one. They will also become familiar with our national symbols.

First Grade Math: First grade math is a course designed to expose students to a variety of mathematical concepts and numerical operations. In first grade, students learn basic addition and subtraction strategies and facts to 20. They demonstrate their knowledge of number facts by solving both one and two step problems as well as simple number sentences. Students develop the ability to compare numbers using the terms "less than", "greater than" or "equal to" and the symbols $<$, $>$, and $=$. Students learn to make reasonable estimations, measure lengths and weight using rulers, scales and measuring cups. Students will gain the ability to measure units of time using both a calendar and a clock. Specifically, telling time to the hour and half hour is taught in this course. We build on the basic addition and subtraction facts with other important mathematical concepts, such as place value, identification and completion of patterns, constructing and reading tallies marks, bar and picture graphs, fractions as

well as adding and subtracting 2-digit numbers. In Geometry, students will gain an awareness of 2 and 3 dimensional shapes. Word problems are used to help students develop problem-solving skills and gain exposure of how to write extended responses. Most of these concepts are taught through a hands-on learning approach, using a variety of manipulatives. Students will be allowed to show mastery of skills through a variety of ways including but not limited to; assessment through review, projects, teacher observation, supplemental worksheets and unit tests. This course is designed to prepare students for second grade.

First Grade Handwriting: First grade handwriting is designed to expose students to the correct formation of all upper and lower case letters using the Traditional manuscript. Proper formation of letters and using tails when necessary is emphasized. After watching teacher demonstrations, students will be required to complete a Traditional manuscript packet, applying what they have learned regarding correct letter formation. Using correct Traditional handwriting is practiced and expected throughout the first grade curriculum. This subject is designed to prepare students for second grade.

First Grade Writing: Students in grade 1 expand their understanding of the writing process and develop confidence as they write for a variety of purposes. Explicit instruction in grammar and mechanics, combined with daily writing exercises, allow students to develop their skills in editing and revision. They learn to proofread and modify their work to include more detail and expression while remaining true to the structure and format required for good writing. By the end of grade 1, students are able to write a single paragraph for a given topic, applying correct spelling, grammar, mechanics and punctuation. All

sentences remain true to the topic and include increased detail and expressive vocabulary. Students are also able to write for a variety of purposes, and modify language to suit their audience.

First Grade Reading: In first grade reading, students are taught to read with understanding through an interactive process. Students are taught to apply their phonics skills in order to sound out and read new words. Students learn how to integrate prior knowledge as well as using context clues in the text in order to read unfamiliar words within the text. The first grade reading program consists of the use of literature and non-fiction based selections. Students are continuously rereading texts and participating in a variety of comprehension activities to further develop their comprehension skills. Students not only apply reading skills while reading from the reading text, but they are also encouraged to use these skills while reading magazines, short stories, books, and articles. While analyzing texts, students must identify the value of the authors and illustrator's techniques and purposes. Plot, setting, characters, and setting are also identified as well as related to personal experiences. The program stresses literature, vocabulary, comprehension, phonics skills, and the development of study skills. Students are continuously assessed informally through observation while participating in class lessons and discussions. Students will be allowed to show mastery of skills through a variety of ways including but not limited to; formal assessments, work book pages, unit tests and inquiry based projects. This subject is designed to prepare students for second grade.

First Grade Phonics: In first grade phonics students will learn various aspects of phonics. Students will learn long and short vowel sounds, blends (such as-drip, crab, jump), r-controlled vowels (such as- ar, er,

ir, ur), digraphs (ch, wh, nk), and vowel digraphs (such as- ou, oi, oo). Students will use analysis skills to analyze the phonics, word patterns, etc., of new words in order to recognize them. In order for students to comprehend unfamiliar words, students will use context clues, resource materials, and prior knowledge in order to verify the meaning of each word.

First Grade Grammar: In first grade grammar, students will learn sentence structure including the use of capital letters, punctuation and basic parts of speech. Students will apply these skills by writing for a variety of purposes. Students are required to write in a journal at the beginning of each day. A new topic is selected each morning, which focuses on further developing a different aspect of grammar. Student writing must be organized and focused. Students write short stories, letters, and paragraphs. Journals are collected weekly from the students, and they are assessed based on organization, clarity, focus, proper use of sentence structure as well as creativity. Students will be able to become independent writers and effective communicators. This subject is designed to prepare students for second grade.

First Grade Science: First grade science is reinforced through hands-on learning opportunities that are designed to expose students to life science, physical science, Earth science, and the human body. Through scientific experiments, students will begin to understand the concepts taught throughout this course. Students will be exposed to the principles and processes of scientific inquiry and technological design. They will also be exposed to concepts that explain how living things function, adapt, change and interact with each other and with their environment. Students will apply concepts that describe properties of matter and energy and the interactions between them, as well as concepts that describe

force and motion and the principles that explain them. Students will gain knowledge about the features and processes of the Earth and its resources. As well as concepts that explain the composition and structure of the universe and the Earth's place in it. Students will be informed about the accepted practices of science and the inter-relations among, science, technology and society. Students will participate in a variety of experiments and hands-on learning activities to demonstrate their understanding. This subject is designed to prepare students for second grade.

First Grade Social Studies: First grade social studies is designed to educate students about culture, geography, citizenship, economics, and history. Through this course students will be exposed to the fundamental principles of U.S. government as well as how all people engage in economic activity such as buying, selling, trading, producing and consuming. Students will also examine and analyze the events of the past, present and future. The students will develop an awareness of the world's physical features and how they blend with social systems and how they affect economies, politics and human interaction. They will also gain an understanding of their roles as individuals and members of society. Students will be asked to identify, analyze, describe, explain and compare information gained in this course. This subject is designed to prepare students for second grade.

Second Grade Math: The second grade math curriculum builds a strong foundation and understanding of basic mathematical concepts. The curriculum focuses on critical thinking skills, organization, mathematical accuracy, communication skills, and responsibility. Students will use problem-solving strategies; develop number sense; graph data, apply measurement, explore geometry, develop

automaticity; and of basic addition and subtraction facts through 20. Students will learn through exploration of concepts by using materials and making connections to other mathematical concepts and to their world. A major goal of second grade is to develop life-long learners who love math and can use math in their daily lives.

Second Grade Writing: Students in grade 2 continue to develop their writing with a program that includes skill based instruction in grammar and mechanics, daily exercises in editing and revision, weekly writing assessments and cumulative projects. With consistent review and application, second grade writing evolves from individual paragraphs to a three paragraph essay format. Students write for a variety of purposes, revising and editing their work to improve coherence and clarity of purpose. Second graders also apply more sophisticated grammar and mechanics to their writing, including complex sentence structure and more specific, creative vocabulary. Through consistent review and application of the writing process, students in grade 2 produce polished essays with 3 related paragraphs (including an introduction and supporting details), grade appropriate vocabulary, and spelling.

Second Grade Reading: The second grade curriculum for Reading provides students with the ability to read with understanding and fluency. Students are instructed to apply word analysis skills to recognize new words and comprehend unfamiliar words using context clues and prior knowledge. Students use dictionaries and glossaries to verify word meanings. Students are instructed to establish purposes for reading, making predictions, connecting important ideas, and linking text to previous experiences and knowledge. Students are introduced to different literacy genres of fiction, nonfiction, and poetry.

Students are taught to continuously check and clarify for understanding. They will read age appropriate material aloud with fluency and accuracy. The course gives students the ability to predict, identify themes and make comparisons across reading selections. Students are instructed to summarize selections through sequencing. The course instructs students to use information presented in simple tables, maps and charts to form an interpretation. The course provides students with the ability to read and understand literature representative of various societies, eras and ideas. Students are instructed to identify setting, plot and character within literary works and classify literary works as fiction or nonfiction. Students are allowed to respond to literary materials by connecting them to their own experiences and communicating those responses to others. Students will relate character, setting and plot to real-life situations. Students are instructed to listen by facing the speaker, making eye contact and paraphrasing what is said and speaking effectively. Students will speak effectively by asking questions and responding to questions from the teacher and from group members to improve comprehension. Students will follow oral instructions and use visual and auditory based media to learn. They will present brief oral reports using language and vocabulary appropriate to the message and audience. The course provides students with the ability to use language arts to acquire, assess, and communicate information. They are given the opportunity to research on the internet and use encyclopedias to acquire information.

Second Grade Phonics: The second grade phonics program supports the mastery of letter-sound relationships which enables the students to automatically recognize words and become fluent readers who read with understanding.

Second Grade Grammar: The second grade curriculum for Grammar provides students the ability to write to communicate for a variety of purposes. Students are instructed to construct complete sentences which demonstrate subject/verb agreement: appropriate capitalization and punctuation; and appropriate use of parts of speech. Students will use prewriting strategies to generate and organize ideas. They will write to include a beginning, middle and end and use descriptive words when writing about people, places, things, and events. Students will write for a variety of purposes including description, information and narration.

Second Grade Science: The class will provide the student with the understanding of life science, physical science, earth science, and the human body. The students will be exposed to the information in a variety of methods. The students will understand how to utilize the scientific inquiry method while observing experiments. Students will describe an observed event, develop questions, collect data, and record data. In addition, students will arrange data into logical patterns and describe them. Comparing observations of individual and group results will be required. Students will be required to identify and describe the component parts of living things. They will categorize living organisms using different features. Students will describe characteristics of living things in relationship to their environments. The dependence on each other for survival will be taught. Students will compare sources of energy. The students will compare physical properties of matter and identify observable forces. The students will be asked to identify components and describe the Earth's features and seasonal changes. During the class renewable and nonrenewable natural resources will be discussed. Different aspects of the solar system

will be described. Basic safety practices will be discussed. Students will be exposed to uses of common scientific instruments. Methods for ways to reduce, reuse, and recycle materials will be covered.

Second Grade Social Studies: The second grade social studies curriculum helps students to develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. This task is achieved by using the text with discussions, map exercises, and audio-visual aids pertaining to the current subject being studied. The students will understand the basic principles and functions of the United States government, the election process, and the development of political ideas and traditions. The students also gain an understanding of the economic system. The concepts covered include the exchange of goods for service, trade, bartering, and the relationship between consumers and producers. The students will also understand the events, trends, individuals, and movements that shape the history of the United States. The students will understand world geography and the effects geography has on society through the use of maps, charts, and other media resources. Finally, the students will understand the social systems within the United States.

Third Grade Math: Third grade mathematics is a full year course that is taught on average for 90 minutes a day. The course involves lecture, use of manipulatives, and hands on activities. Main areas of emphasis for the course are addition, subtraction, multiplication, division, number sense, measurement, and basic geometric concepts. Students will be able to compare and order whole numbers. Students will demonstrate number sense, expand on computational skills in addition and subtraction, and learn

multiplication and division facts. Students will solve one and two-step problems and perform computational procedures. Students will estimate and use measurements of objects, quantities, and relationships. Students will also calculate, compare, and convert length, perimeter, area, weight, mass and volume with customary and metric systems. Students will describe numerical relationships using variables and patterns. Students will also identify related two and three-dimensional shapes and demonstrate geometric concepts involving points, lines, planes, and space. Students will display data using tallies, tables, charts, and graphs. Students will be allowed to show mastery of skills through a variety of ways including but not limited to; assessment through worksheets, tests, hands-on activities, oral discussion, and extended response essays.

Third Grade Handwriting: Students will be able to use legibly cursive D'Nealian writing.

Third Grade Writing: Third grade writing has students communicating for a variety of purposes and to a specific audience. They will strive to use correct grammar, punctuation, capitalization, and sentence structure. They will be expected to correctly spell the high frequency words. Students will construct complete sentences, which demonstrate subject/verb agreement. Writing assignments will be given every week such as giving directions, describing their world, persuading others, telling about themselves and giving information. These assignments will culminate in descriptive, informative, persuasive, explanative, and narrative essays. The writing process will be paced and follow a sequence. Third graders will be taught a variety of strategies to help them succeed as good writers. Prewriting strategies will be taught to help generate and organize ideas. Brainstorming and free writing will be used. Story

maps, webs, and Venn diagrams will also be included. Students will focus on one topic and organize writing to include a beginning, middle, and end. They will elaborate when writing compositions.

Students will use descriptive words when writing about people, places, things, and events. They will understand the importance of painting a picture in the reader's mind. They will learn to break down the writing process into a number of steps. They will draft, edit, and revise their work. Student confidence and enthusiasm will be developed to ensure great writers.

Third Grade Reading: Third grade reading is the process by which people gain information and ideas from a variety of materials. One goal of third grade reading is for students to be able to read with understanding and fluency. The first standard is for students to apply word analysis skills to recognize new patterns; comprehend unfamiliar words using context clues and prior knowledge; and verify meanings with resource materials. The second standard is for students to apply reading strategies to improve understanding and fluency. This standard includes: establishing purposes for reading, making predictions, connecting important ideas, and linking the text to previous experiences and knowledge. This standard also includes: identifying genres of fiction, nonfiction, and poetry; continuously checking and clarifying for understanding; and reading age-appropriate material aloud with fluency and accuracy. The third standard for third grade reading is that students will comprehend a broad range of reading materials. This standard includes: using information to form questions; verifying predictions; identifying important themes and topics; making comparisons across reading selections; identifying how authors and illustrators express their ideas in text and graphics; and using information presented in simple tables, maps, and charts to form an interpretation. The second goal for third grade is for students to

read and understand literature representative of various societies, eras, and ideas. The first standard of this goal is for students to understand how literary elements and techniques are used to convey meaning. This standard includes identifying literary elements and classifying literary works as fiction or nonfiction. The second standard is that students will read and interpret a variety of literary works. This standard includes responding to literary materials by connecting them to their own experiences, communicating those responses to others, and relating character, setting and plot to real-life situations. The third goal for third grade reading is for students to be able to listen and speak effectively in a variety of situations. The standard for this goal is that students will be able to listen effectively in formal and informal situations. This standard includes asking questions and responding to questions from the teacher and from group members to improve comprehension. Students will be allowed to show mastery of skills through a variety of ways including but not limited to; workbook pages, independent reading, group reading, inquiry projects and formal evaluations.

Third Grade Phonics: Third grade phonics is designed to increase student understanding of the sounds and spelling that make up our English language. Through a variety of tactics, students practice their skills in forming the different spellings of sounds in our language. The course also provides students with a general understanding of different words and word parts, such as suffixes and prefixes. Students begin by studying vowels and consonants, and continue on by learning to combine them into different sounds and words. Reading fluency is aided by student investigation of word analysis skills. Students analyze compounds, synonyms, and antonyms to improve vocabulary skills. The course is designed to

supplement reading, language, and spelling courses. It is designed to provide all third graders with the knowledge necessary to improve skills at grade level. Students will be allowed to show mastery of skills through a variety of ways including but not limited to: assessments through a series of worksheets and oral discussion.

Third Grade Grammar: Third grade grammar is the study of words, their relation to each other, and their use in sentences. In third grade, students work on a variety of skills and concepts. One goal for third grade grammar is for students to write to communicate for a variety of purposes. This includes using correct grammar, spelling, punctuation, capitalization, and structure. This also includes constructing complete sentences which demonstrate subject/verb agreement and appropriate use of the eight parts of speech. The final standard for this goal is for students to speak effectively using language appropriate to the situation and audience. This includes students following oral instructions accurately and participating in discussions around a common topic. Students will be allowed to show mastery of skills through a variety of ways including but not limited to: assessment through independent practice worksheets and class discussion.

Third Grade Science: In third grade the science curriculum will use the process of scientific inquiry to develop questions, describe an observed event, and solve problems. Hands-on science investigations will be provided in which student inquiry is an important goal. Relating science to the students' lives will be emphasized in third grade. Students will be encouraged to use their curiosity to ask questions. Students will describe an observed event. They will collect, record, and arrange data. Data will be

arranged into logical patterns. It will be analyzed and conclusions drawn based on evidence obtained. We will work both individually and in groups always making comparisons. The course will be studied in three units: life science, physical science, and the human body. Students will understand how living things function and change. They will apply concepts that describe how living things interact with each other and their environment. Students will know and apply concepts that explain how living things function, adapt, change, and depend on one another. Life cycles of a plant, animal, and insects will be covered in life science. Physical science will include earthquakes, volcanoes, and a variety of landforms. Students will be able to describe the features and processes of the Earth and its resources. Students will analyze properties of matter and energy. The movement of Earth and the moon will be studied along with the planets. They will be able to identify and describe characteristics of the sun, moon, Earth, and eight other planets in our solar system. They will be able to explain days, years, and seasons and how they relate to the Earth's rotation and revolution. They will identify forces in nature such as the moon's gravity is the cause of tides. The completion of a Space Book is required. The curriculum will cover patterns of weather and seasonal change. The importance of preserving nonrenewable resources will be discussed in both science and social studies. The unit on body systems and learning how to stay healthy will improve the students' lives. The students will learn to observe, classify, predict, measure, and record using scientific instruments such as thermometers, scales, rulers, and the computer. They will know and apply the accepted practices of science using basic safety practices. Another goal is for the students to enjoy science as a process of learning about the world and understand how it affects our everyday lives.

Students will be allowed to show mastery of skills through a variety of ways including but not limited to: worksheets, quizzes, tests, paragraph writing, class discussion, observations, and participation.

Third Grade Social Studies: Third grade social studies focuses on a variety of topics designed to broaden student knowledge and understanding of history and the world around them. The course involves American and international history, sociological aspects of our world and history, along with geography and map/ study skills. Through all of this, students are able to form a general understanding of the events, ideas, problems, etc. that have shaped the world of today. It aligns well with the current reading series in that stories often focus on the topics of discussion in social studies. The course is taught through a variety of lecture, discussion, videos, worksheets and overheads. There are times when hands-on materials may be brought in by teachers or other adults. The course is taught throughout the year, with each chapter consisting of several lessons, all ending with a chapter test. Throughout these chapters, students will analyze political systems, focusing on the United States, through discussions of government, the identification of the levels of government, and the concept of citizenship. Students will design individual ideas of rights and freedom, and compare those beliefs to those in other parts of the world. Students will analyze economic systems of the United States and the world through the investigation of consumers and producers, the understanding of the economic importance of resources, and the discussion of the need for services. Students will analyze the concept of the exchange of money for goods. Students will investigate the events, trends, individuals, and movements that have shaped local and international history. The students will discuss the contributions of individuals throughout

history, and compare the world of today to the past. Students will analyze Native American cultures and many customs from throughout the world. Students also analyze the development of our country through immigration, wars, etc. The struggles of minorities and immigrants are discussed. Students will investigate the geographical features of local and international lands, along with analyzing the effect of geography on economy and sociological systems. Students will develop an understanding of social systems through studies of melding of culture, social institutions in communities, folklore, and status. Students will be allowed to show mastery of skills through a variety of ways including but not limited to: worksheets, tests, oral discussion, and essays.

Fourth Grade Math: The fourth grade math curriculum is a combination of hands-on interaction and lecture-driven course designed to expose students to a variety of mathematical concepts while building upon knowledge they have already acquired. Students will demonstrate their knowledge of number facts by completing a variety of addition, subtraction, multiplication and division problems. They will be able to solve one and two step problems using whole numbers, fractions and common denominators. Students will further develop estimation skills and measure or use measurements of objects to calculate length, perimeter, area, volume and weight. This course gives the students the ability to use currency to solve addition, subtraction and multiplication problems. Students learn to use algebraic methods to identify, describe and create numerical patterns. They are required to make predictions of the outcome prior to collecting data from tables and graphs to determine the results. Students will construct and solve number sentences using a variable to represent an unknown quantity. Geometrical concepts are

taught involving points, lines, planes and space. Specifically, students are asked to create shapes that are two and three dimensional or symmetrical. They will learn how to compare geometric figures using vocabulary that includes, parallel, perpendicular, similar, congruent and line of symmetry. Using specific data, fourth grade students will learn to collect, group, organize and display data using a variety of methods including pictures, tallies, tables, charts, bar and line graphs. They will further use this data to determine the mean, median, mode and range with and without the assistance of technology. Calculating and comparing the likelihood of specific events using the terms, certain, more likely, less likely or impossible is also a skill that is taught. Word problems involving a variety of numerical operations are used to further develop student's mathematical skills, while giving the students the opportunity to explain how they reached their answer through extended response questions. Students will further develop the ability to apply mathematical skills and strategies when solving real life problems. Math content and skills will be assessed through assignments relating to the lessons and concepts presented. Daily work and tests will provide an assessment for evaluating students understanding of concepts.

Fourth Grade Writing: Fourth grade English and Literature students will use correct grammar, spelling, punctuation, capitalization and structure when writing paragraphs and essays. Students will communicate ideas in writing to accomplish a variety of purposes and for specific audiences in a variety of forms, including narrative, expository and persuasive writing. Through this course we will focus on thinking and integrating the language process to help students improve their written communication

skills. English and Literature content and skills will be assessed through assignments related to lessons and concepts presented. Daily work, quizzes and tests will provide an assessment for evaluating students understanding of subject.

Fourth Grade Reading: Fourth Grade reading curriculum includes five units of study; reading, language arts, spelling, phonics and writing. In these units of study the students will read with understanding and fluency. Students will read and comprehend unfamiliar words using root words, synonyms, antonyms, word origins and derivations. Students will clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses. Students will establish purposes for reading; survey materials; ask questions; make predictions; connect, clarify and extend ideas. Students will use information to form and refine questions and predictions. Students will compare and contrast the content and organization of selections. Students will explain how authors and illustrators use text and art to express their ideas. These courses focus on thinking and integrate the language process to help students to “think with language” as they listen, speak, write, and read. Reading content and skills will be assessed through assignments relating to the lessons and concepts presented. Daily work and tests will provide an assessment for evaluating students understanding of materials.

Fourth Grade Phonics: Phonics is a focus on the forming of letters into sounds. Daily work consists of activities designed to reinforce sounds learned in spelling. Students will apply word analysis and vocabulary skills to comprehend selections. Spelling and phonics content and skills will be assessed

through assignments relating to the lessons and concepts presented. Daily work and weekly tests will provide an assessment for evaluating students understanding of concepts.

Fourth Grade Grammar: The fourth grade grammar curriculum will provide the grammar fundamentals along with strong focus upon improving student writing. Students will demonstrate understanding of the listening process by summarizing and paraphrasing spoken messages oral and in writing in formal and informal situations. This course focuses on thinking and integrates the language process to help students to "think with language" as they listen, speak, write and read. Grammar content and skills will be assessed through assignments relating to the lessons and concepts presented. Daily work and essay writing will provide an assessment for evaluating students understanding of content.

Fourth Grade Science: The fourth grade science curriculum will provide students with the process of scientific inquiry and technological design to investigate questions, conduct experiments, and solve problems. Students will understand the fundamental concepts, principles, and interactions of the life, physical, and earth/space science. Students will also understand the relationships among science, technology, and society in historical and contemporary contexts. Students learn through observing, classifying, measuring, recognizing relationships, communicating, inferring, predicting, using variables, hypothesizing, making models, interpreting data, experimenting, problem solving and defining terms. Material of the textbook will be enhanced by scientific lab materials, teacher collected informational pamphlets, videos, and films. Hands on materials are important to scientific discovery. Science content

and skills will be assessed through assignment relating to the lessons and concepts presented. Daily work and tests will provide an assessment for evaluating students understanding of content.

Fourth Grade Social Studies: Fourth grade social studies students will examine the history, geography, economics, humanities, and citizenship of the United States through studying regions. The regions of the United States will focus on past and present aspects that have developed it into the land it is today. Students will develop an understanding of the political systems, with an emphasis on the United States. The students will also learn about the economic system, with emphasis on the United States. This goal will include understanding how different economic systems operate in the exchange, production, distribution and consumption of goods and services. Through the study of the state goals we will assess the students understanding of events, trends, individuals and movements shaping the history of Illinois, the United States and other nations. Through studying the geography and the effects of geography on society, with an emphasis on the U.S. students will be able to locate, describe, and explain places, regions, and features of the earth. Students will also analyze and explain characteristics and interactions on the earth's physical systems. Throughout fourth grade students will gain an understanding of social systems with an emphasis on the United States. This will allow students to compare characteristics of culture as reflected in language, literature, the arts and traditions. Vocabulary is developed throughout each section of study. Geography skills are developed through maps, charts, graphs, atlas pages, diagrams and photographs. Social Studies content and skills will be assessed through assignments relating to the lessons and concepts presented. Daily work and tests will provide an assessment for

evaluating students understanding of material.

Fifth Grade Math: The fifth grade curriculum for Math provides students with the knowledge to demonstrate and apply a sense of numbers, including numeration and operations (addition, subtraction, multiplication, and division), patterns, ratios and proportions. Students are instructed to compare and order whole numbers, fractions and decimals using concrete materials, drawings and mathematical symbols. One and two-step problems involving these skills will be solved. Students learn to estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy. The course includes calculation, comparing and converting length, perimeter, area, weight/mass and volume within the customary and metric systems. The course gives students the ability to use currency to solve addition, subtraction, multiplication, and division problems. Using algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results is addressed. Students will identify, describe, extend and create geometric and numeric patterns. (Instructors will explain operations and number properties including commutative, associative, distributive, zero, equality and order of operations. Students will construct and solve number sentences using a variable to represent an unknown quantity. The course includes using geometric methods to analyze, categorize and draw conclusions about points, lines, planes, and space. Students are instructed to describe and draw representations of geometric relationships, patterns, symmetries, and designs in two and three dimensions with and without technology. They will learn to compare geometric figures and determine their properties including parallel, perpendicular, similar, congruent and line symmetry. Students will collect, organize and analyze data using pictures, tallies, tables, charts, bar graphs, line

graphs, line plots and stem-and-leaf plots. Using a data set, determine mean, median, mode and range, with and without the use of technology. Students will learn to calculate the probability of a simple event.

Fifth Grade Writing: In the fifth grade, students will generate and organize ideas using a variety of planning strategies (i.e. mapping, outlining, drafting, etc.). Students will integrate the skills learned in Grammar, Spelling and Reading to compose well-organized and coherent writing for specific purposes and audiences. Students will be engaged in the editing and revision process as they organize and integrate information from a variety of sources such as books, internet and etc. The fifth grade will focus upon narrative, expository and persuasive writings while in the classroom.

Fifth Grade Reading: The Fifth Grade Reading curriculum will incorporate four courses of study: reading, language arts, spelling, and writing. These courses focus upon thinking and integrate the language process to help students to "think with language" as they listen, speak, read and write. Students will identify literary elements and literary techniques in a variety of literary works. Students will understand literary elements such as theme, character, setting, plot, tone, conflict and will be able to identify features of literary forms such as realistic fiction, historical fiction, fantasy, narrative, nonfiction, biography, etc. Through the various reading of different stories and hands on activities, students will make inferences, draw conclusions, compare and contrast, summarize stories, use context clues and establish purposes for reading. Students will form and refine questions and predictions and

will make connections to each story though comparing it to their own experience, prior knowledge and other texts.

Fifth Grade Phonics: In the fifth grade, students will learn and perform weekly exercises to apply phonics skills to spelling and reading. Each week, students will spell a given list of words and apply word analysis and vocabulary skills to comprehend different reading selections.

Fifth Grade Grammar: The Fifth Grade Grammar curriculum provides the grammar fundamentals along with a strong focus upon improving student writing. Students will write paragraphs and sentences that include a variety of sentence types; appropriate use of eight parts of speech; accurate spelling capitalization and punctuation. Students will use and apply these skills to present oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.

Fifth Grade Science: Fifth grade science will provide the students with the understanding of the scientific inquiry to investigate questions and conduct experiments. Students are instructed to formulate questions, collect data, and construct charts to display data, to report and display the results. The course includes the fundamental concepts and interconnections of the life, physical and earth/space sciences. Students will be able to describe life cycles of plants and animals and categorize features as inherited or learned. They will have the ability to describe and identify relationships and physical features among various organisms and their environments. Students will demonstrate knowledge in describing and comparing types of energy and properties of matter. They will demonstrate and explain constant and periodic motions and learn ways forces cause actions and

reactions. This course includes identification and explanation of the Earth's land, water and atmosphere. Knowledge of the Solar System including the planets, moon phases, orbits and seasons are demonstrated by the students. This course provides understanding of the relationships among science and technology and how they influence the lives and careers of people.

Fifth Grade Social Studies: The fifth grade social studies curriculum takes an in depth look at the events and figures that led to the development of our present day country. The students will understand the basic principles and functions of the United States government, the election process, and the development of political ideas and traditions. The students will also gain an understanding of economic systems. The concepts covered include the exchange of goods for service, trade, bartering, and the relationship between consumers and producers. The students will also understand the events, trends, individuals, and movements that shape the history of Illinois, the United States, and other nations. The time line covered includes the colonization of America, American Revolution, expansion of the U.S., development of the Constitution and Bill of Rights, Civil War, World War I, World War II, to the present. The students will understand world geography and the effects geography has on society through the use of maps, charts, and other media resources. Lastly, the students will analyze social systems form and develop over time.

Art: Pre-K, Kinder, 1st and 2nd: Elementary Art is a yearlong course in which students will learn the basic components that make up a work of art. We will focus on the Elements of Art (line, shape, color, texture, and value) and will begin to learn about the Principles of Design (Pattern, Balance, Space, Variety, Repetition, and Proportion) and understand how to incorporate these elements and principles

into a work of art. Students will develop their fine motor skills while they experiment with various types of media and materials to create art. Lessons will make connections to Math, Science, Language Arts, and Social Studies as we discuss both art from different time periods and art from other countries and then create projects inspired by the artwork we've seen.

Art: 3rd, 4th and 5th: Elementary Art is a yearlong course in which students will learn the components that make up a work of art. We will review the Elements of Art (Line, Shape, Color, Texture, and Value, Form) and will focus on the Principles of Design (Pattern, Balance, Space, Variety, Repetition, Proportion, Movement, Rhythm). Students will develop a further understanding of how to incorporate these elements and principles into a work of art to create better composition and design. Students will refine their fine motor skills while they experiment with various types of media and materials to create art. Lessons will make connections to Math, Science, Language Arts, and Social Studies as we discuss both art from different time periods and art from other countries and then create projects inspired by the artwork we've seen.

Physical Education Pre-K, Kinder, 1st and 2nd: Elementary Physical Education in grades is a year-long course in which students will participate in a variety of health-enhancing physical activities. Social skills are being developed through the use of cooperative games. They will also begin to understand movement concepts involved in different individual and team sports. Emphasis will be placed on developing a positive attitude towards a lifetime of activity. Students will take part in the President's Physical Fitness Challenge to determine and understand their individual fitness levels. Great emphasis is placed on the development of team-building skill by participating in cooperative activities such as

relays, parachute activities, bean bags, etc. We will develop an understanding of the human body systems and be able to identify their functions. Examples such as cardiovascular endurance will be covered in our track and field unit and our Jump Rope for Heart campaign. Muscular strength will be covered in our Presidents Fitness Challenge. Development of communication skills are essential at this age. Cooperative game play will force us to communicate and be responsible for ourselves and our actions.

Physical Education 3rd, 4th, and 5th:Elementary Physical Education in which sports skills and activities and the primary focus. Movement experiences are important and fundamental skills using manipulatives are emphasized. Students become more refined in their movements, such as balance, strength, and coordination. Selected lead-up games and variations of games are used as ways to reinforce sport-related movement concepts. Co-curricular learning is introduced through the use of word walls to reinforce basic reading and vocabulary skills. Math concepts are also taught through score keeping. Students will learn their own level of physical fitness using tools such as the President's Physical Fitness Challenge and gain an understanding of how to develop team building skills through cooperative games and team sports. Students will understand concepts of health promotion and injury prevention through a series of sport-related demonstrations. Making proper choices, with regards to spatial awareness, rules interpretations and cooperation with classmates is also emphasized. Students will understand components of fitness and avoidance of childhood obesity. We will make this the major emphasis in our Jump Rope for Heart campaign. Students will promote the use of effective communication and decision-making skills by continuing to use our school wide excellence program.

Music Pre-K, Kinder, 1st and 2nd: Music class will involve activities including singing, playing small percussion instruments, movement to music, reading music through sign, symbols and letters, and musical games. The students will learn to sing on pitch and balance their voices with others in a group. Several songs will be memorized for group performances. Students will compose short phrases of music. Students should be able to describe musical concepts using opposites.

Music 3rd, 4th, and 5th: Within the music program, a wide range of activities and musical experiences is implemented to help each student discover and develop her or his inner musician. Students will learn to sing, play various classroom instruments, identify and classify various styles of music, identify basic elements of music, begin reading music notation, and create their own music.

Spanish Kinder, 1st and 2nd: Students will study more vocabulary words and write sentences using correct spelling, capitalization and punctuation they acquire the basic communication skills that relate to everyday life, in Spanish. Through interactive games and daily conversations, students will practice and develop the skills to acquire the Spanish language. Students will also learn key adjectives, opposites, and basic action verbs.

Spanish 3rd, 4th, and 5th: Students will continue to communicate their needs in greater detail. Students will extend their vocabulary through fun activities such as games, songs, puppets, conversations, pantomime, and role playing activities. All these activities promote speaking skills, physical movement and creative drama techniques. This approach includes practice in speaking, listening, reading, and

writing. The main objectives of Spanish class are to help each student attain an acceptable degree of proficiency in listening, speaking, and writing in a comfortable and relaxed school environment.

Technology Pre-K, Kinder, 1st and 2nd: Pre-K and Kindergarten students will explore the features of a draw and paint program as a tool to support emerging reading, writing, and mathematics skills. They will locate letters and numbers on the keyboard. A study skills unit will introduce them to listening and visualization skills that will support learning across the school day. Students will recognize safe and responsible use of technology resources so that they can become model digital citizens. Starting in first grade, students begin to learn how to type using correct finger position. This is practiced within a keyboarding program and when completing their work. Microsoft Word is introduced in second grade as we become familiar with basic word processing skills.

Technology 3rd, 4th, and 5th: Students in grades 3-5 have a variety of projects which are completed in addition to continuing to work on their typing skills. Microsoft Word skills are reviewed at the beginning of the year. Accounts are created for each student to use Study Island as they prepare for the CRT or SBAC tests. Students are also introduced to PowerPoint where skills learned in Word are transferred to this new application. Students end the year researching online as they participate in a cross-curricular project.

Attachment 3

Attachment A.3.4, Typical Daily Schedule

Time	Subject	Time	<u>Subject</u>
7:45-8:00am	Arrival	11:35-12:05	Lunch
8:00-9:30am	Reading	12:05-1:30pm	Math
9:30-10:20am	Writing	1:30-1:45	Recess
10:20-11:20am	Science/Social Studies	1:45-2:35	Specials
11:20-11:35	Recess	2:35-2:45	Dismissal

Attachment 4

Attachment A.3.5, Courses to complete for promotion

River Mountain Academy will implement a proactive approach to identifying students' social, emotional, physical, and academic needs and design coordinated interventions among all service providers. For each student who is not meeting grade level performance levels and is at risk for retention, the parent/guardian will be notified in a timely manner to provide opportunities for intervention and remediation. Throughout the year, the student's data will be reviewed in conjunction with the parent/guardian and at the end of the year a determination of grade level retention will be made. Students in grades kindergarten through fifth must successfully annually pass the following courses for promotion to the subsequent grade: reading, English language arts, social studies, mathematics and science.

Attachment 5

Attachment A.3.9, Transcript

<p>OFFICIAL TRANSCRIPT</p> <p>Student Name: Jane Doe</p>	<p>River Mountain Academy of Nevada A NWAC Accredited Institution 1234 Alphabet Street Henderson, NV 89015 (702) 555-0000</p>			
<p>Grade: 2 Birthdate: 06/02/2007</p>				
<p><u>15-16 River Mountain Academy</u></p> <p>Reading Writing Mathematics Science Social Studies Physical Education Music Art Spanish Technology</p>	<p>Quarter 1</p>	<p>Quarter 2</p>	<p>Quarter 3</p>	<p>Quarter 4</p>

	B A B A A B A B A B	B A B A A B A B A B	B A B A A B A B A B	B A B A A B A B A B
			A-4.00 B-3.00 C-2.00 D-1.00 F-0.00 P-Pass WF-With/Fail NC- No Credit	CRT Reading: Math:
Total Units Earned Cumulative GPA: 3.20 Rank: Not Ranked Graduated Date: This transcript is only valid when the River Mountain Academy School seal is placed upon this document.	Signature Date			

Attachment 6

Attachment A.3.11, Textbooks

Texts to be used may include but are not limited to the following:

Kindergarten			
Math	Investigations	Pearson Prentice Hall	2012
Reading/English Language Arts	Reading Wonders	McGraw-Hill	2014
Writing	Being a Writer 2nd Ed.	Developmental Studies Center	2012
Science	FOSS	University of California, Berkley	2014
Social Studies	Our World Now and Long Ago	Houghton Mifflin	2011
First Grade			
Math	Investigations	Pearson Prentice Hall	2012
Reading/English Language Arts	Reading Wonders	McGraw-Hill	2014
Writing	Being a Writer 2nd Ed.	Developmental Studies Center	2012
Science	FOSS	University of California, Berkley	2014
Social Studies	A Child's View	Houghton Mifflin	2011
Second Grade			
Math	Investigations	Pearson Prentice Hall	2012
Reading/English Language Arts	Reading Wonders	McGraw-Hill	2014
Writing	Being a Writer 2nd Ed.	Developmental Studies Center	2012
Science	FOSS	University of California, Berkley	2014
Social Studies	People We Know	Houghton Mifflin	2011
Third Grade			
Math	Investigations	Pearson Prentice Hall	2012
Reading/English Language Arts	Reading Wonders	McGraw-Hill	2014
Writing	Being a Writer 2nd Ed.	Developmental Studies Center	2012
Science	FOSS	University of California, Berkley	2014

Social Studies	Our Communities	Houghton Mifflin	2011
Fourth Grade			
Math	Investigations	Pearson Prentice Hall	2012
Reading/English Language Arts	Reading Wonders	McGraw-Hill	2014
Writing	Being a Writer 2nd Ed.	Developmental Studies Center	2012
Science	FOSS	University of California, Berkley	2014
Social Studies	States and Regions	Houghton Mifflin	2011
Fifth Grade			
Math	Investigations	Pearson Prentice Hall	2012
Reading/English Language Arts	Reading Wonders	McGraw-Hill	2014
Writing	Being a Writer 2nd Ed.	Developmental Studies Center	2012
Science	FOSS	University of California, Berkley	2014
Social Studies	The United States	Houghton Mifflin	2011

Attachment 7

Attachment A.4.1, Assessment plan and instruments

River Mountain Academy school staff, community-based service providers, and families share research, appropriate data, idea generation, and resources to provide a coordinated, whole child approach for each student. The proposed examination schedule will be aligned with any schedule of examinations of achievement and proficiency which are required by the Department, applicable federal, state, and local laws and regulations. All formal testing and administration dates will be aligned with schedules provided by the Department of Education. The School will participate in the state assessment system and will administer the assessment pursuant to the prescribed uniform procedures.

Nevada Testing Calendar for the 2015-2016 School Year TBD

<u>Program</u>	<u>Grades</u>	<u>Testing Window/Dates</u>
Criterion Referenced Test (CRT)	3-5	Up to 10 days on either side of the 120th day of instruction.
English Language Proficiency Assessment (ELPA)	K-5	October-February (Specific dates to be determined).
Nevada Alternate Assessment (NAA)	3-5	January-March (Specific dates to be determined).
Nevada State Writing Assessment	5	January-February (Specific Dates to be determined).
National Assessment of Educational Progress (NAEP)	4	January-March (Specific dates to be determined).
Smarter Balanced Assessment Consortium (SBAC)	3-5	March-June (Specific dates to be determined).

River Mountain Academy and all our partners will consistently assess and monitor our progress on all indicators of student success to ensure progress and make necessary changes in a timely manner. The school will use a balanced approach to formative and summative assessments that provide reliable, developmentally appropriate information about student learning. Multiple school level assessments, both formative and summative, will be utilized to measure specific learning outcomes. School-based assessments to be used in all courses may include:

- Weekly teacher-generated quizzes.
- Unit assessments and chapter tests.
- Class projects and/or investigations based on focus lessons.
- Class discussion, participation, teacher observations
- Work samples and portfolios

The school will use a commercially available standardized instrument, such as Renaissance Learning's STAR Assessment to regularly monitor students in mathematics and reading. All students will be initially evaluated. Students who are performing above grade level will be assessed every eight weeks. Students who are performing at grade level will be assessed every six weeks. Students performing below grade level will be assessed weekly. Renaissance Learning's STAR Assessment tracks students over time and thus is an appropriate instrument for the school to monitor its second goal listed in A.2.1.

Implementation of regular assessments will ensure that no student is overlooked and identified with

ample time for remediation. The school will regularly review the alignment of the policies and practices to ensure the health, safety, engagement, support, and challenge of all students.

