

3. Academic Plan

MISSION & VISION

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

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

Mission

Northview Charter School values and serves diverse learners, providing high quality education guided by student inquiry and real-world application of knowledge. We are committed to a student-focused approach to education, where instruction is guided by students' needs, interests, and experiences.

Northview's mission will guide all aspects of student life from daily communications with students, staff and guardians to post-graduation goals. Staff will utilize a diverse range of techniques aimed at student discovery and project-based learning. All students will receive individualized education plans with the purpose of identifying strengths and weaknesses as well as exploring post-high school options.

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

Vision

We will provide all students an engaging and challenging environment that fosters and develops their inquisitiveness, perseverance, compassion, and creativity to produce graduates who are ready for the many challenges and responsibilities of our ever-changing democratic society and the influences of evolving technology and digital media.

Northview aims to produce graduates that are hard-working and goal-driven. Throughout a 4-7 year plan (depending on when students enroll), students will receive individualized attention via small group and personal meetings. During this process, students will explore interests, set goals, track progress toward goals, as well as determine a direction after graduation. Northview's graduates will be prepared to serve their communities in a wide range of areas including joining the workforce, attending trade school, or attending college/university courses.

- (3) Articulate clear guiding purposes and priorities which are meaningful, measurable, and attainable.
Northview Charter School's guiding purposes and priorities include:

Increasing college and career readiness by setting clear guidelines for post-high school/graduation progress meetings. These meetings will include credit evaluation to determine tiered assistance/credit accrual, student and school created goals, SAT/ACT testing information, guardian contact logs, job/career shadowing opportunities, career and college research, as well as post-high school intention statements.

Participation in community service-based projects (both individual as well as small group or schoolwide). Northview will coordinate several opportunities for students and staff to participate in projects that benefit the community at large. The school will set goals for each grade level.

Northview students will participate in enrichment in the form of clubs, activities, organizations, and or other extracurricular activities which can include sports. Northview believes that an involved student is a successful student. Northview will set a goal for every student being involved in at least 1 club/activity/sport throughout the year. Northview will conduct surveys to determine student interest and all staff will participate in enrichment activities in order to engage students.

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

- (a) Improving the academic achievement of pupils;
Northview aims to improve the academic achievement of pupils via high engagement. Staff will engage learners using a wide range of techniques whose objectives are to gauge interest of students, encourage curiosity via questioning skills, create hands-on opportunities for a deeper sense of learning of students, as well as hold high standards for student achievement.
- (b) Encouraging the use of effective and innovative methods of teaching;
Northview Charter School will plan for effective professional development in a variety of areas regarding best practices and innovative methods of teaching. Based on student population need, Northview recognizes the need for professional development that is current, relevant, and engaging for staff. Northview will also encourage meaningful integration of technology to create engaging learning environments for the 21st century learner.
- (c) Providing an accurate measurement of the educational achievement of pupils;
Northview will evaluate and analyze various types of data from multiple sources to determine the academic achievement of pupils including (but not limited to): State mandated testing, credit accrual/deficiency, GPA/grade data, progress toward promotion/graduation, IEP progress monitoring, individualized student meetings, and quarterly MAPS testing data. If students are not meeting progress/goals academically, they will be identified for leveled tier assistance.

- (d) Establishing accountability and transparency of public schools;
Northview will report all information to the Board of Education as well as report school data to stakeholders via newsletters, parent organization meetings, etc. The Board of Education will always include a parent member.
- (e) Providing a method for public schools to measure achievement based upon the performance of the schools; and
Northview will set yearly measurable performance goals (determined by staff). These goals will be schoolwide focused and will be measured quarterly.
- (f) Creating new professional opportunities for teachers.
Northview will strive to create a professional learning environment in which all staff feel like they can improve upon their classroom practices as well as improve as a school team. Staff will be encouraged to attend district and state professional development opportunities. Northview will seek out donors/grants to pay for the continuing education of school staff.