Attachment 8

Attachment A.5.1, Calendar

Start Date: August 24, 2015

End Date: June 1, 2016

	Monday	Tuesday	Wednesday	Thursday	Friday	School Days	Accum. School Days	Accum. Minutes K (.5)	Accum. Minutes K-5
Aug. 2015			19 Teacher Return	20 Teacher Workday	21 Teacher Workday				
	24 Classes Begin	25	26	27	28	5	5	900	2025
	31					1	1	1080	2430
						6	6		
Sep. 2015		1	2	3	4	4		1800	4050
	DH-7	8	9	10	11	4		2520	5670
	14	15	16	17	18	5		3420	7695
	21	22	23	24	25	5		4320	9720
	28	29	30			3		4860	10935
						21	27		
Oct. 2015				1	2	2		5220	11745
	5	6	7	8	9	5		6120	13770
	12	13	14	15	16	5		7020	15795
	19	20	21	22	23	5		7920	17820
	26	27	28	29	DH-30	4		8640	19440
						21	48		

Nov. 2015	2	3	4	5	6	5		9540	21465
	9	10	DH-11	12	13	4		10260	23085
	16	17	18	19	20	5		11160	25110
	23	24	25	DH-26	DH-27	3		11700	26325
	30					1		11880	26730
						18	66		
Dec. 2015		1	2	3	4	4		12600	28350
	7	8	9	10	11	5		13500	30375
	14	15	16	17	18	5		14400	32400
	WB-21	WB-22	WB-23	WB-24	WB-25	0		14400	32400
	WB-28	WB-29	WB-30	WB-31		0		14400	32400
						14	80		
Jan. 2016					WB-1	0		14400	32400
	4	5	6	7	8	5		15300	34425
	11	12	13	14	15	5		16200	36450
	DH-18	19	20	21	22	4		16920	38070
	25	26	27	28	29	5		17820	40095
						19	99		
Feb. 2016	1	2	3	4	5	5		18720	42120
	8	9	10	11	12	5		19620	44145
	DH-15	16	17	18	19	4		20340	45765
	22	23	24	25	26	5		21240	47790
	29					1		21420	48195
						20	119		
Mar. 2016		1	2	3	4	4		22140	49815
	7	8	9	10	11	5		23040	51840
	14	15	16	17	18	5		23940	53865
	SB-21	SB-22	SB-23	SB-24	SB-25	0		23940	53865
	28	29	30	31		4		24660	55485
						18	137		

Apr. 2016					1	1		24840	55890
	4	5	6	7	8	5		25740	57915
	11	12	13	14	15	5		26640	59940
	18	19	20	21	22	5		27540	61965
	25	26	27	28	29	5		28440	63990
						21	158		
May 2016	2	3	4	5	6	5		29340	66015
	9	10	11	12	13	5		30240	68040
	16	17	18	19	20	5		31140	70065
	23	24	25	26	27	5		32040	72090
	DH-30	31				1		32220	72495
						21	179		
June 2016			1 Classes End	CD-2	CD-3	1		32400	72900
	CD-6								
						1	180		

Key

PD-Professional Development days to be determined

WB-Winter Break

SB-Spring Break

CD-Contingency Day

DH-District Holiday

School Holidays

Labor Day 9/7/2015

Nevada Day 10/30/2015

Veterans Day 11/11/2015

Thanksgiving Day 11/26/2015

Family Day 11/27/2015

Winter Break 12/21/2015 thru 01/01/2016

Martin Luther King, Jr. Day 01/18/2016

Presidents' Day 02/15/2016

Spring Break 03/21/2016 thru 03/25/2016

Memorial Day 05/30/2016

Notable Days

Start of school year: 08/24/2015

End of first grading period: 10/23/2015 (44 days)

End of second grading period: 01/15/2016 (46 days)

End of first semester: 01/15/2016 (90 days)

End of third grading period: 03/18/2016 (43 days)

End of fourth grading period: 06/01/2016 (47 days)

End of second semester: 06/01/2016 (90 days)

End of school year: 06/01/2016 (180 days)

Attachment 9

Attachment A.6.3, Discipline policy/code of conduct

_____ River Mountain Academy's Code of Conduct has been created to maintain a safe, orderly, and caring school environment. It is the school's goal to promote socially responsible behaviors that value diversity, contribute to a positive school community, and encourage members to solve problems in peaceful ways. The purpose of the Code of Conduct is:

1. To develop responsible behaviors and habits which have positive results for students and the school community.
2. To foster a safe, welcoming, and respectful learning environment for all students, staff, and parents.
3. To clearly and effectively communicate behavioral expectations to the school community.

The Code of Conduct applies to all members of the school community at school, traveling to and from the school, at any school related function at any location, or any other circumstance or activity that will have an impact of the school environment.

Members of the River Mountain Academy school community will strive to create a climate of respect and maintain a positive school culture. All members are expected to be considerate, thoughtful, and safe. Certain behaviors will be considered unacceptable, including but not limited to:

- Initiating, participating in, or failing to report acts of bullying (physical, verbal, relational) including cyber bullying
- Being disrespectful with words or actions
- Engaging in any form of fighting or rough play
- Throwing objects other than play equipment
- Bringing inappropriate or unsafe items to school (any form of weapons, drugs)
- Abusing or misusing school property or equipment
- Engaging in inappropriate acts with or misuse of computers and other devices
- Cheating (as outlined in the Nevada Code of Honor) or plagiarizing
- Stealing items from others or the school

These expectations for conduct apply to all students but will be adjusted for students with special needs who are unable to meet expectations due to a disability. All students will assume the role of leaders and will strive to set good examples of socially responsible and respectful behaviors.

The teachers and staff of River Mountain Academy will respond to inappropriate and unacceptable behaviors in a thoughtful, consistent, and fair way. It is the goal that discipline will strengthen students and teach them that their problems are opportunities to learn a better way to problem solve. The focus of any intervention will be preventative and restorative in nature, rather than just punitive. Whenever possible students will have time to reflect on their behavior choice, discuss logical and relevant consequences of that behavior with a trusted and caring adult, have an opportunity

to fix their mistake, and return to the group strengthened by what they have learned. In order to respond fairly and consistently to infractions, a progressive discipline plan will also be used to monitor student misbehavior. The plan will outline a student's infractions, steps taken by the student and staff to rectify the behavior, parent communication, and next steps in discipline. All members of the school community will be clear about the progressive discipline plan and the steps it follows.

All discipline decisions will be made with respect to the individual and interventions will not discriminate against a student who cannot meet an expectation due to a disability (NRS 392.4643). Responses to misconduct will take into account a student's age, maturity, and past conduct. Every effort will be made to support students. However, if there are ongoing conduct issues after having implemented interventions or a student commits a serious or harmful act, progressive discipline may include, but is not limited to, removal from classroom, removal from school, required parent conference, suspension or police involvement.

When responding to breaches in the Code of Conduct, the principal may inform a student's parents, the parents of other students who were involved, the police or other agencies, or the parents of all students when the whole school community needs to be reassured that a serious situation has arisen and is being addressed.

Attachment 10

Attachment A.6.4, Truancy policy

_____ According to NRS 392.130 a student is considered truant when:

- he/she is absent without prior approval from the school
- he/she does not have a valid reason for the absence
- he/she does not provide a written excuse within three (3) days of returning to school

The staff at River Mountain Academy shall make every effort to encourage families to bring children to school daily and to work with families to rectify any truant behavior. However, once a student who has been declared a truant three (3) or more times in one school year, he/she will be considered a habitual truant. Once a student has been declared a habitual truant the principal of the school will be forced to take one of these actions:

- report student to an attendance officer, school police, or a local law enforcement agency
- submit a written referral of the pupil to an advisory board to review school attendance

Parents of habitually truant students who do not make attempts to ensure their child's regular attendance at school may be referred to Child Protective Services (CPS) for investigation or educational neglect or to law enforcement for a possible misdemeanor citation.

Attachment A.7.3, Enrollment projections

Attachment 12

Attachment A.7.5, Student recruitment plan

River Mountain Academy will publicize the school in multiple ways in order to reach many families, especially those that are generally less informed about their educational options. Some of the marketing mechanisms used will be a regularly updated website, a Facebook presence, word of mouth, community flyers, and neighborhood mailers. River Mountain Academy will strive to have a strong community presence by offering parent information meetings within the community it will serve. These meetings will be offered at various days and times to accommodate the schedules of working families or those with nontraditional schedules. The school will also have a presence at local community events such the 2014 Ironman 70.3 Silverman race, the Henderson Community Expo 2014, the Henderson Winterfest 2014, and any other upcoming community events where families can be reached.

Attachment A.8.2, ELL Program

Pursuant to NAC 388.615, River Mountain Academy will provide a program of instruction that teaches English as a second language (ESL) for students identified as English language learners (ELL). The program of instruction will provide instruction in the English language and other courses of study using teaching techniques for acquiring English and incorporate the cultural aspects of the student's experiences in his or her instruction

The school will utilize a Content-Based approach for ESL instruction in a small group or one on one setting. This approach integrates subject matter into language development making English language acquisition more successful while increasing student achievement. Language learning using this approach provides purposeful, meaningful, and authentic opportunities for ELL students including:

- age appropriate content knowledge that reflects the content learning in the mainstream classroom
- opportunities to catch up on necessary background knowledge to bridge that gap between their learning and the learning of peers
- access to authentic texts that make learning more meaningful
- purposeful language development
- increased vocabulary knowledge which leads to academic success

Content-Based instruction for ELL students will be implemented by the ESL teacher. Successful implementation of this approach requires the ESL teacher and the classroom teacher to work closely and collaborate regularly. The ESL teacher will meet with the classroom teacher monthly to identify upcoming units of study, learning goals, and standards mastery expected of the student. This will help guide the ESL teacher in choosing level appropriate texts and other materials to support learning in all content areas.

1. First, the ESL teacher will ensure that the core concepts of the upcoming units of study are understood by the student. From there the teacher and student will choose one or two subtopics that the student shows interest in and has great importance to the content learning.
2. Second, the teacher will decide how detailed and specific the content should be.
3. Third, the teacher will choose authentic reading materials related to the content area that are age sensitive and meet the student's English language proficiency.
4. Fourth, the teacher will design a thematic unit plan that builds on core knowledge and incorporates the chosen subtopic. The lessons within the unit plan will allow for an in depth study of the subtopic, will have strong language learning components, and will reinforce higher order thinking skills. The ESL teacher should incorporate cooperative learning, group projects, and hands on investigations into each unit plan. The teacher should also allow ample opportunities for students to demonstrate knowledge through reading, writing, and speaking activities.

5. Fifth, the teacher will offer parent training activities and provide families with information about additional programs and activities to increase English language acquisition at home and in the community.

Attachment A.8.3, Plan to evaluate ELL Program

The ESL teacher, classroom teachers, and school principal will use and review multiple measures to evaluate the success of the ELL program on a yearly basis. These measures will include data regarding a student's English language development, academic performance, school wide participation, and social growth. Some of the measures that River Mountain Academy may use to evaluate the ELL program may include but are not limited to:

- teacher observations of student progress
- student portfolios containing work samples
- formative and summative assessments
- state standardized tests (CRTs or others implemented by the state)
- inclusion of students in school programs and clubs
- student/parent satisfaction surveys
- student progress reports
- standards mastery by student
- ESL teacher evaluations

If deficiencies within the program are identified, then it is up to the principal and the ESL teacher to design improvements and implement changes. Every effort will be made to ensure that the

ELL program will have access to appropriate instructional materials, teacher training and support, and effective progress monitoring.

Attachment A.8.4, Plan to monitor ELL students

All students exited from the ELL program will continue to be monitored for at least two years. This will be a shared responsibility between the ESL teacher and the classroom teacher. The ESL teacher will ensure that the classroom teacher is aware of any students that have been exited from the ELL program, will provide the teacher with classroom supports, and have access to student academic reports. The ESL teacher will keep a written record that identifies the ELL student being monitored and the supports given to the classroom teacher for planning and instructional implementation. The classroom teacher will be responsible for regularly reviewing the student's assessment results, progress, standards mastery and any other data that relates to student success. It will also be the responsibility of the classroom teacher to report academic concerns in English language acquisition to the ESL teacher.

Attachment A.8.5, Title III assurance

Attachment A.8.7, Special Ed. Policy assurance

Attachment A.8.8, Rtl referral packet and flowchart

Attachment A.8.9, Special Ed. Continuum of service

Attachment A.8.12, GT. Continuum of service flowchart

Attachment A.9.2, Pupil record retention policy

_____ Students new to Clark County will have a cumulative folder started for them. Students new to the school will also have a permanent record that contains:

1. student record of attendance
2. student grades
3. student immunization records
4. other records directly related to the student's academic progress

The governing board will ensure that permanent student records are up to date and stored in a secure place safe from fire, misuse, and unauthorized access. Information from a student's permanent record shall not be released unless positive proof is provided that the person requesting the information is authorized to have it.

Should a student graduate, transfer, or withdraw from the school his/her permanent folder will be forwarded to the student's new school or district. Should the school close, the school will forward all currently enrolled student records to the school district in which the student resides.

Attachment B.1.1, Bylaws letter from the counsel

Attachment B.1.2, Bylaws

BYLAWS FOR

RIVER MOUNTAIN ACADEMY

ARTICLE I

INTRODUCTION

1. **Name Location & Address.** The name of the Charter School is River Mountain Academy (hereinafter referred to as the School). The School is located in Clark County. The address of the school is yet to be determined. When the location is determined it will be filed with the State Public Charter School Authority (the “*Charter School Authority*”), as required under the Nevada Administrative Code.

1.2 **Legal Status.** The School is a charter school formed pursuant to Nevada Revised Statutes, NRS 386.500 to 386.610 and NRS 388.820 to 388.874, inclusive, and Nevada Administrative Code NAC 386.010 to 386.415, and inclusive, sponsored by The Nevada State Public Charter School Authority (the “*Sponsor*”). The Governing Body of River Mountain Academy (hereinafter “BOARD”) is an independent body under the authorization of the State Public Charter School Authority. The BOARD plans and directs all aspects of the school’s operations. The BOARD is therefore authorized by the Sponsor to supervise and control the Charter School and is invested in all powers necessary or desirable for carrying out the educational program contemplated in the Charter and pursuant to these Bylaws.

ARTICLE II

PURPOSE AND MISSION

2. **Purpose & Mission.** River Mountain Academy will ensure the long term development and life-long success of all students by focusing on each child as a whole. Everyday students will enter a safe and healthy school environment, will be surrounded by caring and supportive adults, will be engaged in their own learning, and will be challenged to excel academically and socially. Students at River Mountain Academy will grow to be confident, independent adults prepared to lead in the 21st century. (Stipulation 16).

2.1 **Non-Discrimination.** The School shall not discriminate in the hiring of licensed teachers, support staff, administrators, or admission of pupils on the basis of race, religion, national origin, gender, age, disability, sexual orientation or other protected class in accordance with applicable federal and state laws. The School shall conduct all of its activities in accordance with 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 School.

ARTICLE III

BOARD

3. **Powers and Duties.** The BOARD is responsible for enacting, implementing, administering and revising policies, procedures, rules, and regulations and for the management, control, and day to day operation of the School.

3.1 **Formation.** The first Board formed after the approval of the charter shall consist of the members of the Committee to form the School. Former Committee Members prohibited from membership on the Board or who do not meet the qualifications to serve on the Board by NRS 386.549 or NAC 386.345 shall resign from the Board at its first meeting. Remaining Board Members shall fill all vacancies created by resignations or these Bylaws at the first meeting or as soon thereafter as practicable. The election of all new Board Members to fill vacancies on the Board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with NAC. 386.345 and all other applicable statutes. (Stipulation 6 and Stipulation 13).

3.2 **Composition & Qualifications.** The Board of Directors should consist initially of five (5) members (hereinafter "Members") unless and until changed by amendment of these Bylaws. To change the number of members requires governing body action in an open meeting. However, at no time shall the board have less than (5) Members. The Board shall adhere to the statutory requirements of NRS

386.549. The Board must be comprised of: Two members who are either teachers or school administrators or who previously held licenses as teachers or school administrators and are retired, as long as his or her licenses were held in good standing; One parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or administrator at the charter school; and Two members who possess knowledge and experience in either (1) Accounting; (2) Financial Services; (3) Law; or (4) Human resources. (Stipulation 1 and Stipulation 4).

3.3 **Prohibited BOARD Membership.** Notwithstanding the above, (i) the BOARD shall not include more than two individuals who represent the same organization, business or otherwise represent the interest of the same business or organization; (ii) if a Member serves as a member or representative of a nonprofit organization or business, no other Member shall serve as a representative of such organization or business or represent the interests of such organization or business except in the event that a Member is a teacher in which case the Members may be affiliated with the same school or school system.

3.4 **Additional Requirements.** ALL BOARD Members serving shall:

(i) be devoted to the purpose and mission of the School, shall represent the interests of the community, will possess the skills necessary to address the financial and operational matters affecting the School;

(ii) be fingerprinted in accordance with NRS Section 386.588;

(iii) submit an affidavit indicating that he or she has not been convicted of a felony relating to any offense involving moral turpitude and that he or she has read and understands the material concerning the roles and responsibilities of Members of a BOARD of a charter school and all other material designed to assist the BOARDS of charter schools if such material is provided to him or her by the State Public Charter School Authority in accordance with NRS Section 386.549; and

(iv) submit a resume to the President of the BOARD (the "*President*") and all other information and documents as required from time to time under applicable Laws relating to the operations of the School.

3.5 **Election and Tenure of Members.**

(a) *Election of Members.* The BOARD Members will be elected by a majority vote of those Members voting and in office at the annual meeting of the BOARD in May notwithstanding the

BOARD'S authority to fill a vacancy for an unexpired term in accordance with Section 3.6. Any Member may submit the name of a prospective member to the BOARD by nomination; provided that the individual so nominated must indicate his or her acceptance and willingness to serve by submitting to the BOARD, a letter of interest and a resume setting forth his or her education and employment experience. The identification of new members is a responsibility primarily of existing Members; it is improper for employees of the School, especially the administrator, or the Educational Management Organization or other contractor, to be the sole primary source of names of proposed members for the governing body. (Stipulation 9). The BOARD may not discriminate against potential members on the basis of race, gender, religion, ethnicity, national origin, age, sexual orientation, marital status or non-disqualifying handicap or mental condition. Insofar as practical, the BOARD shall represent the diversity of the community it serves and shall be free from domination of Members of the same religious, ethnic or racial group or related parties (by birth or marriage). (Stipulation 14).

(b) *Tenure.* The initial Members shall serve staggered terms as follows. One-half of the Majority of the Board shall serve a four year term. The other One-half of the Majority of the Board shall serve a three year term. The Majority of the Board shall be based on the total number of Members at the first Board Meeting such that if the Majority is an odd number then the Members serving the four year term shall be the minority of the Members. If the number of Members equals an even number then the majority and minority will be evenly split. The Members may serve no more than three consecutive terms. Each Member shall be elected by a quorum of the existing Members. (Stipulation 7).

(c) *Notification.* The School shall notify the Sponsor within ten business days of the selection of a new President or of any changes to the Members of the Governing Board and must provide the Sponsor with a new Member's affidavit on accordance with NRS Section 386.549 (1)(b). Additionally, within five business days after the initial Members are selected or any other member is elected, the Governing Body shall submit to the Department of Education: (i) the name and address of each director; (ii) the resume of each director; (iii) the state of residence of each director; (iv) if a member serves as a teacher on the Governing Body, a photocopy of the license to teach; and (v) an affidavit in accordance with NRS Section 386.549(1)(b).

(d) *Training.* Newly elected Members shall be given an orientation by the President of the BOARD. All Members shall be provided general training with respect to their duties as a Member, compliance with applicable Laws relating to the operations of a Charter School and other

matters. Board Members will avail themselves of Charter School conferences which offer workshops on governance, financial oversight, budget, academic accountability, among others. (Stipulation 3).

3.6 **Resignation & Removal.**

(a) Any Member may resign at any time by delivering written notice to the President of the BOARD. Such resignation is effective upon receipt of the resignation unless the resignation provides for a later date. A Member may also verbally resign at a Board Meeting. In the event of a verbal resignation, the minutes shall constitute a written resignation within 15 days following the receipt by the Board of the verbal resignation. In the event of a verbal resignation, the Secretary of the Board will promptly send written confirmation of the resignation to the Board Member and shall submit the resignation to the State Public Charter School Authority.

(b) In the event that a BOARD Member is convicted of a felony while serving on the BOARD or any offense involving moral turpitude the Member must immediately resign. In the event that the Member does not inform the BOARD of his or her offense and the BOARD or any Member of the BOARD is made aware of the offense then that Member shall inform the BOARD and the BOARD must ask for the Member's immediate resignation. In the event that the Member refuses to resign then the BOARD may remove the Member on the Motion of one Member which is seconded by another Member and affirmatively voted on by a majority of other Members.

(c) The BOARD may remove a Member elected by the BOARD with cause if the number of votes cast to remove the Member constitutes three quarters (75%) of the Members then in office. Cause shall be defined as any conviction involving moral turpitude, any felony conviction, willful misconduct, misappropriation of school funds, failure to attend three or more scheduled Board Meetings without justification or valid reason, any other reason that in the opinion of the majority of the Board Members is detrimental to the school and the ability of the Board to carry on its business. Any Board action to remove a Member shall not be valid unless each Member is given at least seven (7) days written notice that the matter will be voted on at a BOARD meeting, except in the case of removal based on a felony or an offense involving moral turpitude in which case the BOARD may hold a special meeting upon three (3) days' notice.

3.7 **Vacancy(ies) on the Governing Board.**

(a) Any vacancy on the BOARD created by a resignation, death or other incapacity of a Member or any removal will be filled as soon as is reasonably practicable by majority vote of the

Members remaining in office. A new Member so elected will hold office only for the unexpired term created by the vacancy but will be eligible for a subsequent full-term appointment. The months of service of the Member filling the unexpired term will not be counted toward the term limit of the Member should he or she be elected to a subsequent full term(s). If the Member is taking over the term vacancy with more than fifty percent 50% left in the term then the term will be counted towards the term limit(s).

(b) 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. No actions will be taken by a Governing Board that lacks the membership required by statute, and no actions will be taken by a government body that lacks the number of Members required by the Governing Body's bylaws. The only action that may be taken by a Governing Body lacking the required number or type of members is action to add members who will bring the Governing Body back into compliance with statute and its bylaws. (Stipulation 12).

3.8 **Board Meetings.**

(a) *Compliance with Open Meeting Act.* Pursuant to NRS 386.549(2) the BOARD is considered a public body and accordingly must comply with Open Meeting Act NRS Chapter 241. The BOARD shall provide written notice of all meetings at least 3 working days prior to the meeting. The notice must include an agenda consisting of a clear and complete statement of the topics scheduled to be considered during the meeting, a list describing the items on which action may be taken and clearly denoting that action may be taken on those items, a period of time devoted to public comment and discussion of those comments. Any action that is taken by the BOARD in violation of these provisions, or in violation of the Open Meeting Act is void.

(b) *Protocol.* The BOARD will use Robert's Rules of Order, unless otherwise stated herein. If a Board Member is unable to attend a Board meeting, the Board Member shall contact the President, Vice President, or Secretary of the Board prior to the meeting. (Stipulation 5).

(c) *Public Comment.* Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

(d) *Participation by Telephone.* To the extent permitted by law, any Member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a

conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

(e) *Closed Sessions.* Any Board Member may call a Closed Session during any special or regular Board Meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the President. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

(f) *Annual Meetings.* The BOARD will hold an annual meeting in May of each year for the purpose of electing Members and officers and for the transaction of such business as may properly come before such meetings. Written notice stating the place, day and hour of each meeting shall be given to each Member by text message, e-mail or first class mail at least three business days prior to the date fixed for the annual meeting or the quarterly meetings. Notice of the meeting must also be provided in accordance with the Open Meeting Law.

(g) *Regular Meetings and Special Meetings.* The BOARD shall establish a regular day and place for regular meetings that shall occur at least once a calendar quarter, and such regularly scheduled meetings shall be held at least once a calendar quarter in the county in which the School is located. Special meetings of the BOARD may be called at any time by the President of the Board or by the majority of the BOARD. Notice of a meeting must be provided in accordance with the Open Meeting Law. Notice for the time and place of every regular or special meeting shall be given to each director by text message, email, or first class mail at least three business days before the date fixed for the meeting and to all those individuals who request notice of meetings. The purpose of any regular or special meeting must be specified in the notice of such meeting. All Governing Body Meetings will be audio recorded in compliance with Nevada's Open Meeting Law, and the recordings will be available to the School's sponsor. (Stipulation 15).

(h) *Agenda.* The President will be responsible for preparing the meeting agenda in accordance with NRS Section 241.020(2) and for the distribution of the agenda to all Members, along with other relevant meeting information, by at least 9 a.m. (Pacific Standard Time) three business days prior to each meeting, not counting the day the notice is provided. In addition to previously requested agenda items, any Member may provide additional agenda items for a meeting by

providing, via text message, email, or regular mail the requested agenda items, setting forth the appropriate place on the agenda format (as set forth below in this Section), and a realistic time requirement for such item to the President. Such request must be received at least 24 hours prior to the posting deadline pursuant to the Open Meeting Law and the President shall have the final decision as to whether to include the item in the agenda.

(i) *Minutes.* Minutes of each BOARD meeting shall be taken and shall be approved at the next BOARD meeting. Minutes must also be recorded. The BOARD must submit the minutes of the meeting to the Sponsor and the State Public Charter School Authority within thirty (30) days from the last BOARD meeting, whether approved or not. If the minutes have not been approved within 30 days the BOARD must submit a written statement with a copy of the minutes indicating that the minutes have not yet been approved and are subject to revision.

(j) *Quorum.* A majority of the Members will constitute a quorum for the transaction of business at any meeting of the BOARD. At any meeting of the BOARD at which a quorum is present, a majority of those Members present may decide any matter, unless a different vote is specified by law or by these Bylaws.

(k) *Attendance.* A Member who is absent for more than three consecutive Board meetings may be subject to removal.

(l) *Ex-Officio Members.* There shall be no ex-officio governing body members. (Stipulation 2).

3.9 **Compensation.** Pursuant to NRS 386.549 upon an affirmative vote of a majority of the members, each member is entitled to receive a salary of not more than \$80 for the attendance at each meeting of the Governing Body not to exceed one meeting per month. The School may reimburse any Member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

3.10 **BOARD Committees.** The President may elect or appoint standing or special committees ("*Committees*"), as the President may from time to time determine necessary or advisable, and may delegate, to the extent permitted by Law, the Charter or these Bylaws, such powers and duties thereto as they may deem advisable. The members of any committee will serve on such Committee at the pleasure of the President.

(a) *Standing Committee.* The creation of additional Committees will serve a limited purpose and for a limited period of time, and the BOARD will define the purposes, duties, timeline and particular powers for each Committee as set forth in a resolution approved by the BOARD. Standing Committees of the BOARD shall include the following:

(i) The Academic Committee reviews issues related to the School's instructional program and the status of progress towards achieving school accountability goals and makes written reports to the BOARD regarding such issues. The Academic Committee is also responsible for evaluating the success of the school and the school leader;

(ii) The Finance Committee reviews the annual audited statements and makes recommendations relating to overall financial management issues; and

(iii) The Governance Committee provides for the Board's effectiveness and continuing development. The Governance Committee will recommend to the Board policies and processes designed to provide for effective and efficient governance, including but not limited to policies for: (1) evaluation of the Board and the President; (2) election and reelection of Board Members; (3) Board orientation and education; (4) Succession planning for the President and other Board leaders. (Stipulation 17).

(b) *Prohibited Activities of a Committee.* The BOARD shall not delegate the power to contract or the authority over matters relating to finances or the budget of the School.

3.11 **BOARD Member Duties.** All members are expected to conduct themselves in keeping with members' duty of care and duty of loyalty to the School. Members are expected to attend meetings regularly, to avoid conflicts of interest and to annually file any statements required by applicable Law.

3.12 **Board Powers and Responsibilities.** The BOARD shall manage and oversee the business, operations and property of the School, subject to the Charter and these Bylaws. Without limiting the foregoing, the BOARD shall have the authority to:

(a) Perform any and all duties imposed on the BOARD by applicable Law relating to the operations of the School or by these Bylaws;

(b) Make and change policies, rules and regulations of the School for the management and operations of the School, including its employees and agents;

(c) Enter into agreements and contracts with any person for the lease, purchase or otherwise acquire, in the name of the School, any and all property deemed necessary for the operations of the School, and for any lawful purpose, including, without limitation, the School's Charter Management Organization (the "CMO");

(d) Solicit, apply for and receive grants and other funding consistent with the mission of the School with the objective of raising funds for the operations of the School;

(e) Hire, supervise and direct an individual who will be responsible for all day-to-day operations of the School commonly referred to as the Administrator. The Administrator will work with the BOARD to hire a person who will be designated as the individual responsible for drawing all orders for the payment of money belonging to the charter school (*"The Business Leader"*);

(f) Distribute all written rules and policies as required under applicable Law or as otherwise determined by the BOARD;

(g) Not later than May 1 of each year, adopt the annual budget of the School for the ensuing fiscal year in accordance with NAC Section 386.370, and submit such final budget to the State Public Charter School Authority, the Legislative Counsel Bureau and any other person required pursuant to applicable Law;

(h) Arrange for an independent annual audit in accordance with NAC Section 386.380, to be conducted by a certified public accountant or partnership or professional corporation registered pursuant to the provision of Chapter 628 of the NRS selected by the BOARD, and cause copies of such audit to be delivered to the State Public Charter School Authority and Legislative Counsel Bureau;

(i) Review and make a determination of statutes and bills described in a memorandum pursuant to NRS Section 386.552 (3) or an addendum to memorandum pursuant to NRS Section 386.552 (4) that requires plans for implementation of statutes or bills ensuring that the School complies with such statutes or bills and prepare such plans in accordance with NRS Sections 386.552(2) and (3), and provide written notice as required under NRS Sections 386.552 (2) and (3);

(j) Prepare, submit and file written reports as required under NRS Sections 386.600, 386.605 and 386.610 and distribute such reports as required thereunder;

(k) Cause to keep complete records of all minutes, acts and proceedings of the BOARD and the Committees;

- (l) Upload and enforce all laws relating to the operations of the School;
- (m) Ensure adequate funding for the operations of the School, the academic progress and success of the School and Charter renewal; and
- (n) Take any other reasonable action necessary to carry out the duties set forth in the Charter; provided that such action shall not conflict with applicable Law relating to the operations of the School.

ARTICLE IV

OFFICERS

4.1 **Composition.** The officers of the school shall consist of a President, Vice President, Secretary, Treasurer and such other officers as may be appointed by the BOARD from time to time. (Stipulation 18).

4.2 **Election and Tenure of Officers.** The officers will be elected for a term of one year at the annual meeting of the BOARD unless a shorter period will have been specified by the terms of his or her election or appointment, or until such officer dies, resigns, or is removed. The officers of the BOARD must also be Members of the Board. (Stipulation 8).

4.3 **Power of Officers.** Officers will have the powers and perform the duties customarily belonging to their respective offices, including the powers and duties set forth below in this Section 4.3.

(a) *President.* The President will preside at all meetings of the BOARD and shall have a general supervision over the business and operations of the School, subject to the control of the BOARD and the applicable laws. He or she shall sign, execute and acknowledge, in the name of the School all certificates, contracts and other instruments, authorized by the BOARD,; and in general, shall perform all duties incident to the office, and such other duties as from time to time may be assigned to him or her by the BOARD.

(b) *Vice-President.* The Vice-President shall perform the duties of the President in the President's absence and such other duties as may be assigned from time to time by the BOARD or by the President.

(c) *Treasurer.* The Treasurer will oversee financial affairs, funds, securities, and other valuable papers of the School. The Treasurer will oversee all books of account, accounting records, and accounting procedures of the School. The Treasurer will have such other duties and powers as designated by the Board and the President.

(d) *Secretary.* The Secretary shall attend all meetings of the BOARD and shall record the proceedings thereof in a book or books to be kept for that purpose; see that notices are given and records and reports properly kept and filed by the School as required by Law. The Secretary shall be responsible for transcribing the minutes of the meetings of the BOARD in accordance with the Open Meeting Law and other applicable Laws. Additionally, the Secretary shall perform all duties incident to the office of secretary, and such other duties as may from time to time be assigned him or her by the BOARD or the President. (Stipulation 18).

4.4 **Resignation of Officers.** Any Officer may resign by delivering his or her written resignation to the President or Secretary. Such resignation will be effective upon receipt (unless specified to be effective at some other time) and acceptance thereof will not be necessary to make it effective. Any officer who verbally resigns at any meeting or to the President of the BOARD will be deemed to have submitted a written resignation if such officer fails to submit a written resignation within 15 days following the receipt by such officer of written confirmation of such verbal resignation from the Secretary. The Secretary will send such written confirmation promptly following any such verbal resignation.

4.5 **Removal of Officers.** Any officer may be removed, with or without cause, by two-thirds of the Members in office and voting. No officer will be removed from office unless the notice of the meeting at which removal is to be considered states such purpose and an opportunity to be heard at such meeting is given to the officer whose removal is sought. Removal as an Officer does not result in the removal of the individual as a Board Member.

4.6 **Officer Vacancies.** Any officer vacancy may be filled by majority vote of the Members then in office and voting for the unexpired portion of the term.

ARTICLE V

CHARTER MANAGEMENT ORGANIZATIONS, EMPLOYEES AND STAFF

5. **Charter Management Organization.** In the event that the Governing Body hires a Charter Management Organization "CMO", which is defined as a non-profit corporation, business, organization

or other entity that directly employs and provides personnel to a charter school to assist with the operation, management or provision and implementation of educational services and programs of the charter school. The CMO will assist the Board with the operation, management or provision and implementation of educational services and programs of the Charter School. Subject to the contract approved by the State Public Charter School Authority. Such contract will delineate the specific terms and conditions of services. At a minimum, and with the approval and oversight of the BOARD, the CMO will:

- (a) Coordinate the development and delivery of the School's curriculum and professional development activities in accordance with the School's Charter;
- (b) Ensure effective and viable administration and operation of the School;
- (c) Report to the Governing Body as determined by the Governing Body on the above functions; and
- (d) Comply with all applicable Laws, the Charter, the policies of the Governing Body and these Bylaws.

5.1 **Staff.** The BOARD shall hire 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 Charter.

ARTICLE VI

TRANSACTION, CONTRACTS, LOANS, DEPOSITS & RECORDS

6.1 **Execution of Agreements.** Unless otherwise specified herein or required by Law, all contracts, agreements and documents purporting to bind the School or the BOARD shall require the signature of the President and the Treasurer.

6.2 **Loans.** No loans shall be made for or on behalf of the School and no evidence of indebtedness shall be made in the name of the School unless authorized in a resolution of the BOARD. Such authority shall be confined to specific instances. Additionally, no loan shall be made to any officer or BOARD Member of the School.

6.3 **Checks and Payments.** Pursuant to NRS 386.573 the BOARD has designated the Business Leader of the School as the person responsible for reviewing the invoices and requests for payment. The Business Leader shall be responsible for reviewing the accuracy of the invoices and presenting the invoices to the BOARD to request payment. 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 the Business Leader or the Administrator, or agents of the School and in such manner as shall be determined by the BOARD. The President and the Treasurer are authorized and required to sign all checks over \$25,000.00.

6.4 **Deposits.** All funds of the School shall be deposited to the credit of the School in a bank, credit union or financial institution located in the State of Nevada. (Stipulation 10).

6.5 **Gifts.** To the extent permitted by Law, 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.

6.6 **Fiscal Year.** The fiscal year of the School shall begin on July 1 and end on June 30.

6.7 **Books and Records.** The School will keep at the office of the School; (i) correct and complete books and records of account, minutes of the proceedings of the BOARD's meetings; (ii) a register of the names, telephone numbers and addresses of the staff and employees of the School; and (iii) such other records required under applicable Law relating to the operations of the School.

ARTICLE VII

LIABILITY, INSURANCE & INDEMNIFICATION

7.1 **Personal Liability.** No BOARD Member or officer will be personally liable to the School for monetary damages for or arising out of a breach of fiduciary duty as an Officer or Member; *provided, however,* that the foregoing will not eliminate or limit the liability of a *Member* or Officer to the extent that such liability is imposed by applicable Law for:

(a) Acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the Law, or

(b) Any transaction from which the Member or Officer derived an improper personal benefit.

The Members and Officers will not be personally liable for any debt, liability or obligation of the School. All persons extending credit to, contracting with or having any claim against the School may look only to the funds and property of the School for the payment of any such contract or claim, for any money that may otherwise become due or payable to them from the School.

7.2 **Indemnification.** To the extent permitted by Law, the BOARD shall indemnify, the School's former and present BOARD Members and Officers, and their respective heirs, executors and administrators ("Indemnified Person") and advance expenses including amounts paid in satisfaction of judgment or as fines and penalties, and reasonable attorney's fees in connection with the defense or disposition of any action, suit or other proceeding, whether civil or criminal, in which he or she may be involved or with which he or she may be threatened, while in office or thereafter by reason of such person acting as a Member or Officer of the BOARD. This indemnification in respect to Members and Officers shall be mandatory. Notwithstanding the mandatory indemnification, in the event that the Officer or Member is adjudicated in proceeding not to have acted in good faith or is found to have committed willful misconduct or his or her conduct is found to be grossly negligent then the School shall have duty to indemnify the Officer or Member. Expenses, including attorney's fees, reasonably incurred by the Indemnified Person in connection with the defense or disposition of any such proceeding may be paid from time to time by the School in advance of the final disposition thereof. However, such Indemnified Person shall be required to repay such amounts to the School if he or she is found to have committed willful misconduct or his or her conduct is found to be grossly negligent. The rights of indemnification hereby provided will not be exclusive or affect any other rights to which any Indemnified Person may be entitled.

ARTICLE VIII

REVOCATION & DISSOLUTION

8.1 **Trustee.** If, at any time and for any reason, the Charter of the School is revoked or the School ceases to operate, the BOARD shall appoint an individual to act as a trustee during the process of the closure of the School and for one year after the date of the closure. Such trustee shall comply with applicable Law regarding the closure of the School.

8.2 **Assets.** If, at any time and for any reason, the Charter of the School is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall

be disposed of and delivered to such person as required by the laws and regulations of the State of Nevada.

ARTICLE IX

MISCELLANEOUS PROVISION

9.1 **Amendments.** These Bylaws may be altered, amended or repealed, or new Bylaws may be adopted, by an affirmative vote of 3/4 of the Members at any regular or special meeting of the BOARD; *provided, however,* that two weeks advance notice (including a copy of any proposed changes) will be given to all Members and Officers prior to the meeting and any other notice will be given and posted as required under the Open Meeting Law. Any amendment of the Bylaws must be memorialized in writing, submitted to the Sponsor and must be approved by the Sponsor prior to such amendment becoming effective. (Stipulation 11).

9.2 **Inconsistencies.** In the event of any inconsistency between NRS, on the one hand, and NAC, the Charter or these Bylaws, on the other hand, the NRS will control. In the event of any inconsistency between NAC, on the one hand, and the Charter or these Bylaws, on the other hand, the NAC will control. In the event of any inconsistency between the Charter, on the one hand, and these Bylaws, on the other hand, these Bylaws will control.

9.3 **Construction.** The captions of the sections of these Bylaws are for convenience and reference only, and the words contained therein shall in no way be held to explain, modify, amplify or aid in the interpretation, construction or meaning of these Bylaws. Any pronouns or references used herein shall be deemed to include the masculine, feminine or neuter genders as appropriate. Any expression in the singular or the plural shall, if appropriate in the context, include both the singular and the plural.

ARTICLE X

PURPOSE OF THE BYLAWS

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

CERTIFICATION

The undersigned duly appointed and acting Secretary of the School does hereby certify that the foregoing Bylaws were amended and adopted by the unanimous vote of the BOARD and are effective as of this _____ day of _____, 2014.

_____, Secretary

Attachment B.1.3, Bylaws stipulations identification

1. Identify a specific number – ideally between 7 and 11 – of governing body members, not a range of numbers; if they identify a range of numbers, the bylaws should specify that to identify the number of members of the first governing body, and to change the number of members thereafter, requires governing body action in an open meeting.

ARTICLE III 3.2 COMPOSITION & QUALIFICATIONS

2. Identify a specific number of “ex-officio” governing body members, if any, and clarify whether those members will be able to vote or not. **ARTICLE III 3.8I EX-OFFICIO**

MEMBERS

3. Address the types of governing body training that will be required of members. **ARTICLE III 3.5d TRAINING**
4. Address the types of expertise that will be provided by governing body members (legal, financial, real estate, fundraising, etc.) See NRS 386.549 for minimum legal standard for membership. **ARTICLE III 3.2 COMPOSITION AND QUALIFICATIONS**
5. Assure that Robert’s Rules of Order will be followed when conducting meetings.

ARTICLE III 3.8b PROTOCOL

6. Include a description of how the Committee to Form the School will transition into the school's governing body when a charter is granted; for example, who on the Committee, if anyone, will be on the school's first governing body? How will the first governing body be identified? **ARTICLE III 3.1 FORMATION**

7. Identify staggered terms for members so that the entire membership does not turn over at the same time and explain how terms will be staggered for the members of the first governing body, all of whom will start their terms at the same time (upon approval of a NRS 386.527(7) or a NRS 386.527(5) charter). **ARTICLE III 3.5b TENURE**

8. State the term of office for each member and make clear that leadership and membership of the governing body will change periodically, perhaps through term limits, so that the same persons will not serve indefinitely as either members or officers.

ARTICLE IV 4.2 ELECTION AND TENURE OF OFFICERS

9. State the method of selecting, nominating and electing persons who will govern, including in making clear the identification of new members is a responsibility primarily of existing members; it is improper for employees of the charter school, especially the administrator, or for an Educational Management Organization or other contractor, to be the sole or primary source of names of proposed members for the governing body.

ARTICLE III 3.5a ELECTION OF MEMBERS

10. Specify that only financial institutions in Nevada will be used by the school. **ARTICLE VI**

6.4 DEPOSITS

11. Specify that any amendment of the bylaws will need to be approved by the school's sponsor before it may take effect. **ARTICLE IX 9.1 AMENDMENTS**

12. Clarify that no actions will be taken by a governing body that lacks the number of members required by the governing body's bylaws. The only action that may be taken by a governing body lacking the required number or type of members is action to add members who will bring the governing body back into compliance with statute and its bylaws. **ARTICLE III 3.7b VACANY(IES) ON GOVERNING BOARD**

13. Assure compliance with NAC 386.345 which restricts membership on the governing body. **ARTICLE III 3.1 FORMATION**

14. Assure the membership of the governing body represents the diversity of the community the school proposes to serve; is free from domination by members of the same religious, ethnic or racial group if that group fails to represent the nature of the community of the school would serve; and lacks related (by birth or marriage) parties.

ARTICLE III 3.5a ELECTION OF MEMBERS

15. Assure that all governing body meetings will be audio recorded in compliance with Nevada's Open Meeting Law, and that the recordings will be available to the school's sponsor. **ARTICLE III 3.8g REGUALR MEETINGS AND SPECIAL MEETINGS**
16. Include a mission statement that matches all other statements of the school's "mission" in the school's charter. **ARTICLE II-2. PURPOSE AND MISSION**
17. Clarify that at least three board committees will be designated and operate: Academic, Governance, and Financial. Provide a brief description of each committee's membership, purpose and operation. **ARTICLE III 3.10a-iii BOARD COMMITTEES**
18. Identify the type and number of officers, and provide a brief job description of both. **ARTICLE IV 4.1 COMPOSITION and ARTICLE IV 4.3a-d POWER OF OFFCIERS**

Attachment 25

Attachment B.2.1, Committee member names, resumes

Committee Member	Address	Membership Category
Sarah Ter Avest	922 Anchor Drive Henderson, NV 89015	Teacher License Number: 87655
Jennifer Snider	1157 Paradise River Rd Henderson, NV 89002	Teacher License Number: 37147
Jessica Petersen	375 S Jones Blvd Las Vegas, NV 89146	Lawyer
Darci Jacobs	708 Irish Mittens Ct Henderson, NV 89011	Parent of a Prospective Student
Jeremy Howard	1742 LaCruz Henderson, NV 89014	Financial Services

Resumes

1742 La Cruz, Henderson, NV 89014•702-417-6920•jeremydavidhoward@gmail.com

Jeremy Howard, CPA

Profile

Jeremy Howard is a multifaceted individual who has much to offer an organization. He is looking for an inspired company eager to make a difference in the world we are living in. He is hard working and focused, and is willing to put the hard work in to help make a company succeed in today's competitive business environment.

Proficient in the Microsoft Office Suite, Prosystem, Ultratax, TValue, Xcode, Quickbooks, and a variety of both Apple and Windows based programs.

Experience

12/2004- current Prosperity Business Group, Inc. Henderson, NV
Consultant

- Worked on a variety of business entities, consulting on various financial matters.

01/2011- 04/2011 Ovist & Howard, CPA's Henderson, NV
Staff Accountant

Prepared individual, corporate, homeowner, partnership and trust tax returns.

09/2004-06/2010 Green Valley Christian Center Henderson, NV
Associate Pastor- Youth

Implemented a youth night on Tuesdays that included adult leaders, student leaders, and total attendance of 75 students. Leadership teams consisted of 12 adults and 13 young people. Preached 3 services concurrent with weekend church that included a completely autonomous teaching series.

- Responsible for planning, conducting, and fundraising for domestic and international mission trips, summer camps, youth convention trips, and other out of city trips.
- Began a ministry entitled JC Ministries that involved passing out dry goods and household items to families in need.

12/2005-5/2006 Xyience Inc. Las Vegas, NV
Controller

Implemented new internal accounting controls within the company.
Participated in the initial stages of a new accounting system.
Managed A/R, A/P, and Inventory control clerks.

Education

01/1995-05/1997 University of Nevada, Las Vegas Las Vegas, NV
B.S., Accounting
Member of Beta Alpha Psi, accounting honors fraternity.

References

References are available on request.

DARCI R. JACOBS

708 Irish Mittens Ct.
Henderson, Nevada 89011
(702)233-3228
mymylv@hotmail.com

Education

UNIVERSITY OF NEVADA, LAS VEGAS, Las Vegas, NV
Masters in Health Promotion with Concentration Counseling, May 2003

ARIZONA STATE UNIVERSITY, Tempe, AZ
Bachelor of Arts, Education, May 2001
Major: Elementary Education

Professional Experience

OFFICE MANAGER/EXECUTIVE ASSISTANT JANUARY 2007-current
FLANGAS McMILLAN LAW GROUP, INC.
LAS VEGAS, NEVADA

Responsibilities include, but not limited to

- Oversee office policies.
- Organize office operations.
- Supervise office staff
- Ensure office efficiency with staff meetings.
- Maintain filing system and other records.
- Daily Analysis of bank accounts on Quickbooks
- Monthly reconciling and AR reports of all accounts
- Monthly billing and communication with clients
- Project management
- Corporate and Transactional matters
- Rapport with the other employees so that you take up their grievances with the management
- Generates various reports internal meetings with Partners.
- Handle all personal and financial needs of Partners
- Maintain overall appearance of office and creating a positive atmosphere to work in.

EXECUTIVE ASSISTANT/LEGAL ASSISTANT
FLANGAS McMILLAN LAW GROUP, INC.
LAS VEGAS, NEVADA

SEPTEMBER 2005-JANUARY 2007

Responsibilities include, but not limited to

- Maintain project files and keep all matters updated and current.
- Communicated with clients on a daily basis
- Worked independently manage timing and action plans
- Receptionist duties
- Handle all personal and financial needs of Partners
- Manage all the professional commitments of the Partners

ASSISTANT DEVELOPMENT DIRECTOR
OLIVE CREST
LAS VEGAS, NEVADA

MAY 2003-SEPTEMBER 2005

Responsibilities include, but not limited to

- Assisted with fundraising, event planning and annual campaign
- Served as point of contact with Trustees and Director
- Assisted in trustee board meetings
- Maintained spreadsheets and lists of volunteers for events
- In charge of budget and reconciliation reports
- Overall organization of the department

Skills

Microsoft Word, WordPerfect, Excel, Powerpoint, Publisher, Outlook, Westlaw, Adobe, Quickbooks, and PC Law

JENNIFER SNIDER

1157 Paradise River Rd Henderson, NV 89002
(702) 465-0787
jms4179@gmail.com

Goal

Foster the growth of the individual child and prepare them for a future as lifelong learners and inquisitive thinkers.

Experience

HALF DAY KINDERGARTEN TEACHER, GREEN VALLEY LUTHERAN PRECHOOL & KINDERGARTEN (GVLPK): SEPTEMBER 2002-JUNE 2005

FULL DAY KINDERGARTEN TEACHER, GVLPK: JUNE 2005-AUGUST 2012

I continuously worked with colleagues and other teaching professionals to share ideas and learn new techniques for teaching young children. I adapted and implemented concepts and ideas from my graduate studies to improve my teaching and make my classroom a nurturing place of learning for all students. I created an exceptional math and science program for our young learners, that not only challenged them, but also allowed for hands on and meaningful experiences. I encouraged literacy development through reading and writing experiences in all content areas. I redeveloped our homework system so that it reinforced concepts we learned in class while allowing families to learn together. I implemented a successful parent and family volunteerism program and created classroom newsletters to encourage stronger school to home communications.

FULL DAY KINDERGARTEN TEACHER, PINECREST ACADEMY OF NEVADA (PAN): AUGUST 2012-August 2014

I helped to open PAN and have served as the Kindergarten team lead from the beginning. I created the long range plans and the lesson plan template for our grade level. I lead weekly meetings with my team to review student progress, classroom management and behavior, lesson ideas, assessment data and any other topics pertinent to kindergarten. I have served as the mentor to three teachers new to kindergarten and I continuously help to guide and observe the kindergarten teaching assistants. I run an enrichment class for interested students and help out in various clubs and activities throughout PAN. I am currently working on an endorsement in Library Science, which has inspired me to head up four Scholastic book fairs and spearhead the work on growing a library for the school.

FULL DAY KINDERGARTEN TEACHER, CLARK COUNTY SCHOOL DISTRICT (CCSD):
AUGUST 2014-PRESENT

I collaborate with other members of the Kindergarten team to prepare lessons that are engaging and developmentally appropriate. I have been trained to use the new student information system, Infinite Campus.

Education

University of Nevada, Las Vegas-Bachelor of Science Early Childhood Education: May 2003

Lesley University, Cambridge, Massachusetts-Master of Education: May 2008

University of Idaho & UNLV-Library Media Specialist Endorsement: 2010-Present

References

Dr. Francine Mayfield, Interim Principal Pinecrest Academy of Nevada, (702) 376-2389

Shawn Nielsen, Director Green Valley Lutheran Preschool & Kindergarten, (702) 454-0004

Allison Dampier, Director Advantages International School, (702) 493-0727

Nikki Gehlken, Library Media Specialist, Twitchell Elementary School, (702) 799-6860

JESSICA KATHERINE PETERSON

7732 Catalina Harbor St.
Las Vegas, Nevada 89131
Cell: (702) 306 - 0975
Work: (702) 307-9500

BAR STATUS

Member of Michigan State Bar. Admitted to Practice September 14, 2000 (currently inactive). Member of Nevada State Bar. Admitted to Practice December 2007. Admitted US Court of Appeals Ninth Circuit 2010.

EDUCATION

THOMAS M. COOLEY SCHOOL OF LAW, Lansing, Michigan

Juris Doctor, *Cum Laude*, Litigation Concentration, Accelerated Program, January 2000

Honors: Honors Scholar – Tuition Scholarship awarded on the basis of academic merit

Activities: Grade Appeals Magistrate – *Drafted opinions regarding student grade appeals*

Student Bar Association – *Tutored second – term Property students*

Teaching Assistant - *Professor Eileen Kavanaugh*

THE EVERGREEN STATE COLLEGE, Olympia, WA

Bachelor of Arts, Emphasis in Political Science, August 1996

COMMUNITY INVOLVEMENT

Past Secretary and Current Member of the Board of Directors for the Rape Crisis Center

Member North Las Vegas Rotary

LEGAL EXPERIENCE

FLANGAS MCMILLAN LAW GROUP

Vegas, NV

, Las

April 2007-present

Associate

Representation of clients in general civil litigation, misdemeanor criminal, family law and probate proceedings including construction litigation, business contract disputes, kidnapping charges, custody disputes, employment disputes and will contests. Drafted various legal documents including, Complaints, Motions for Summary Disposition, Mediation Briefs, Settlement Conference Briefs, Motions in Limine, Motions to Dismiss, Answers to Complaints, Discovery Requests and Settlement Agreements. Drafted various business documents including, Operating Agreements, Contracts, HR Manuals. Argued various motions in Clark County District Court, Family and Probate Court. Second Chair in successful 6 million jury verdict trial in U.S. District Court District of Nevada. Participated as Lead attorney in Settlement Conferences in Clark County District Court and U.S. District Court. Represented Clients in Unemployment Commission Hearings.

JESSICA K. MARSH, ESQ., Petoskey, MI

July 2005 – April 2007

Solo Practitioner

Represented clients in general litigation and criminal and family law proceedings, including custody disputes, divorce cases, foreclosure suits, manufactured home breach of warranty claims, 1st and 3rd party automobile negligence suits, wrongful termination claims, contract cases, narcotics charges, driver's license restoration hearings and misdemeanor driving offenses. Represented clients in deferment hearings and commitment proceedings for Lockwood Hospital. Served as appointed counsel for the Probate Court representing juveniles in delinquency proceedings and parents in termination of parental rights cases. Worked as Staff Attorney for Debt Consolidation Company successfully negotiating client's debts to 60% of their original balance. Served as Zoning Administrator for Banks Township and the Village of Ellsworth.

HARTMAN LAW FIRM, Petoskey, MI

Contract Attorney

April 2005 – June 2005

Drafted various documents including Motions, Complaints and Appeals. Attended sentencing hearings for Mr. Hartman. Represented clients in divorce proceedings. Drafted a Motion to suppress evidence resulting in dismissal of charges in a drunk driving case. Successfully argued for the setting aside of a default judgment in a paternity suit and the upholding of a Personal Protection Order.

KITCH, DRUTCHAS, WAGNER, DENARDIS, & VALITUTTI, Detroit, MI

Senior Associate

April 2, 2001 - December 17, 2004

General litigation including asbestos, transactional, premises liability, OSHA compliance, contract and insurance coverage issues. Successfully marketed with Greg Drutchas the "Multi-Hospital Record Retention Program" which was purchased by many of the hospitals in Michigan. Drafted the reuse of single-use devices policy and the investigation policy for Michigan hospitals. Drafted various legal documents including, Complaints, Motions for Summary Disposition, Motions in Limine, Motions to Adjourn, Motions to Strike Expert Witnesses, Answers to Complaints & Interrogatories, Insurance coverage opinions, and status letters to clients. Took Depositions, participated in Mediations and Scheduling Conferences and argued numerous Motions in Wayne, Macomb, and Genesee County Circuit Courts.

SARAH TER AVEST

922 Anchor Drive Henderson, NV 89015 (702) 327-4324 Sarah.teravest@gmail.com

Improving Performance • Enhancing Programs • Inspiring Systemic Change

EXPERIENCED EDUCATOR

(702) 327-4324

Sarah.teravest@gmail.com

...dedicated to guiding students to succeed while inspiring a passion for learning and reading

SUMMARY OF QUALIFICATIONS

- An enthusiastic, creative, and passionate educator, who believes that all children can learn and thrive in a learning environment that is stimulating, comforting and appropriate to their unique talents and abilities.
- Dedicated, resourceful, and goal-driven professional educator with a solid commitment to the social and academic growth and development of every student.
- An accommodating and versatile individual with the talent to develop inspiring hands-on lessons that will capture a child's imagination and breed success.
- Aptitude to remain flexible, ensuring that every child's learning styles and abilities are addressed.
- Superior interpersonal and communication skills to foster meaningful relationships with students, staff, and parents.
- Utilize a visionary approach with consistency to help students past the threshold of not-knowing to knowing and develop to their fullest extent.

HIGHLIGHTED PROFESSIONAL TEACHING EXPERIENCE

PINECREST ACADEMY OF NEVADA, Henderson, NV August 2012 - Current

First Grade Team Leader

- Planned and implemented Standards Based lesson plans and report cards aligned with The Common Core State Standards.
- Utilized technology as a teaching tool and successfully interrelated it into a blending learning model.
- Conducted extensive small group and one-on-one, individualized reading and writing conferences.

Highlighted Achievements

- Grew students 1.5 years or more of progress resulting in the highest test scores in the school for the year 2013-2014.
- Mentored and coached teachers to help boost their competencies, as evidence by scores and completion of student work.

CLARK COUNTY SCHOOL DISTRICT, VEGAS VERDES ELEMENTARY SCHOOL, Las Vegas, NV
August 2010 - August 2012

Kindergarten Teacher

- Skilled in evaluating needs and developing student-focused teaching strategies, teaching aides, materials and creating lesson plans that include the components of an effective lesson.
- Able to control a large group of young children and create an environment conducive to learning.
- Combined play and interactive activities with an increased focus on early academic learning, including letter recognition, phonics, numbers and an awareness of science and nature.
- Instruct students individually and in groups, adapting teaching methods to meet students' varying needs and interests.
- Plan and conduct activities for a balanced program of instruction, demonstration, and work time that provides students with opportunities to observe, question, and investigate.
- Utilize multiple assessments in compliance with district and state requirements to inform instruction.

Highlighted Achievements

- Integrated technology through the development of units that included computer literacy skills; adapted activities to meet the needs of individual learners.
- Employed kinesthetic, visual, and auditory approach to make lessons interesting and interactive; utilized various mediums, modeling, and organized student-led group sharing.
- Increased parental involvement by consulting with parents regularly.
- Supported a balanced reading program through the implementation of writing and reading workshops.
- Mentored and coached students to help boost their confidence and competencies, as evidence by scores and completion of work.

- Actively engaged students in the learning process through the use of diverse manipulatives; literature, guest speakers, movies, fine arts, songs, and theatre production to encourage participation and allow students to take ownership of their learning.
- Enhanced student academic and social growth by using varied teaching strategies and techniques; included whole group, individual, small group, and teacher modeling to provide a solid academic foundation and positive attitude towards education.
- Attended explicit phonics training, and successfully implemented and aligned the content with the Common Core State Standards and the schools core reading program.
- Facilitated the Kinder/First Grade Area 3 Staff Development Day

SCOIL CHROI IOSA PRESENTATION PRIMARY SCHOOL, Galway IRELAND

January 2010 - April 2010

Student Teacher

- Instruct 2nd through 6th grade curriculum, designing and developing programs to meet the academic, intellectual, and social needs of students.
- Utilize multiple assessments in compliance with district and country requirements to inform instruction.
- Use innovative methods and materials to produce effective learning experiences including cooperative learning, thematic instruction and differentiation.
- Instruct Math in Low- and Hi-level phases, Science, Social Studies, Technology, Current Events, and Character Education.

Highlighted Achievements

- Created a classroom environment that was stimulating, encouraging, and adaptive to student needs.
- Utilized after school tutoring to provide one-on-one attention, improving student performance.
- Maintained individual student portfolios including skills checklist, labeled work samples, and narrative reports on areas needing improvement.
- Designed and administered a weekly newsletter to promote further family involvement within the school community.

EDUCATION

B.S., Elementary Education, University of Nevada Las Vegas, Las Vegas, NV - 2010

A.S., Elementary Education, College of Southern Nevada, Henderson, NV - 2007

ASSOCIATIONS & CERTIFICATIONS

Nevada Teacher License K-8; Elementary Education Successful completion of CCSD CORE

Collaborative Reading Academy Nevada Substitute License K-12

Passing Praxis Scores

Passing PPST Scores

Attachment B.2.2, Committee members' response to questionnaire

Sarah Ter Avest Questionnaire

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

My date of birth is November 6 ,1983. I am currently 30 years old.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I have always wanted to write a charter and did not think It was possible until I met Jennifer Snider. Together, we discussed our vision, how we wanted to impact education and began researching. It seems fitting that I would be on the Board since it started as my brain child.

3. Explain why you would like to serve on the board?

The vision for River Mountain Academy is extremely unique. It encompasses environmental studies through placed based education. The vision connects students directly to the community around

them. I would like to serve on the board so that I can ensure the charter is being followed and always promoting this.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

No.

5. What is your understanding of the appropriate role of a public charter school board member?

The board members should do everything that is right and just for the Charter and within the Charter and Bylaws. The Public Charter Board member is a public figure and should always be promoting the school in a positive light and work towards ensuring the mission and the vision of the Charter.

6. What relevant knowledge and experience will you bring to the board?

I have 5 years of teaching experience in grades K and 1. 3 years of my teaching experience has been through a charter school that is currently ran through an EMO. I believe in the charter school environment and the autonomy that it brings, but I do not believe in an EMO making money off of children's education. While writing this charter, I have done extensive research on Placed Based Education, Whole Child Education, and how to incorporate Environmental Education and Conservation into everyday activities. I have received Masters (the highest ranking) on my teacher

evaluations for the last three years. I will be able to help coach staff when needed, provide support and ensure that the mission and vision are being followed.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

After the first year, the students will have participated in its initial Nevada/Desert/Community Field Trips and experiences. I believe 70% or more of the students will have passed the State Standardized test (SBAC), and I think the school will have 3 star rating or higher. After 4 years, I envision the students in grade 3 and below having a full understanding of the community and environment around them, as they will have attended a goal specific field trip each year that directly ties into the Charter's mission and vision. The school will have partnered with the Tortoise Group to establish and build a Desert Tortoise Habitat at the school for students to tend to; Select classes will be hatching, raising, and releasing trout; and There will be a sustainable garden where students can grow and pick their own vegetable to eat at lunch. The school will be at a 5 star rating.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

It is a placed based education system encompassing the Whole Child while focusing on Desert Conservation and the community around them.

9. Are you familiar with the school's proposed educational program? How would you describe it?

The educational program is Science heavy. It promotes learning and success through Whole Child and the outlying community.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

An important characteristic of a successful school is correct budget management. The first thing we plan to do after hiring a principal is to hire A Business Leader who is more than capable of keeping track of the budget and making sure the school is in compliance. Other characteristics include: a building that promotes learning, inside and outside, an effective and passionate staff, a principal that believes in the faculty and the school mission and vision.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please indicate the name of the person and the relationship.

Jennifer Snider and I were coworkers for two years. I have been friends with Darci Jacobs for about 4 years.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.

Jennifer Snider and I were coworkers for two years. I have been friends with Darci Jacobs for about 4 years.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please indicate and describe the nature of the potential business.

NO

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization, (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

N/A

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

NO

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

NO

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member; his or her friends).

This would not be an issue due to the Bylaws being in place. If the situation arises, the Board would meet to discuss and reference the Bylaws to see if any laws have been broken before taking action.

Jeremy Howard Questionnaire

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I, Jeremy Howard, will be at least eighteen years of age by January 1 of the year in which the school is proposed to open.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

One of the writers of the proposed charter asked me to join the startup board.

3. Explain why you would like to serve on the board?

I support schools of choice and believe that the mission and vision of the school will serve students well.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

No I have not previously served on a board for a school or a non-profit corporation.

5. What is your understanding of the appropriate role of a public charter school board member?

Public charter school board members ensure that the mission, vision, and philosophies of the school are upheld and that the school remains compliant with state and federal laws.

6. What relevant knowledge and experience will you bring to the board?

I am a certified public accountant. I will serve the school by providing business and financial knowledge.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

By the end of its first year the school should have remained within its proposed budget while fulfilling the goals set out in the charter. After four years, the school should be well established, have a good community reputation, and would be considering expansion.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

The school proposes to challenge students academically as well as meet their physical and emotional needs through place based education. The school will use place based education to supplement learning and connect students to the world around them.

9. Are you familiar with the school's proposed educational program? How would you describe it?

The school will follow state standards and will supplement the curriculum as needed.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

A successful school will implement the mission and vision with fidelity. The board will play an active role in school support and development.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please indicate the name of the person and the relationship.

I know one board member, Jennifer Snider.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.

No prospective employees have been named at this time.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please indicate and describe the nature of the potential business.

I am a former employee of Ovist and Howard, which has been identified as a possible auditor for the school.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a CHarter Management Organization, (CMO) do you or your

spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

N/A

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

I do not plan on conducting business with the school at this time.

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

No

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member; his or her friends).

I would report the board member to the president of the governing board. If the president was the person of suspect, I would report to the next board member in line.

Jennifer Snider Questionnaire

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

I, Jennifer Snider, will be at least eighteen years old by January 1 of the year in which the proposed charter school would open.

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board?

I co-wrote the charter application with Sarah TerAvest.

3. Explain why you would like to serve on the board?

I would like to serve on the board so that I can ensure that the mission, vision, and philosophies of the proposed school will be understood and upheld by all members of the school community.

4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity.

No, I have not previously served on a school board of any kind.

5. What is your understanding of the appropriate role of a public charter school board member?

A public charter school board member is there to support and guide those serving the school and its community.

6. What relevant knowledge and experience will you bring to the board?

I am a licensed teacher in the state of Nevada and I have taught for eleven years. I have experience in private and public charter schools.

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years?

I expect the first year to bring a high amount of overall satisfaction amongst students, parents, and staff members with the understanding that there is always room to grow and improve. I also expect

that at least 75% of students will be meeting or exceeding grade level standards. The school facility will be complete and the grounds will be undergoing expansion of it's outdoor learning spaces.

After four years, I expect the school to have a positive reputation in the surrounding community as a healthy, engaging place for students to learn. I expect that the families who start in the founding year continue on and spread the school's good standing to others in the community. Students will be thriving with at least 85% of the student body meeting or exceeding grade level standards. The school will be at full capacity and will only employ highly qualified teachers. Beautification and expansion projects within the school or it's grounds will be complete and fully functional.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy?

Using a place based approach and putting the whole child first, the school will inspire students to achieve academically, become responsible citizens in and out of school, make healthier choices for their bodies and minds, and gain a better understanding about the desert they live in and how to take care of the resources we have.

9. Are you familiar with the school's proposed educational program? How would you describe it?

Teachers will use curriculum aligned to the Nevada Academic Content Standards. Teachers will supplement the curriculum as needed to better instruct students and allow for teachable moments. Teachers will know that all students are different and that instruction must be differentiated in order to ensure that all students have a chance to learn, perform, and prove their knowledge. Students will learn inside and outside the classroom, make more meaningful connections, and apply knowledge in the real world.

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful?

A successful school has a mission and vision that puts students first. All members of the school community work towards common goals, share ideas, and maintain positive attitudes. It will be the responsibility of the governing board to ensure that the mission of the school is maintained and that students are succeeding in the most appropriate ways possible. This can only be done if the board members play an active role in school development and school related functions.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please indicate the name of the person and the relationship.

Sarah Ter Avest is a friend and colleague. We have worked together to write this charter application. Jeremy Howard is a friend. I do not know the other prospective Board members outside of what we have worked on for this charter application.

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship.

We have not identified any prospective school employees.

13. Do you or your spouse know anyone that plans to do business with the school? If so, please indicate and describe the nature of the potential business.

At this time, we do not know of anyone that plans to do business with the school.

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization, (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

The school does not intend to partner with an educational service provider.

15. If the school intends to partner with an EMO/CMO/ESP, do you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the EMO/CMO/ESP? (If the school does not intend to partner with an educational service provider, write "N/A").

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship.

N/A

17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain.

There are no potential ethical or legal conflicts.

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member; his or her friends)?

If I suspected a board member of self-dealing, I would involve other members of the board so that a fair investigation and decision could be made regarding the board member's actions.

Darci Jacobs

Attachment B.2.4, Assurances

Attachment B.3.3, Organizational chart

Board of Directors		
Principal	Operations Leader	Business Leader
Teachers		
Stakeholders		

Attachment 29

Attachment B.3.7, Lottery Description

The school will enroll pupils in the order in which pupils' applications are received, up to the point at which the school reaches its maximum capacity per grade. The names of pupils who submit enrollment applications that are received after the grade's capacity has been reached are put on a waiting list. As spaces become available in particular grades, due to pupils leaving the school, pupils on the waiting list for enrollment in that grade are chosen by lottery. If there is a waiting list, the school will fill vacancies as they are created. A lottery is not conducted until the school has reached capacity per grade, and then the only pupils who are subject to the lottery are the ones on the waiting list. School enrollment will not be limited, except as necessary to conform to the capacity of the school's facility (which is yet to be identified).

Attachment C.1.1, Budget

Attachment C.1.2, Budget Narrative

Attachment C.1.3, Cash Flow Statement

Attachment C.1.5, Pre-opening Budget

The school will apply for Federal funding and will seek the help of the Charter Schools Development Corporation to obtain startup funds for the school. No prospective staff members will be paid until funds are secured. Startup funds will first be used to purchase classroom supplies, curriculum, and furniture.

Attachment C.2.8, Minimum number of pupils necessary

The minimum number of students the school needs to operate is 335 students from the first through fifth grade. The minimum number does not include any Pre-K or Kindergarten students as their enrollment is partially or fully fee based.

Attachment C.4.4, Emergency drills

The school will comply with all state and local school district fire safety codes and regulations. Pursuant to NRS 392.450(3), the school facility will have all required emergency exits and signage will be placed throughout the building. Pursuant to NRS 392.450(1), evacuation drills will be conducted for students and school staff monthly, to instruct all staff and students of the appropriate and expected procedures in the case of a fire or other emergency. To comply with NRS 392.450(2), the local fire department will be requested to supervise the drills. In accordance with NRS 392.450(4), the principal shall be responsible for implementing the above.

The facility will be in compliance with all requirements of the Americans with Disabilities Act, section 504, and all other applicable federal, state, and local laws.

The School will implement a Security Action Plan as articulated in its Emergency Management plan (attachment 36) and in its' Staff Handbook that prepares all staff for unanticipated events including but not limited to: medical, fire, hazardous, weather security, etc. The School will cooperate with the Sponsor to provide the safest school possible for the staff and students, and will incorporate all the applicable and appropriate Sponsor-approved emergency efforts in order to maintain a safe school environment.

All Staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Accordingly, faculty and staff will be trained

on the administration of first aid and CPR. Staff will also be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.

Attachment C.4.5, Emergency management plan

Attachment 16
A.8 Special Student Populations
Required Element 2. Multi-tiered RtI Model

River Mountain Academy



Response to Intervention Procedures Manual

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Overview of Response to Intervention

Response to Intervention (RtI) is defined as the change in behavior or performance as a function of an intervention (Gresham, 1991).

In addition, The National Association of State Directors of Special Education in 2005 defined RtI as the practice of:

- (1) providing **high-quality instruction/intervention** matched to student needs and
- (2) using **learning rate** over time and level of performance
- (3) to make **important educational decisions** to guide instruction.

RtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students. It is “data-based decision making” applied to education.

The essential components of RtI include:

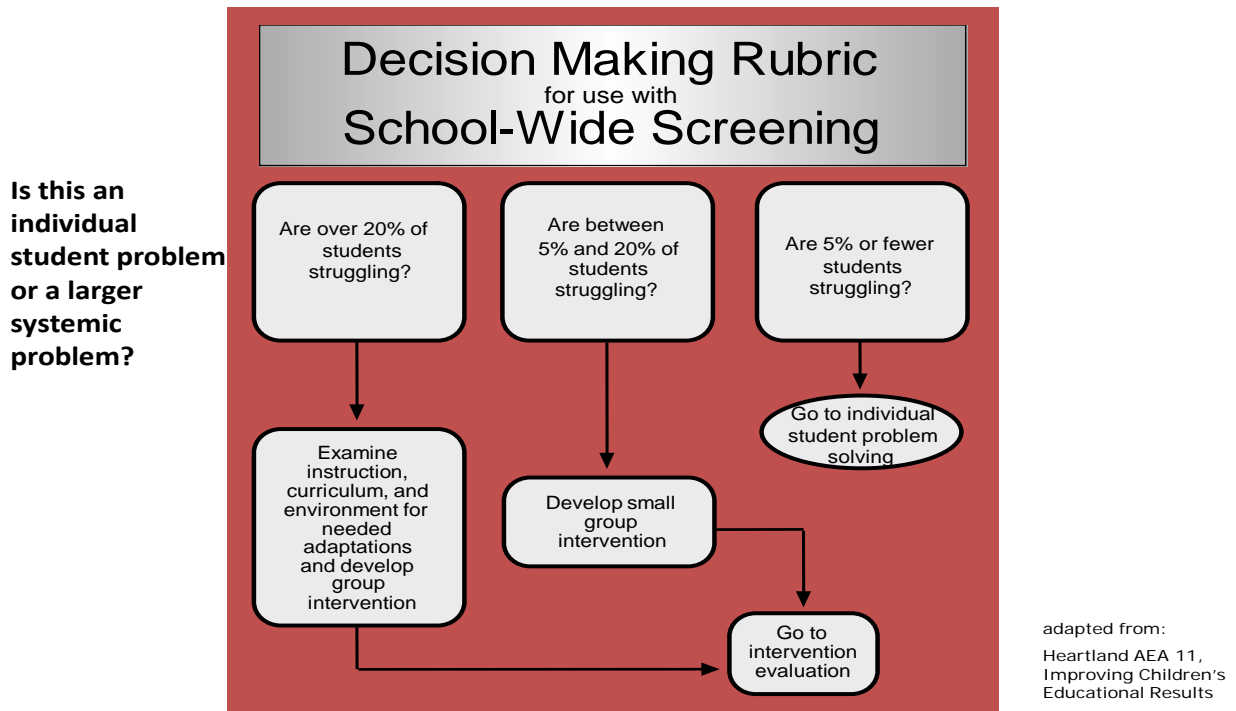
- Multiple tiers of evidence-based instruction service delivery
- A problem-solving method designed to inform the development of interventions
- An integrated data collection/assessment system to inform decisions at each tier of service delivery

RtI Academics and Core Principles

RtI is comprised of core principles that represent recommended RtI practices (Mellard, 2003). These core principles represent systems that must be in place to ensure effective implementation of RtI systems and to establish a framework to guide and define the practice. The following are Response to Intervention core principles.

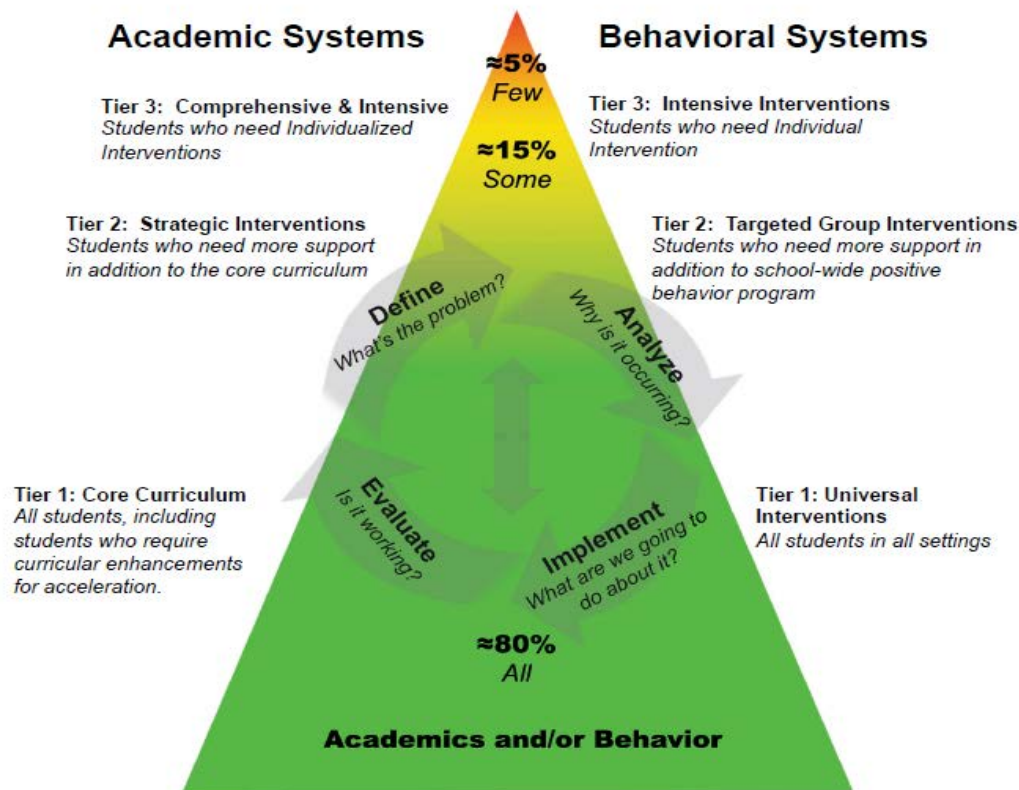
- 1. Use scientific, research-based interventions/instruction.** The critical element of RtI systems is the delivery of scientific, research-based interventions with fidelity in general, remedial and special education. This means that the curriculum and instructional approaches must have a high probability of success for the majority of students. Since instructional practices vary in efficacy, ensuring that the practices and curriculum have demonstrated validity is an important consideration in the selection of interventions. Schools should implement interventions, monitor the effectiveness, and modify implementation based on the results.
- 2. Monitor core curriculum classroom performance.** General education teachers play a vital role in designing and providing high quality instruction. Furthermore, they are in the best position to assess students' performance and progress against grade level standards in the general education curriculum. This principle emphasizes the importance of general education teachers in monitoring student progress rather than waiting to determine how students are learning in relation to their same-aged peers based on results of state-wide or other standardized assessments.
- 3. Conduct universal screening/benchmarking.** School staff will conduct universal screening in core academic areas. Screening data on all students can provide an indication of an individual student's performance and progress compared to the peer group's performance and progress. These data form the basis for an initial examination of individual and group patterns on specific academic skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) as well as behavior skills (e.g., attendance, cooperation, tardiness, truancy, suspensions, and/or disciplinary actions). Universal screening is the least intensive level of assessment completed within an RtI system and helps educators and parents identify students early who might be "at-risk." Since screening data may not be as reliable as other assessments, it is important to use multiple sources of evidence in reaching inferences regarding students "at risk."

Problem Identification: What is the problem?



4. **Use a multi-tier model of service delivery.** The RtI approach incorporates a multi-tiered model of service delivery in which each tier represents an increasingly intense level of services associated with increasing levels of learner needs. River Mountain Academy has adopted a three-tier approach.

In the RtI system, all students receive instruction in the core curriculum, supplemented by strategic and intensive interventions when needed. Therefore, all students, including those with disabilities, may be found in Tier 1. Important features, such as universal screening, progress monitoring, fidelity of implementation and problem solving occur within each tier.



5. Monitor intervention progress frequently. In order to determine if the intervention is working for a student, the RtI Teams must establish and implement progress monitoring. Progress monitoring is the use of assessments that can be conducted frequently and are sensitive to small changes in student behavior. Data collected through progress monitoring will inform the RtI Teams whether changes in the instruction or goals are needed. Informed decisions about students' needs require frequent data collection to provide reliable measures of progress. Various curriculum-based measurements are useful tools for monitoring students' progress.

6. Implement all instruction with fidelity. Fidelity refers to the implementation of instruction and interventions as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring. Successful RtI systems must consistently maintain high levels of fidelity in the implementation of both interventions and progress monitoring. This means that the intervention plans are applied consistently and accurately. It is the responsibility of an administrator at each school to ensure fidelity by monitoring the delivery of instruction (e.g., Principal's Walk Through and observation data).

The Problem Solving Process

Problem Solving is a data-based decision making process that is used to identify needed interventions for students in Tiers 1, 2, and 3. Decisions are made by different RtI Teams that are composed of individuals who are qualified to make important educational decisions and to determine the allocation of resources. As a general rule, the composition of an RtI Team changes by adding specialists' expertise as services are delivered from tier to tier. Whether the team is the school leadership team, teacher team, or multidisciplinary (individual) problem solving team, the problem solving process is applied in a systematic process in order to analyze the data. The Problem Solving Method is simply an organized way for the team to make decisions using available data.

- ▶ The School-based Leadership Team uses the Problem Solving Process to inform decisions concerning school wide implementation of all areas of Response to Intervention, including changes to instruction, curriculum, and environment.
- ▶ The Teacher Data Team uses the Problem Solving Process to inform decisions about grade level and classroom level progress in the core curriculum (tier 1 progress), as well as intervention grouping. The Problem Solving Process helps the team use their time efficiently and increases the probability that the right instructional or intervention decision will be made the first time.
- ▶ The Individual Problem Solving Team (IPST) uses the Problem Solving Process to inform decisions about individual student academic and/or behavioral deficits.