TRANSFORMATIONAL CHANGE

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

- *Puts forth a model that will result in double-digit academic gains, and*
- *Has a solid plan to move schools toward the top 25% in Nevada. School progress is evaluated based on the SPCSA's Charter School Performance Framework (CSPF) and the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education.*

- (1) Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the SPCSA's ambitious academic goals. Specifically describe how your students, many of whom will not be proficient initially, will experience and practice academic rigor during the first year and subsequent years in which your school is progressing toward the SPCSA's academic goals.

As outlined in Northview's vision and mission, we are focused on a student-centered approach to education – designed to meet the diverse needs and interests of the learner. Northview will design educational goals and plans for each student that include prioritized goals, evaluation of student data, progress monitoring, and through communication standards for students and parents. Through this process (in addition to staff and parent feedback/requests), students will be identified for tiered level assistant (see Curriculum and Design – Question 4). Year one will include data collection to determine a baseline set of data with annual progress goals set for each student as well as grade-level and schoolwide.

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

- Programs
 - Professional development schedule and structure – Northview believes that all members of staff have key strengths and skills to share among their colleagues. Professional development

will address various needs of staff and students to create a well-rounded learning environment for everyone. Staff will actively participate in professional development both as learners and instructors.

- Enrichment Program – Northview has a student-focused approach to education. The school will help blend both the interests and needs of the learner to identify areas of enrichment. Northview will partner with various community members/entities to help provide activities that engage and develop the learner both academically, socially, and globally.
- 21st Century Learning – Professional development and high standards will both stimulate a meaningful integration of technology into the classroom. We believe that technology can be a critical tool in a 21st digital world and utilizing it in the learning process can produce students who are both confident and skilled in its use.

- Principles

- Tap into your Interests – Northview believes that to truly engage a student, we must evaluate student interests. Student interest surveys, conferences, and project-based learning will all be used to both assess learning styles and provide opportunities that interest the students at a high level – making for a meaningful learning experience.
- Individualized Learning – All students will receive individualized learning plans that include a credit evaluation of transcripts, student and school-created goals, student intention plans, testing scores, and GPA data.
- Perseverance - Northview Charter School students will be dedicated pursuit of excellence, comfort with failure as a learning experience, and commitment to growth through challenge.

- Structures (e.g., blended learning, small learning communities, small class sizes, etc.)

- Small Class Sizes – Northview believes a key element of its personalized learning experience is small class sizes. Northview wants to keep academic core classes to 20 (5 less than many district averages) to help ensure that students get the attention they need.
- 21st Century Learning – Professional development and high standards will both stimulate a meaningful integration of technology into the classroom. We believe that technology can be a critical tool in a 21st digital world and utilizing it in the learning process can produce students who are both confident and skilled in its use.

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

Northview strongly believes that offering an individualized approach to education will truly lead to student success. Having staff members who are keenly aware of the student data, progress, goals, and conference information will directly impact the student. The student will know that staff have in-depth knowledge of his or her academic goals and outcomes – that will send a strong message that the school has both the resources as well as the intention to help them succeed.

At the committee to form's current site, individualized systems created by school leadership have directly impacted student progress toward graduation. Mechanisms such as progress checks, monitoring progress toward goals, and high standards for guardian communication have positively impacted student success.

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

Northview's academic plan includes individualized academic plans for all students – regardless of academic levels, classification, etc. Because these are individualized, student and school-created goals directly align with the student. Students will complete “intention statements” designed to identify key interests in college and career – further helping the staff to develop curriculum, activities, enrichment to help these students be successful. Students will receive goals based on their individual data, their interests, and most importantly, their goals. Students identified as needing the most assistance will be given tiered interventions which will directly affect their success.

CURRICULUM & INSTRUCTIONAL DESIGN

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

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

Northview Charter School will implement an academic program that addresses the core curriculum of mathematics, English language arts, and social studies as well as health, computer education, and physical education as outlined in NR 389.018. All courses will be aligned with Nevada Academic Content Standards, and teaching staff will be highly qualified to teach their assigned curriculum. These content standards provide a clear framework for an effective course of study that will aide students in becoming career and college ready.