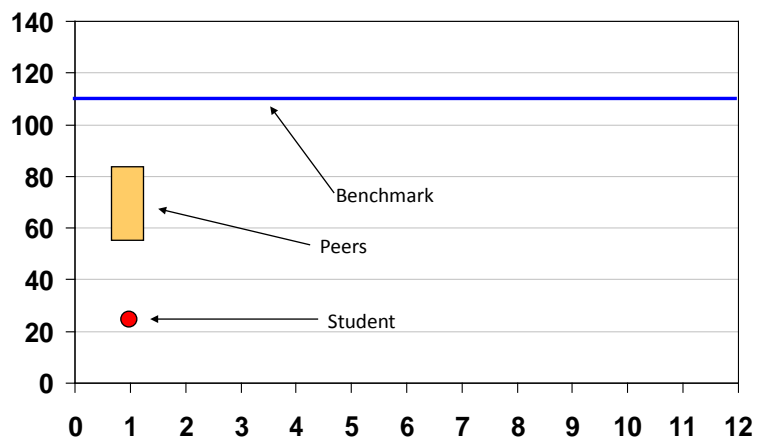
The following four steps can be applied to any type of RtI meeting and documented:



1. Define the Problem

- ▶ The problem should be stated in objective measurable terms.
- ▶ The defined problem must focus on teachable skills.
- ▶ A problem is defined by the difference between what was measured and what was expected.
- ▶ To determine the extent of the problem, the expected benchmark for the assessment must be known.
- ▶ Once the benchmark is known, a comparison is made between the grade level, class average, and possible individual student average. This information will determine if the problem should be addressed as a Tier 1, Tier 2, or Tier 3 concern.

Problem ID Review Individual Student Data



(Ex: This problem needs to be addressed for both an individual student and an entire grade level.)

2. Analyze the Problem

- ▶ Ask “Why is the problem occurring?”
- ▶ What are all of the relevant hypotheses?
- ▶ Use all available information to confirm your hypothesis. This includes looking at the whole picture of **ICEL**, a process for considering the interaction between the **I**nstruction, **C**urriculum, **E**nvironment, and **L**earner domains. It is possible that more data might be needed in one or more domains to support hypothesis generation.

Domains for Hypotheses

HYPOTHESIS DOMAINS	Examples
I Instruction	Frequency of interaction, Reinforcement, Presentation Style
C Curriculum	Difficulty, Presentation, Length, Format, Relevance
E Environment	Peers (Expectations, Reinforcement, Values, Support), Classroom (Rules, Distractions, Seating, Schedule, Physical Plant), Home/Family Support
L Learner	Skills, Motivation, Health

ICEL Domains (examples)

INSTRUCTION

- instructional decision-making regarding selection and use of materials, placement of students in materials
- differentiation according to student needs
- frequency of interaction/reinforcement
- clarity of instructions
- communication of expectations and criteria for success (behavioral and academic)
- direct instruction with explanations and criteria for success (behavioral and academic)
- sequencing of lessons designs to promote success
- variety of practice activities (behavioral and academic)

CURRICULUM

- long range direction for instruction
- instructional materials
- arrangement of the content/instruction
- pace of the steps leading to the outcomes
- stated outcomes for the course of study
- general learner criteria as identified in the school improvement plan and state benchmarks (behavioral and academic)

ENVIRONMENT

- positive learning climate
- physical arrangement of the room
- furniture/equipment – floor plan design matches instructional focus
- clear classroom expectations and classroom management plans
- peer interaction, expectations, reinforcement, support
- schedule
- task pressure
- home/family/community support in the classroom

LEARNER

- skills
- motivation
- health
- prior knowledge

Problem Solving Plan for Student Success ICEL Worksheet

Domains: Instruction, Curriculum, Environment, and Learner

INSTRUCTION: Questions to consider when evaluating the INSTRUCTION Domain:

1. Is effective instruction being provided in all critical areas related to this concern?
2. Is enough instructional time being allocated to ensure student success?
3. Are the teachers working with this student using the effective practices to differentiate instruction?

For the questions above, when observing or interviewing staff, what instruction seems to work for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

CURRICULUM: Questions to consider when evaluating the CURRICULUM Domain:

1. Are the curriculum and/or intervention research based and validated?
2. Do the curriculum and/or intervention address all critical areas related to the current concern?
3. Is the curriculum or current intervention being implemented with fidelity?

For curriculum, when reviewing data, student records, observing, or interviewing staff, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

ENVIRONMENT: Questions to consider when evaluating the ENVIRONMENT Domain:

1. Is there a positive climate for learning?
2. Is the problem more prevalent in a certain area of the school or classroom?
3. Are both whole group instruction and small group differentiated instruction being delivered to this student?

Learning environment: when reviewing data, student records, observing, or interviewing staff, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

LEARNER: Questions to consider when evaluating the LEARNER Domain:

1. How might the traits/skills of the student be contributing to the problem?
2. What student factors are relevant and alterable in addressing this concern?

When reviewing data, curriculum, or student records, observing, interviewing staff, or testing, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

3. Develop a Plan

A good instructional/intervention plan:

- ▶ Explicitly defines the skills to be taught
- ▶ Focuses on measurable objectives
- ▶ Defines the who, what, when, where, and how of the intervention
- ▶ Describes how the instruction/intervention will be progress monitored.
- ▶ Includes a Goal Statement and Aim Line with clear numerical measures that define success. A goal statement helps to identify the necessary gain a student needs to make to close the gap.
- ▶ Begin by subtracting the student's current performance (or group average of current performance) from the expected benchmark in the next benchmark period. This number will tell you how big the gap is.
- ▶ Determine what progress is realistic for the student. If the gap is extremely large you may have to adjust what growth is expected between benchmarks. Divide the necessary gain by the number of weeks for intervention. This calculation will help the team determine the level of intensity necessary to achieve the goal. At this point the Aim Line can be set.



4. Evaluate the Response to Instruction/Intervention

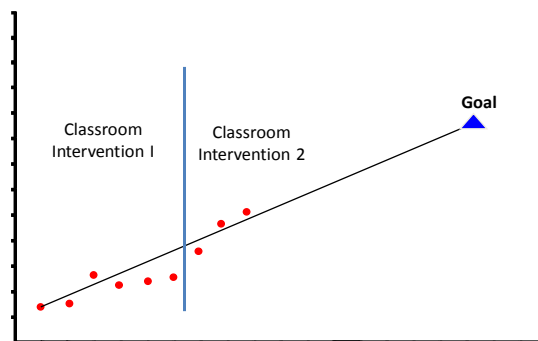
- ▶ Answer the question, “Is it working?”
- ▶ Make sure that the growth rate is sufficient and that the gap is not getting larger when compared to peer data
- ▶ Progress Monitor throughout the intervention. The team should assess whether the data shows the student/s are progressing sufficiently along the Aim Line.

Step 4- Is it working?

Progress Monitoring

Making instructional decisions based on the review and analysis of student data

Progress monitoring always includes graphing

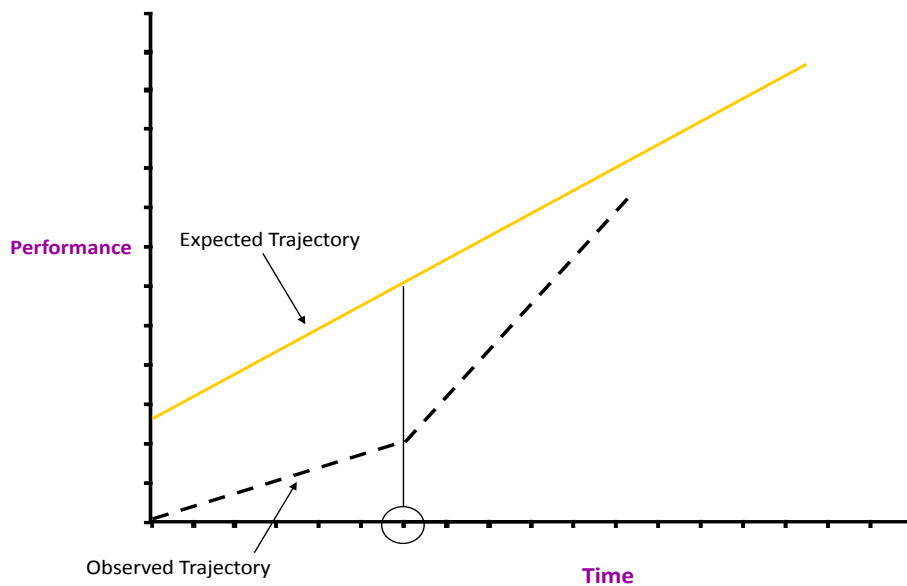


- ▶ Modify Plan based on Progress Monitoring data by determining the response.

Positive Response

- Gap is closing
- Can extrapolate the point at which the target student will “come in range” of peers-- even if this is long range.

Positive Response to Intervention



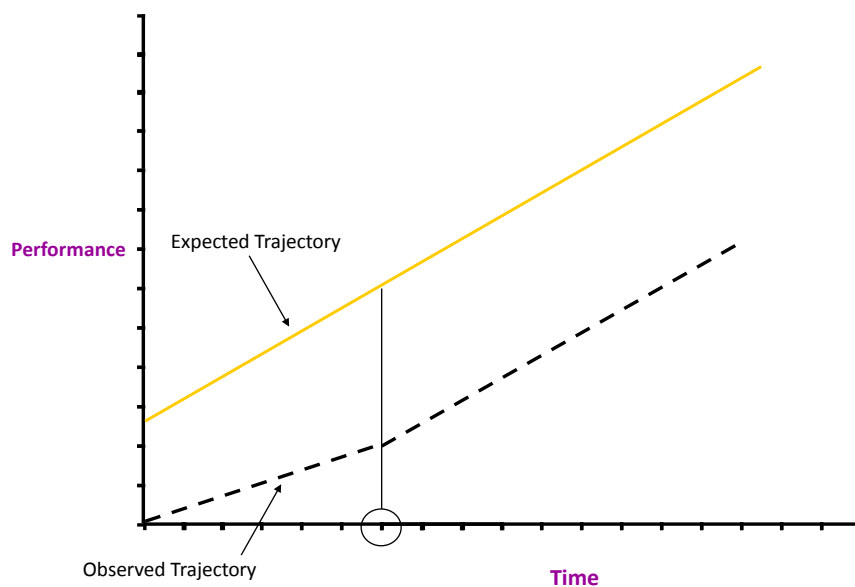
What do I do if the response is positive?

- Continue intervention with current goal
- Continue intervention with goal increased
- Fade intervention to determine if student(s) have acquired functional independence.

Questionable Response

- A questionable response is one in which the *rate* at which gap is widening slows considerably, but gap is still widening or one in which the gap stops widening but closure does not occur.

Questionable Response to Intervention



What do I do if the response is questionable?

- Was the intervention implemented as intended? (Fidelity).

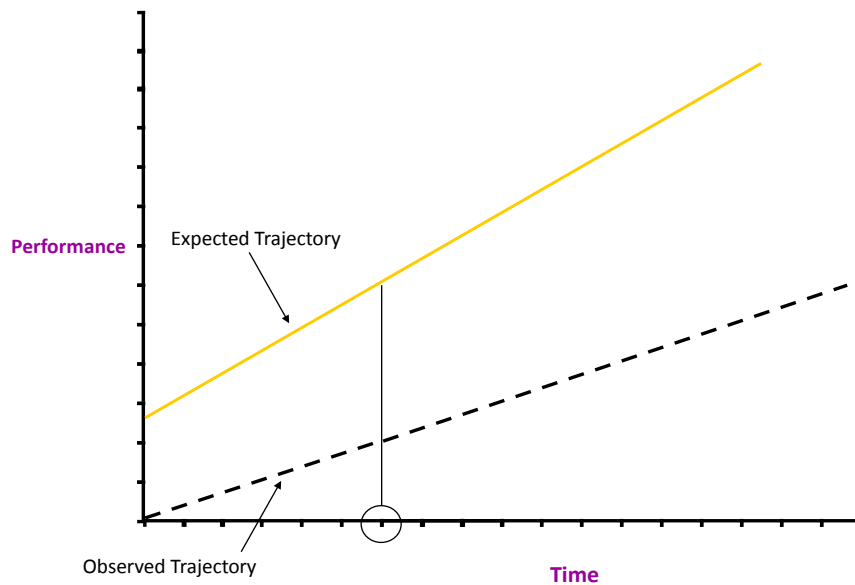
If no, employ strategies to increase implementation integrity of the intervention.

If yes, increase intensity of current intervention for a short period of time and assess the impact. If the rate improves, continue this course of instruction and monitor progress. If the rate does not improve, return to problem solving.

Poor Response

- Gap continues to widen with no change in the learning rate (as identified by progress monitoring points).

Poor Response to Intervention



What do I do if the response is poor?

- Consider the question, “Was the intervention implemented as intended?” (Fidelity)

If no - employ strategies in increase implementation integrity of the intervention.

If yes - Is intervention aligned with the verified hypothesis? (Intervention Design)

Are there other hypotheses to consider? (Problem Analysis)

Was the problem identified correctly? (Problem Identification)

RTI TEAM Process

1. School Leadership Team
2. Teacher Data Teams

SCREENING – ALL STUDENTS
 All students enter differentiated core instruction and Tier 1 data collection (3 to 4 times a year).

YES

DECISION RULE:
 Did the student score above the predetermined benchmark score?

N
O

2) Teacher Data Teams
 Use Tier 1 Data to determine core instructional and curricular effectiveness; monitors changes across assessment windows.
 Uses Tier 2 data to determine intervention effectiveness, progress of individual students in interventions, monitors fidelity of interventions.

STEP 1 Historical Data
 At the onset of a concern, teacher gathers historical data on student.

STEP 2 Parent Communication
 Teacher documents parent communication and professional collaboration.

INTERVENTION (TIER 2)
 Intervention instruction based on K-12 Plan, problem solving, Decision Trees, and diagnostic assessment data. Continue until Tier 1 Data is sufficient.

DECISION RULE:
 TIER 2 Intervention Data shows sufficient student growth

YES

N
O

3) Individual Problem Solving Team (IPST)
 Use Tier 1 and Tier 2 Data for gap analysis, apply problem solving process, develop hypothesis, goals statement and Tier 3 Intervention.
 Assess Tier 3 intervention fidelity and progress.

STEP 3A Current Data
 Interventions are continuing, but student is showing slower rate of growth compared to peers in intervention as well as Tier 1 gap. Teacher refers to IPST with Steps 1 and 2 (above) complete.

STEP 3B: IPST reviews and confirms:

- ❖ Gap in Tier 1 data from student to peers.
- ❖ Gap in learning rate in intervention data
- ❖ Collects behavior data if necessary
- ❖ Reviews Tier 2 Interventions
- ❖ Gathers more data if needed

IPST applies Problem Solving Process:

- ❖ Generates Hypothesis and Goal Statement based on data and needs

STEP 4: INTERVENTION (TIER 3)
 Intervention – instruction based IPST design from goal statement.

STEP 5 DECISION RULE:
 Analyze Tier 3 Intervention data to determine the next course of action

The Problem Solving Process

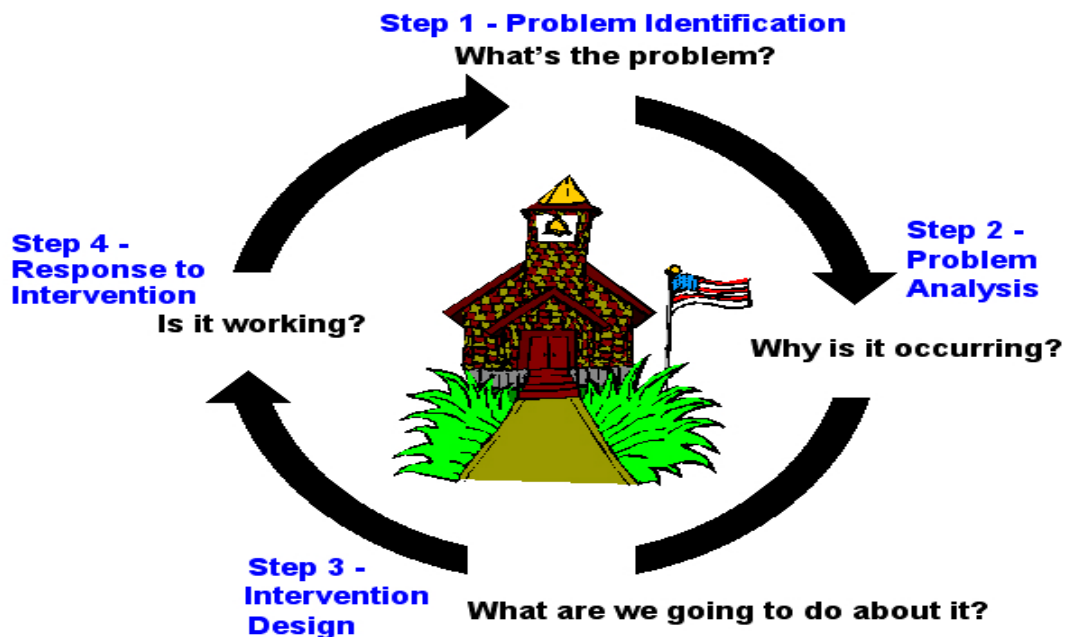
Within Three School-based Teams

Leadership Teams: Use the problem solving process to inform decisions concerning school-wide implementation of RtI (academic and behavior) and changes to instruction, curriculum, environment, and resources.

Teacher Data Teams: Use the problem solving process to inform decisions about grade level data and instruction, intervention instruction, and grouping. The problem solving process helps this team use their time efficiently and increases the probability that accurate instructional or intervention decisions will be made the first time.

Individual Problem Solving Team (IPST): Uses the problem solving process to inform decisions about individual student academic or behavioral situations.

Steps in Problem Solving



1. Define the Problem
2. Analyze the Problem
3. Develop a Plan
4. Evaluate the Response to Instruction/Intervention

School Leadership Team

MEMBERS

- Administrator (facilitator)
- Guidance Counselor/Guidance Service Professional
- Instructional Coach(es)
- Classroom teachers, Department representatives, ESE teacher, activity teachers

FUNCTION

- Provides the vision for the leadership for the school in terms of academic and behavioral success in the RtI Process (building and maintaining consensus, infrastructure, and implementation of RtI)
- Plans, implements, and monitors the progress of school improvement
- Implements Response to Instruction/Intervention as a school-wide method of raising student achievement outcomes for all students
- Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and school procedures as RtI is implemented in the building

PROCESS

The process of Problem Solving at the Leadership Team level includes meeting monthly to assess implementation of RtI in each Tier.

Consensus:

- Integrate RtI Principles and beliefs with school values, mission, and vision
- Provide information, training, and resources to school staff continually to establish a rationale and provide leadership for implementing RtI in the building

Infrastructure and Implementation:

- Establish and maintain school leadership team, action plan, and monitor timeline for implementation of RtI
- Develop school-wide system for collecting, organizing, summarizing, and displaying data (Tier 1 universal screening data and Tier 2 intervention progress monitoring data)
- Using Tier 1 data, apply the Problem Solving Process to the entire school as well as specific grade levels and/or departments to determine effectiveness of core instruction
- Review available assessments, curriculum and standards, and instruction – check for alignment
- Map existing and potential curriculum and personnel resources using the data (trends and patterns)

- Review Universal Assessment Data and Tier 1 Walk through data to make collaborative decisions in both academic and behavioral areas
- Monitor the process of supplemental interventions throughout the school
- Determine Professional Development needs, addressing new staff hires as well as continual development for all staff
- Examine the fidelity of the supplemental intervention (Tier 2 data) using Principal Walk Through and observation data
- Examine Progress Monitoring data to determine the effectiveness of interventions at each tier
- Examine effectiveness of all tier instruction by tracking students in each tier

School Leadership Team	
Use this type of data	To discuss ...
Tier 1 Screening data (3-4 times per year).	Analyze data to determine if core instruction is effective at each grade/department level <i>Guideline – 80% students meeting proficiency</i>
Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)	Analyze Data to determine if Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade/department level. <i>Guideline – At least 70% of students should be making progress in the intervention</i>
Tier 1 and Tier 2 Data by subgroups, classes, grade levels, departments, content areas, MESH teams, etc.	Prioritize the needs of the students, sub groups, grade levels, etc., and match the core curriculum and supplemental interventions to these needs
Survey Data: Ex: Staff Needs Survey or Beliefs Survey	Analyze data to determine professional development that may be needed for teachers for core instruction needs and intervention instruction needs
Using the school data (time of year will determine what data is analyzed): - CRT as a summative one time measure - TIER 1 (3-4 times a year screening data) - TIER 2 (Intervention data) - ongoing, every 2/3 weeks) - TIER 3 (Intervention data) – weekly - TIER movement report – Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly	Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school). Discuss movement within and among the levels of tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3).
Referral Data, Behavioral Documentation	Analyze effectiveness of school-wide positive behavior support

School Leadership Team Guiding Questions

Consensus:

- Do our RtI processes match our school's mission, vision, values, and long-term goals?
- Are we making sure we model, teach, and expect a climate of collegiality among our staff?
- Have teachers received adequate training in implementing core and intervention curriculum they are asked to deliver?
- Do we have a plan to communicate the RtI Process to our parents/families?

Infrastructure and Implementation:

- Have we analyzed the weaknesses in the core curriculum, supplemental intervention curriculums, and school wide positive behavior programs? (based on data)
- Where can we summarize and display our data so it is readily available to teams for making decisions, without compromising privacy?
- Is our data representative of assessments that are reliable, valid, and sensitive measures that define student achievement over time?
- Looking at Tier 1 Broad Screening Data, what types of instruction and intervention do our students need? School level? Grade levels? Classroom levels? Sub group levels?
 - Based on the instructional needs of our students, where do we need to focus professional development for our staff?
- What kinds of professional development do we need to offer for teachers to increase knowledge of the characteristics of our student learners (ELL needs, ESE student needs, SES student needs, ADHD learners, etc.)
- Where should we 'spend' or place our resources (money and personnel)?
- Based on Tier 1 data (trends, patterns), what are the strategies and skills we need to provide so all students receive the Differentiated Instruction that they need?
- What skills and strategies can we learn about in professional development to enhance our instruction and intervention?
- For which students is the core instruction sufficient or not sufficient? Why or why not?
- What specific supplemental and intensive instruction is needed at each level? How will these be delivered?
- How will we measure the effectiveness of core instruction? Supplemental intervention? Intensive instruction?
- How will we monitor fidelity of core, supplemental, and intensive instruction?
- How will we determine which students need to receive a different level of instruction? How will we monitor this?
- When will we meet to analyze data and monitor implementation of RtI?
- How will we celebrate success with staff, parents, and students?

School-Based Leadership Team Quick Reference

Members	Problem Solving Tasks		
	Uses this type of data	To discuss ...	Guiding Questions
<p>Administrator(s) - facilitate</p> <p>Guidance Counselor/Service Professional</p> <p>Instructional/Curriculum Coach(es): Reading/Math/Writing</p> <p>Elementary/Intermediate Teacher (s)</p> <p>Middle/High School Teacher (s)</p> <p>Exceptional Education Teacher(s)</p> <p>Activity Teacher(s)</p> <p style="text-align: center;">Team Function</p> <p>Plan, implement and monitor the progress of school improvement</p> <p>Implement Response to Instruction/Intervention as a school-wide method of raising student achievement outcomes for all students</p> <p>Provides the vision for the leadership for the school in terms of both academic and behavioral success in the RtI Process</p> <p>Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and school procedures as RtI is implemented in the building</p>	<p>Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).</p> <p>Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)</p> <p>Data that is specifically measuring the intervention used and is targeted to a specific skill or area, such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill.</p> <p>Needs survey at the teacher level</p> <p>Using the school data (time of year will determine what data is analyzed):</p> <p style="padding-left: 20px;">CRT as a summative one time measure</p> <p style="padding-left: 20px;">- TIER 1 (3 to 4 times a year screening data, all subjects as available)</p> <p style="padding-left: 20px;">- TIER 2 (Intervention data, ongoing every 2 weeks or so)</p> <p style="padding-left: 20px;">- TIER 3 (Intervention data) – ongoing every 1 week or so)</p> <p style="padding-left: 20px;">- TIER movement report</p> <p style="padding-left: 20px;">Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly.</p>	<p>Analyze data: Core instruction is effective at each grade level/department level. Guideline: 80% students meeting proficiency in Tier 1 Core).</p> <p>Analyze Data: Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade level/department level. Guideline: 70% of Intervention students making satisfactory progress in intervention.</p> <p>If no to any of the above, diagnose the problem as a team. Prioritize the needs of the students, sub groups, grade levels, departments, etc., and match the core curriculum and supplemental interventions to these needs.</p> <p>What kinds of professional development are needed for teachers for core instruction needs and intervention instruction needs?</p> <p>Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school</p> <p>Discuss movement between the tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3)</p>	<p>Have we established our school’s mission, vision, values, and long-term goals? And are we making sure RtI is matching these?</p> <p>Are we making sure we model, teach, and expect a climate of collegiality among our staff?</p> <p>Have our teachers received adequate training in implementing the core and supplemental instruction?</p> <p>Do we have a plan to communicate the RtI Process to our families/parents?</p> <p>Have we analyzed the weaknesses in the core and supplement the core as needed?</p> <p>Looking at Tier 1 Screening Data, what type of instruction and intervention do our students need?</p> <p>Based on data, where do we see the need for staff development in the school? In a grade level? In a classroom?</p> <p>Based on data, where should we ‘spend’ or place our resources (money and personnel?)</p> <p>What skills and strategies can we learn about in professional development that will enhance our instruction and intervention?</p> <p>Based on Tier 1 data (trends, patterns), what are the strategies and skills we need to provide so all students receive the Differentiated Instruction that they need?</p> <p>Is our data representative of assessments that are reliable, valid, and sensitive measures that define student achievement over time?</p>

Teacher Data Team

MEMBERS

- Administrator (recommended facilitator)
- Guidance Counselor/Guidance Service Professional
- Instructional Coach(es)
- Elementary: Grade Level Teachers
- Middle School: MESH Teachers
- High School: Departments and/or Grade Level Teachers
- ESE teachers and others as needed

FUNCTION

- Utilize the problem solving process to meet academic and behavioral needs of students
- Analyze data from Tier 1 and Tier 2 assessments to monitor the effectiveness of core instruction (Tier 1) and supplemental instruction (Tier 2) across the grade level or department
- Monitor fidelity of core Tier 1 instruction
- Monitor fidelity of supplemental (Tier 2) instruction
- Brainstorm needs, curriculum, resources, effective schedules, etc.
- Using Tier 1 and Tier 2 data, address the curriculum, instructional practices, and optimal learning environment conducive to student achievement

PROCESS

Throughout each year, the Teacher Data Team will use the Problem Solving Method to complete each one of the following tasks. Problem Solving Steps are utilized as the vehicle or process for accomplishing the team tasks. These tasks are part of a continuous improvement cycle and should be revisited in an on-going dialogue.

- Evaluate universal assessment data within specific grade levels/departments and classrooms
- Determine instructional, curricular, and environmental changes that may need to occur in order to increase the achievement of all students
- Discuss Tier 1 Core instruction effectiveness (academic and behavioral) in terms of meeting standards as well as shorter term objectives
- Monitor the progress of the Tier 1 changes using data to determine effectiveness
- Continually reevaluate Best Practices as new data is collected
- Examine both universal assessment data and specific student diagnostic data to place students in appropriate Tier 2 intervention based on their needs.
- Discuss student needs and potential hypothesis for why students are struggling when forming groups

- Determine group membership for interventions. (This may require gathering additional diagnostic information to make sure students are placed in an intervention group which specifically addresses their deficit area.)
- Monitor the progress of intervention data to determine which students have an adequate growth rate and which students need their intervention adjusted or changed.
- Groups should be fluid as the Teacher Data Team adjusts intervention based on data.
- Assess Tier 2 effectiveness by reviewing progress monitoring data for adequate growth rates. If growth is not sufficient the team evaluates the intervention instruction, curriculum, environment and fidelity.

Teacher Data Team	
Use this type of data	To discuss ...
Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).	Analyze data to determine if core instruction is effective at your grade/department level <i>Guideline – 80% students meeting proficiency</i>
Tier 1 Classroom common assessment data – assessments that every student receives (classroom unit tests, weekly tests, classroom management logs, etc.)	Analyze data to determine Tier 1 Core instruction effectiveness (academic and behavioral) in terms of meeting standards and shorter term objectives. <i>Guideline – 80% students meeting proficiency.</i>
Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks) from the supplemental interventions provided to <i>some</i> students.	Analyze data to determine Tier 2 intervention (instruction) effectiveness. <i>Guideline – 70% intervention students making progress.</i> Consider: Students groups, alignment of intervention to core, intensity, number of students in each intervention, movement into and out of interventions, articulation of scope and sequence of skills between grade levels, etc.
Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks) from the supplemental interventions provided to <i>some</i> students.	Analyze data to determine if the intervention is accurately measuring, is aligned to, and is <u>targeted</u> to a specific skill or area; such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill, etc.

Tier 1 and Tier 2 Individual student data	Analyze individual student data in tier 1 and tier 2 data points to determine student growth rates and response to instruction and intervention.
Tier 1 and Tier 2 Data by subgroups, classes, grade levels, departments, content areas, MESH teams, etc.	Analyze individual student data in tier 1 and tier 2 data points to determine student growth rates and response to instruction and intervention within these subgroups.
Referral Data, Behavioral Documentation	Analyze effectiveness of classroom management within School-wide Positive Behavior Support system and trends in students, classes, times of day, etc.

Teacher Team Guiding Questions

Tier 1:

- Are 75-80% of the students meeting proficiency based on the screening data or the common assessment (core curriculum) data?
- Is the core curriculum meeting the needs of most (75-80%) of my class? The grade level? What curriculum is successful with our students? What is not successful?
- Are the core instructional methods meeting the needs of most (75-80%) of the class? The grade level? What instructional methods are successful with our students? What methods are not successful?
- Is the classroom environment effective so that 75-80% of students respond to the classroom rules, procedures, and routines?
- Looking at Tier 1 Broad Screening Data, what types of instruction and intervention do our students need?
- At the school level and the classroom levels, where do we see the need for professional development and support?
- What do we need to do/address as a grade level for our inclusion classes?
- How is the data from the classes within our grade level similar?
 - How is the data different?

Tier 2:

- According to our Tier 2 Ongoing Progress Monitoring (OPM) data, are about 70% of the students showing growth (positive response – see problem solving steps, pages 22-24)
- According to our Tier 2 Ongoing Progress Monitoring data, if students do not show a positive response, why? Should we move the students to another intervention? Smaller group?
- Is our Tier 2 supplemental material meeting the needs of our students?
- How are the intervention teachers communicating with the classroom teachers?

Teacher Data Team Quick Reference

Members	Problem Solving Tasks		
	Uses this type of data ...	To discuss ...	Guiding Questions
<p>Administrator(s) - facilitate</p> <p>Instructional/Curriculum Coach(es): Reading/Math/Writing</p> <p>Elementary Teacher (s) on grade level</p> <p>Middle/High School Teacher (s) MESH or Department</p> <p>Exceptional Education Teacher(s) associated with grade level or dept.</p> <p>Guidance Counselor/Service Provider , School Psychologists, etc., as needed</p> <p style="text-align: center;">Function</p> <p>Utilize the problem solving process to meet academic and behavioral needs of students</p> <p>Analyze data from Tier 1 and Tier 2 assessments to monitor the effectiveness of core instruction (Tier 1) and supplemental instruction (Tier 2) across the grade level or department</p> <p>Monitor fidelity of core Tier 1 instruction</p> <p>Monitor fidelity of supplemental (Tier 2) instruction</p> <p>Brainstorm needs, curriculum, resources, effective schedules, etc.</p> <p>Using Tier 1 and Tier 2 data, address the curriculum, instructional practices, and optimal learning environment conducive to student achievement</p>	<p>Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).</p> <p>Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)</p> <p>Data that is specifically measuring the intervention used and is targeted to a specific skill or area, such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill.</p> <p>Data at all levels</p> <p>Individual student data</p> <p>TIER movement report – Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly.</p>	<p>Analyze data: Core instruction is effective at each grade level/department level. Guideline: 80% students meeting proficiency in Tier 1 Core).</p> <p>Analyze Data: Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade level/department level. Guideline: 70% of Intervention students making satisfactory progress in intervention.</p> <p>If Tier 1 and Tier 2 data are showing need, diagnose the problem as a team. Prioritize the needs of the students, sub groups, grade levels, departments, etc., and match the core curriculum and supplemental interventions to these needs.</p> <p>What kinds of professional development are needed for teachers for core instruction needs and intervention instruction needs?</p> <p>Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school</p> <p>To move students within Tier 2 interventions</p> <p>Discuss movement between the tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3)</p>	<p>Based on the tier 1 data, are 75-80% of the students meeting proficiency?</p> <p>Is the core curriculum meeting the needs of 75-80% of my student in my class? The grade level?</p> <p>Are the core instructional methods meeting the needs of 75-80% of my students in the class? Grade level?</p> <p>Is the classroom environment effective so that 75-80% of the students respond to the classroom rules, procedures, and routines?</p> <p>What do we need to do/address as a grade level for our inclusion classes?</p> <p>According to the data, how are our classes within our grade level / MESH team / departments alike? Different?</p> <p>According to Tier 2 data, are about 70% of the students making progress in the intervention?</p> <p>Do we see any students not responding to the tier 2 ongoing progress monitoring data?</p> <p>Do we need to look at different supplemental material to meet the needs of our students?</p> <p>How are the intervention teachers communicating with the classroom teachers?</p> <p>Are the ongoing progress monitoring assessments aligned to the targeted skill needed for intervention?</p>

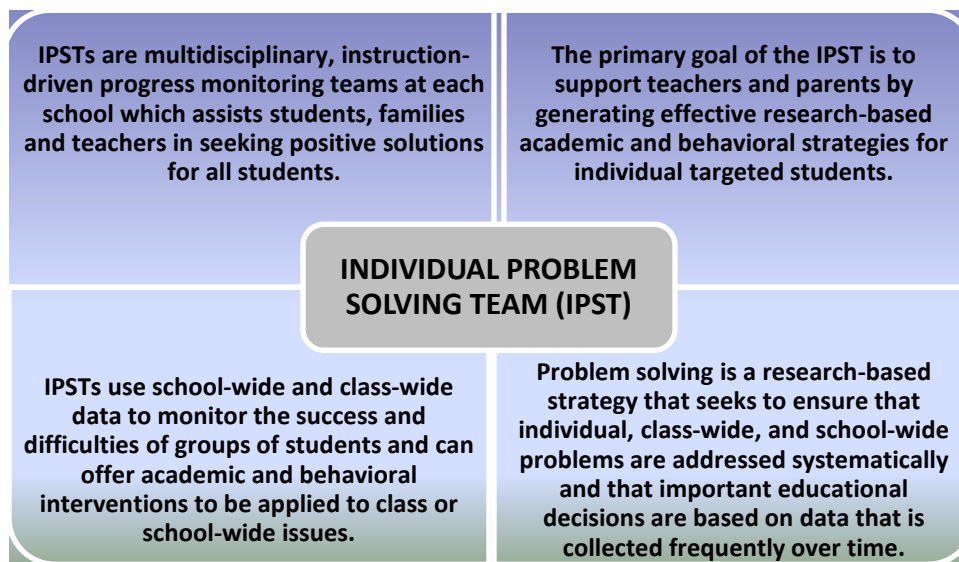
IPST Individual Problem Solving Team

MEMBERS

- Administrator
- Guidance Counselor (recommended facilitator)
Or Guidance Service Professional
- Teacher(s)
- School Psychologist
- ESE teachers and others as needed
- Parent/Guardian

Other members as needed:

Speech/Language Pathologist
Staffing Specialist
Instructional Staff (coaches)
Gifted Teacher
Behavioral Analyst
Occupational Therapist
Physical Therapist, Social Worker



FUNCTION

Individual Problem Solving meetings are designed to be an extremely diagnostic and prescriptive process. This team should examine prior intervention data and all relevant cumulative history in order to problem-solve at the most intense level. A student should not be referred to Individual Problem Solving Team if the problem is a systemic instructional, curricular, or environmental problem. The IPST therefore functions best when specialists are able to collaborate on learner centered problems.

PROCESS

The Individual Problem Solving Team revisits each step of the Problem Solving Method to determine why the learner has not yet responded to the instruction and intervention. This step is critical since the children referred to IPST are students who already have data that confirms they are not responding to intervention.

- Step 1: Review historical data (Gathered by the teacher teams)
- Step 2: Review parent contacts and professional collaboration (teacher teams)
- Step 3: Current data – review and collect:
 - Academic enablers
 - Academic behavior and performance
 - Peer/Benchmark Comparisons
 - Develop Hypothesis and Goal Statement
- Step 4: Intervention Design and Monitoring
- Step 5: Check the data, monitor the intervention progress and decide the next steps to take

(See the IPST User's Guide in this implementation manual Appendix for Gap Analysis Steps and detailed problem solving process at this level).

PROBLEM SOLVING PROCESS

1. Define the Problem

- The problem should be stated in objective measurable terms.
- The defined problem must focus on teachable skills.
- A problem is defined by the difference between what was measured and what was expected.

2. Analyze the Problem

- Ask “Why is the problem occurring?”
- Think of all relevant hypotheses using data available

3. Develop a Plan

- A good instructional/intervention plan:
- Explicitly defines the skills to be taught
- Focuses on measurable objectives
- Defines the who, what, when, where, and how of the intervention
- Describes how the instruction/intervention will be progress monitored.
- Includes a Goal Statement and Aim Line with clear numerical measures that define success. A goal statement can be formed using steps 3 and 4 of the Gap Analysis process.

4. Answer the question, “Is it working?”

- Modify Plan based on Progress Monitoring data:
 - **Continue** on if the growth rate is adequate
 - **Increase** intensity, frequency, or duration if growth rate is improving, but not significantly enough.
 - **Change** the intervention if the response is poor.

Individual Problem Solving Team Guiding Questions

In Teacher Data Meetings a general hypothesis will have been discussed for the purpose of grouping students in appropriate interventions. However, at this stage, the IPST should ask questions that dig deeper into the reason the student is not performing such as:

- Was the problem identified at the most foundational cause (Problem Analysis)?
- Is there enough diagnostic assessment data to be sure the intervention was correctly aligned and targeted to the specific problem?
- Is there a need to do observations or other assessments to gather more information before suggesting a different Tier 3 intervention?
- Did the student have enough Academic Engaged Time (AET) in the intervention?
- Considering the growth rate of the intervention data, how does this student compare to the peers in the same interventions?
- What is it about the interaction of the instruction, curriculum, environment, and learner that could help the team develop an individualized intervention? Does the team need more information about any of these?

(See the IPST User’s Guide in this implementation manual Appendix for Gap Analysis Steps and detailed problem solving process at this level).