The teaching staff will work together to create curriculum maps for each course to ensure that content standards are all addressed within the program in a sequence that optimizes student development and retention of material. These curriculum maps will serve as a guide for teachers to design their units of study and enrichment activities. Teachers will utilize a combination of approved textbooks (to be selected utilizing the State Department of Education's guidelines and rubrics for evaluating and selecting textbooks), novels of varying genres, and articles from periodicals and scholarly journals to aide in their instruction.

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

Teaching staff will utilize a variety of instructional strategies to appeal to learners from diverse backgrounds who have diverse learning needs. These strategies will include (but are not limited to):

- Direct instruction
- Independent student practice
- Data-based differentiated instruction to include differentiated delivery of material, differentiated practice of skills, and differentiated assessments, based on individual student needs
- Teacher modeling
- Peer interaction and group discussions

- Student-led inquiry
- Peer instruction where students master content and teach it to their classmates
- Instruction on study skills and note-taking strategies
- Written and oral self-reflection
- Cross-curricular application of course content
- Project-based learning
- Schoolwide reading program to improve literacy in all content areas
- Ongoing formative and summative assessments to provide necessary data to drive instruction

Teaching staff will receive on-site professional development. This will be provided by the administrative staff, experts within the staff, and/or consultants, and topics will be based on needs identified through classroom observation, staff feedback gathered through formal surveys, and identified needs based on the actual enrolled student population. Staff members will also be encouraged to seek additional PD through Washoe County School District, the University of Nevada, Reno, and online vendors.

The school will also utilize the ELEOT observation tool to both evaluate and guide teaching practices. Regular classroom observations will be conducted for and by all staff members in order to develop a clear understanding of effective practices outlined in this student-focused instructional model.

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

Northview Charter School will utilize schoolwide assessments, such as MAP tests, along with regular teacher-created formative and summative assessments (including quizzes, unit tests, final exams, projects, essays/written responses, and oral presentations) to measure students' progress and identify individual needs. Teaching staff will begin new units of study with appropriate pre-assessments to determine each students' current level of performance and identify his/her instructional needs. Additionally, the school may utilize commercially available assessments, such as STAR Reading, to assess students' performance and growth.

Based on these assessments and students' performance in their classes, as reflected in their grade in each course, teachers will identify struggling and underperforming students. Once students are identified as needing additional support, an intervention referral will be completed and parents will be contacted to discuss student progress. The staff will then work as a team to analyze the students' needs and consider whether such students require remediation to help them understand the content, behavioral interventions, or both. Time will be dedicated during regular staff meetings to discuss student needs/concerns and to identify effective interventions. For each student who is referred for intervention, the staff will develop a clear and specific intervention plan identifying specific intervention strategies that will be implemented and documenting the student's response to each new intervention.

Northview Charter School will also implement a daily tutoring intervention program during lunch and after school for students who are missing assignment or are earning D or F grades in any course. During this time, a staff member will tutor the assigned students and provide them with an opportunity to review difficult concepts and complete missing work.

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

Northview Charter School will abide by state and federal law related to special education certification and services. As outlined in IDEA, the school will provide a FAPE in the LRE, honoring students' IEP and 504 plans and holding the required annual meetings to review and adjust these plans.

The staff will utilize a combination of the annual schoolwide assessments (MAP tests), teacher-designed assessments, teacher observations, and students' classroom performance to identify students in need of interventions and possible referral for special education certification and services.

The school's RTI model will involve a three-tiered approach:

Tier I

- Teachers will provide whole-class instruction using research-based methods and differentiating content, practice of skills, and assessments as needed.
- Teachers will regularly assess students, using both standardized tests, such as MAP, and teacher-created assessments to determine students' progress and identify any students who are struggling to master course content at this level of intervention.

Tier II

- Students identified as struggling learners at Tier I will be given additional small group instruction and practice to remediate and provide the additional support needed.
- Teachers will continue to regularly assess student to measure their progress and identify students who are continuing to struggle at this level of intervention.

Tier III

- Students identified as struggling learners at Tier II will more intensive interventions, including: targeted small-group or individual lessons; assignments adjusted for length, difficulty, or process; assignments and course materials read aloud to the student; additional tools such as calculators and talk-to-text programs; and potential referral for special education services and the development of an IEP or 504 plan.
- Teachers will continue to regularly assess student to measure their progress and identify students who are continuing to struggle and may need additional accommodations such as special education services or a 504 plan.

(5) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Please

note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

Northview Charter School will utilize a combination of the annual schoolwide assessments (MAP tests), teacher-designed assessments, teacher observations, and students' classroom performance to identify intellectually gifted students. The school will seek to hire a staff member who has certification for teaching gifted students; if unable to make such a hire, the school will designate a staff member who is committed to obtaining certification during the first five years of the school's operation.

The staff will develop an educational plan for any student who is identified as gifted in order to develop effective enrichment opportunities and more rigorous curriculum. Within the classroom, teachers will utilize research-based differentiation strategies to extend the learning of gifted students and meet their individual needs.

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

Northview Charter School will develop partnerships with community members and businesses to create opportunities for students to engage in enrichment activities that prepare them for college and/or careers. The school will seek internship and volunteer opportunities for students, allowing them to explore careers and fields of study that interest them and to see how the concepts they are studying in school might be applied in "real-world" scenarios.

Additionally, the staff will work to provide further enrichment opportunities. Each member of the teaching staff will have a goal to plan and execute one curriculum related field trip each academic quarter. The school will also develop clubs and intramural sports based on student interest with staff members acting as advisors.

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

Students will matriculate through the school in a conventional fashion. Students will be placed in courses appropriate for their grade level that will allow them to earn the required credits to earn a high school diploma. Each new student will meet with a staff member (a counselor or an administrator) to develop a graduation plan and discuss career and college interests. This graduation plan will be revisited regularly (at least annually, with additional meetings as needed) in order to review and revise as needed.

Any students who are struggling in their courses will be referred for interventions, and their guardians will be notified. If the student ultimately is unable to master the course content and to earn credit for that course, guardians will be notified immediately and his/her graduation plan will be revised to ensure on-track graduation with his/her cohort.

(1) PROGRAMS OF DISTANCE EDUCATION (Distance Education Applicants Only)

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

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

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

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

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

Northview Charter School's graduates will earn credit hours by semesters. Each semester, single-period course will be worth .5 credits. Graduates will comply with State of Nevada graduation requirements. Northview Charter graduates will be held to the same standard for all required testing.



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2018–2019 NEVADA GRADUATION REQUIREMENTS

In order to receive a high school diploma in Nevada, students must complete their required course work, earn the credits required by their district, and participate in required state assessments.

This pamphlet explains Nevada's high school assessment graduation requirements. Districts may have requirements that go beyond state mandates.

End of Course (EOC) Assessments

End of Course finals are produced by the Department of Education and written to assess student's mastery of the knowledge, skills and abilities required by Nevada Academic Content Standards in the required courses (standards available here: http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Content_Standards/). Those courses include:

- **Math I–Algebra I** or an equivalent course that has been state approved
- **Math II–Geometry** or an equivalent course that has been state approved
- **Integrated Math I–Integrated Math I** or an equivalent course that has been state approved
- **Integrated Math II–Integrated Math II** or an equivalent course that has been state approved
- **ELA–English I0** or an equivalent course that has been state approved

Percentage of Final Grade

Starting with the 2018–19 school year, the End of Course final will count as 10% of the student's final grade and increase 5 percentage points each year until reaching 20% of the final grade in 2020–21. Students may have additional district requirements to meet.

The State Board adopted a phased implementation of the End of Course finals:

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| ■ 2018–19 School Year: | 10% of course grade. |
| ■ 2019–20 School Year: | 15% of course grade. |
| ■ 2020–21 School Year and Beyond: | 20% of course grade. |

Science

Nevada's Science assessment is given in grades 5, 8 and high school in order to meet federal testing requirements. The high school Science assessment is based on life science standards and will be available online to accommodate district testing needs. The high school Science assessment will be administered online, scored by the vendor, and reported by the vendor.