Individual Problem Solving Team (IPST) Quick Reference

Members	Function	Tasks	
		Uses this type of data	To discuss ...
<p>Administrator (s) Guidance Counselor/Service Provider (recommended facilitator) School Psychologist Classroom Teacher(s) Parents ESE contact/teacher Interventionalist/Title 1 Teacher</p> <p>Additional Members as needed: Speech/Language Pathologist Staffing Specialist Instructional Staff (coaches) Gifted Teacher Behavioral Analyst Occupational Therapist Physical Therapist Social Worker Activity or Specials teachers</p>	<p>Individual Problem Solving meetings are designed to be an extremely diagnostic and prescriptive process.</p> <p>The IPST fully engages in the Problem Solving Method at each stage.</p> <p>The IPST should examine prior intervention data and all relevant cumulative history in order to problem-solve at the most intense level.</p> <p>A student should not be referred to Individual Problem Solving Team if the problem is instructional, curricular, or environmental in nature.</p> <p>The criteria for a child to be referred from the Teacher Data Team to the Individual Problem Solving Team is that data must show a <u>significant discrepancy</u> between the student and the benchmark, a significant discrepancy between the student and their peers, and an <u>insufficient learning growth rate</u> from previous Tier 2 interventions.</p> <p>The reason students should not be referred to the Individual Problem Solving Team without meeting the discrepancy or growth rate criteria is because the IPST only handles individual learner-centered problems.</p>	<p>Gap Analysis: Divide the expected benchmark score by the current student performance. This is your benchmark comparison. Ex: $70\% \div 35\% = 2.0$</p> <p>Divide the average peer performance by the student performance on the grade level. This is your peer grade level comparison. Ex: $81\% \div 35\% = 2.3$</p> <p>Divide the average performance score of a selected subgroup (such as SES) by the student performance. This is your Subgroup Peer Comparison. Ex: $65\% \div 35\% = 1.8$</p> <p>Determine the Gain the student needs to make to close the GAP. To identify the necessary gain subtract the student's current performance from the expected benchmark in the next benchmark period. Ex: $90 \text{ wpm} - 56 \text{ wpm} = 34 \text{ wpm}$</p> <p>Now evaluate the students growth as evidenced in progress monitoring data in comparison to the growth needed to close the gap. Determine what progress was realistic for the student. Assess the growth rate. Ex: If the expected growth rate for second grade students is 5 words per minute per week on oral reading fluency, then set your expected growth rate in accordance with that rate.</p> <p>Progress Monitor throughout the intervention. The team should assess whether the data shows the student/s are progressing sufficiently along the Aim Line.</p>	<p>1). Define the Problem</p> <p>The problem should be stated in objective measurable terms. The defined problem must focus on teachable skills. A problem is defined by the difference between what was measured and what was expected.</p> <p>2). Analyze the Problem</p> <p>Ask "Why is the problem occurring?" Think of all relevant hypotheses</p> <p>3). Develop a Plan</p> <p>A good instructional/intervention plan: Explicitly defines the skills to be taught</p> <p>Focuses on measurable objectives</p> <p>Defines the who, what, when, where, and how of the intervention</p> <p>Describes how the instruction/intervention will be progress monitored.</p> <p>Includes a Goal Statement and Aim Line with clear numerical measures that define success. A goal statement can be formed using steps 3 and 4 of the Gap Analysis process.</p> <p>Answer the question, "Is it working?" Modify Plan based on Progress Monitoring data:</p> <p>4). Evaluate the Plan: Continue on if the growth rate is adequate Increase intensity, frequency, or duration if growth rate is improving, but not significantly enough. Change the intervention if the response is poor.</p>

Appendix

School Leadership Team Resources

School-Based Leadership Team – Quick Reference
RtI Quick Reference Guide
Self Assessment of Problem Solving Implementation (SAPSI) – PS/RtI
Tier I and II Critical Components Checklist - PS/RtI
Tiers I & II Observation Checklist (Initial) - PS/RtI
Problem Solving Team Checklist (Initial Version) - PS/RtI
Problem Solving Team Checklist (Follow-Up Version) - PS/RtI

Teacher Data Team Resources

Teacher Data Team Quick Reference
Example: Meeting Record
Problem Solving for Success Worksheet (ICEL)- PS/RtI

Individual Problem Solving Team Resources

Individual Problem Solving Team Quick Reference
Individual Problem Solving Team User's Guide and Forms

School Leadership Team Resources

Resources

- School-Based Leadership Team – Quick Reference
- RtI Quick Reference Guide
- Self Assessment of Problem Solving Implementation (SAPSI) – PS/RtI
- Tier I and II Critical Components Checklist - PS/RtI
- Tiers I & II Observation Checklist (Initial) - PS/RtI
- Problem Solving Team Checklist (Initial Version) - PS/RtI
- Problem Solving Team Checklist (Follow-Up Version) - PS/RtI

School-Based Leadership Team Quick Reference

Members	Problem Solving Tasks		
	Uses this type of data	To discuss ...	Guiding Questions
<p>Administrator(s) - facilitate</p> <p>Guidance Counselor/Service Professional</p> <p>Instructional/Curriculum Coach(es): Reading/Math/Writing</p> <p>Elementary/Intermediate Teacher (s)</p> <p>Middle/High School Teacher (s)</p> <p>Exceptional Education Teacher(s)</p> <p>Activity Teacher(s)</p> <p style="text-align: center;">Team Function</p> <p>Plan, implement and monitor the progress of school improvement</p> <p>Implement Response to Instruction/Intervention as a school-wide method of raising student achievement outcomes for all students</p> <p>Provides the vision for the leadership for the school in terms of both academic and behavioral success in the RtI Process</p> <p>Systematically evaluates the school infrastructure, scheduling, personnel and curriculum resources, staff development, and school procedures as RtI is implemented in the building</p>	<p>Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).</p> <p>Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)</p> <p>Data that is specifically measuring the intervention used and is targeted to a specific skill or area, such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill.</p> <p>Needs survey at the teacher level</p> <p>Using the school data (time of year will determine what data is analyzed): CRT as a summative one time measure - TIER 1 (3 to 4 times a year screening data, all subjects as available) - TIER 2 (Intervention data, ongoing every 2 weeks or so) - TIER 3 (Intervention data) – ongoing every 1 week or so) - TIER movement report Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly.</p>	<p>Analyze data: Core instruction is effective at each grade level/department level. Guideline: 80% students meeting proficiency in Tier 1 Core).</p> <p>Analyze Data: Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade level/department level. Guideline: 70% of Intervention students making satisfactory progress in intervention.</p> <p>If no to any of the above, diagnose the problem as a team. Prioritize the needs of the students, sub groups, grade levels, departments, etc., and match the core curriculum and supplemental interventions to these needs.</p> <p>What kinds of professional development are needed for teachers for core instruction needs and intervention instruction needs?</p> <p>Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school</p> <p>Discuss movement between the tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3)</p>	<p>Have we established our school's mission, vision, values, and long-term goals? And are we making sure RtI is matching these?</p> <p>Are we making sure we model, teach, and expect a climate of collegiality among our staff?</p> <p>Have our teachers received adequate training in implementing the core and supplemental instruction?</p> <p>Do we have a plan to communicate the RtI Process to our families/parents?</p> <p>Have we analyzed the weaknesses in the core and supplement the core as needed?</p> <p>Looking at Tier 1 Screening Data, what type of instruction and intervention do our students need?</p> <p>Based on data, where do we see the need for staff development in the school? In a grade level? In a classroom?</p> <p>Based on data, where should we 'spend' or place our resources (money and personnel?)</p> <p>What skills and strategies can we learn about in professional development that will enhance our instruction and intervention?</p> <p>Based on Tier 1 data (trends, patterns), what are the strategies and skills we need to provide so all students receive the Differentiated Instruction that they need?</p> <p>Is our data representative of assessments that are reliable, valid, and sensitive measures that define student achievement over time?</p>

RtI

Response to Intervention Quick Reference Guide

Self-Assessment of Problem Solving Implementation (SAPSI)*

PS/RtI Implementation Assessment

Directions:

In responding to each item below, please use the following response scale:

Not Started (N) — (The activity occurs less than 24% of the time)

In Progress (I) — (The activity occurs approximately 25% to 74% of the time)

Achieved (A) — (The activity occurs approximately 75% to 100% of the time)

Maintaining (M) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

For each item below, please write the letter of the option (N, I, A, M) that best represents your School-Based Leadership Team’s response in the column labeled “Status”. In the column labeled “Comments/Evidence”, please write any comments, explanations and/or evidence that are relevant to your team’s response. When completing the items on the SAPSI, the team should base its responses on the grade levels being targeted for implementation by the school.

<u>Consensus: Comprehensive Commitment and Support</u>	Status	Comments/Evidence
1. Board level leadership provides active commitment and support (e.g., meets to review data and issues at least twice each year).		
2. The school leadership provides training, support and active involvement (e.g., principal is actively involved in School-Based Leadership Team meetings).		
3. Faculty/staff support and are actively involved with problem solving/RtI (e.g., one of top 3 goals of the School Improvement Plan, 80% of faculty document support, 3-year timeline for implementation available).		
4. A School-Based Leadership Team is established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and teachers from representative areas (e.g., general ed., special ed.)		
5. Data are collected (e.g., beliefs survey, satisfaction survey) to assess level of commitment and impact of PS/RtI on faculty/staff.		

Additional Comments/Evidence:

* Adapted from the IL-ASPIRE SAPSI v. 1.6
Center for School Evaluation, Intervention and Training (CSEIT)
Loyola University Chicago 1

PS/RtI Implementation Assessment (Cont'd)

Scale: **Not Started (N)** — (The activity occurs less than 24% of the time)
 In Progress (I) — (The activity occurs approximately 25% to 74% of the time)
 Achieved (A) — (The activity occurs approximately 75% to 100% of the time)
 Maintaining (M) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Infrastructure Development: Data Collection and Team Structure	Status	Comments/Evidence
6. School-wide data (e.g., AIMSweb, Curriculum-Based Measures, Office Discipline Referrals) are collected through an efficient and effective systematic process.		
7. Statewide and other databases (e.g., SAIN) are used to make data-based decisions.		
8. School-wide data are presented to staff after each benchmarking session (e.g., staff meetings, team meetings, grade-level meetings).		
9. School-wide data are used to evaluate the effectiveness of core academic programs.		
10. School-wide data are used to evaluate the effectiveness of core behavior programs.		
11. Curriculum-Based Measurement (e.g., AIMSweb) data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for academics.		
12. Office Disciplinary Referral data are used in conjunction with other data sources to identify students needing targeted group interventions and individualized interventions for behavior.		
13. Data are used to evaluate the effectiveness (RtI) of Tier 2 intervention programs.		
14. Individual student data are utilized to determine response to Tier 3 interventions.		
15. Special Education Eligibility determination is made using the RtI model for the following ESE programs: a. Emotional/Behavioral Disabilities (EBD) b. Specific Learning Disabilities (SLD)		

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 Loyola University Chicago 1

PS/RtI Implementation Assessment (Cont'd)

Scale: **Not Started (N)** — (The activity occurs less than 24% of the time)
 In Progress (I) — (The activity occurs approximately 25% to 74% of the time)
 Achieved (A) — (The activity occurs approximately 75% to 100% of the time)
 Maintaining (M) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Infrastructure Development: Data Collection and Team Structure	Status	Comments/Evidence
16. The school staff has a process to select evidence-based practices.		
a. Tier 1		
b. Tier 2		
c. Tier 3		
17. The School-Based Leadership Team has a regular meeting schedule for problem-solving activities.		
18. The School-Based Leadership Team evaluates target student's/students' RtI at regular meeting.		
19. The School-Based Leadership Team involves parents.		
20. The School-Based Leadership Team has regularly scheduled data day meetings to evaluate Tier 1 and 2 data.		

Additional Comments/Evidence:

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 Center for School Evaluation, Intervention and Training (CSEIT)
 Loyola University Chicago 1

PS/RtI Implementation Assessment (Cont'd)

Scale: **Not Started (N)** — (The activity occurs less than 24% of the time)
In Progress (I) — (The activity occurs approximately 25% to 74% of the time)
Achieved (A) — (The activity occurs approximately 75% to 100% of the time)
Maintaining (M) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Implementation: Three-Tiered Intervention System and Problem-Solving Process	Status	Comment/Evidence
21. The school has established a three-tiered system of service.		
a. Tier I Academic Core Instruction clearly identified.		
b. Tier I Behavioral Core Instruction clearly identified.		
c. Tier 2 Academic Supplemental Instruction/Programs clearly identified.		
d. Tier 2 Behavioral Supplemental Instruction/Programs clearly identified.		
e. Tier 3 Academic Intensive Strategies/Programs are evidence-based		
f. Tier 3 Behavioral Intensive Strategies/Programs are evidence-based.		
22. Teams (e.g., School-Based Leadership Team, Problem-Solving Team, Intervention Assistance Team) implement effective problem solving procedures including:		
a. Problem is defined as a data-based discrepancy (GAP Analysis) between what is expected and what is occurring (includes peer and benchmark data.)		
b. Replacement behaviors (e.g., reading performance targets, homework completion targets) are clearly defined.		
c. Problem analysis is conducted using available data and evidence-based hypotheses.		
d. Intervention plans include evidence-based (e.g., research-based, data-based) strategies.		
e. Intervention support personnel are identified and scheduled for all interventions.		

Center for School Evaluation, Intervention and Training (CSEIT)

Loyola University Chicago 1

PS/RtI Implementation Assessment (Cont'd)

Scale: **Not Started (N)** — (The activity occurs less than 24% of the time)
 In Progress (I) — (The activity occurs approximately 25% to 74% of the time)
 Achieved (A) — (The activity occurs approximately 75% to 100% of the time)
 Maintaining (M) — (The activity was rated as achieved last time and continues to occur approximately 75% to 100% of the time)

Implementation: Three-Tiered Intervention System and Problem-Solving Process	Status	Comment/Evidence
f. Intervention integrity is documented.		
g. Response to intervention is evaluated through systematic data collection.		
h. Changes are made to intervention based on student response.		
i. Parents are routinely involved in implementation of interventions.		

Additional Comments/Evidence:

* Adapted from the IL-ASPIRE SAPSI v. 1.6
 Center for School Evaluation, Intervention and Training (CSEIT)
 Loyola University Chicago 1

PS/Rtl Implementation Assessment (Cont'd)

Scale: **Not Started (N)** — (The activity occurs less than 24% of the time)
 In Progress (I) — (The activity occurs approximately 25% to 74% of the time)
 Achieved (A) — (The activity occurs approximately 75% to 100% of the time)
 Maintaining (M) — (The activity was rated as achieved last time and continues to occur
 approximately 75% to 100% of the time)

Implementation: Monitoring and Action Planning	Status	Comments/Evidence
23. A strategic plan (implementation plan) exists and is used by the School-Based Leadership Team to guide implementation of PS/Rtl.		
24. The School-Based Leadership Team meets at least twice each year to review data and implementation issues.		
25. The School-Based Leadership Team meets at least twice each year with the Board Leadership Team to review data and implementation issues.		
26. Changes are made to the implementation plan as a result of school and board leadership team data-based decisions.		
27. Feedback on the outcomes of the PS/Rtl Project is provided to school-based faculty and staff at least yearly.		

Additional Comments/Evidence:

* Adapted from the IL-ASPIRE SAPSI v. 1.6
 Center for School Evaluation, Intervention and Training (CSEIT)
 Loyola University Chicago 1

Tiers I and II Critical Components Checklist

School: _____ Target Area: Reading Math Behavior

Window: 1 2 3

Grade Level (if applicable): _____

Directions: For each selected target area and grade-level, please use the scale provided to indicate the degree to which each critical component of a Problem-Solving/Response to Intervention (PS/RtI) model is present in paperwork (i.e., permanent products) derived from data meetings (i.e., meetings in which the PS/RtI model is used to examine Tier I and/or II instruction). See the attached rubric for the criteria for determining the degree to which each critical component is present in the paperwork.

Component	0 = Absent 1 = Partially Present 2 = Present N/A = Not Applicable	Evidence/Comments
Problem Identification		
1. Data were used to determine the effectiveness of core instruction	0 1 2	
2. Decisions were made to modify core instruction or to develop supplemental (Tier II) Interventions	0 1 2	
3. Universal screening (e.g., AIMSweb) or other data sources (e.g., AIMSweb assessments) were used to identify groups of students in need of supplemental intervention	0 1 2	
Problem Analysis		
4. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks	0 1 2 N/A	
5. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks	0 1 2 N/A	
6. Modifications were made to core instruction		
a. A plan for implementation of modifications to core instruction was documented	0 1 2 N/A	
b. Support for implementation of modifications to core instruction was documented	0 1 2 N/A	
c. Documentation of implementation of modifications to core instruction was provided	0 1 2 N/A	

Tiers I and II Critical Components Checklist, continued.

Component	0 = Absent 1 = Partially Present 2 = Present N/A = Not Applicable	Evidence/Comments
7. Supplemental (Tier II) instruction was developed or modified		
a. A plan for implementation of supplemental instruction was documented	0 1 2 N/A	
b. Support for implementation of supplemental instruction was documented	0 1 2 N/A	
c. Documentation of implementation of supplemental instruction was provided	0 1 2 N/A	
Program Evaluation/Rtl		
8. Criteria for positive response to intervention were defined	0 1 2 N/A	
9. Progress monitoring and/or universal screening data were collected/scheduled	0 1 2 N/A	
10. A decision regarding student Rtl was documented	0 1 2 N/A	
11. A plan for continuing, modifying, or terminating the intervention plan was provided	0 1 2 N/A	

Additional Comments:

Tiers I & II Observation Checklist

School Name: _____ Target Area: Reading Math Behavior

Date: _____ Grade Level: _____

Directions: Prior to the Problem-Solving Team/Data meeting, check whether each of the personnel identified in items 1-9 were present or absent. For items 10-20, please check whether the critical component of problem-solving/Response to Intervention was present or absent during the Problem-Solving Team/Data meeting. This form should only be used for problem solving/data meetings focusing on Tier I and/or II issues.

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Reading Coach)			
6. Special Education Teacher			
7. Facilitator			
8. Recorder (i.e., Notetaker)			
9. Timekeeper			
Problem Identification			
10. Data were used to determine the effectiveness of core instruction			
11. Decisions were made to modify core instruction and/or to develop supplemental (Tier II) interventions			
12. Universal screening (e.g., AIMSweb) or other data sources were used to identify groups of students in need of supplemental intervention			
Problem Analysis			
13. The school-based team generated hypotheses to identify potential reasons for students not meeting benchmarks			
14. Data were used to determine viable or active hypotheses for why students were not attaining benchmarks			
Intervention Development/Support			
15. Modifications were made to core instruction (Note: Circle N/A under the Evidence/Notes column for a-c if defensible decision was made to NOT modify core instruction)			
Critical Component			
a. A plan for implementation of modifications to core instruction was documented			N/A
b. Support for implementation of medications to core instruction was documented			N/A
c. Documentation of implementation of medications to core instruction was provided			N/A

Tiers I & II Observation Checklist, continued

16. Supplemental (Tier II) instruction was developed or modified (Note: Circle N/A under the Evidence/Notes column for a-c if a defensible decision was made to NOT modify supplemental instruction)			
17.			
a.	A plan for implementation of supplemental instruction was documented		
b.	Support for implementation of supplemental instruction was documented		
c.	Documentation of implementation of supplemental instruction was provided		
Program Evaluation/Rtl			
18.	Criteria for positive response to intervention were defined		
19.	Progress monitoring and/or universal screening data were collected/scheduled		
20.	A decision regarding student Rtl was documented		
21.	A Plan for continuing, modifying, or terminating the intervention plan was provided		

Additional Comments:

Problem-Solving Team Checklist – Initial Version

School Name: _____ Student ID: _____

Date: _____ Concerns: Reading Math Behavior

Grade Level: _____

Directions: Prior to the Problem-Solving Team meeting, check whether each of the personnel identified in items 1-9 were present or absent. For items 10-26, please check whether the critical component of problem-solving/Response to Intervention was present or absent during the Problem-Solving Team meeting. This form should only be used for initial individual student focused problem-solving sessions.

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Reading Coach)			
6. Special Education Teacher			
7. Facilitator			
8. Recorder			
9. Timekeeper			
Problem Identification			
10. Replacement			
11. Data were collected to determine the current level of performance for the replacement behavior			
12. Data were obtained for benchmark (i.e., expected) level(s) of performance			
13. Data were collected on the current level of peer performance or the data collected adequately represents average peer performance			
14. A gap analysis between the student's current level of performance and the benchmark, and the peers' current level of performance (or adequate representation of peer performance) and the benchmark was conducted			
Problem Analysis			
15. Hypotheses were developed across multiple domains (e.g., curriculum, classroom, home/family, child, teacher, peers) or a functional analysis of behavior was completed			
Critical Component			
16. Hypotheses were developed to determine if the student was not performing the replacement behavior because of a performance and/or skill deficit			
17. Data were available or identified for collection to verify/nullify hypotheses			
18. At least one hypothesis was verified with data available at the meeting			

Intervention Development/Support			
19. Goals were clearly selected and related directly to benchmarks			
20. Interventions were developed in areas for which data were available and hypotheses were verified			
21. At least some discussion occurred about the use of evidence-based interventions			
22. A plan for assessing intervention integrity was agreed upon			
23. Frequency, focus and dates of progress monitoring were agreed upon			
24. Criteria for positive response to intervention were agreed upon			
25. An intervention support plan was developed (including actions to be taken, who is responsible, and when the actions will occur)			
26. A follow-up meeting was scheduled			

Additional Comments:

Problem-Solving Team Checklist-Follow-Up Version

School Name: _____ Student ID: _____

Date: _____

Directions: Prior to the Problem-Solving Team meeting, please indicate whether the personnel identified in items 1-9 were present or absent at the meeting. For items 10-15, please indicate whether the critical components of problem-solving/Response to Intervention identified was present or absent during the meeting. This form should only be used for individual student focused follow-up problem-solving sessions.

Critical Component	Present	Absent	Evidence/Notes
Personnel Present			
1. Administrator			
2. Classroom Teacher			
3. Parent			
4. Data Coach			
5. Instructional Support (e.g., Reading Coach)			
6. Special Education Teacher			
7. Facilitator			
8. Recorder			
9. Timekeeper			
Problem Evaluation			
10. Progress monitoring data were presented graphically			
11. Documentation of implementation of the intervention plan was presented			
12. A decision regarding good, questionable, or poor Rtl was made			
13. A decision to continue, modify, or terminate the intervention support plan was made			
14. A decision to continue, modify, or terminate the intervention support plan was made			
15. A follow-up meeting was scheduled			

Additional Comments:

Teacher Data Team Resources

Resources

- Teacher Data Team Quick Reference
- Example: Meeting Record
- Problem Solving for Success Worksheet (ICEL)- PS/RtI

Teacher Data Team Quick Reference

Members	Problem Solving Tasks		
	Uses this type of data ...	To discuss ...	Guiding Questions
<p>Administrator(s) - facilitate</p> <p>Instructional/Curriculum Coach(es): Reading/Math/Writing</p> <p>Elementary Teacher (s) on grade level</p> <p>Middle/High School Teacher (s) MESH or Department</p> <p>Exceptional Education Teacher(s) associated with grade level or dept.</p> <p>Guidance Counselor/Service Provider , School Psychologists, etc., as needed</p> <p style="text-align: center;"><u>Function</u></p> <p>Utilize the problem solving process to meet academic and behavioral needs of students</p> <p>Analyze data from Tier 1 and Tier 2 assessments to monitor the effectiveness of core instruction (Tier 1) and supplemental instruction (Tier 2) across the grade level or department</p> <p>Monitor fidelity of core Tier 1 instruction</p> <p>Monitor fidelity of supplemental (Tier 2) instruction</p> <p>Brainstorm needs, curriculum, resources, effective schedules, etc.</p> <p>Using Tier 1 and Tier 2 data, address the curriculum, instructional practices, and optimal learning environment conducive to student achievement</p>	<p>Tier 1 Screening data (3-4 times per year). Ex: State and AIMSweb assessments).</p> <p>Tier 2 Ongoing Progress Monitoring Data (every 2 to 3 weeks)</p> <p>Data that is specifically measuring the intervention used and is targeted to a specific skill or area, such as one phonics skill, one comprehension strategy, one math skill, one classroom management/behavior skill.</p> <p>Data at all levels</p> <p>Individual student data</p> <p>TIER movement report – Generated from the Teacher Data Meeting and Individual Problem Solving Team Meeting monthly.</p>	<p>Analyze data: Core instruction is effective at each grade level/department level. Guideline: 80% students meeting proficiency in Tier 1 Core).</p> <p>Analyze Data: Supplemental Intervention has been targeted to specific needs and is monitoring that progress with fidelity at each grade level/department level. Guideline: 70% of Intervention students making satisfactory progress in intervention.</p> <p>If Tier 1 and Tier 2 data are showing need, diagnose the problem as a team. Prioritize the needs of the students, sub groups, grade levels, departments, etc., and match the core curriculum and supplemental interventions to these needs.</p> <p>What kinds of professional development are needed for teachers for core instruction needs and intervention instruction needs?</p> <p>Analyze student achievement as evidenced by improved outcomes (individual, class, grade level, departments, and school</p> <p>To move students within Tier 2 interventions</p> <p>Discuss movement between the tiers (1 to 2, 2 to 1, 2 to 3, 3 to 2, and referrals from Tier 3)</p>	<p>Based on the tier 1 data, are 75-80% of the students meeting proficiency?</p> <p>Is the core curriculum meeting the needs of 75-80% of my student in my class? The grade level?</p> <p>Are the core instructional methods meeting the needs of 75-80% of my students in the class? Grade level?</p> <p>Is the classroom environment effective so that 75-80% of the students respond to the classroom rules, procedures, and routines?</p> <p>What do we need to do/address as a grade level for our inclusion classes?</p> <p>According to the data, how are our classes within our grade level / MESH team / departments alike? Different?</p> <p>According to Tier 2 data, are about 70% of the students making progress in the intervention?</p> <p>Do we see any students not responding to the tier 2 ongoing progress monitoring data?</p> <p>Do we need to look at different supplemental material to meet the needs of our students?</p> <p>How are the intervention teachers communicating with the classroom teachers?</p> <p>Are the ongoing progress monitoring assessments aligned to the targeted skill needed for intervention?</p>

Student Data Meetings

Name _____ Grade Level _____ Teacher _____

Meeting # _____ Date: _____	Meeting # _____ Date: _____	Meeting # _____ Date: _____
Student Strengths: Academic/Behavioral Concern:	Updates: Additional personnel invited to next meeting: __ Guidance __ Language __ Other:	Updates:
Data to Support Concern: Please attach the following: <ul style="list-style-type: none"> • Student Membership Record (SAR card) • Running Record Data (K-3/4-6 as needed) • "Compare" Graphs • PASI/PSI data (K-3/4-6 as needed) • Classroom Assessment Data • Work Samples • PMP • Most current Report Card/Interim Report • Other 	Data to Support Concern: Please attach the following: <ul style="list-style-type: none"> • Student Membership Record (SAR card) • Running Record Data (K-3/4-6 as needed) • "Compare" Graphs • PASI/PSI data (K-3/4-6 as needed) • Classroom Assessment Data • Work Samples • PMP • Most current Report Card/Interim Report • Other 	Data to Support Concern: Please attach the following: <ul style="list-style-type: none"> • Student Membership Record (SAR card) • Running Record Data (K-3/4-6 as needed) • "Compare" Graphs • PASI/PSI data (K-3/4-6 as needed) • Classroom Assessment Data • Work Samples • PMP • Most current Report Card/Interim Report • Other
Team Suggestions:	Team Suggestions:	Team Suggestions:
Chosen Intervention: Status of Intervention: __ Successful __ Ongoing __ Insufficient __ Continue with Intervention __ New Intervention **Attach INTERVENTION LOG and PROGRESS MONITORING DATA (i.e. Voyager charts, PASI etc.)	Intervention Progress/Progress Monitoring Data: Status of Intervention: __ Successful __ Ongoing __ Insufficient __ Continue with Intervention __ New Intervention **Attach INTERVENTION LOG and PROGRESS MONITORING DATA (i.e. Voyager charts, PASI etc.)	Intervention Progress/Progress Monitoring Data: Status of Intervention: __ Successful __ Ongoing __ Insufficient __ Continue with Intervention __ New Intervention **Attach INTERVENTION LOG and PROGRESS MONITORING DATA (i.e. Voyager charts, PASI etc.)
Chosen Method of Progress Monitoring:	Chosen Method of Progress Monitoring:	Chosen Method of Progress Monitoring:
Follow Up: In _____ weeks Date:	Follow Up: In _____ weeks Date:	Follow Up: In _____ weeks Date:

After 3 data meetings:

Problem Solving Plan for Student Success ICEL Worksheet

Domains: Instruction, Curriculum, Environment, and Learner

INSTRUCTION: Questions to consider when evaluating the INSTRUCTION Domain:

1. Is effective instruction being provided in all critical areas related to this concern?
2. Is enough instructional time being allocated to ensure student success?
3. Are the teachers working with this student using the effective practices to differentiate instruction?

For the questions above, when observing or interviewing staff, what instruction seems to work for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

CURRICULUM: Questions to consider when evaluating the CURRICULUM Domain:

1. Are the curriculum and/or intervention research based and validated?
2. Do the curriculum and/or intervention address all critical areas related to the current concern?
3. Is the curriculum or current intervention being implemented with fidelity?

For curriculum, when reviewing data, student records, observing, or interviewing staff, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

ENVIRONMENT: Questions to consider when evaluating the ENVIRONMENT Domain:

1. Is there a positive climate for learning?
2. Is the problem more prevalent in a certain area of the school or classroom?
3. Are both whole group instruction and small group differentiated instruction being delivered to this student?

Learning environment: when reviewing data, student records, observing, or interviewing staff, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

LEARNER: Questions to consider when evaluating the LEARNER Domain:

1. How might the traits/skills of the student be contributing to the problem?
2. What student factors are relevant and alterable in addressing this concern?

When reviewing data, curriculum, or student records, observing, interviewing staff, or testing, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

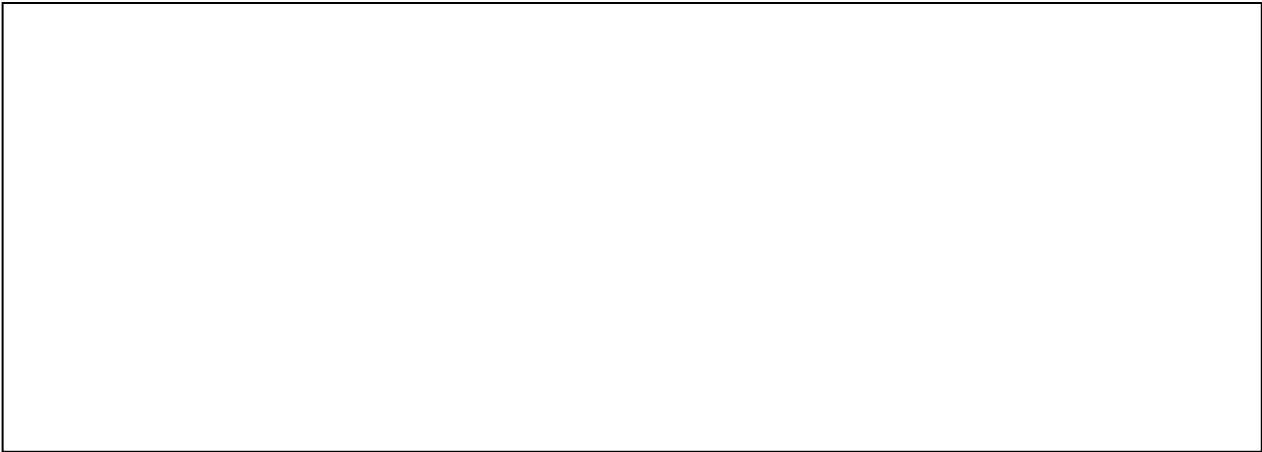
Individual Problem Solving Team (IPST) Resources

Resources:

- Individual Problem Solving Team Quick Reference
- Individual Problem Solving Team User's Guide and Forms

Individual Problem Solving Team (IPST) Quick Reference

Members	Function	Tasks	
		Uses this type of data	To discuss ...
<p>Administrator (s) Guidance Counselor/Service Provider (recommended facilitator) School Psychologist Classroom Teacher(s) Parents ESE contact/teacher Interventionist/Title 1 Teacher</p> <p>Additional Members as needed: Speech/Language Pathologist Staffing Specialist Instructional Staff (coaches) Gifted Teacher Behavioral Analyst Occupational Therapist Physical Therapist Social Worker Activity or Specials teachers</p>	<p>Individual Problem Solving meetings are designed to be an extremely diagnostic and prescriptive process.</p> <p>The IPST fully engages in the Problem Solving Method at each stage.</p> <p>The IPST should examine prior intervention data and all relevant cumulative history in order to problem-solve at the most intense level.</p> <p>A student should not be referred to Individual Problem Solving Team if the problem is instructional, curricular, or environmental in nature.</p> <p>The criteria for a child to be referred from the Teacher Data Team to the Individual Problem Solving Team is that data must show a <u>significant discrepancy</u> between the student and the benchmark, a significant discrepancy between the student and their peers, and an <u>insufficient learning growth rate</u> from previous Tier 2 interventions.</p> <p>The reason students should not be referred to the Individual Problem Solving Team without meeting the discrepancy or growth rate criteria is because the IPST only handles individual learner-centered problems.</p>	<p>Gap Analysis: Divide the expected benchmark score by the current student performance. This is your benchmark comparison. Ex: $70\% \div 35\% = 2.0$</p> <p>Divide the average peer performance by the student performance on the grade level. This is your peer grade level comparison. Ex: $81\% \div 35\% = 2.3$</p> <p>Divide the average performance score of a selected subgroup (such as SES) by the student performance. This is your Subgroup Peer Comparison. Ex: $65\% \div 35\% = 1.8$</p> <p>Determine the Gain the student needs to make to close the GAP. To identify the necessary gain subtract the student's current performance from the expected benchmark in the next benchmark period. Ex: $90 \text{ wpm} - 56 \text{ wpm} = 34 \text{ wpm}$</p> <p>Now evaluate the students growth as evidenced in progress monitoring data in comparison to the growth needed to close the gap. Determine what progress was realistic for the student. Assess the growth rate. Ex: If the expected growth rate for second grade students is 5 words per minute per week on oral reading fluency, then set your expected growth rate in accordance with that rate.</p> <p>Progress Monitor throughout the intervention. The team should assess whether the data shows the student/s are progressing sufficiently along the Aim Line.</p>	<p>1). Define the Problem</p> <p>The problem should be stated in objective measurable terms. The defined problem must focus on teachable skills. A problem is defined by the difference between what was measured and what was expected.</p> <p>2). Analyze the Problem</p> <p>Ask "Why is the problem occurring?" Think of all relevant hypotheses</p> <p>3). Develop a Plan A good instructional/intervention plan: Explicitly defines the skills to be taught</p> <p>Focuses on measurable objectives</p> <p>Defines the who, what, when, where, and how of the intervention</p> <p>Describes how the instruction/intervention will be progress monitored.</p> <p>Includes a Goal Statement and Aim Line with clear numerical measures that define success. A goal statement can be formed using steps 3 and 4 of the Gap Analysis process.</p> <p>Answer the question, "Is it working?" Modify Plan based on Progress Monitoring data:</p> <p>4). Evaluate the Plan: Continue on if the growth rate is adequate Increase intensity, frequency, or duration if growth rate is improving, but not significantly enough. Change the intervention if the response is poor.</p>



RIVER MOUNTAIN ACADEMY

Individual Problem Solving Team (IPST)

In the Response to Intervention/Instruction model, the three tiers are levels of services of instruction and support for students. The tiers of services are not placements for students, but represent a continuum of increasing levels of support that students may receive and have access to.

Tier 1 services are core instruction in any content area that all students receive. In addition to the core instruction, some students may require additional supplemental instruction (Tier 2) or intensive and target instruction (Tier 3).

The Response to Instruction/Intervention model uses data to answer questions about the effectiveness of all Tiers and levels of instruction, beginning with Tier 1. Before teams look at individual students for problem solving, which takes place in the Individual Problem Solving Team (IPST), schools should have two other teams in place analyzing and considering student data.

- The School Leadership Team uses school wide data, grade level/department data, and classroom data to determine the effectiveness of the core Tier 1 instruction monthly as new data is collected.
- Teacher Data Teams use individual, classroom, grade level, and department wide data to determine effectiveness of core Tier 1 instruction, with a specific focus on data trends indicating student need and the need for differentiated instruction.

In order to individually problem solve one student's situation, the Response to Instruction/Intervention model requires schools to determine how many other students are in the same situation. If more than 20% of a class or of a group of students are experiencing a similar problem, the way to address this problem is addressing Tier 1 instruction since Tier 1 instruction should be effective for 80% of students. If 5% - 20% of students in the class or group are experiencing a similar problem, the way to address this problem is through Tier 2 supplemental instruction. If less than 5% of students are experiencing a similar problem, then it is prudent to individually problem solve this situation.

In summary, the identification of the problem and how to approach it is:

How many students have this problem?	Problem Identification and possible action	Teams needed to take action	What to use to monitor
≥ 20% of class/subgroup/grade level	Tier 1 – address instruction that everyone is receiving	Teacher Data Teams and School Leadership Team	Tier 1 data
Between 5% - 20% of class/subgroup/grade level	Tier 2 - develop small group Intervention and support	Teacher Data Teams and School Leadership Team	Biweekly or tri-weekly progress monitoring data
≤ 5% of class/subgroup/grade level	Individual Student – develop intensive, targeted intervention	IPST	Weekly ongoing progress monitoring data

This IPST USER GUIDE is to be used as a reference for IPST (Individual Problem Solving Teams) as needed when seeking to problem solve an individual student situation.

To be clear, this team looks at individual problem solving when $\leq 5\%$ of the class/subgroup or grade level is experiencing the same problem and the other two school based teams (School Leadership and Teacher Data teams) have evaluated at Tier 1 Differentiation and Tier 2 Supplemental Instruction.

In order to proceed to the IPST, it is assumed that the student is receiving Effective Differentiated Core Instruction at Tier 1 and Effective Supplemental Instruction at Tier 2 and is still showing a need in comparison to the peers in the class and grade level / department.

A summary of the forms and five steps are below:

STEP 1: IPST FORM 1: *Historic and Cumulative Review.*

This form is the basic review of the student's history. At the onset of teacher concern in academic and/or behavior areas, the teacher gathers historical data on the student. This history helps create a full picture of the student and helps provide information of historic trends, student strengths, and student needs. This may be taken from the cum folder or an electronic source.

STEP 2: IPST FORM 2: *Parent Contact and Staff Consultations.*

At the onset of a teacher concern, it is best practice to always inform the parent/guardians of the concern. This form documents when and how this notification of concern occurred. Additionally, the Rtl process encourages professional collaboration, and this form also documents a teacher's collaborative effort to inform instruction and address student needs through professional collaboration.

STEP 3A: IPST FORM 3A: *Academic Data Collection*

At this step in the process, current student data is collected and the problem identification phase is confirmed. There may be a need to gather more data, however, but once sufficient data is gathered and the problem is confirmed (Tier 1, Tier 2, Tier 3), the data is analyzed.

STEP 3B: IPST FORM 3B: *Problem Identification, Gap Analysis, Hypothesis, Goal Statement*

This form collects essential information regarding a student's level of performance compared to benchmarks and peers. In addition, this data on this form identifies enablers and inhibitors to academic and/or behavioral success. Successful identification of enablers and inhibitors will better guide teams to develop effective interventions. In order to complete a GAP analysis, the student data, class data, grade level, and benchmark data on the same measure should be collected. This will help determine the magnitude of a gap from individual student to the benchmark or peers. Based on this data, a hypothesis and goal statement is generated to inform intervention.

STEP 3C: IPST FORM 3C: *Behavior Data Collection*

If the problem does not consist of entirely academic concerns or behavior is a concern as well, this form is one example of a data collection tool that gathers information about student behavior to determine trends or patterns. In order to develop a meaningful intervention plan, it is important to identify the function (pay-off) of the interfering behavior and the environmental condition in which the behavior is most likely to occur. By having the teacher(s) provide this type of information before or during the IPST meeting, the team is more likely to generate targeted and useful interventions linked to the specific problem area

STEP 4: IPST FORM 4: *Individual Student Intervention Design and Evaluation*

The individual student intervention design should be completed by the IPST team. The classroom teacher, intervention teacher, or person providing targeted intervention to the student will provide input and documentation regarding the data points and progress monitoring. A fidelity log may also be attached for evaluation purposes by the IPST. The intervention teacher provides documentation as to the intervention itself (absences, frequency, etc.) and the ongoing progress monitoring data (OPM). The IPST team evaluates the effectiveness of the intervention and makes decision accordingly. Step 4 is to document individual interventions attempted and the student's response. Data will indicate if the research-based intervention should be continued, modified or if other intervention(s) may be more effective. See form directions for specific instructions.

Step 5: IPST FORM 5: *Analysis of Interventions and Recommendations*

This form will be completed by the IPST Chair with input from the team. Consideration is given to data collected throughout the problem solving process, and the IPST team determines educational needs based on the student's response to interventions. Data drives the problem solving process. Through accurate progress monitoring, the team will have sufficient data to make important educational decisions about the student. These decisions may include maintaining the current intervention, modifying the intervention, terminating the intervention, or referring to alternate programs or for a social history and/or psychoeducational evaluation.

River Mountain Academy

Individual Problem Solving Team (IPST)

Team Process Steps 1 – 5

Note: The following documents represent a framework and process to document the Response to Instruction/Intervention process. The five step process is as follows:

Step 1: At the onset of teacher concern in academic and/or behavior areas, the teacher gathers historical data on the student. (Teacher fills out this form).

Hard Copy: Use IPST *FORM 1: Historic and Cumulative Review*.

Step 2: The teacher notifies parent/guardian of the concern, continues instruction, and seeks professional collaboration as necessary. (Teacher fills out this form). Hard Copy: Use IPST *FORM 2: Parent Contact and Staff Consultations*.

Generally, Rtl Steps 1 and 2 are before any IPST meetings and are part of the Rtl referral process when moving to IPST from the teacher data team meetings. Steps 3-5 are facilitated by the IPST team chair and the multidisciplinary team provides input. Teachers are not to complete Rtl steps 3-5 on their own.

Step 3: Current data is collected and the Problem Identification phase begins. Problem Identification may include the need to gather more data. Once sufficient data is gathered, data is analyzed and the problem is identified. Based on this information, a hypothesis and a goal statement are generated. Hard Copy: Use: Documentation form:

IPST FORM 3A = Academic Data Collection

IPST FORM 3B = Problem Identification, Gap Analysis, Hypothesis, Goal Statement

IPST FORM 3C = Behavior Data Collection

Step 4: Intervention design. The IPST team will design an intervention to address the goal.

Hard Copy: IPST *FORM 4: Individual Intervention Design and Evaluation*.

Step 5: Evaluation of steps 1 – 4 to determine next course of action.