ACT

All Nevada juniors enrolled in a Nevada high school prior to the statewide ACT makeup day must participate in this exam.

The Nevada State Board of Education selected the ACT as Nevada's College and Career Readiness (CCR) Assessment. Since this is an actual college entrance exam, results from this assessment can be submitted for college entrance by the student to their college or university of choice. The Nevada Board of Regents adopted a policy guaranteeing that students whose results on the ACT or SAT (in high school) meet specified college-ready benchmarks will be placed directly into college-level math and English courses and are exempt from being placed into remediation.

ACT scores are not used to determine graduation eligibility. Only participating in the ACT with Writing is required.

The ACT consists of multiple choice questions in four areas and a written essay: English, Mathematics, Reading and Science. The test will be administered at the student's school during the regular school day.

GPA will be calculated on a point basis with extra weight and/or points given to Honors/AP/College Credit courses.

Transcripts will contain all attempted and earned credits, GPA and Cumulative GPA, as well as test scores needed to graduate (as deemed by the State of Nevada).

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

Northview will require the same graduation requirements as the State of Nevada – ensuring that all students can be eligible for college/trade school (dependent on courses taken, credits earned, and/or GPA). The graduation requirements will be the minimum level of credits needed, however, all students will be placed on a schedule/course plan to receive an advanced diploma (4 years of math, 3 years of lab science) unless credit deficient. The standard diploma (or higher) will be sufficient for entering the military and/or workforce.

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

Northview will employ several strategies to help identify at-risk students. Upon enrollment, a credit evaluation (thorough analysis of credit accrual) will be completed and discussed with both student and parent. Based on this information, students will be identified as on track for graduation, approaching grade level credit accrual, or credit deficient. Students and parents will be given a detailed plan for reclaiming credits. Each plan will be individualized based on the student's need and periodic progress checks will be put in place to measure progress toward meeting goals. Progress checks will be discussed with students as well as parents. For those students performing below grade level, a remediation plan or tutoring plan will be put in place to help regain skills needed to perform at grade level.

Northview will plan for the hiring of a Parent and Family Engagement Coordinator to help contact students at risk of dropping out and/or difficult to contact parents. Northview will also enforce strict attendance policies and enlist the aid of truancy officers as needed.

DRIVING FOR RESULTS

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

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

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

Goal 1: Graduate 95% of students on time. Student academic records will be assessed upon enrollment and academic plans will be created to help ensure success. Communication plans, credit evaluation of transcripts, schedules will be created and executed. Students will be identified for tiered level support to help reach graduation goals.

Goal 2: 70% of students maintain a 2.0 or higher GPA. Students will meet with administration and/or counseling upon enrollment to determine tiered support (if needed). Progress reports, classroom

data, and historical grade data will be reviewed to determine goals for students. GPA will also correlate with credit accrual toward graduation/promotion status.

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

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

Northview is presuming that approximately 70% of students will report meeting or exceeding standards on Math and ELA assessments. The first test administration will occur in the Fall (this is after Special Education students are identified, accommodations have been set, schoolwide initiatives in reading and math have been implemented). Northview assumes that students entering the school will have previously earned 70% of credits.

- (b) Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation. Northview will administer schoolwide assessments, such as MAPS, 3 times a year, progress reports every 4.5 weeks, report cards every semester, SAT/ACT 11th and 12th grade years, middle grades required testing, and academic eligibility reports every 2 weeks for all students. Sub-groups, such as ELL and SPED students will be assessed with the entire student body in addition to any necessary testing per identification testing and IEP program progress assessments. The first year of operation at Northview will serve as a baseline data year with academic progress goals for the end of year 1. Cohort data for groups will be analyzed over the course of student enrollment.