Hard copy: Use IPST *FORM 5 Analysis of Interventions and Recommendations*.

RIVER MOUNTAIN ACADEMY
Individual Problem Solving Team (IPST)
Documentation Process – Quick Reference

Form	Title	Who/When	What
IPST FORM 1	<i>Historic and Cumulative Review</i>	Classroom teachers complete this prior to any IPST team data meetings. Usually teachers begin to collect this when concerns begin to develop.	When a teacher has a concern about a student academically or behaviorally that warrants further investigation, this form serves to collect this information.
IPST FORM 2	<i>Parent Contact and Staff Consultations</i>	Classroom teachers complete this prior to any individual problem solving team data meetings.	This form documents parent and professional contact for academic and behavioral concerns.
IPST FORM 3A	<i>Academic Data Collection</i>	IPST Team is responsible for this form. Classroom teachers complete the individual student and classroom peer data. Grade level, school, and district data provided by guidance and/or school psychologist.	This form documents the student level of performance compared to benchmarks and peers (Beginning of Gap Analysis).
IPST FORM 3B	<i>Problem Identification, Gap Analysis, Hypothesis, and Goal Statement</i>	IPST Team is responsible for this form. School Psychologist should be responsible for both academic and behavioral gap. Behavior analyst should also be involved if available.	This form documents the student level of performance compared to benchmarks and peers in terms of magnitude. Additionally, this form documents observation of instruction, curriculum, environment and learner information..
IPST FORM 3C	<i>Behavior Data Collection</i>	IPST Team is responsible for this form. Depending on the issue, it may involve the School Psychologist, Behavior Analyst, and/or Social Worker.	This form is for situations which include behavior concerns and the information is used to determine cause and function of behavior.
IPST FORM 4	<i>Individual Intervention Design and Evaluation</i>	The IPST Team and classroom teachers design Tier 3 interventions. The classroom teacher is responsible for monitoring progress and reporting on this form for next IPST review.	This form documents the fidelity and progress monitoring during intervention, including attendance, etc.
IPST FORM 5	<i>Analysis of Interventions and Recommendations</i>	IPST Team is responsible for this form. However, School Psychologist and Staffing Specialist must attend. Eligibility may be determined at this time.	This form documents the determination of response to interventions during entire process; analysis of fidelity of interventions, and recommendations based on the analysis.

RIVER MOUNTAIN ACADEMY
 Individual Problem Solving Team (IPST)
History and Cumulative Review

IPST FORM 1

Student: _____ **DOB:** _____ **ID:** _____ **Grade:** _____ **Teacher:** _____

	YES	NO	COMMENTS
Attendance Concerns			
Multiple School Enrollment History			
Vision Concerns			
Hearing Concerns			
Speech/Language Concerns			
Medical, mental health or health concerns			
Academic Concerns			
Behavior Concerns			
Previous Screenings (KBIT, KTEA, etc.)			
Previous Psychological and/or Social History Written report			
Retentions If yes, indicate grade level(s) retained			
PMP, CST, or Problem Solving Team History			
IEP History			
504 Plan			
ESOL / LEP			
Other Concerns:			

Completed by: _____ Title: _____

Date: _____ School: _____

RIVER MOUNTAIN ACADEMY

IPST FORM 1

Individual Problem Solving Team (IPST)

History and Cumulative Review

Directions

WHO: Step 1 is to be completed by the classroom teacher or other staff as appropriate (e.g., guidance counselor, school psychologist, school social worker).

WHAT: Step 1 is a review of the cumulative record (may be electronic) to address areas of attendance, enrollment history, academic history, retentions, previous psycho-educational testing, etc.

WHEN: The form is to be completed when a teacher has concerns about a student academically or behaviorally that warrants further investigation of the problem. This is the first information to **be gathered before collaborative meetings** (grade level meetings, department meetings, before any problem solving meetings).

WHERE: The cumulative record and IPST file are resources for obtaining the requested information.

WHY: A cumulative review can assist with identifying why a student is having academic or behavioral problems. Information that is obtained through the cumulative record can help identify areas that may be impacting performance (e.g., history of attendance problems, high mobility, sensory concerns, a 504 plan, etc.).

HOW: Teachers can fill out RtI Step 1 with information from the cumulative record. When available, an electronic print out can be attached to relieve the teacher from re-copying information. When completing RtI Step 1, simply attach the print-out and complete other areas specified on RtI Step 1 that are not contained within the printed information. **Add comments if needed when the response to any item is “yes.”**

RIVER MOUNTAIN ACADEMY
 Individual Problem Solving Team (IPST)
Parent and Staff Consultations

IPST FORM 2

Student: _____ DOB: _____ ID: _____ Grade: ____

Teacher: _____ School: _____

Parent/Guardian Consultation(s): _____

At least one parent contact must be recorded before moving to Individual Problem Solving.

	Date(s)	Plan/Outcome
1st Contact Phone _____ In person _____ Email _____ Name of Parent/Guardian: _____		Signature of parent if in person: _____
2nd Contact Phone _____ In person _____ Email _____ Name of Parent/Guardian: _____		Signature of parent if in person: _____

School Staff Consultations:

	Date(s)	Plan/Outcome
PLC or other teacher collaboration		
Content Area Contact and/or Specialist (reading coach, Title 1, ESE teacher, specify content area)		
Building Supports: Guidance (Suggested for behavioral concerns), Speech/Language Path., Administration		
Other County Supports: School Psychologist, Social Worker, etc.		

Individual Problem Solving Team (IPST)

Parent and Staff Consultations

WHO: Step 2 is completed by the classroom teacher.

WHAT: Step 2 Documents parent/guardian and staff consultations. In addition, the form documents plan of action and outcomes of consultations.

WHEN: Step 2 should be initiated when a teacher identifies an academic or behavioral problem that may benefit from communication with the parent. The staff consultations section is accessed when the teacher needs support or assistance from other professionals within the school community. BOTH PARENT CONTACTS DO NOT NEED TO BE MADE BEFORE BRINGING TO TEAM. One parent contact should be initiated when concerns arise and it is always best practice. Usually this is when a PMP is initiated, but can be sooner as well.

WHERE: When consultations with itinerant professionals may be needed, simply e-mail the school psychologist, school social worker, or other professional to request a consultation or leave a note in their mailbox at the school. For consultations with staff at the school, simply arrange a meeting. The teacher can document parent contact via a parent conference, phone call, email, etc.

WHY: The purpose of Step 2 is to document that the parent is notified and current with their child's progress. In addition, this form allows for flexibility and precision in consultation with colleagues and relieves the teacher of scheduling a large group meeting when problems first arise. Furthermore, if the student is eventually referred to the IPST team and an evaluation is requested, State Board Rules indicate that **at least two parent conferences must be held with the parent prior to considering eligibility** for exceptional student education. This form easily documents those contacts.

HOW: Indicate date of contacts/consultations with parents and staff. For the "plan/outcome" section of the Parent/Guardian contacts, indicate what the teacher and parent agree to do to address the student's issue. For follow-up parent contacts, indicate the outcome of the prior plan.

If the previous teacher is on-site, consulting to determine if the student had similar problems in the past can be helpful. If so, determine if the previous teacher had a plan to help the student be successful and utilize a similar plan if appropriate.

For the "plan/outcome" section of the Staff Consultations, indicate what the teacher and staff agree to implement in order to address the student's issue. Provide outcome anecdotal information and data as appropriate.

RIVER MOUNTAIN ACADEMY
Individual Problem Solving Team (IPST)
Academic Data Collection
Directions

IPST FORM 3A

Blank area for student responses.

Student: _____ **DOB:** _____ **School:** _____

5). Problem Identification: WHAT is the problem in terms of the gap? (use information on form CST/IPST STEP 3B)

Specify the area of concern: _____

➤ **Benchmark Comparison – Gap Analysis (Part 1):**

- Accurately define the problem in measureable terms from the benchmark. (How large is the gap?)
 - $\text{Benchmark} \div \text{student performance} = \text{GAP}$. _____ \div _____ = _____ (GAP)
 - Is the gap above significant? Yes / No (Circle)

➤ **Peer Comparison – Gap Analysis (Part 2):**

- Accurately define the problem in measureable terms from the peer group (class or grade level or sub group). (How large is the gap?)
 - $\text{Peer Average} \div \text{student performance} = \text{GAP}$. _____ \div _____ = _____ (GAP)
 - Is the gap above significant? Yes / No (Circle)

6). Problem Analysis: WHY is the problem happening? Focus on the cause of the problem.

Attach observation/review documents. (Use **ICEL worksheet in appendix**)

ICEL	Instruction	Curriculum	Environment	Learner
Review				
Interview				
Observe				
Test				

7). Intervention Design: Determine the gains the student needs to make

➤ **Gap Analysis (Part 3):** Accurately define the necessary growth for the student.

- Next Expected Benchmark – current student performance = Growth needed
 - _____ - _____ = _____ (Growth Needed)

➤ **Gap Analysis (Part 4):** Accurately define what time period is realistic for the growth needed as determined in Part 3 above. Growth Needed _____ can happen across _____ weeks.

8). Hypothesis: What is the most likely reason the problem is occurring? (Tip: utilize the Problem Analysis worksheet to guide formation of a hypothesis):

The problem is occurring because _____.

9. Goal statement: (Write a specific attainable goal in observable and measureable terms related to the problem).

By (Date), (Student name) will (what) as evidenced by % on (Progress monitoring tool).

By _____, _____ will _____ as evidenced by _____ on _____.

Signature: _____ Date: _____

RIVER MOUNTAIN ACADEMY

IPST FORM 3B

Individual Problem Solving Team (IPST)

Problem Analysis, Gap Analysis, Hypothesis, Goal Statement Directions

WHO: Completed **by the TEAM** at an individual IPST team meeting. The team may request that another teacher/professional provide input who currently works with the student.

WHAT: Provides essential information regarding a student's level of performance and rate of progress compared to benchmarks and peers in terms of magnitude.

WHEN: When a team is considering developing Tier 3 or more intensive interventions for individual students and wants to begin isolating factors that may lead to successful problem identification and analysis.

WHERE: By direct observation of the student within the classroom regarding work habits and by reviewing sources of class-wide data. In addition, observing the environment and instruction will provide information to develop the goal statement.

WHY: Using STEP 3A, STEP 3B and/or STEP 3C, successful identification of enablers and inhibitors will better guide teachers to develop effective interventions. Furthermore, if the student is eventually referred and an evaluation is requested, federal regulation and State Board Rules indicate that at least two observations of the student must be completed by educators prior to considering eligibility for exceptional student education. This form easily documents those observations.

HOW: For item 5, determine the Gap. The Gap is the answer found when dividing the expected benchmark score by the current student performance. (This would be a discrepancy between the individual student and the benchmark on a certain test or criteria, or between the individual student and peers on certain measures). For example, to determine Tier 1 effectiveness, divide the expected benchmark score by the average of student performance on the grade level instead of one student score. For individual student gaps, divide the expected benchmark score by the individual student score. The score reflects the gap the student needs to close to be on grade level. Determine if the Gap is significant. A Gap above 2.0 is *usually considered statistically significant*, however guidelines will be determined by the district as interpretation of the state statute continues.

For item 6, utilize the directions for the RIOT by ICEL form and the worksheet and attach. Other observation forms of the instructional practices, curriculum, environment, and learner may be attached in place of RIOT by ICEL as long as the areas are all considered (not just the learner).

For item 7, determine the Gain the student needs to make to close the GAP. To identify the necessary gain subtract the student's current performance (or group average of current performance) from the expected benchmark in the next benchmark period. The Team determines what progress is realistic for the student. Divide the necessary gain by the realistic progress to determine the number of weeks for intervention. This calculation will help the team determine the level of intensity necessary to achieve the goal. At this point the Aim Line can be set. Ex: 30 words per minute / 3 words per week expected growth = 10 weeks for the intervention. Given the current student performance of 30 words per minute, and growth of 3 words per minute per week, ten weeks from intervention implementation would set the aim line.

For item 8, write a hypothesis statement to indicate likely causes of why the problem is occurring (i.e., is the problem likely to be related to instruction, curriculum, environment, or learner domains).

For item 9, write a specific goal statement linked to the specific area of concern identified. Write the goal in observable and measurable terms and always include a timeframe. It is important to remember that the goal is not necessarily the benchmark where the student should be performing at that time. You want to ensure that the student is given a goal that is ambitious yet attainable. For more information on developing the hypothesis and the goal statement, consult with your school psychologist.

Goal Statement Template:

By *(Date)*, *(Student name)* will *(what)* as evidenced by % on *(Progress monitoring tool)*.

"In 10 weeks or by 11/28/2009, student will correctly read consonant blends in word list and target words in sentences as evidenced by 90% correct on the Phonics Screener for Intervention (PSI) Form B, Skill 3."

"By 11/28/2009, secondary student will correctly apply the reading strategy of making connections as evidenced by 90% (or 5/6) on Weekly Mini Assessments."

RIVER MOUNTAIN ACADEMY
Individual Problem Solving Team (IPST)
Behavior Data Collection

IPST FORM 3C

Student: _____ DOB: _____ ID: _____ Grade: _____
Teacher: _____ School: _____ Date: _____
Person(s) completing form: _____

Describe the SPECIFIC BEHAVIOR that interferes with the student's learning and/or the learning of his/her peers.

Environmental Conditions:

WHEN is the interfering behavior most likely to occur?

<input type="checkbox"/> Before/After School	<input type="checkbox"/> Lunch/Recess	<input type="checkbox"/> Subject/Class Changes
<input type="checkbox"/> Morning	<input type="checkbox"/> Afternoon	<input type="checkbox"/> Missed Medications(s)
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

WHERE is the interfering behavior most likely to occur?

<input type="checkbox"/> Bus/Walking to or from school	<input type="checkbox"/> Cafeteria/Lunch	<input type="checkbox"/> Hallways/changing classes
<input type="checkbox"/> Regular Education class(es)	<input type="checkbox"/> Special Education classes	<input type="checkbox"/> Playground/Common areas
<input type="checkbox"/> Other (specify)		

During what SUBJECT/ACTIVITY is the interfering behavior most likely to occur?

<input type="checkbox"/> Academic SUBJECTS (specify)		
<input type="checkbox"/> Oral Instruction by Teacher	<input type="checkbox"/> Task/Assignment Directions	<input type="checkbox"/> Starting Assigned Work
<input type="checkbox"/> Individual Seat Work	<input type="checkbox"/> Group Work	<input type="checkbox"/> Transition
<input type="checkbox"/> Unstructured Time	<input type="checkbox"/> Other (specify)	<input type="checkbox"/>

What INTERACTIONS/PEOPLE are most likely to be present, or contribute to, the interfering behavior?

<input type="checkbox"/> Teacher	<input type="checkbox"/> Classmates	<input type="checkbox"/> Other Peers
<input type="checkbox"/> Staff	<input type="checkbox"/> Other (specify)	

WHERE is the interfering behavior most likely to occur?

<input type="checkbox"/> Bus/Walking to or from school	<input type="checkbox"/> Cafeteria/Lunch	<input type="checkbox"/> Hallways/changing classes
<input type="checkbox"/> Regular Education class(es)	<input type="checkbox"/> Special Education classes	<input type="checkbox"/> Playground/Common areas
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

OTHER Contributing Factors?

<input type="checkbox"/> Adult Requests/Directives	<input type="checkbox"/> Changes to the Routine/Schedule
<input type="checkbox"/> Teasing from Other Students	<input type="checkbox"/> Limit Setting/Imposing Consequences
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>

Is there a documentation of a medical concern that explain the behavior? ___Y ___N

If yes, what is the documented medical concern? _____

Hypothesizing the Function of the Interfering Behavior: _____ is occurring because _____.
If _____ would occur, the current problem would be reduced.

What possible purpose might the interfering behavior serve the student? What is the "pay off" for continuing to use the interfering behavior?

SEEKING:

<input type="checkbox"/> Teacher/Adult Attention	<input type="checkbox"/> Peer Attention	<input type="checkbox"/> Social Status
<input type="checkbox"/> Freedom/Fun	<input type="checkbox"/> Empowerment/Choice	<input type="checkbox"/> Desired Activity
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

AVOIDANCE, ESCAPE, PROTEST:

<input type="checkbox"/> Sensory Overload	<input type="checkbox"/> Teacher Interaction	<input type="checkbox"/> Peer Interaction(s)
<input type="checkbox"/> specific Subject/Activity	<input type="checkbox"/> Class Work	<input type="checkbox"/> Environment of Failure
<input type="checkbox"/> Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>

WHO: This form (or one like it) is to be completed by the team with input of classroom teacher, school psychologist, guidance counselor, or school social worker. If completed by a professional other than the classroom teacher, the teacher must provide input.

WHAT: Step 3C includes information to determine cause and function of behavior (functional behavioral assessment).

WHEN: Step 3C should be used when a student is exhibiting behavioral difficulties that are not responding to Tier 1 and Tier 2 behavior interventions. In addition, it is recommended that Rtl Step 3C is completed prior to completing Rtl Step 3b, as the information will be useful in developing goal statements.

WHERE: Behavioral concerns may be manifested in multiple settings. Rtl Step 3C readily captures the settings and activities in which these behaviors are most likely to occur.

WHY: In order to develop a meaningful behavioral intervention plan, it is important to identify the function (pay-off) of the interfering behavior and the environmental condition in which the behavior is most likely to occur. By having the teacher orally respond during the IPST meeting to the questions embedded in this form, the team is more likely to generate interventions linked to the specific problem area.

HOW: At the IPST meeting, the IPST Chair will ask the teacher the questions designated on Rtl Step 3C. The chair will fill in 3C based on the teachers' and other responses to the data.

RIVER MOUNTAIN ACADEMY
 Individual Problem Solving Team (IPST)
Individual Intervention Design and Evaluation

IPST FORM 4

Student Name: _____	Student #: _____	Birth Date: _____
Current School: _____	Grade: _____	Date: _____

Intervention #: _____ Setting of intervention: Classroom: _____ Other (specify) _____

Focus of Intervention (specific academic or behavioral target): _____

Monitor Progress: _____ x per month Who will monitor progress? _____

Start Date: _____ Specific intervention: _____ Progress Monitoring Tool: _____

<u>Group size: Individual:</u>	<u>Frequency</u>	<u>Duration</u>	<u>Intervention Provider</u>
_____ 2-3	_____ 1 x/wk	_____ 15 min	_____ Gen Ed Teacher
_____ 4-8	_____ 2 x/wk	_____ 20 min	_____ ESE Teacher
_____ >8 but no whole class	_____ 3 x/wk	_____ 30 min	_____ Counselor
_____ Whole class	_____ 4 x/wk	_____ 45 min	_____ Title One Teacher
	_____ Daily	_____ 60 min	_____ Other (Specify)

End date: _____ (should be at least 5 weeks of interventions after start date)

Progress Data: (baseline and include a minimum of 5 data points and attach graph):

Data/baseline point: _____	Data/baseline point: _____	Data/baseline point: _____
Data/baseline point: _____	Data/baseline point: _____	Data/baseline point: _____
Data/baseline point: _____	Data/baseline point: _____	Data/baseline point: _____

Based on attached data from the intervention, the problem.... _____ stayed the same _____ increased _____ decreased
(circle one)

Are you continuing this intervention: _____ yes _____ no

If no, what did not work? _____

Intervention #: _____ Setting of intervention: Classroom: _____ Other (specify): _____

Focus of Intervention (specific academic or behavioral target): _____

Monitor Progress: _____ x per month Who will monitor progress? _____

Start Date: _____ Specific intervention: _____ Progress Monitoring Tool: _____

<u>Group size: Individual:</u>	<u>Frequency</u>	<u>Duration</u>	<u>Intervention Provider</u>
_____ 2-3	_____ 1 x/wk	_____ 15 min	_____ Gen Ed Teacher
_____ 4-8	_____ 2 x/wk	_____ 20 min	_____ ESE Teacher
_____ >8 but no whole class	_____ 3 x/wk	_____ 30 min	_____ Counselor
_____ Whole class	_____ 4 x/wk	_____ 45 min	_____ Title One Teacher
	_____ Daily	_____ 60 min	_____ Other (Specify)

End date: _____ (should be at least 5 weeks of interventions after start date)

Progress Data: (baseline and include a minimum of 5 data points and attach graph):

Data/baseline point: _____	Data/baseline point: _____	Data/baseline point: _____
Data/baseline point: _____	Data/baseline point: _____	Data/baseline point: _____
Data/baseline point: _____	Data/baseline point: _____	Data/baseline point: _____

RIVER MOUNTAIN ACADEMY
Individual Problem Solving Team (IPST)
Individual Intervention Design and Evaluation
Directions

IPST FORM 4

WHO: The Intervention Design and Evaluation Form will be completed by the team. The classroom teacher, intervention teacher, or person providing targeted intervention to the student will provide input regarding the data points and progress monitoring. A fidelity log may also be attached for evaluation purposes. The intervention teacher provides documentation as to the intervention itself (absences, frequency, etc.), the TEAM evaluates the effectiveness of the intervention and makes decision (in the middle of the page).

WHAT: Step 4 includes information to identify the specific intervention(s) being implemented as well as the provider of the intervention, the group size, the frequency of the intervention, the duration of session (time), the begin/end date of intervention, the baseline data, and progress data toward goal.

WHEN: Step 4 will be used when intervention is started. Only include interventions during current school year. In addition to the identified intervention, teachers may be utilizing another intervention. In other cases, teachers may be implementing a second intervention because of poor response to the initial intervention.

WHERE: The person directly providing the intervention will have the information to complete this form.

WHY: Step 4 is used to document interventions attempted and the student's response. Data will indicate if the research-based intervention should be continued or if other intervention(s) may be more effective.

HOW: Indicate the specific intervention that has been utilized, the beginning and ending date, and the length of the intervention when meeting (e.g., 15 minutes, 30 minutes, etc). Indicate group size, how often (frequency) the intervention group meets, the intervention provider, and the actual performance in the form of a data point. Indicate how often intervention will be progress monitored and who will progress monitor. When graphing progress, make sure that data points are entered on a pre-determined regular basis (e.g., every Wednesday) and ensure that the time between the data points is equidistant. Remember that interventions need time to work so after establishing baseline, it is recommended that at least 5 data points over a 5 week intervention period are collected. However, frequent progress monitoring allows for more frequent modifications of interventions and analysis of rate of progress. If during the first 5 weeks you are finding that the intervention is not working, the intervention should be modified accordingly.

See your school psychologist or RtI Coach for more information on graphing and for help in determining if your student is making progress toward the goal.

RIVER MOUNTAIN ACADEMY IPST FORM 5
 Individual Problem Solving Team (IPST)
Analysis of Interventions and Recommendations

Student Name: _____ ID: _____

Birth Date: _____ Teacher: _____ Grade: _____

Today's Date: _____ Initial Meeting: _____ Follow-up Meeting _____

Summary of Concerns:

Student's current level of support: _____ Tier 1 _____ Tier 2 _____ Tier 3

Was attendance during the intervention sessions as issue? Yes/No (circle one)

Were the interventions aligned to the problem/concern? Yes/No (circle one)

Is there documentation that the intervention was implemented with fidelity? Yes/No (circle one)

Based on attached data from the interventions, did the problem... _____ stay the same? _____ increase? ___ decrease?

Which interventions worked? _____

Which interventions did not work? (If any) _____

Team Decision(s):

- _____ Discontinue intervention(s) goal achieved
- _____ Continue current intervention(s) Follow-up Meeting: _____
- _____ Modify current intervention(s) Follow-up Meeting: _____
- _____ Place in alternative programs: _____
- _____ Complete further Psycho-educational Assessment
- _____ Develop 504 Plan (if student meets eligibility criteria)
- _____ Refer to school social worker for Social/Developmental History
- _____ Refer to Certified Behavioral Analyst
- _____ Perform Additional Assessment _____
- _____ Other: _____

Team Member Signatures:

IPST Chair: _____ Date: _____

Administrator: _____ Date: _____

Teacher: _____ Date: _____

Parent/Guardian: _____ Date: _____

Other: _____ Date: _____

Other: _____ Date: _____

RIVER MOUNTAIN ACADEMY **IPST FORM 5**
Individual Problem Solving Team (IPST)
Analysis of Interventions and Recommendations

WHO: Step 5 is completed by the IPST Chair with input from the teacher/ intervention provider and other team members.

WHAT: Based on data collected throughout the problem solving process, the team determines educational needs based on the student's response to interventions.

WHEN: RtI updates and recommendations are made when the data is sufficient to indicate a response. IPST 5 occurs as the final stage of the IPST meeting.

WHERE: The necessary data is documented throughout the entire process and specifically is identified on the *Intervention Design and Evaluation Plan* (IPST FORM 4).

WHY: Data drives the problem solving process. Through accurate progress monitoring, the team will have sufficient data to make important educational decisions about the student. These decisions may include maintaining the current intervention, modifying the intervention, terminating the intervention, or referring to alternate programs or for a social history and/or psychoeducational evaluation.

HOW: The IPST Chair will guide the team through this phase of the process by asking guiding questions. The data that is collected throughout Step 4 will be used to determine if the problem has decreased, stayed the same, or increased.

All attendees at the meeting will sign on the bottom of Step 5 on the designated lines. It is important for the IPST Chair to determine at the meeting the date/time of the next meeting (if applicable) to discuss response to intervention (RtI). The parent should be provided with a copy of Step 5 when completed as it will provide them with the team decision(s) and the date/time of the follow-up RtI meeting (if needed).

The IPST Chair should maintain an on-going log of the dates/outcomes of the IPST meetings. The log should include the name of the student, teacher, dates, and type of problem (e.g., reading, behavior, etc.). Recording the number on a log that corresponds to the "Team Decision(s)" section of Step 5 is an easy method to track the team based decisions at a school building.

RIVER MOUNTAIN ACADEMY
Individual Problem Solving Team (IPST) User's Guide
Appendix

IPST User's Guide Appendix Forms

The appendix forms may be utilized to gather data before or during the IPST process.

APPENDIX 1: Group Intervention Form Weekly Progress Monitoring Form	79
(May be used for group intervention documentation)	
APPENDIX 2: Group Intervention Form Two Week Progress Monitoring Form	80
(May be used for group intervention documentation)	
APPENDIX 3: Group Intervention Form Tri-Weekly Progress Monitoring Form	81
(May be used for group intervention documentation)	
APPENDIX 4: ICEL Worksheet	82
(Use with Form IPST Step 3B and Step 3B)	
APPENDIX 5: Tier 1 Observation Form (Classroom Observation)	83
(May use the ICEL in Step 3B in addition to other times)	
APPENDIX 6: Tier 2 Intervention Observation Form	84
(May be used to check fidelity of Tier 2 Implementation and verify student placement in intervention)	

Group Intervention Forms may be useful for collecting data during RtI Tier 1 and Tier 2 targeted intervention process. These forms document student attendance as well as ongoing progress monitoring data (OPM) in a targeted, small group intervention. This data is useful to the IPST process when comparing individual student response to peer response within targeted, small group interventions. Data analysis of individual response compared to peer response will reveal information about if the intervention is working for the peers (is it effective?) and will also give information about the learning rate of individual students and peers in the intervention.

RIVER MOUNTAIN ACADEMY

Group Intervention Form- Student Data Collection
Ongoing Progress Monitoring (OPM) Weekly

Intervention # _____ Setting of intervention: (specify): _____

Focus of Intervention (specific academic or behavioral target): _____

Monitor Progress: Weekly Who will monitor progress? _____

Start Date: _____ Specific intervention: _____

Group Size: Individual:

- _____ 2-3
- _____ 4-8
- _____ > 8 but not whole class
- _____ Whole class

Frequency

- _____ 1 x/Wk
- _____ 2 x/Wk
- _____ 3 x/Wk
- _____ 4 x/Wk
- _____ Daily

Duration

- _____ 15 min
- _____ 20 min
- _____ 30 min
- _____ 45 min
- _____ 60 min

Intervention Provider

- _____ Gen Ed Teacher
- _____ ESE Teacher
- _____ Counselor
- _____ Title 1 Teacher
- _____ Other (Specify)

End Date/Cycle/Anticipated Duration: _____ Progress Monitoring Tool/Assessment: _____

ATTENDANCE and OPM Every Week

	ATTENDANCE and OPM Every Week																		
	Baseline	Week 1			Week 2			Week 3			Week 4			Week 5			Week 6		
		OPM		OPM		OPM		OPM		OPM		OPM		OPM		OPM		OPM	
Date																			
STUDENT NAME																			

RIVER MOUNTAIN ACADEMY
 Group Intervention Form- Student Data Collection
 Two Week Ongoing Progress Monitoring (OPM)

Intervention # _____ Setting of intervention: (specify): _____

Focus of Intervention (specific academic or behavioral target): _____

Monitor Progress: Every 2 Weeks Who will monitor progress? _____

Start Date: _____ Specific intervention: _____

- | <u>Group Size: Individual:</u> | <u>Frequency</u> | <u>Duration</u> | <u>Intervention Provider</u> |
|--------------------------------|------------------|-----------------|------------------------------|
| ____ 2-3 | ____ 1 x/Wk | ____ 15 min | ____ Gen Ed Teacher |
| ____ 4-8 | ____ 2 x/Wk | ____ 20 min | ____ ESE Teacher |
| ____ > 8 but not whole class | ____ 3 x/Wk | ____ 30 min | ____ Counselor |
| ____ Whole class | ____ 4 x/Wk | ____ 45 min | ____ Title 1 Teacher |
| | ____ Daily | ____ 60 min | ____ Other (Specify) |

End Date/Cycle/Anticipated Duration: _____ Progress Monitoring Tool/Assessment: _____

		ATTENDANCE and OPM Every 2 Weeks									
		Week 1	Week 2	OPM	Week 3	Week 4	OPM	Week 5	Week 6	OPM	
Date	STUDENT NAME	Baseline									

RIVER MOUNTAIN ACADEMY
 Group Intervention Form- Student Data Collection
 Ongoing Progress Monitoring (OPM) – Every 3 Weeks

Intervention # _____ Setting of intervention: (specify): _____

Focus of Intervention (specific academic or behavioral target): _____

Monitor Progress: Every 3 Weeks Who will monitor progress? _____

Start Date: _____ Specific intervention: _____

<u>Group Size: Individual:</u>	<u>Frequency</u>	<u>Duration</u>	<u>Intervention Provider</u>
_____ 2-3	_____ 1 x/Wk	_____ 15 min	_____ Gen Ed Teacher
_____ 4-8	_____ 2 x/Wk	_____ 20 min	_____ ESE Teacher
_____ > 8 but not whole class	_____ 3 x/Wk	_____ 30 min	_____ Counselor
_____ Whole class	_____ 4 x/Wk	_____ 45 min	_____ Title 1 Teacher
	_____ Daily	_____ 60 min	_____ Other (Specify)

End Date/Cycle/Anticipated Duration: _____ Progress Monitoring Tool (Assessment): _____

		Attendance and OPM every 3 Weeks																				
		Baseline	Week 1			Week 2			Week 3			OPM	Week 4			Week 5			Week 6			OPM
Date																						
STUDENT NAME																						

RIVER MOUNTAIN ACADEMY

ICEL Worksheet

Domains: Instruction, Curriculum, Environment, and Learner

INSTRUCTION: Questions to consider when evaluating the INSTRUCTION Domain:

Is effective instruction being provided in all critical areas related to this concern?

Is enough instructional time being allocated to ensure student success?

Are the teachers working with this student using the effective practices to differentiate instruction?

For the questions above, when observing or interviewing staff, what instruction seems to work for students?

What doesn't work?

4.

1.

5.

2.

6.

3.

CURRICULUM: Questions to consider when evaluating the CURRICULUM Domain:

Are the curriculum and/or intervention research based and validated?

Do the curriculum and/or intervention address all critical areas related to the current concern?

Is the curriculum or current intervention being implemented with fidelity?

For curriculum, when reviewing data, student records, observing, or interviewing staff, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

ENVIRONMENT: Questions to consider when evaluating the ENVIRONMENT Domain:

Is there a positive climate for learning?

Is the problem more prevalent in a certain area of the school or classroom?

Are both whole group instruction and small group differentiated instruction being delivered to this student?

Learning environment: when reviewing data, student records, observing, or interviewing staff, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

LEARNER: Questions to consider when evaluating the LEARNER Domain:

How might the traits/skills of the student be contributing to the problem?

What student factors are relevant and alterable in addressing this concern?

When reviewing data, curriculum, or student records, observing, interviewing staff, or testing, what works for students?

What doesn't work?

1.

1.

2.

2.

3.

3.

RIVER MOUNTAIN ACADEMY

Tier 1 Classroom Self Assessment/Observation Form

Student Name:	Student #:	Time of day:
Observer's Name:	Grade:	Date:

Reason for Observation (List academic areas or behavior concerns: _____)

COMPARISON OF PERFORMANCE:

Compare this student's performance with that of the majority of other students in the classroom – check for each category

How the student:	More slowly	More quickly	About the same
Focus and attention span			
Activity level of the student			
Language Skill			
Demonstration of interest/engagement			
Difficulty/frustration with content			
Emotional/social maturity			
Other: (specify)			

STYLE OF LEARNING

Which style of learning seems to benefit the student? (check all that apply)

visual auditory large group small group peer tutoring Other : _____
 Conceptual Content: concrete abstract both
 Behavior Reinforcement: positive negative ignored other: _____

IN THIS CLASSROOM:

How much movement/activity is allowed: a great deal some minimal none
 How much talking/noise is tolerated? a great deal some minimal none

STUDENT BEHAVIOR:

This student: (please answer every question)	(CHECK)	Yes	No	Not observed
Performs with the group				
Voluntarily participates in activities				
Follows written instructions				
Follows oral instructions				
Is responsive to other students				
Interacts with peers appropriately				
Appears prepared and organized				
Starts and stays on task				
Finishes what is started				
Responds appropriately to correction				
Shows independence				
Seems alert				

Based on this observation, check area(s) of concern:

Behavior Academic level environment Developmental concerns
 motor skills emotional development psychological concerns giftedness
 family focus health/medical issues
 other (describe): _____

STUDENT STRENGTHS: (What strengths observed in this student could be used in designing interventions?)

RIVER MOUNTAIN ACADEMY

Tier 2 Classroom Observation Form

Student Name:	Student #:	Time of Day:	
Subject Area:	Grade:	Date:	
Learning Situation (please check all that apply)			
<input type="checkbox"/> Regular classroom	<input type="checkbox"/> Single teacher	<input type="checkbox"/> Self-contained classroom	<input type="checkbox"/> Multiple teachers in room
<input type="checkbox"/> Homeroom grouping	<input type="checkbox"/> Direct instruction (<i>lecture</i>)	<input type="checkbox"/> Ability grouping	<input type="checkbox"/> Cooperative learning (<i>group</i>)
<input type="checkbox"/> Whole class	<input type="checkbox"/> Independent work	<input type="checkbox"/> Small group	<input type="checkbox"/> One-on-one tutor/assistance
Student Behaviors Observed (please check all that apply)			
<input type="checkbox"/> Aggressive toward children	<input type="checkbox"/> Controls discussions	<input type="checkbox"/> Easily distracted	<input type="checkbox"/> Sits quietly
<input type="checkbox"/> Asks for help	<input type="checkbox"/> Daydreams	<input type="checkbox"/> Easily frustrated	<input type="checkbox"/> Speech problems
<input type="checkbox"/> Attentive	<input type="checkbox"/> Demands excessive attention	<input type="checkbox"/> Friendly	<input type="checkbox"/> Talks excessively
<input type="checkbox"/> Avoids eye contact	<input type="checkbox"/> Difficulty copying from board	<input type="checkbox"/> Immature behavior	<input type="checkbox"/> Talks out of turn
<input type="checkbox"/> Avoids groups	<input type="checkbox"/> Disorganized work habits	<input type="checkbox"/> Neat appearance	<input type="checkbox"/> Trouble finding place
<input type="checkbox"/> Careless mistakes	<input type="checkbox"/> Displays leadership ability	<input type="checkbox"/> Obscene/inappropriate speech	<input type="checkbox"/> Unusual language
<input type="checkbox"/> Completes work on time	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Overactive, restless	<input type="checkbox"/> Withdrawn
<input type="checkbox"/> Constantly out of seat	<input type="checkbox"/> Does not complete tasks	<input type="checkbox"/> Perseverates/repeats behavior	<input type="checkbox"/> Works well by self
<input type="checkbox"/> Contributes to class discussion	<input type="checkbox"/> Does not follow directions	<input type="checkbox"/> Short attention span	<input type="checkbox"/> Works well with others

Learning Environment (please check only one description for each environmental factor)			
<input type="checkbox"/> <i>Classroom design:</i>	<input type="checkbox"/> Traditional four-wall & door	<input type="checkbox"/> Open/pod design	<input type="checkbox"/> Other
<input type="checkbox"/> <i>Classroom lighting:</i>	<input type="checkbox"/> Bright	<input type="checkbox"/> Moderate	<input type="checkbox"/> Inadequate
<input type="checkbox"/> <i>Seating arrangement:</i>	<input type="checkbox"/> Rows facing front	<input type="checkbox"/> Desk groupings	<input type="checkbox"/> U-shaped facing front
<input type="checkbox"/> <i>Student placement:</i>	<input type="checkbox"/> Back / middle of room	<input type="checkbox"/> Front of room	<input type="checkbox"/> Near teacher's desk
<input type="checkbox"/> <i>Temperature:</i>	<input type="checkbox"/> Hot / stuffy	<input type="checkbox"/> Comfortable	<input type="checkbox"/> Chilly
<input type="checkbox"/> <i>Noise levels:</i>	<input type="checkbox"/> Quiet	<input type="checkbox"/> Moderate	<input type="checkbox"/> Noisy
Were there hallway noises or other distractions? <input type="checkbox"/> yes <input type="checkbox"/> no	Did visitors interrupt the lesson? <input type="checkbox"/> yes <input type="checkbox"/> no		

Student Responses to Teacher and Peers (all that apply)		Student Communication with Teacher (all that apply)	
<input type="checkbox"/> Fast	<input type="checkbox"/> Well organized	<input type="checkbox"/> Frequently	<input type="checkbox"/> Infrequently
<input type="checkbox"/> Moderate	<input type="checkbox"/> Clear and understandable	<input type="checkbox"/> Voluntary	<input type="checkbox"/> Teacher-initiated
<input type="checkbox"/> Slow	<input type="checkbox"/> Difficulty expressing self	<input type="checkbox"/> Interrupts teacher	<input type="checkbox"/> Interrupts peers
<input type="checkbox"/> With prompting	<input type="checkbox"/> Spoke softly	<input type="checkbox"/> Ignores teacher	<input type="checkbox"/> Ignores peers
<input type="checkbox"/> Blurted out-of-turn	<input type="checkbox"/> Off the subject of discussion	<input type="checkbox"/> Attention-seeking	<input type="checkbox"/> Enjoys argument/goading

_____ Y/N I have observed this interventionist during at least one intervention session.	_____ Y/N The intervention is being delivered according to the intervention plan determined by the team.
_____ Y/N The materials have been provided to this interventionist in order to perform the intervention.	_____ Y/N The teacher is actively monitoring the engagement of each student in the intervention.
_____ Y/N The management of behavior of each child is satisfactory for the group.	_____ Y/N The attendance of the student in the intervention is satisfactory.

Signature of person completing this integrity check

Title/Position

Date

River Mountain Academy
Budget Summary

NYC Charter School Center
 5-year budget template

	Year 1	Year 2
Revenue		
Revenue		
District and state revenue	\$ 2,184,000	\$ 2,912,000
Federal revenue	-	-
Other revenue (PreK and Kindergarten tuition)	\$ 378,000	\$ 540,000
Total revenue Ex-Fundraising	\$ 2,562,000	\$ 3,452,000
<i>\$ Per Student (1-5) (K is 60% of 6,500)</i>	<i>\$ 6,500</i>	<i>\$ 6,500</i>
Expenses		
Compensation		
Salaries	\$ 1,238,000	\$ 1,654,180
Insurance & PERS	\$ 384,750	\$ 484,500
Revenue Ex Compensation	\$ 939,250	\$ 1,313,320
Facility		
Occupancy costs	\$ 120,000	\$ 120,000
Other facility costs	\$ 13,200	\$ 13,596
Total facility expense	\$ 133,200	\$ 133,596
Revenue Ex Comp, Facility	\$ 806,050	\$ 1,179,724
Other Expenses		
Classroom Expenses	\$ 142,000	\$ 135,754
Contracted professional services: instructional	\$ 10,000	\$ 10,300
School-related services	\$ 5,200	\$ 5,356
Operational Expenses	\$ 71,045	\$ 82,646
Contracted professional services: non instructional	\$ 27,000	\$ 27,810
Depreciation	\$ 43,140	\$ 57,366
Dissolution escrow	\$ -	\$ -
Surplus / deficit pre-fundraising	\$ 507,665	\$ 860,492
Fundraising revenues	\$ 3,600	\$ 4,800
Surplus / deficit	\$ 511,265	\$ 865,292

River Mountain Academy
Master assumptions

Enrollment Assumptions

	Year 1	Year 2
New Students		
K	60	80
1	60	80
2	60	80
3	60	80
4	60	80
5	60	80
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11	0	0
12	0	0

Elementary Student Total	360	480
Middle School Student Total	0	0
High School Student Total	0	0
Enrollment Total	360	480
New students	360	120

Students per classroom	20	20
Classrooms	18	24

Special populations

Special Education

Special Ed student (less than 20%)	5%
Special Ed student (20% - 60%)	5%
Special Ed student (more than 60%)	1%
Special Ed student total	11%

English Language Learners

ELL percentage	5%
----------------	----

Free and reduced-price lunch

Free lunch	0%
Reduced lunch	10%
Full lunch	90%
Total	100% <i>Should be 100%</i>

Title 1 Percentage	10%
--------------------	-----

School-related Services

NYC Charter School Center
5-year budget template

Transportation	Year 1	Year 2
School Days	180	180
Students	360	480
Number of students eligible for busing	-	-
Number of days over 180	0	0
Number of routes	-	-
Average cost per route, per day	-	-
Total transportation	\$ -	\$ -

Facility-related services

Facility type	Private
---------------	---------

Note: If not in DOE shared space, please select type of service provision.