Goal	Evaluation Tool and Frequency	Baseline	2020-2021	2021-2022	2022-2023
Percentage of school population meeting or exceeding standards will increase by 5% each year.	MAPS testing – administered 3 times a year (Math and ELA).	70%	75%	80%	85%
Students will positively earn 85% or more of attempted credits.	Progress reports (4.5 weeks), report cards (each semester), transcripts (updated each semester).	70%	80%	85%	90%

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

Northview will utilize the following assessments to assess student learning needs:

MAP testing (3 times a year), teacher-created formative and summative assessments, as well as digital program assessments such as NoRedInk, IXL, Reading Counts, etc. These will be used to determine proficiency in content areas, identify skills and reteaching opportunities, create student-focused goals, and provide real-time data for analysis.

- a. How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?
 - i. Northview will acquire digital learning program subscription, provide necessary materials – such as laptops – to execute assessments, and provide training and professional development designed to inform staff on the development of assessments and analysis of data.
- b. Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals for the school and the SPCSA, and state standards.
 - i. No singular assessment will be used as the sole indicator of student progress. For example, MAP data may be used and cross-checked with a program such as Reading Counts to determine levels of student ability and future needs, classroom data and student work will be evaluated along with state assessments, and so on. Assessments will be chosen specifically for their alignment to State of Nevada standards and/or common core standards.
- c. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.
 - i. Should the school or classroom data fail to meet school or achievement goals, Northview administration and/or curriculum specialist will design professional development trainings to address the needs of learners. Data evaluation and troubleshooting are key functions of Northview's professional development plan. Goals will be created, and progress tracking measures will be created. The staff, as a whole, will assist in the yearly creation of school-wide goals as well as administration developing set standards of instructional and student performance goals. Failure to meet a set data point would trigger a remediation plan and the school leadership (in conjunction with instructional specialist or curriculum specialist) would be responsible for implementing such plan and tracking progress toward goals.
- d. Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?
 - i. Interim assessments will be administered by staff and data will be analyzed based on a set testing calendar. Students and staff will be informed about the assessment, its purpose, and how the data will be used. Data will be analyzed and key skills will be identified. Professional development will model appropriate instructional

techniques and curriculum tools will be introduced that will specifically address the skills in need of further development.

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

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
85% Student population increases reading score to meets or exceeds standards by the end of the year.	MAP - Reading	Baseline data (assumed 70%). Students are given data and set individualized goals.	75% overall student population reaches or exceeds proficiency.	80% overall student population reaches or exceeds proficiency.	85% overall student population reaches or exceeds proficiency.
85% Student population increases math score to meets or exceeds standards by the end of the year.	MAP - Math	Baseline data (assumed 70%). Students are given data and set individualized goals.	75% overall student population reaches or exceeds proficiency.	80% overall student population reaches or exceeds proficiency.	85% overall student population reaches or exceeds proficiency.
Staff utilize MAP vocabulary by score guides to drive instruction based on student data. Students increase overall comprehension scores each testing.	MAP – Vocabulary by Score	Baseline data	Students increase overall comprehension score	Students increase overall comprehension score	Students increase overall comprehension score

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

Northview will utilize Infinite Campus system as well as digital student files to house information about grades, testing data, interventions used, etc. Data will primarily be entered by administration and viewable to critical members of staff. Data will be presented to staff for analysis.

AT-RISK STUDENTS AND SPECIAL POPULATIONS

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

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

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

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

“At-risk” students can be defined as any students who, whether due to behavior or academic performance, is in danger of academic failure, such as dropping out of school or failing to graduate “on time” with his or her cohort. “At-risk” students may lack the social, behavioral, and/or academic skills necessary to be successful in the career or college environment after leaving Northview Charter.