Security services	Employee
Nursing services	Employee
Maintenance/ Cleaning Services	Employee

	Year 1	Year 2
Security services	Required	Required
Nursing services	Required	Required
Maintenance/ Cleaning Services	Required	Required

Benefits

<u>Health insurance</u>	Total cost	Employer contribution
Single	\$ 3,000	\$ 3,500
Family	\$ 5,000	\$ 3,500
Blended		\$ 3,500

<u>Dental insurance</u>	Total cost	Employer contribution
Single	\$1,000	\$500
Family	\$2,000	\$1,000
Blended	\$1,500	\$750

Life insurance (per employee)	
Long term disability (per employee)	
Short term disability (per employee)	
401k contribution	10,000

Other personnel costs

FICA	
State unemployment -SUI	
Federal unemployment- FUTA	Per employee
State Disability	
Medicare - employer expense	
Workers Compensation Insurance	

Substitute teachers (days/ year/teacher)	
Substitute teachers (\$/day)	

NYC Charter School Center
5-year budget template

Extra teaching hours (per hour)
Leadership extra teaching (per hour)

Inflation factors and price increases

Revenue	1%
Expenses	3%
Health insurance increases/ year	5%
Dental insurance increases/ year	5%

River Mountain Academy
Revenue

Year 1	Year 2
--------	--------

District and state revenue		Amount		
Per pupil income	Per student	\$6,500	\$ 2,340,000	\$ 3,151,200
Special ed funding			\$ -	\$ -
Other revenue (PreK tuition)			\$ 210,000	\$ 210,000
Total District and State Revenue			\$ 2,550,000	\$ 3,361,200

Federal revenue				
Title I	Per student		\$ -	\$ -
Title II	Per student		\$ -	\$ -
Title III	Per student		\$ -	\$ -
IDEA	Per student		\$ -	\$ -
E-rate			\$ -	\$ -
Total federal revenue			\$ -	\$ -
Interest and other revenue			\$ -	\$ -
Total Revenues Ex-Fundraising			\$ 2,550,000	\$ 3,361,200

Fundraising				
Federal Charter School Program Grant (CSP)			\$ -	\$ -
Other source 1 (state stimulus funds)			\$ -	\$ -
Other source 2 (student fees)	Per student	\$10	\$ 3,600	\$ 4,800
Donations and gifts			\$ -	\$ -
Total Fundraising			\$ 3,600	\$ 4,800

TOTAL REVENUE			\$ 2,553,600	\$ 3,366,000
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River Mountain Academy
Staffing and Compensation

STAFF HEADCOUNT

Position	Year 1		Year 2	
	FTEs	Full/ Part	FTEs	Full/ Part
INSTRUCTIONAL LEADERSHIP STAFF				
Principal	80,000	1.0 F	1.0 F	
		- F	- F	
		- F	- F	
		- F	- F	
		- F	- F	

TEACHERS				
Classroom teachers	\$ 40,000	### F	24.0 F	
Special education teacher	40,000	1.0 F	2.0 F	
Teaching assistant	18,000	3.0 P	6.0 P	
Reading and Math Specialist	40,000	1.0 F	1.0 F	
Specialist teacher	40,000	4.0 F	4.0 F	
PreK teacher	30,000	2.0 P	3.0 P	

OTHER				
Custodial Staff	\$ 18,000	2.0 P	3.0 P	
Nurse	18,000	1.0 P	1.0 P	
		- F	- F	
		- F	- F	
		- F	- F	

FINANCE & OPERATIONS				
Office Manager	\$ 40,000	1.0 F	1.0 F	
Registrar	40,000	1.0 F	1.0 F	
		- F	- F	
		- F	- F	
		- F	- F	
		- F	- F	
		- F	- F	
		- P	- P	

SALARIES, TAXES AND BENEFIT

Year 1		Year 2	
INSTRUCTIONAL LEADERSHIP STAFF			
\$ -	\$ -		
\$ 80,000	\$ 82,400		
\$ -	\$ -		
\$ -	\$ -		
\$ -	\$ -		
\$ -	\$ -		
\$ 80,000	\$ 82,400		

TEACHERS	
\$ 720,000	\$ 988,800
\$ 40,000	\$ 82,400
\$ 54,000	\$ 111,240
\$ 40,000	\$ 41,200
\$ 160,000	\$ 164,800
\$ 60,000	\$ 92,700
\$ 1,074,000	\$ 1,481,140

OTHER	
\$ 36,000	\$ 55,620
\$ 18,000	\$ 18,540
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ 54,000	\$ 74,160

FINANCE & OPERATIONS	
\$ 40,000	\$ 41,200
\$ 40,000	\$ 41,200
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ 80,000	\$ 82,400

Total Salaries	\$ 1,288,000	\$ 1,720,100
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NYC Charter School Center
5-year budget template

Number of employees

Total num	35	47
Total num	27	34

Payroll Taxes

FICA	\$ 79,856	\$ 106,646
Medicare		
State unemp		
FUTA (Fed)		
State disa		
Worker's		

Total payroll tax	\$ 79,856	\$ 106,646
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Taxes as % of

Benefits - employer contribution

Health	\$ 3,500	\$ 3,500
Dental	\$ 750	\$ 750
Life		
Long-term		
Short-term		
401k	\$ 10,000	\$ 10,000

Total Benefits	\$ 14,250	\$ 14,250
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Benefits as %

NYC Charter School Center
5-year budget template

River Mountain Academy
Expenses

Expense	Funding rules	Funding rate	Year 1	Year 2
Classroom				
Text books and materials (new students)	Per student	\$ 220	\$ 79,200	\$ 27,192
Text books and materials (all students)	Per student	\$ 50	\$ -	\$ 24,720
Classroom supplies	Per student	\$ 35	\$ 12,600	\$ 17,304
Assessment material and services	Per student	\$ 25	\$ 9,000	\$ 12,360
Educational software	Fixed	\$ 5,000	\$ 5,000	\$ 5,150
Events, field trips and assemblies	Per student	\$ 25	\$ 9,000	\$ 12,360
Library books	Per student	\$ 15	\$ 5,400	\$ 7,416
Art supplies	Per student	\$ 15	\$ 5,400	\$ 7,416
Music supplies	Per student	\$ 15	\$ 5,400	\$ 7,416
Phys ed supplies	Fixed	\$ 2,000	\$ 2,000	\$ 2,060
Total classroom			\$ 133,000	\$ 123,394
Contracted professional services: instructional				
Consultants - not grant dependent	Fixed	\$ 10,000	\$ 10,000	\$ 10,300
Consultants - Title II	Title II	NA	\$ -	\$ -
Consultants - grant dependent	Fixed	\$ -	\$ -	\$ -
Total contracted professional services: instructional			\$ 10,000	\$ 10,300
School-related services				
Student transportation		NA	\$ -	\$ -
School food program		NA	\$ -	\$ -
Special Students supplies	Fixed	\$ 5,000	\$ 5,000	\$ 5,150
Nursing supplies	Fixed	\$ 200	\$ 200	\$ 206
Total school-related services			\$ 5,200	\$ 5,356
Operational expenses				
General liability/umbrella/ directors and officers	Fixed	\$ 10,000	\$ 10,000	\$ 10,300

NYC Charter School Center
5-year budget template

Utilities	Fixed	\$ 18,000	\$ 18,000	\$ 18,540
Office supplies	Per employee	\$ 20	\$ 7,200	\$ 9,888
Photocopier lease	Fixed	\$ 6,000	\$ 6,000	\$ 6,180
Dues, memberships and subscriptions	Fixed	\$ -	\$ -	\$ -
Staff recruitment	Fixed	\$ 1,000	\$ 1,000	\$ 1,030
Student recruitment	Fixed	\$ 2,000	\$ 2,000	\$ 2,060
Fundraising expenses	Fixed	\$ -	\$ -	\$ -
Postage and shipping	Per student	\$ 5	\$ 1,800	\$ 2,472
Printing and copying	Per employee	\$ 15	\$ 5,400	\$ 7,416
Meeting supplies and food	Per FTE employee	\$ 10	\$ 270	\$ 340
Payroll processing	Per employee	\$ 125	\$ 4,375	\$ 5,875
Bank charges	Fixed	\$ 1,500	\$ 1,500	\$ 1,545
Travel & Professional Development	Per FTE employee	\$ 500	\$ 13,500	\$ 17,000
Total operational expenses			\$ 71,045	\$ 82,646

Contracted professional services: non-instructional

Accounting/audit	Fixed	\$ 10,000	\$ 10,000	\$ 10,300
Legal	Fixed	\$ 5,000	\$ 5,000	\$ 5,150
IT support	Fixed	\$ 12,000	\$ 12,000	\$ 12,360
Infinite Campus	Fixed	\$ -	\$ -	\$ -
Consultants - grant dependent	Fixed	\$ -	\$ -	\$ -
Total contracted professional services: non instructional			\$ 27,000	\$ 27,810

Facilities expenses

Facility expenses	Fixed	\$ 120,000	\$ 120,000	\$ 120,000
Security services	Fixed	\$ 1,200	\$ 1,200	\$ 1,236
Maintenance / cleaning supplies	Fixed	\$ 12,000	\$ 12,000	\$ 12,360
Total facility expenses			\$133,200	\$133,596

Financial expenses

Total financial expenses			\$ -	\$ -

TOTAL EXPENSES			\$ 379,445	\$ 383,102
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River Mountain Academy
Capital Expenses

Capital expense budget

		Year 1	Year 2
New students		360	120
Enrollment		360	480
New classrooms		18	6
Total Number of Classrooms		18	24
Staff (excluding classroom teacher / TA)		6	4
New staff (excluding classroom teacher / TA)		6	-2

Quantities needed

		Year 1	Year 2
For new classrooms			
Teacher computer		18	6
Teacher printer		18	6
Mimio board and projector		18	6
For new office / instructional staff			
	Per staff member		
Computer	1	6	-2
Printers (1 for every 3 staff members)	0.33	2	-1

Technology expense

	Cost	Year 1	Year 2
For new classrooms			
Computer	\$ 600	\$ 10,800	\$ 3,708
Printers	\$ 150	\$ 2,700	\$ 927
Mimio Board & projector	\$ 3,800	\$ 68,400	\$ 23,484

For new staff

Computer	\$ 600	\$ 3,600	\$ (1,236)
Printers	\$ 150	\$ 300	\$ (155)

School wide

Network equipment (in dollars)	Varies		
Other	Varies		

Total technology capital expenses		\$ 85,800	\$ 26,729
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NYC Charter School Center
5-year budget template

Furniture expense

	Cost	Year 1	Year 2
Student furniture	\$ 50	\$ 18,000	\$ 6,180
Classroom furniture (teacher's desks, bookcases,	\$ 500	\$ 9,000	\$ 3,090
Office furniture (desks, chairs)	\$ 350	\$ 2,100	\$ (721)
Office furniture (filing cabinets, bookcases, etc)	\$ 4,000	\$ 4,000	\$ 2,000

Total furniture capital expenses		\$ 33,100	\$ 10,549
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Depreciation

Technology depreciation

Depreciation period (in years)	3		
Annual incremental depreciation expense		\$ 28,600	\$ 8,910
Cumulative depreciation expense		\$ 28,600	\$ 37,510

Furniture depreciation

Depreciation period (in years)	5		
Annual incremental depreciation expense		\$ 6,620	\$ 2,110
Cumulative depreciation expense		\$ 6,620	\$ 8,730

Total depreciation expenses		\$ 35,220	\$ 46,239
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NYC Charter School Center
5-year budget template

Charter School Name
Food Service

		Year 1	Year 2
Enrollment		360	480
School Days		180	180
Collection Rate from Parents		90%	90%

Number of meals

Full price meals served		58,320	77,760
Reduced price meals served		6,480	8,640
Free meals served		-	-

NYC DOE SchoolFood Costs

Breakfast	Free all students	\$ -	\$ -
Lunch	Full price	\$ 3.00	\$ 3.00
Lunch	Reduced price	\$ 1.00	\$ 1.00
Snack	Full price	\$ -	\$ -
Snack	Reduced price	\$ -	\$ -

DOE SchoolFood Cost

Lunch		\$ 194,400	\$ 259,200
Snack		\$ -	\$ -
Total		\$194,400	\$259,200

Parent Contribution

Lunch full		\$ 174,960	\$ 233,280
Lunch reduced		\$ 6,480	\$ 8,640
Snack full		\$ -	\$ -
Snack reduced		\$ -	\$ -
Total possible parent contribution		\$181,440	\$241,920
Collected parent contribution		\$163,296	\$217,728

Net SchoolFood Cost		\$31,104	\$41,472
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BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____River Mountain Academy_____

PROGRAM OR FUNCTION: _____ K-5

FISCAL YEAR: ___2015-2016___

A	B	C	D	E	F
Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount / Calculations	Total Amount
100	Administration	Yes	1	\$80,000.00	\$80,000.00
	Teachers	Yes	24	\$40,000.00	\$960,000.00
	Office Staff	Yes	2	\$40,000.00	\$80,000.00
	Teaching Assistant	No	3	\$18,000.00	\$54,000.00
	School Nurse	No	1	\$18,000.00	\$18,000.00
	Custodial Staff	No	2	\$18,000.00	\$36,000.00
	PreK Teachers	No	2	\$30,000.00	\$60,000.00
	<p>NARRATIVE-The administrative salary is an approximate amount. The actual starting salary is dependent on years of experience, level of education, and proven success leading other schools. The teacher salary, which includes specialists and a special education teacher, is an average. Individual starting salaries will be based on highly qualified status, years of experience, and level of education. The above office staff salary is an average. Actual starting salary will depend on years of experience and level of education in related field. Teaching assistants, the school nurse, and the custodial staff will be paid an hourly wage with an approximate 9 month school salary close to the above amount.</p>				
				TOTAL	\$1,288,000.00
200	Total Benefits		27	\$14,250.00	\$384,750.00
					\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____River Mountain Academy_____

PROGRAM OR FUNCTION: _____ K-5

FISCAL YEAR: ___2015-2016___

					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
	<p>NARRATIVE-Total benefits include the school's contribution for estimated health and dental insurance benefits and a 25% contribution to a PERS account for all full time employees. Only full time employees will receive health, dental, and retirement benefits.</p>				
				TOTAL	\$384,750.00
300	Professional Services (instructional & non-instructional)				\$37,000.00
	Technology Services				\$85,800.00
	Operational Expenses				\$71,045.00
	Nursing Expenses				\$200.00
					\$0.00
					\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____River Mountain Academy_____

PROGRAM OR FUNCTION: _____ K-5

FISCAL YEAR: ___2015-2016___

<p>NARRATIVE-Professional expenses , non-educational, include accounting and legal services contracted outside of the school. It also includes contracts with IT support and Infinite Campus, the school's student information system. Professional expenses, educational, include money used for realted services as outlined in student IEPs. Technology services include expenses for school wide technology needs. Operational expenses includes all othere expenses relating to the needs of the staff or the operations of the school.</p>	
TOTAL	\$194,045.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____River Mountain Academy_____

PROGRAM OR FUNCTION: _____ K-5

FISCAL YEAR: ___2015-2016___

400	PURCHASED PROPERTY SERVICES				\$133,200.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
<p>NARRATIVE-The property has not been secured at this time. This estimate allows the school to lease a building with enough room for ample indoor and outdoor learning spaces and allows for future expansion. This estimate is based on current commerical real estate prices in the proposed target area.</p>					
				TOTAL	\$133,200.00
500	OTHER PURCHASED SERVICES				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
<p>NARRATIVE</p>					
				TOTAL	\$0.00
600	Classroom Supplies				\$133,000.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____River Mountain Academy_____

PROGRAM OR FUNCTION: _____ K-5

FISCAL YEAR: ___2015-2016___

<p>NARRATIVE-Classroom supplies includes all curriculum and materials needed for daily instructional use for students and teachers. The school plans to secure start up loans through the Federal government and with the help of the Charter School Development Corporation. If the school cannot get startup loans, the school will contract with supply companies to make monthly payments for necessary school supplies and curriculum.</p>	
TOTAL	\$133,000.00

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____River Mountain Academy_____

PROGRAM OR FUNCTION: _____ K-5

FISCAL YEAR: ___2015-2016___

800	DEBT SERVICE AND MISCELLANEOUS				\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE					
TOTAL					\$0.00
Subtotal Objects 100-600 & 800					\$2,132,995.00
Approved Indirect Cost Rate:		0.00%	X Subtotal		\$0.00
700	Furniture Expenses				\$33,100.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
					\$0.00
NARRATIVE: Furniture expenses includes classroom furniture, office furniture, storageshelves, and filing cabinets. These expenses will also be covered under startup loans or monthly payments will be negotiated with a supply company.					

BUDGET SUPPLEMENTARY SCHEDULES

CHARTER SCHOOL NAME: _____River Mountain Academy_____

PROGRAM OR FUNCTION: _____ K-5

FISCAL YEAR: ___2015-2016___

	TOTAL	\$33,100.00
	GRAND TOTAL	\$2,166,095.00

Posted 8/26/2009

Cash Flow Statement

River Mountain Academy

YEAR: 2015-2016	(Pre) Startup EST	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	Total EST
Distributive School Account		546000				546000			546000			546000		
Student Fees		3,600												
PreK and Kindergarten Fees			42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	42,000	
Federal Grants														0
														0
														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Cash Available (before cash out)	0	588600	6000	24000	24000	609000	12000	24000	609000	18000	24000	609000	6000	0
Cash Paid Out														
Salaries				107333	107333	107333	107333	107333	107333	107333	107333	107333	107333	1073330
Benefits & Taxes				38717	38717	38717	38717	38717	38717	38717	38717	38717	38717	387170
Rent		12500	12500	12500	12500	12500	12500	12500	12500	12500	12500	12500	12500	150000
Utilities		1500	1500	1500	1500	1500	1500	1500	1500	1500	1500	1500	1500	18000
Operational Expenses		5920	5920	5920	5920	5920	5920	5920	5920	5920	5920	5920	5920	71040
Contracted Professional Services		3083	3083	3083	3083	3083	3083	3083	3083	3083	3083	3083	3083	36996
Security		100	100	100	100	100	100	100	100	100	100	100	100	1200
Food Service		2592	2592	2592	2592	2592	2592	2592	2592	2592	2592	2592	2592	31104
Start-Up Loan Repayment		4167	4167	4167	4167	4167	4167	4167	4167	4167	4167	4167	4167	50004
														0
														0
														0
														0
														0
														0
														0
														0
														0
														0
Total	0	29862	29862	175912	175912	175912	175912	175912	175912	175912	175912	175912	175912	1818844
Cash Paid Out (Non P&L)														
Loan principal payment														0
Capital purchase (specify)														0
Other startup costs														0
Reserve and/or escrow														0
Owners' withdrawal														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total Cash Paid Out	0	29862	29862	175912	175912	175912	175912	175912	175912	175912	175912	175912	175912	1818844
Cash Position (end of month)	0	558738	-23862	-151912	-151912	433088	-163912	-151912	433088	-157912	-151912	433088	-169912	-1818844

August 27, 2014

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

Re: Review of River Mountain Academy Bylaws

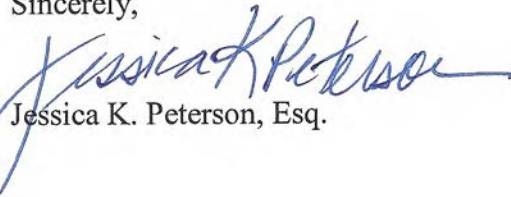
To whom it may concern:

Please be advised that Sarah Ter Avest, Liaison for the Committee to Form River Mountain Academy requested that I as an attorney and a Member of the Committee to Form review the proposed Bylaws for River Mountain Academy to assure that they comply with the suggested model bylaws, the "Applicant Instructions", the statutory requirements for Charter Schools, Nevada's Open Meeting Law, and that they are legally sufficient as to form and content.

After reviewing the proposed Bylaws I can state that the proposed Bylaws do in fact comply with the model Bylaws, the Applicant Instructions, the statutory requirements for Charter Schools, Nevada's Open Meeting Law, and that they are legally sufficient as to form and content. As requested each of the provisions 1-17 in the Charter School Application Manual are addressed. Specifically, the proposed Bylaws do not contain any references to incorporation of the charter school or the school's governing body. A specific number of governing body members is identified in ¶ 3.2. There are no "ex officio" members in the proposed Bylaws. The types of training is outlined in ¶ 3.5 (d). The types of expertise is outlined in ¶ 3.2. Assurances regarding utilization of Robert's Rules of Order is stated in ¶ 3.8(b). A description of how the Committee to Form will transition into the Governing Body is outlined in ¶ 3.1. The identification of staggered terms for the Members is outlined in ¶ 3.5(b). The term of Office for each Member and Officer is listed in ¶¶ 3.5(b) and 4.2. The method of selecting, nominating, and electing Members is delineated in ¶ 3.5(a). The section regarding utilizing only Nevada Financial Institutions is handled in ¶ 6.4. The section regarding amendment of the Bylaws and requirement that the sponsor must approve the amendment before it takes effect is stated in ¶ 9.1. The section regarding no action taking place without the required membership is handled in ¶ 3.8(j) regarding the necessity for a Quorum. Compliance with NAC 386.345 which restricts membership on the Governing Board is handled by ¶ 3.3. The section regarding hiring a diverse Governing Board I believe is handled adequately with reference to the Non-Discrimination ¶ 2.1 section. The proposed Bylaws specifically reference that the Open Meetings will be recorded in section 3.8 (i) in compliance with the Open Meeting Law. Lastly, in ¶ 2 the Mission Statement is included, which matches the other mission statement contained in the school's charter.

As such, the proposed Governing Body Bylaws are legally sufficient as to form and content and meet all of the required stipulations as required for the Charter Application.

Sincerely,



Jessica K. Peterson, Esq.

A.7 Target Population

Required Element 3a.

Community demographic information

There is a large number of school-aged children residing in the City of Henderson. According to the 2010 US Census 22.6% of Henderson's 257,729 residents are under the age of 18. That means that 58,246 children are either currently of school age or approaching school age and are in need of quality early childhood education. There are 26 elementary schools currently in Henderson. These schools served approximately 18,728 students in 2012-2013. With only 3 charter schools serving elementary aged students, families in Henderson have very limited choices in their community.

Required Element 3c

Enrollment data from schools currently operating in community

School Name	School ID	Students Enrolled	% NOT highly qualified teachers	# PreK students	% Am Indian/ AK Native	% Asian	% Hispanic	% Black	% White	% Pac. Islander	% Multi Race	% IEP	% FRL	Elementary Classification
Bartlett	02137	687	9.4	6	0	7.4	20.6	3.4	57.7	1.7	8.4	7.5	26	Adequate Yearly Progress
Cox, D	02126	619	6.7	2	0	7.7	20.8	7.2	52.1	0	10.3	5.4	33	Adequate Yearly Progress
Dooley	02111	444	8.3	8	0	2.4	15.9	3.1	72.5	0	5.1	11.8	36	Did Not Make Adequate Yearly Progress
Galloway	02276	633	3.4	8	0	1.7	19.1	2.2	69.5	0	5.8	11.4	43	Did Not Make Adequate Yearly Progress
Gibson	02120	528	0	1	0	3.9	28.6	5.3	50.3	2.6	8.3	8.6	39	Adequate Yearly Progress
Hinman	02297	604	9.1	6	0	5.7	42.0	8.6	30.9	3.1	9.1	11.8	77	Did Not Make Adequate Yearly Progress
Kesterson	02169	657	3.3	12	0	6.2	28.0	4.8	51.1	1.6	7.9	10.8	34	Did Not Make Adequate Yearly Progress
Lamping	02166	773	0	21	0	6.0	15.6	4.4	63.2	0	9.7	9.7	12	Adequate Yearly Progress
Mack	02277	628	3.1	15	0	4.1	24.0	8.6	50.6	2.2	9.5	11.5	45	Did Not Make Adequate Yearly Progress
McCaw	02249	554	3.6	43	0	0	30.1	4.5	55.7	0	6.3	14.3	65	Did Not Make Adequate Yearly Progress
McDoniel	02298	602	3.6	22	0	3.8	32.8	5.1	50	2.4	4.6	11.9	49	Adequate Yearly Progress
Morrow	02162	695	8.8	22	0	1.8	22.4	1.4	64.7	2.1	7.0	13.1	35	Adequate Yearly Progress

Newton	02146	705	8.8	18	0	3.4	24.8	2.8	57.3	0	9.9	9.3	35	Did Not Make Adequate Yearly Progress
Roberts	02150	778	2.7	28	1.4	4.6	26.8	7.8	48.8	2.8	7.5	13.5	36	Did Not Make Adequate Yearly Progress
Schorr	02099	900	2.5	27	N/A	12.4	26.7	6.7	35	6.7	12.2	9.3	42	Did Not Make Adequate Yearly Progress
Sewel	02251	711	8.3	16	0	2.9	24.6	11.6	50.3	0	8.3	16.1	71	Adequate Yearly Progress
Smalley	02090	843	2.7	20	0	2.8	11.7	2.6	75.3	0	6.4	8.6	19	Adequate Yearly Progress
Taylor, G	02230	900	2.4	11	0	9.6	14.5	4.7	61.2	3.5	11.5	6.8	26	Adequate Yearly Progress
Taylor, R	02254	517	3.4	11	0	0	38.6	13.9	35.5	0	9	19.3	86	Did Not Make Adequate Yearly Progress
Thorpe	02139	792	5.7	34	0	8.7	38.7	9.6	29.2	2.6	10.2	12.3	55	Did Not Make Adequate Yearly Progress
Treem	02127	803	5.4	2	0	7.3	35.4	11.2	34.9	1.6	8.5	8	58	Adequate Yearly Progress
Twitchell	02176	974	2.3	8	0	8.9	15.7	4.1	62.4	0	7.4	8.9	21	Adequate Yearly Progress
Vanderburg	02154	806	5.4	17	0	7.5	14.6	3.2	64.2	0	8.8	9.3	14	Adequate Yearly Progress
Walker	02183	736	2.7	11	0	2.8	25.8	2.7	58.4	0	9.3	8.2	25	Adequate Yearly Progress
Wallin	02077	877	5.4	14	0	7.3	12.6	2.6	64.4	1.4	11.2	8.4	12	Adequate Yearly Progress
Wolff	02287	962	0	14	0	9.6	18.7	4.5	55.6	1.3	9.9	9.5	19	Adequate Yearly Progress

Sources:

Nevada Report Card 2011-2012, 2012-2013

CCD Public school data 2011-2012

River Mountain Academy
2015-2016
Emergency Management Plan

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Emergency Management Plan

Overview

In January 2001 the Nevada Legislature passed SB 289 with subsequent passing of NRS 392.600 which mandates all Nevada schools have a School Emergency Management Team Plan in place.

The principal of River Mountain Academy will create a committee to develop the plan and update the plan yearly. This committee will be called the Emergency Management Development Team. As mandated by NRS 392.616(2), the implementation team must include the following individuals:

- A governing board member
- The principal of the school
- One licensed teacher of the school
- One employee of the school who is not a licensed employee and who is not responsible for the administration of the school
- One school police officer, if the school has school police officers
- One representative of a local law enforcement agency in Clark County
- One parent or legal guardian of a pupil who is enrolled in the school

Membership of the development team may also include any other person whom the principal of the school deems appropriate, including, without limitation:

- A counselor of the school
- A psychologist of the school
- A licensed social worker of the school
- A pupil in grade 10 or higher from the school, if the school includes grades 10 or higher

In creating the School Emergency Management Plan, NRS 392.620 mandates that the following components are outlined within the plan:

- Procedure for assisting persons within the school to communicate with each other
- Procedure for assisting persons within the school to communicate with persons outside the schools.
- Procedure for immediate management of the crisis
- Procedure for management after the crisis
- Procedure for safely moving pupils and employees within and away from the school
- Procedure for enforcing discipline and obtaining and maintaining a safe and orderly environment within a school during a crisis

Prevention of crisis situations can be handled through:

- Encouraging positive / constructive staff and student relationships
- Proper monitoring and maintenance of school facilities
- Preparation for natural disasters
- Proper registration and monitoring of visitors in the school

Preparation: Planning Before a School Crisis Event Occurs

Taking steps to prepare for school crisis situations are essential. In addition to creating a team to implement and update the School Emergency Management Plan for the school, following is a list of actions the school administration will take at the start of each school year.

- A. Follow the School Emergency Management Plan and all mandates set in place
- B. Identify key staff members to serve as the actual School Emergency Management Team, and assign team members specific roles within the school Emergency Management plan. In addition to the principal, key staff members could include:
 1. Assistant principal(s)
 2. Dean(s)
 3. Counselor(s)
 4. Office manager, administrative secretary or other office staff
 5. Nurse / Safety Aide
 6. Custodian(s) Any other school staff member
 7. Any other school staff member
- C. Develop, review and revise internal school procedures (i.e.: fire drill, shelter-in-place, earthquake, what to do if a crisis occurs just before or after school or during lunch, etc.)
- D. Inform staff members about the School Emergency Management Plan and introduce the School Emergency Management Team.
- E. Review with staff:
 1. The School Emergency Management Plan
 2. What would designate a school crisis situation
 3. The content and use of the School Emergency Management Plan kit
 4. How teachers, staff and students will be informed of a school crisis situation
 5. Expectations of staff during a school crisis situation
 6. Services available during and after a school crisis situation
 7. How parents will be informed of a school crisis situation
 8. How to work with the Communications Office to utilize and/or respond to the media
- F. The school will practice the lock down, shelter-in-place and evacuation procedures at least two times per year

School Emergency Management Team
General Responsibilities of the School Emergency Management Team
During an Emergency

1. When the School Emergency Management Administrator activates the School Emergency Management Team, all team members begin their roles within the School Emergency Management Plan
2. The School Emergency Management Administrator will determine whether to implement shelter-in-place or lock down procedures or evacuate the school (find the specific page in this plan that relates to situation)
3. School Emergency Management Team members take charge of the situation until assistance arrives. Follow the plan
4. School Emergency Management Administrator, or designee, to notify proper authority immediately:
 - a. Fire/Police: 911
 - b. Henderson Police Dept: (702) 267-5000 (non-emergency)
 - c. Henderson Fire Dept: (702) 267-2222 (non-emergency)
 - d. School Security: TBD
 - e. Board Of Directors: TBD
5. Maintain order and calm by modeling appropriate behavior. Student and staff safety are the first priority!
6. School Emergency Management Administrator will announce, over the intercom system, the appropriate school Management action and if there are any changes to the appropriate action plan
7. Remind teachers that they are responsible for their students at all times and must take their School Emergency Management Kits with them, if evacuating the building
8. Keep the School Emergency Management Team together, if possible
9. Work cooperatively with emergency personnel (fire, police)
10. Refer media questions to the school administration
11. Refer parents to the designated evacuation reunification area for picking up children, if necessary or to the appropriate spokesperson for information

2015-2016 EMERGENCY MANAGEMENT TEAM QUICK REFERENCE
PAGE

School Name River Mountain Academy

Location Henderson, NV

Emergency Management Team (CRT) Member	Position at the Site	Emergency Management Team Role
TBD	Principal	CRT Administrator
TBD	TBD	CRT Assistant Administrator
TBD	TBD	Evacuation-Reunification Coordinator
TBD	TBD	Shelter-in-Place Coordinator
TBD	Office Manager	Incident Reporter
TBD	School Nurse / FASA	Nursing Services Coordinator
TBD	Office Manager	Communication Liaison
TBD	TBD	Safety Coordinator
TBD	TBD	Student Coordinator
TBD	Principal	Staff Coordinator
TBD	TBD	Parent Coordinator
TBD	TBD	Supply Coordinator
TBD	School Psychologist & Counselors	Psychological Services Coordinator

2015-2016 School Emergency Management Team and Specific Duties

School Name River Mountain Academy

Location Henderson, NV

The School Emergency Management Team will perform the following duties during an emergency.

Please note: One person may perform multiple duties.

School Emergency Management Administrator (Principal) Responsibilities:

- Leads members of the School Emergency **Management** Team
- Directs members of the School Emergency **Management** Team
- Decides if the school should be evacuated or if shelter-in-place or lock down procedures should begin, depending on the type of situation
- Makes the announcement over the intercom system regarding the appropriate School Emergency **Management** Action and if there are any changes to the appropriate action or plan

School Emergency Management Assistant Administrator Responsibilities:

- In charge when the School Emergency **Management** Administrator is not available
- Other duties as assigned by the School Emergency **Management** Administrator

Evacuation Reunification Coordinator Responsibilities:

- Works with the School Emergency **Management** Administrator to create an evacuation plan
- As soon as the School Emergency **Management** Administrator announces that the school is being evacuated, the Evacuation Reunification Coordinator should head immediately to the evacuation reunification area
- Prior to a crisis, works with the School Emergency **Management** Administrator and the Nursing Station Coordinator to identify an area that medically fragile students will be transported during a school evacuation
- Other duties as assigned by the School Emergency **Management** Administrator

Shelter-in-Place Coordinator Responsibilities:

- Responsible for checking the classroom and School Emergency **Management** Kits to make sure the proper supplies are available and useable (tape is not dried out, enough plastic sheeting, etc.). Supplies should be checked annually.
- Prior to a crisis, works with the School Emergency **Management** Administrator and the Nursing Station Coordinator to identify an area that medically fragile students will be taken during a school shelter-in-place
- Other duties as assigned by the School Emergency Management Administrator

Incident Reporter Responsibilities:

- Stays with the School Emergency Management Administrator throughout the crisis
- Documents all aspects of the crisis and what action the school has taken during the crisis

- Responsible for making sure he/she has ample access to materials such as pens, pencils and notebooks during a crisis
- Provides updated online information if necessary
- Other duties as assigned by the School Emergency Management Administrator

Nursing Station Coordinator Responsibilities:

- Responsible for updating and executing the Health Services Emergency Management Plan for medically fragile students
- If food, water and/or ice are needed for medically fragile students, calls 911.
- Prior to a crisis, responsible for working with the School Emergency Management Administrator and Evacuation Reunification Coordinator to determine where medically fragile students will be transported when the school is evacuated
- Prior to an emergency, responsible for working with the School Emergency Management Administrator and Shelter-in-Place Coordinator to determine where medically fragile students can be taken during a school shelter-in-place
- Responsible for keeping the school's first aid kit stocked with fresh supplies; kit must be checked at least annually
- Other duties as assigned by the School Emergency Management Administrator

Communication Liaison Responsibilities:

- Main person to answer school phone during a crisis
- Contacts Principal if the media calls the school or comes to the school's campus during a crisis
- Other duties as assigned by the School Emergency Management Administrator

Safety Coordinator Responsibilities:

- In cooperation with the School Emergency Management Administrator, makes sure all students and staff have left the building during an evacuation/fire drill
- If needed, works with police and fire units to determine if all students have left the building during an evacuation of the school
- In cooperation with the School Emergency Management Administrator, makes sure all classroom and department doors are properly taped off during a shelter-in-place drill
- If needed, works with police and fire units to determine if all classroom and department doors are properly taped off during a shelter-in-place, and if necessary, ensures the HVAC system and exhaust fans have been shut down
- Other duties as assigned by the School Emergency Management Administrator

Student Coordinator Responsibilities:

- Assists teachers in ensuring students stay in the appropriate location during an evacuation of the school
- Assists teachers in providing answers to students' questions about the crisis
- Other duties as assigned by the School Emergency Management Administrator

Staff Coordinator Responsibilities:

- Point-of-contact for staff members; answers staff questions during the time of a crisis
- Assists staff members where necessary

- Other duties as assigned by the School Emergency Management Administrator

Parent Coordinator Responsibilities:

- Point-of-contact for parents at the evacuation reunification site
- Assists parents during a crisis situation when necessary
- Other duties as assigned by the School Emergency Management Administrator

Volunteer Coordinator (OPTIONAL) Responsibilities:

- Responsible for creating and maintaining a school volunteer database
- Responsible for calling volunteers into action during a crisis situation, must have approval from the School Emergency Management Administrator to call volunteers into action
- Other duties as assigned by the School Emergency Management Administrator

Supply Coordinator Responsibilities:

- Checks all school and department School Crisis Evacuation Kits to ensure they are up-to-date and have fresh supplies; kits must be checked at least annually
- Responsible for maintaining communication instruments (batteries for radios, bullhorn, etc.)
- Other duties as assigned by the School Emergency Management Administrator

Psychological Services Coordinator Responsibilities:

- Secures counselor visits to the school after a crisis situation
- Works with administrator in Emergency Management
- Other duties as assigned by the School Emergency Management Administrator

Emergency Actions

To become consistent, emergency actions have been created to alert administration and staff as to what type of crisis is currently taking place.

The following actions must be used by the Emergency Management Plan Administrator when announcing an emergency; actions will be announced over the school intercom and radio system as well as to the school staff through the use of Interact, when necessary:

Lock down: RIVER MOUNTAIN ACADEMY will now begin a school-wide lock down. Teachers and staff follow lock down procedures and wait for further instructions.”

Shelter-in-place: RIVER MOUNTAIN ACADEMY will now begin shelter-in-place procedures. Teachers and staff begin shelter-in-place procedures and wait for further instructions.”

Evacuations will not be announced via intercom, radio system or on Interact, but must be conveyed to school staff and students by bell or alarm:

Evacuation:

- A. Activate fire alarm
- B. Execute fire drill procedures
- C. School staff and students follow fire drill procedures
- D. School staff and students wait for further instructions

The Emergency Management Plan Administrator must identify and develop procedures for lock down, shelter-in-place and evacuation for the locations within their school that are not accessible by school intercom, radio system or Interact (i.e., portables, or other remote locations).

For communication of student and staff safety and needs, in crisis situations, a color-coding system must be implemented:

RED: Missing Students, Injuries, Need Help

GREEN: All Students Accounted

Use of posters or signs for using this code system will be developed at the school site and integrated into the Crisis Plan.

Communication Procedures for Areas without Communication Access

The Emergency Management Team will develop a plan in case the school has lost communication capabilities (intercom, two-way radio system or e-mail) in certain areas of the building.

Please list your plan below:

Communication will be established by sending campus security monitors, or other members of the Management Team, to the classrooms of each department chairperson. Depending on the situation, the chairperson will deliver information to members of their department or members of their department will meet at the chairperson's room.

In large open settings, such as the multi-purpose room, cafeteria, parking lot, or playing field, a bullhorn is available for use.

2015-2016 Radio Frequency List

School Name River Mountain Academy

Location Henderson, NV

ALL RADIO FREQUENCY NUMBERS USED BY AMINISTRATORS FOR COMMUNICATION PURPOSES

Example: Frequency #464.5000

(If unsure of frequencies and your two-way radios were purchased from McIntosh Communications call 596-6838)

Make of Radio:

Freq #1 _____

Freq #2 _____

Freq #3 _____

Make of Radio:

Freq #1 _____

Freq #2 _____

Freq #3 _____



Location has no radios.

Evacuation Kits

Kit One-Main Office Evacuation Kit

The main office must have one of the following:

- Student information cards – where available
- Master list of student information
- Electronic device with student information

Other items to be kept by the main office (Note: Some items are suggested)

- Cell phone (**Do not use cell phones during a bomb threat.**)
- Palm pilot (suggested)
- Credit card / purchase card (suggested)
- Extra set of keys to give to police or fire units, when necessary
- Student sign-out log or sign-out sheets and writing instruments
- Notebook / blank paper (suggested)
- Most recent yearbook
- Battery powered AM/FM radio (suggested)
- Two-way portable radios
- Bullhorn

Kit Two-Health Evacuation Kit

(see **Appendices for Emergency Health Plan for Medically Fragile Students**)

- Disability Notebook (with names and plans for students with medical issues)
- Emergency Medical Supplies
- Water, food and medications, as needed

Kit Three-Classroom Evacuation Kit*

Items to be kept by each teacher (Note: Some items are suggested)

- Gradebook
- Class roster, including student information (i.e.: parent names, phone numbers, etc.)
- Notebook / blank paper (suggested)
- Writing instruments
- Fire drill procedures / map with exits clearly marked

*** Substitute teachers must be able to easily locate these items within the classroom for which they are the substitute. A procedure to review evacuation and reunification must be in place for substitutes and volunteers. A documented process should be in place for a review of the site's Emergency Management Plan and daily checkout and check-in prior to their entry into the classroom.**

**Substitute/Volunteer Verification
Emergency Management Plan Review**

School/Site: River Mountain Academy

I have reviewed the Emergency Management Plan as presented to me in the substitute/volunteer folder. I am aware of the procedures for emergencies and procedures for fire, shelter-in-place and lockdown. I have also reviewed the evacuation routes specific to the classroom and Parent-Student Reunification sites.

When evacuating the school, I know that I must have the Classroom Evacuation Kit and follow directions. In the event of an emergency, I must account for all students and follow these procedures to keep students safe.

Print Name _____

Signature _____

Date _____

(Your signature certifies that you have reviewed and understand the Emergency Management Plan procedures specific to this school site.)

Tools to Use during an Emergency Management Plan Situation

Following is a list of possible internal and external communication tools, as well as other related items, that can be used during a school crisis situation.

1. Communication – Internal
 - a. Bullhorn
 - b. Two-way portable radio

- c. Intercom
 - d. Phone (designate one line for public and the rest for emergency units)
 - e. Alarm system
 - f. School bells
 - g. Palm pilot
 - h. Computer with internet
 - i. Cell phone (**Do not use cell phones during a bomb threat.**)
 - j. Intrusion-detection equipment
 - k. Staff courier
 - l. Spare batteries
2. Communication – External
- a. Phone
 - b. Computer with internet
 - c. Palm pilot
 - d. Cell phone (**Do not use cell phones during a bomb threat.**)
 - e. Bullhorn
 - f. Flag pole
 - g. Alarm system
 - h. School bells
 - i. Intrusion-detection equipment
3. Lighting
- a. Emergency lights
 - b. Battery operated room lights (room without windows)
 - c. Battery operated hand-held flashlights
4. Emergency Medical Treatment
- a. First aid supplies
5. Transportation / Site Security / Field Couriers
- a. School security monitors
 - b. Transportation supervisors
 - c. Hall monitors
6. Fire / Shelter
- a. Fire extinguishers and hoses
 - b. Shelter-in-place masking tape and plastic sheeting

2015-2016 Shut Down/Off Procedures for HVAC Systems & Locations

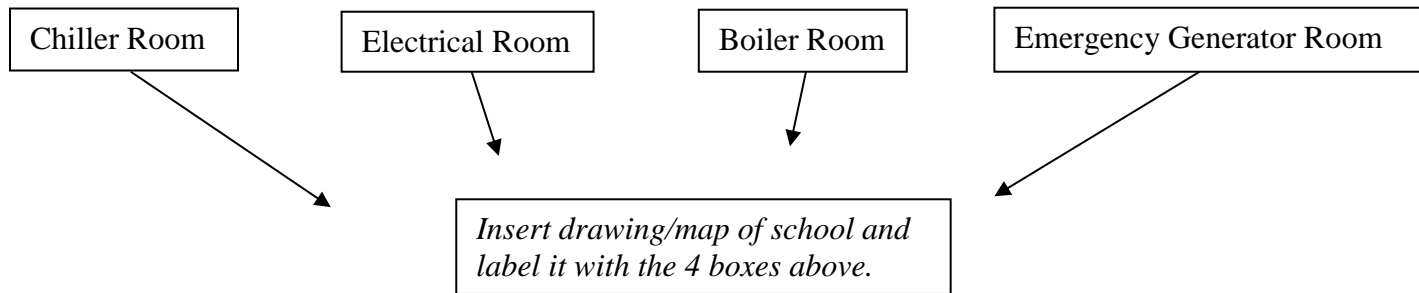
During a lock down or shelter-in-place, it may become necessary to shut down the HVAC, cooling systems, and/or exhaust fans of the school. To complete this section, the Safety Coordinator, or other school personnel (such as head custodian and/or building engineer) as assigned by the Emergency Management Administrator, must create a one-page, easy-to-follow set of directions on how these systems can be shut down.

- The Head Custodian for River Mountain Academy (school) is:
_____. His/her phone number is: (cell) .

Basic HVAC system and exhaust fans shut-down procedures:

- Custodian, building engineer or other designated employee turn off air and exhaust fan switches at the electrical panel.

The chiller and boiler rooms are located _____. The switch used to shut off the air handlers, labeled “Shelter-in-Place Switch,” is located _____.



2015-2016 HVAC AND SHUT-OFF DIRECTIONS

Chillers – Entering the room, the main panel is located _____. The “OFF” switch will deactivate the entire unit and system.

The switch used to shut off only the air handlers, labeled “Shelter-in-Place Switch,” is located _____.

Boilers -- Entering the room, the gas shut-off is located _____. Two big red valves on the gas pipes connected to the main unit are turned. To deactivate the circulating pumps, the power switches are located on each pump.

Guidelines for Shelter-in-Place

Administration:

1. Make the determination for Shelter-in-Place quickly when Evacuation is not practical.
2. Make announcement over the intercom to activate the Shelter-in-Place protocol. Make sure all outside personnel move into the main building and lock exterior doors.
3. Activate the appropriate Emergency Management Team members, if needed.
4. Contact 911
5. Ensure HVAC system is turned off.
6. Ensure students are collected from all remote areas (restrooms, storage areas, the stage, etc.) and any unlocked rooms.
7. If safe, canvas outside areas to make sure all staff members and students were able to get into the building safely (check outside play areas, outside restrooms, common areas and parking lot).
8. Ensure Staff and Student Accounting Protocol is completed.
9. Check to see that all staff members have sealed off windows and doors from outside airflow.
10. Monitor the situation through radio or television. Attempt to calm staff and students and keep staff updated about the situation as facts present themselves.

Teachers:

1. Follow the procedures as outlined and any verbal instructions from the Emergency Management Team, law enforcement or other emergency personnel.
2. If you are outdoors or in an unprotected area, move indoors as quickly and efficiently making certain that all students in the area come with you.
3. Once inside, lock doors and windows and seal the seams of the doors and windows with the plastic and tape provided.
4. Follow Staff and Student Accounting protocol.
5. Place red card from Classroom Evacuation Kit in the window or on the outside of the door if you need assistance or have any missing or extra students. Place green card in the window or on the door if you need no assistance and have no missing or extra students.
6. Remain calm and assure students that they are safe.
7. Monitor student behavior enforcing the Student Code of Conduct.
8. Remain with students at all times
9. **Do not use cell phones during an emergency situation.***
10. Do not dismiss students until the official word from administration has been given.
11. Disregard bells or normal time schedule until instructed differently.
12. Take notes, names and descriptions – document any unusual events that occur.

13. Within the classroom, teaching should resume as normal.
14. Wait for instructions from Site Administrator on how to proceed.

***Cell sites must be left open for emergency personnel to use, and cell phone signals can detonate bombs, in the case of a bomb threat.**

Guidelines for Lockdown

Administration:

1. Lock all exterior doors. Do not open these doors to anyone.
2. Alert on site security. Call 911 if situation warrants.
3. Ensure students are collected from all remote areas (restrooms, storage areas, the stage, etc.) and any unlocked rooms.
4. If safe, canvas outside areas to make sure all staff members and students were able to get into the building safely (check outside play areas, outside restrooms, common areas and parking lot).
5. Ensure Staff and Student Accounting Protocol is completed.
6. Within the classroom, teaching should resume as normal.
7. Site Administrator will brief staff via telephone, email, or intercom to explain the situation as facts present themselves. Lockdown procedures can be modified as knowledge of the situation is updated.
8. If the situation becomes unstable and/or has moved into the building, move to “Hard Lockdown” procedures.

Teachers:

1. Follow the procedures as outlined and any verbal instructions from the Emergency Management Team, law enforcement or other emergency personnel.
2. If you are outdoors or in an unprotected area, move indoors as quickly and efficiently making certain that all students in the area come with you.
3. Follow Staff and Student Accounting Protocol.
4. Lock all exterior doors. Do not open these doors to anyone.
5. If you are not in a location with a lockable door, move students to an area where they can be secure with a locked door.
6. Continue instruction as usual. Notify the administration of any unusual or suspicious activity.
7. If situation calls for a “Hard Lockdown” (intruder is physically in the building) proceed with the following steps:
8. Students should be out of the line of view from the window, crouched with their hands protecting their heads (Duck and Cover).
9. Turn off the lights in the room.
10. Take evasive action (Duck and Cover or move behind bookcase, under desk, away from view, etc.)
11. Do not open the door for anyone.
12. Remain calm and encourage students to do so also.
13. Monitor student behavior enforcing the Student Code of Conduct.
14. Students must remain silent.

15. Remain in place if the fire alarm rings; Evacuation will be signaled only by intercom announcement.

Guidelines for Fire or Smoke

Administration:

1. The person discovering the fire must first act for safety. They or he/she must move students to safety, away from the fire, pull the nearest fire alarm and/or immediately alert the Site Administrator.
2. Initiate Evacuation protocol.
3. Call 911.
4. Notify other emergency services and supervisors immediately if they are required

Teachers:

1. If you discover a fire or see/smell smoke:
 - Move students away from danger.
 - Pull the nearest fire alarm or call the front office.
 - Notify Site Administrator immediately.
2. Evacuate to the designated area, taking Classroom Evacuation Kit with you if possible.
3. Assist any students with special needs.
4. Follow Staff and Student Accounting Protocol.
5. Be prepared to follow administrative direction for Family Reunification protocol.

Guidelines during an Evacuation

Administration:

1. Make the announcement and activate the School-Based Emergency Management Team Members.
2. Call 911.
3. Ensure that the Evacuation Kits are taken from the facility and transported to the Staff-Student Staging Area.
4. Ensure sweeping of the school has been initiated.
5. Ensure Staff and Student Accounting Protocol is completed.
6. Report to the Staff-Student Staging Area and appraise the situation. Brief the staff and assure both staff and students that they are safe.
7. Instruct staff to record if students leave without permission, noting the time and describing the manner in which the students left and the person(s) with whom they left.
8. Decide if Family Reunification protocol is necessary at this time. If Reunification is necessary, please see the following step.
9. Begin moving students to the designated Family Reunification Site as practiced in your drills.

10. Prepare to implement the Family Reunification protocol.

Teachers:

1. Follow the procedures as outlined and any verbal instructions from the Emergency Management Team, law enforcement or other emergency personnel
2. Once the alarm sounds, calmly instruct your students to line up in an orderly fashion and prepare to exit the building.
3. Take Classroom Evacuation Kit.
4. Before leaving the classroom, visually sweep the classroom making sure it is clear.
5. Lock the door to indicate room has been swept and is clear.
6. In an orderly fashion, make sure to direct the students to power walk safely and exit the facility with a sense of urgency. Follow fire drill procedures and wait for further instructions.
7. Ensure care for those students with special needs.
8. Follow Staff and Student Accounting Protocol.
9. Remain with the students at all times.
10. Monitor student behavior enforcing the Student Code of Conduct.
11. Remain with students at all times
- 12. Do not use cell phones during an emergency situation***
13. Do not dismiss students until the official word from administration has been given.
14. Disregard bells or normal time schedule until instructed differently.
15. Record the name and time if a student leaves.
16. Take notes, names and descriptions – document any unusual events that occur.

***Cell sites must be left open for emergency personnel to use, and cell phone signals can detonate bombs, in the case of a bomb threat.**

School Evacuation to Reunification Site Procedures

In the event of a school-wide evacuation to an established reunification site, the following procedures should be followed:

1. Activate the fire alarm, follow fire drill procedures
2. Once followed, the School Emergency Management Administrator will announce that the school is being evacuated to an established reunification site and/or if any changes to the plan have been made (i.e. buses in the front of the school, change in reunification site – from XYZ school to ABC church, etc.)
3. Classroom teachers will gather their School Crisis Evacuation Kits, students and head to the designated reunification site
4. If the reunification site is within walking distance, students will proceed to the area under administration and teacher guidance and supervision. Students will not run or proceed in a disorderly fashion.
5. The classroom teacher is responsible for students in his/her class. Students are to stay with that teacher until a parent or guardian signs them out with the School Emergency Management Student Coordinator or the school is allowed back into the building.

6. The main office's School Emergency Management Kit will be taken by the School Emergency Management Administrator, or designee, to the reunification location.
7. The school's first aid kit will be taken by the School Emergency Management Nursing Station Coordinator.

IN THE EVENT THAT RIVER MOUNTAIN ACADEMY IS EVACUATED, THE REUNIFICATION SITE IS:

Location: TBD

Address:

Contact Name / Phone Number:

ALTERNATE REUNIFICATION SITE IS:

Location: TBD

Address:

Contact Name / Phone Number:

EVACUATION MAP

River Mountain Academy of Nevada

Insert school map here.

PARENT-STUDENT REUNIFICATION MAP

From *RIVER MOUNTAIN ACADEMY* to _____

Insert location map here.

STAFF-STUDENT REUNIFICATION MAP

(Staff-student assembly location prior to movement to Parent-Student Reunification Site – ***IF NECESSARY.***)

Insert location map here.

PARENT-STUDENT REUNIFICATION SITE

Evacuation Reunification Coordinator:

Responsibilities:

- Works with the School Emergency Management Administrator to create an evacuation plan
- As soon as the School Emergency Management Administrator announces that the school is being evacuated, the Evacuation Reunification Coordinator should head immediately to the evacuation reunification area
- Prior to a crisis, works with the School Emergency Management Administrator and the Nursing Station Coordinator to identify an area that medically fragile students will be transported during a school evacuation
- Other duties as assigned by the School Emergency Management Administrator

Procedures for Crises during Non-Classroom Situations

1. Before School Begins - On School Grounds/Playground

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- All staff will write names of students in their room.
- Students will not be dismissed until the ALL CLEAR is given.

2. Recess and/or Students Outside of Classrooms during School Time

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- Staff will write names of students in their room not normally assigned.
- Names of displaced students will be called in to attendance clerk. Teachers missing students will also report names to attendance clerk.
- Students will not be dismissed until the ALL CLEAR is given.

3. Cafeteria-Lunch

- Students will be seated at a lunch table inside cafeteria and listen for announcements over the cafeteria sound system.
- Students will be released to teacher when he/she arrives carrying name placard or when the ALL CLEAR is given.

4. Assemblies

- Students will remain seated with teacher in multi-purpose room.

- If evacuation is necessary, teachers will lead their class out the same door they entered, then proceed to the Evacuation Area

5. Passing Periods - (Middle and High Schools)

- Students should expeditiously make effort to enter the class to which they were going.
- If student can't pass safely, he/she will enter the closest room where a staff member is present.
- Staff will send e-mail message to teachers of students of whom they belong.
- Teachers will report unaccounted for students to the attendance office.

6. Release at the End of the Day

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- All staff will write names of students in their room.
- Students will not be dismissed until the ALL CLEAR is given.

7. After-school events (athletics, extracurricular, etc.)

- Students will report to the multi-purpose room or nearest classroom with teacher.
- Staff will seat students by grade level in multi-purpose room.
- All staff will write names of students in their room.
- Students will not be dismissed until the ALL CLEAR is given.

Basic Procedures for Crisis Situations

- 1. Assess the situation**
- 2. Call Fire/Police – 911**
- 3. Follow specific procedures outlined in Emergency Management Plan**

The next pages will outline SPECIFIC PROCEDURES for the following crisis events:

- Aircraft Accident
- Bees on Campus
- Biological Chemical Threat
- Bomb Threat
- Chemical Spill/Toxic Emissions
- Earthquake
- Fire/Explosion
- Flood
- Hostage/Barricaded Subject
- Power Outage/Heat Stress
- Shelter-in-Place/Lockdown
- Shooting on Campus

Specific Procedure - Aircraft Accident

During the crisis:

1. School Emergency Management Administrator will determine if the School Emergency Management Team, should be activated, if so assignments begin
2. School Emergency Management Administrator, or designee, will notify proper authority immediately or call 911.
3. School Emergency Management Administrator will decide whether to evacuate the school or activate lock down procedures

After the crisis:

1. Facility must be inspected by fire/police and Inspection Services personnel before staff and students can return to the school

Specific Procedure – Bees on Campus

During the crisis:

1. If a beehive or swarm is observed on campus immediately:
 - a. Move students from the school yard and into classrooms in a quiet orderly fashion
 - b. Close all outside doors and windows
2. If an actual attack by bees occurs:
 - a. Instruct students on campus grounds to run to the nearest school building; cover their head with their shirt, jacket, etc., and do not swat at the bees
3. School Emergency Management Administrator will determine if the School Emergency Management Team needs to be activated.
4. School Emergency Management Administrator will decide whether to evacuate the school or activate lock down or shelter-in-place procedures.
5. Provide first aid, as necessary

After the crisis:

1. School Emergency Management Team to discuss possible dismissal of students.

Specific Procedure – Biological Chemical Threat

A suspicious letter or package can be identified by one or more of the following characteristics:

- Has no return address or has one that cannot be verified as legitimate
- Unusual weight, given the size of the letter/package, or oddly shaped
- Marked with restricted endorsements such as “personal” or “confidential”
- Addressed to position title only or incorrect title
- Excess postage

- Mailed from a foreign country
- Has strange odor, stains, leaks or fine powder on the outside of the letter/package
- Poorly typed or written with misspelled words
- Postmark that doesn't match the return address

During the crisis:

1. School Emergency Management Administrator will determine if the School Emergency Management Team should be activated, if so assignments begin
2. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911.
3. School Emergency Management Administrator will decide whether to evacuate the school or activate shelter-in-place procedures
4. Emergency Management Team to take control of situation until arrival of fire/police unit
 - a. Do not open the letter/package
 - b. If letter/package is open or torn do not touch, smell or taste the substance
 - c. Clear the room or office
 - d. All who came in contact with the letter/package must wash hands, arms and any exposed body parts with soap and warm water
 - e. Turn off HVAC system and any circulating fans (if appropriate)
 - f. Isolate and secure the area until police/fire units arrive

After the crisis:

1. School must be inspected by one or more of the following before students and staff can enter the building:
 - a. County Hazardous Material Department
 - b. County Health Department
 - c. District Environmental Services/Hazardous Material Section
2. School Emergency Management Team to discuss possible dismissal of students.

Specific Procedures – Bomb Threat

During the crisis:

1. If a threat is received by telephone, attempt to complete the bomb threat checklist below; pay close attention to exact wording, speech characteristics and background noises
2. If a written threat is received, turn the original over to the School Emergency Management Administrator; who will copy the contents and protect the original message (plastic or other covering) to preserve identifying marks or fingerprints
3. If a suspected item is found in the building, contact the School Emergency Management Administrator will determine if the School Emergency Management Team needs to be activated, if so assignments begin
4. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911.
5. School Emergency Management Administrator will decide whether to evacuate the school or activate lock down procedures
 - a. If the school is evacuated, follow the evacuation plan

- b. If the school is not evacuated take control of all school activities and wait for arrival of fire/police units. Follow instructions provided by fire/police units
- c. If lock down is established, follow the shelter-in-place plan
- d. School Emergency Management Administrator will decide whether to conduct a search, using school personnel or wait for fire/police units

DURING A BOMB THREAT SITUATION, IT IS VERY IMPORTANT THAT CELL PHONES AND RADIOS ARE NOT USED AS THEY CAN ACTIVATE OR DETONATE A BOMB.

After the crisis:

- 1. Facility must be inspected by fire/police and ~~CCSD Inspection Services~~ personnel before staff and students can return to the school
- 2. School Emergency Management Team to discuss possible dismissal of students.

BOMB THREAT CHECKLIST

CALL RECEIVED BY _____ TIME _____ DATE _____

A. ASK THESE QUESTIONS:

WHERE IS THE BOMB?

WHEN WILL IT GO OFF?

WHY ARE YOU DOING THIS?

B. EVALUATE THE VOICE OF THE CALLER AND CHECK THE APPROPRIATE SPACES:

MAN _____ INTOXICATED _____ OTHER _____

WOMAN _____ SPEECH IMPEDIMENT _____

CHILD _____ AGE (Approx.) _____

SPECIAL ETHNIC CHARACTERISTICS _____

C. LISTEN FOR ANY BACKGROUND NOISE AND CHECK THE APPROPRIATE SPACES:

MUSIC _____ BABIES OR CHILDREN _____ MACHINE NOISE _____

CONVERSATION _____ AIRPLANE _____

TYPING _____ CARS OR TRUCKS _____

OTHER _____

D. REMARKS: (Give exact wording or threat message)

Specific Procedure - Chemical Spill/Toxic Emissions

During the Emergency Management Administrator will determine if the School Emergency Management Team needs to be activated, if so assignments begin

1. School Emergency Management Administrator will determine whether to evacuate or activate shelter-in-place procedures
2. School Emergency Management Administrator will determine whether the HVAC, power and or water should be shut down
3. Isolate the area (close doors, prevent entry) and contact the fire department

After the crisis:

1. Fire department and/or Safety and Environmental Services Hazmat section will determine when the school/surrounding area is safe for students and staff to return to the building
2. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911.
3. School Emergency Management Team to discuss possible dismissal of students.

Specific Procedure – Earthquake

During the crisis:

1. School Emergency Management Administrator to make a school-wide announcement to tell staff and students to take the following action:
 - a. Get under desks or tables if in a classroom, library or cafeteria
 - b. Drop and tuck if in the hall, stairway or open area
 - c. Move away from windows or out from under heavy suspended light fixtures or objects.
2. School Emergency Management Administrator will determine if the School Emergency Management Team, should be activated, if so assignments begin
3. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911.
4. School Emergency Management Administrator will decide whether to evacuate the school or activate shelter-in-place procedures

After the crisis:

1. Facility must be inspected by fire/police to check for structural damage
2. School Emergency Management Team to discuss possible dismissal of students.

Specific Procedure – Fire/Explosion

During the crisis:

1. School Emergency Management Administrator will determine if the School Emergency Management Team, should be activated, if so assignments begin
2. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911
3. Emergency Management Administrator will decide whether to evacuate the school or activate lock down or shelter-in-place procedures

After the crisis:

1. Facility must be inspected by fire/police to check for structural damage
2. School Emergency Management Team to discuss possible dismissal of students.

Specific Procedures – Flood

During the crisis:

1. School Emergency Management Administrator will determine if the School Emergency Management Team needs to be activated, if so assignments begin
2. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911
3. School Emergency Management Team will take control of situation until arrival of fire/police units.

After the crisis:

1. Facility must be inspected by fire/police to check for structural damage.
2. School Emergency Management Team to discuss possible dismissal of students.

Specific Procedures – Hostage/Barricaded Subject

During the crisis:

1. School Emergency Management Administrator will determine if the School Emergency Management Team, should be activated, if so assignments begin
2. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911
3. Emergency Management Administrator will decide whether to evacuate the school or activate lock down or shelter-in-place procedures
4. School Emergency Management Team will take control of situation until arrival of fire/police units
 - a. Attempt to confirm whether an actual hostage or barricaded subject event exists and what weapons, if any, are present
 - b. Attempt to identify hostage(s) or barricaded subject (s)

After the crisis:

1. Facility must be completely inspected by police before staff and students can return to the school
2. School Emergency Management Administrator will contact aid in counseling students and staff
3. School Emergency Management Team to discuss possible dismissal of students.

Specific Procedures – Power Outage/Heat Stress

During the crisis:

1. School Emergency Management Administrator to notify Nevada Power and find out when power will be restored

2. School Emergency Management Administrator will determine if the School Emergency Management Team needs to be activated, if so assignments begin
3. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911
4. School Emergency Management Administrator to decide whether it is necessary to evacuate the school
5. School Emergency Management Administrator will take control of situation until arrival of fire/police units:
 - a. Ensure window blinds are closed and interior classroom and office doors are open
 - b. Restrict physical education activities
 - c. Ensure availability of water and utilize ice from school cafeteria, if needed
 - d. If power is to be out more than one hour, the School Emergency Management Team to discuss possible dismissal of students.

Specific Procedure – Shelter-in-Place/Lock Down

There may be times when the School Emergency Management Administrator will need to call the school into a shelter-in-place or lock down. These procedures ensure that the school is secure and people inside the school cannot leave, and people (or a foreign substance) outside cannot get in the school. **Explanation:** A **shelter-in-place** will be called when foreign substances need to be kept outside a classroom or school, and requires that the building be secured with tape and plastic sheeting. A **lock down** will be called for various reasons, such as bomb threats, civil unrest or police activity outside of the school or in the vicinity of the school, missing student(s), and does not require that a school be secured with tape and plastic sheeting.

During the crisis:

1. School Emergency Management Administrator will determine if the situation warrants a shelter-in-place or a lock down
2. If a shelter-in-place is needed, the School Emergency Management Administrator will announce that the school will activate shelter-in-place procedures. Shelter-in-place procedures are the following:
 - a. Remove students and staff from outside locations
 - b. Direct students and staff to classrooms or offices
 - c. Shut down air handling systems at the main fire alarm panel or shut down system breaker
 - d. Lock and tape/seal exterior doors (using 2” masking tape)
 - e. Tape/seal classroom doors and windows (using 2” masking tape)
 - f. Seal air supply/exhaust registers (using 2” masking tape and plastic sheeting)
3. If a lock down is necessary, the School Emergency Management Administrator will announce that the school will begin lock down procedures. Lock down procedures are the following:
 - a. Remove students and staff from outside location
 - b. Direct students and staff to classrooms or office
 - c. Lock main door and classroom or office doors

4. The School Emergency Management Administrator will determine if the School Emergency Management Team needs to be activated, if so assignments begin
5. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911.

After the crisis:

1. Perimeter of school must be secured by fire/police units before shelter-in-place or lock down procedures can end
2. School Emergency Management Team to discuss possible dismissal of students.

Specific Procedures – Shooting on Campus

During the crisis:

1. School Emergency Management Administrator will activate the School Emergency Management Team, assignments begin
2. School Emergency Management Administrator, or designee, to notify proper authority immediately or call 911.
3. School Emergency Management Administrator to decide whether to evacuate the school or activate lock down procedures
4. School Emergency Management Team to take control of situation until arrival of

units

a. If threat of shooting occurs:

- Move students from schoolyard to classrooms in a quiet, orderly fashion
- Lock outside corridor doors
- Lock classroom doors and instruct students to sit on the classroom floor away from doors and windows
- Do not release students for any reason unless authorized by on-site police or School Emergency Management Administrator
- Do not open classroom doors to anyone requesting entry unless authorized by on-site police or School Emergency Management Administrator

b. If actual shooting occurs:

- Immediately notify the School Emergency Management Administrator of the shooting and the location the shooting occurred
- Instruct students to lie flat on the ground or floor, covering their heads with their arms
- Instruct students not to bunch up in groups
- Instruct students not to get up and run, but wait until police respond
- Lock classroom doors and instruct students to keep away from doors and windows
- Do not release students for any reason unless authorized by on-site police or School Emergency Management Administrator
- Do not open classroom doors to anyone requesting entry unless authorized by on-site police or School Emergency Management Administrator

5. Provide first aid, as necessary

After the crisis:

1. Facility must be completely inspected by police before staff and students can return to the school
2. School Emergency Management Administrator will contact aid in counseling students and staff
3. School Emergency Management Team to discuss possible dismissal of students.

Management and Follow-Up to a Traumatic Crisis

Each crisis in the life of a child offers learning opportunities that may never come again. Instead of viewing crisis intervention as an extra school duty, it can be viewed as a special opportunity for teaching.

Crisis situations, traumatic events and sudden death are but few of the situations that increasingly need to be dealt within our schools. As these traumatic losses and events become more frequent in our society, there is a need for a written plan and procedure to guide school personnel in responding immediately and effectively when these events occur. A traumatic event can overwhelm the resources of an individual school, yet an effective management demands the collective and coordinated services of both school personnel and community resources.

Management to Traumatic Event – Day One

Once a traumatic situation occurs there are certain steps that need to be taken. The following items are important to think about during crisis situations:

1. Determine if additional assistance is needed (i.e. community agencies); the Emergency Management Team will ask for assistance from outside agencies.
2. Decide what the school actions and audience messages will be.
3. Provide information to teachers and let them know what is expected of them.
4. If needed, determine the location of a crisis center at the school; inform staff of the location of the center and how to refer students to the center.
5. Determine how students will be informed about a crisis situation, if it does not immediately affect the whole school (i.e. by school-wide announcement, courier hand deliver to classrooms, etc.).
6. Identify students and staff considered to be high risk, due to the nature of the crisis (siblings, boy or girl friends, close friends, other recent at-risk students, team members, etc.). Ask staff to assist in monitoring students.
7. Ask staff to continue monitoring all students.
8. Determine need for a parent and community meeting.
9. If appropriate, assign a school liaison to the family.
10. Determine whether counselors or Emergency Management Team members need to meet with any particular classes or groups.
11. Continue with school classes as scheduled with class procedures as normal as possible.
12. Determine if there is a need for a letter to go home informing parents of the situation.

13. Determine whether any other school may be impacted and establish contact with that school (consider siblings, boy or girl friends, those who recently attended another school, etc.).

Management Plan for Traumatic Event – Days Two through Five

1. School administration and district Emergency Management Team continues to meet and monitor staff and students.
2. Review status of day one and determine the need for follow-up.
3. Consider allowing only staff to answer the phone for at least days one through five
4. Remind staff to continue to help identify and monitor high-risk students and fellow staff members.
5. Determine whether staff or students need to be referred for professional assistance. Work with parents.
6. If step has not already been taken, re-evaluate need for evening meeting for parents and community.
7. Take requests for school assembly and/or memorials for lost students or staff members under consideration. Make no commitment.
8. Inquire about funeral arrangements or hospital visits and the family's desire for school/student involvement.
9. Inform staff that the Emergency Management Team members are available to provide consultation, direct assistance to class, and/or information and suggestions for working with students and class.
10. Continue follow-up and monitoring of student, school and community environment.

Management Plan for Traumatic Event – One to Six Weeks after the Event

1. Have counselors and/or nurses continue to monitor and/or see high-risk students.
2. Continue to ask staff for assistance in monitoring students and staff who were affected by the crisis. Determine need for developing individual student plans.
3. Maintain contact with family. Work with any outside therapists, and/or assist with outside referral.
4. Determine need for support groups and conduct as needed.
5. Develop monitoring and/or intervention plans for siblings, staff, and/or friends re-entering school.
6. Consult with Emergency Management Team Coordinator for follow-up plan to identify further needs and to evaluate effectiveness of management. Remind staff that time frame for intervention and assistance could be from a few weeks through the end of the school year.
- 7.

PARENT NOTIFICATION LETTER

School Logo

Dear Parent:

We at River Mountain Academy place a high priority on protecting the safety of our students and employees. In emergency situations, if everyone knows what to do, all involved can *Stay Calm and Stay Safe*. This letter will inform you of how you and your student can stay safe in an emergency.

The River Mountain Academy Emergency Action Plan includes the following elements.

- A detailed plan, coordinated with national, state and county emergency action plans, with detailed procedures for protecting the welfare of students during an emergency event
- School-based Crisis Team, integrated with community emergency management and mental health resources
- School Security, integrated with local police agencies
- Individual Crisis Plans, including regular drills for fire, lockdown, shelter-in-place for other potential disasters
- School-based Health Services, integrated with community health and medical resources
- A re-unification site to re-unite parents and students if off-school site evacuation is necessary. Community media outlets will communicate site of reunification immediately after confirmation of need for re-unification off-site

As the parent of a River Mountain Academy student, you are a vital part of our plans to protect your child. You can assist the various school personnel, police or fire personnel, or others engaged in the protection of your student and others by remaining calm and following the steps outlined below.

BEFORE A CRISIS

- Practice family Emergency Management at home: have a plan and supplies organized, and discuss remaining calm and asking for help when needed
- Make sure the school has updated information regarding your child, including contact names and numbers and your child's medical history
- Discuss with your child the school's rules during drills for fire and other emergencies; be sure your student understands correct procedures
- Teach your child to stay with school staff and follow their directions
- Tell your child NOT to try to contact you by cellular phone or land line until given the OK by school staff, thus allowing communication channels to remain open for emergency responders
- Tell your child that you will remain at work or home and watch for information from the school as to where and when you and your child can reunite

DURING A CRISIS

- **Stay calm and do not come to the school** so emergency responders can complete their mission
- Keep phone lines free so school personnel and community responders can communicate with each other
- Listen for information from the school over TV, radio or the Internet: this information will help you reunite with your child in an orderly and safe manner

WHEN YOU REUNITE WITH YOUR CHILD

- Be a model of Calm, Control and Comfort: let your child know you will protect them
- Listen to your child and watch for temporary changes in behavior like being clingy or angry, having trouble sleeping, acting younger or acting scared
- Seek assistance for negative behavior changes that persist after two weeks: you may need to contact your child's school, your family doctor, or community counselors/psychologists
- Keep in contact with your child's school and follow recommendations from the school and community experts

We at River Mountain Academy take pride in responding to the needs of our students and employees. Training and awareness activities continue in all areas of crisis management and school safety in an effort to stay current with national, state and county management plans. We appreciate your efforts in doing all you can to help us protect your child in an emergency.

Sincerely,

Principal

HEALTH SERVICES EMERGENCY MANAGEMENT PLAN FOR MEDICALLY FRAGILE STUDENTS

Initial Completion _____

Review dates (on or before):

September 15 _____

February 15 _____

June 15 (Year Round) _____

(Note actual date completed)

An emergency action plan is already established by the school to assist all personnel with an organizational structure for management of resources. Each individual school should also have a site based emergency protocol. It is necessary for the School Nurse and/or FASA, to plan ahead for a potential emergency to assess specific needs for medically fragile students. Attached information is to be completed by the school nurse/FASA based on the needs of the school site. Assistance from the site administrator will be required in determining responsible personnel and designated locations. This information should be completed in conjunction with the site administrator or designee and maintained with the school emergency protocol and updated as students enroll and also at designated review dates. Medically fragile students requiring special assistance should be listed in the designated area and information necessary for their management noted. A copy should be maintained in the disability notebook, provided to the site administrator or designee, and maintained with the emergency supplies.

An emergency CPR/AED plan is also recommended for the implementation and use of the AED for appropriate cardiac emergencies. If implemented, the school will have a site based emergency protocol for the use of an AED. This plan should be updated as certified CPR/AED responders are hired or transfer from the school campus, as well as on the designated review dates. A copy should be maintained in the health office and provided to the site administrator and school AED program coordinator(s).

SITE BASED SCHOOL EMERGENCY PROTOCOL:

Describe plan or location of emergency protocol(s): _____

WATER SUPPLY:

- How many medically fragile students should be supplied with water? _____
- Where is the water stored? _____
- Who will transport stored water from the health office? _____
(Each health office should maintain at least one gallon of water at all times.)

MEDICATIONS:

Consider only medications that will be required during an emergency, e.g., insulin, Epi Pens, inhalers, seizure medications, small volume nebulizers and glucagon. (Students at the secondary level carrying their own medications should be allowed to take their backpacks with them during emergencies.)

List below any students who will require medications to be available during an emergency outside of the school building:

STUDENT/ROOM #/TEACHER

MEDICATION

STUDENT/ROOM #/TEACHER

MEDICATION

Storage of the above medication should allow for easy accessibility during an emergency.

FOOD:

Identify any foods which will be available for diabetic students, e.g., hard candy, frosting, juice, crackers, etc.: _____

This should be available for students at all times during an emergency. Identify diabetic students on attached list.

SHADE LOCATIONS:

Identify locations of shade (if any) where medically fragile students could be placed during an emergency:

Identify location where students would gather if required to leave the building (obtain information from site administrator):

Maintain spray bottles with water and cold packs as methods to cool off students or staff members who display signs/symptoms of heat sensitivity.

Note: Information regarding types of students more likely to be heat sensitive is available in the school nurse handbook in the section addressing management of heat.

PERSONNEL (Obtain this information from the site administrator/designee.) For special education programs, it will usually be the teacher and/or assistant.)

Who is responsible for monitoring and moving medically fragile students if the school nurse is not present?

Who is in charge of communication? _____

How are communication lines established?

- Walkie Talkies _____
- Cellular Phones _____
- Fax Machine _____ Is it a designated line? _____
- Bull Horn _____
- AM/FM Radio available with batteries? _____

Who is responsible for turning off natural gas lines? _____

Who will notify Health Services if there is an emergency that requires the presence of a school nurse?

Identify staff members who have current CPR and/or first aid certification who could assist as needed during an emergency. Please keep in mind this list should be obtained early in the school year and maintained in an accessible location

STAFF MEMBER

LOCATION

SUPPLIES:

Refer to attached list of portable supplies needed in an emergency. Identify staff member(s) responsible for transporting the following emergency supplies and information:

- Water _____
- Medications _____
- Emergency Food _____
- Disability Notebook _____
- Portable Emergency Supplies _____

Note: Emergency supplies should be stored together for easy accessibility. Large bags, plastic bins, emergency kits or A/V carts could be utilized for transport. Practice taking supplies out during drills at least one time yearly.

**RECOMMENDED DISASTER PREPAREDNESS SUPPLIES
FOR PORTABLE EMERGENCY KIT**

DESCRIPTION	NUMBER NEEDED
Alcohol	1 bottle
Bactine	1 bottle
Bandages	
4 x 4 (sterile)	10
Triangle	1 each
Band-Aids	
Large	10
Small	50/box
Batteries	
D	2
Bottles – Spray	1
Cold packs	4
CPR Mask	1
Cups – Paper	1 tube
Flashlight	1
Gloves	
Medium	100/box
Peroxide	1
Scissors – Bandage	1
Splints	
Arm	2
Leg	2
Tape	
Bandage – ½ inch	2
Thermometer	
Digital	1 each
Sheaths	10
Water	1 gallon
Wipes – Antiseptic	30

STUDENTS REQUIRING SPECIAL ASSISTANCE

INSTRUCTIONS: List name, health concern and room number of medically fragile students or any student requiring special assistance during an emergency. Complete the last three columns as appropriate.

STUDENT	HEALTH CONCERN	ROOM #	RESPONSIBLE ADULT ASSIGNED TO ASSIST DURING EVACUATION	SPECIAL SUPPLIES FOR THIS CHILD (INCLUDE FOOD FOR DIABETICS/LOCATION)	KNOWN HEAT SENSITIVITY YES/NO

**Department of Student Threat Evaluation and Emergency
Management
Increasing Protective Measures at School/Facility Locations
--For emergency management use only--
Restricted Use**

Be aware of.....

- Unusual or prolonged interest in security measures at school, entry points, and access controls or perimeter barriers such as fences or walls.
- Interest without reason in site plans for schools (any site plan requested by construction contractors/renovators must be authorized through Facilities Division).
- Unusual behavior such as staring at or quickly looking away from personnel or vehicles entering or leaving designated district-parking areas.
- Observation of in-house security procedures.
- Increase in anonymous telephone or e-mail threats. (May be done to observe how school responds and functions during crisis events).
- Foot surveillance involving two or three individuals working together.
- Mobile surveillance using bicycles, scooters, motorcycles, cars and/or limousines.
- Prolonged static surveillance using operatives disguised as panhandlers, shoe shiners, food vendors, etc.
- Discreet use of still cameras, video cameras or note taking in or around school locations.
- Questioning of facility personnel.
- Unexplained presence of unauthorized persons in places where they should not be.

In addition.....

At each school/site location, have two people (note taker and observer) walk around school grounds to establish a school/neighborhood **visual baseline** (point for future reference) of what is **present and observable** within the school grounds and surrounding neighborhood. Make note of any **issues of concern** as noted above while at the same time establishing a **written record** of your visual baseline so such notes can be used as a **start point reference** in identifying unusual activity around your school.

Strong consideration be given to **single access point of entry** when school is in session and **mandatory check-in** with **visitor badging**.

Increase staff vigilance at schools by:

- Walking by doorways and double-checking to ensure they are locked from the outside so no one can enter without permission.
- Being more aware of individuals who are on their campus. If they are not wearing a visitor's pass or district badge, report them immediately to the front office.
- Reinforcing the message to staff that "anything out of the ordinary" should be reported and that nothing should be overlooked.