The school will utilize a formal referral process for both behavioral and academic concerns and use the RTI model described below to escalate the level of interventions as needed. The staff will take advantage of the small-school environment by tracking behaviors and struggling students throughout the school using a shared online form, rather than individual teachers tracking these separately for their own classes. When a teacher updates the online referral form for a student, he or she will be able to see if any other teachers have observed similar behaviors or expressed similar concerns. In addition, a portion of each regular staff meeting will be dedicated to discussing these student concerns, brainstorming interventions for individual students, developing individualized intervention plans to be implemented in every course a student is taking. Teachers will monitor and regularly assess student progress and determine the appropriate level of intervention needed to ensure the student's success.

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

The school's RTI model will involve a three-tiered approach:

Tier I

- Teachers will provide whole-class instruction using research-based methods and differentiating content, practice of skills, and assessments as needed.
- Teachers will regularly assess students, using both standardized tests, such as MAP, and teacher-created assessments to determine students' progress and identify any students who are struggling to master course content at this level of intervention.
- As this tier involves all students, 100% of the students will be served at this level.

Tier II

- Students identified as struggling learners at Tier I will be given additional small group instruction and practice to remediate and provide the additional support needed.
- Teachers will continue to regularly assess student to measure their progress and identify students who are continuing to struggle at this level of intervention.
- We estimate that 50-60% of the school's students will require Tier II interventions.

Tier III

- Students identified as struggling learners at Tier II will more intensive interventions, including: targeted small-group or individual lessons; assignments adjusted for length, difficulty, or process; assignments and course materials read aloud to the student; additional tools such as calculators and talk-to-text programs; and potential referral for special education services and the development of an IEP or 504 plan.
- Teachers will continue to regularly assess student to measure their progress and identify students who are continuing to struggle and may need additional accommodations such as special education services or a 504 plan.
- We estimate that 20-30% of the school's students will require Tier III interventions.

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

Students exhibiting early signs of behavioral concerns may be offered a variety of interventions, including (but not limited to):

- A new seating location in the classroom
- Teacher proximity
- Praise and reinforcement for positive behaviors
- Logical consequences related to the behavior (i.e. failing to complete class work may result in a lunchtime or afterschool intervention session where the student is provided tutoring and an opportunity to successfully complete the assignment)
- Providing a clear, written schedule for the class so the student knows what to expect
- Short breaks during class
- Opportunities to move during class
- Opportunities to stand while working
- Rewards or incentives

- Review of positive alternate behaviors to employ in future situations
- Conference with the student
- Conference with the guardian
- A signal or reminder to the student (using an agreed upon cue to which other students will not be privy)
- Redirection
- Varying the level of structure based on the student's needs
- Differentiating instruction to engage the student and allow him/her to work in a mode that is most engaging to him/her

In cases where a formal behavior plan is needed to help the student adjust behaviors and demonstrate success, a meeting will be held involving the student, the teacher(s), the guardians, and the counselor to discuss the behavior and develop a clear plan of action. A formal behavior plan will be drafted wherein:

- The behavior or behaviors that are interfering with the student's success are clearly identified.
- The negative impact of these behaviors on the student's success is outlined.
- The data relating to the student's behavior is reviewed (i.e. how regularly is the behavior observed and how often has the student received a formal behavior referral for this particular behavior).
- Behavioral expectations are outlined and reviewed.
- Appropriate interventions to help the student adapt to more appropriate behaviors are clearly identified.
- A plan for monitoring the student's behavior and collecting data relating to this behavior is clearly identified.
- Positive reinforcement methods or incentives are clearly outlined if appropriate.

All members of the team (student, guardians, administrator, counselor, and teachers) will demonstrate their agreement with the drafted plan by signing it. The plan will be revisited and revised as needed to best support the individual student.

Special Education

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

School Leadership:

Tawni Novotny has held various titles from advisor to administrator in her career. In the general education classroom, she has worked to develop systems of success for her students in the classroom as well as provide necessary accommodations (per IEP) to help ensure student success. As a school administrator, she has had experience developing schedules to maximize success of both educational aides as well as students in classrooms. She also has developed programs designed specifically to increase the academic success of students ranging from positive behavior supports (with academic goals) as well as individualized approach to graduation success planning meetings. Tawni is also enrolling in a Masters of Arts – Special Education degree program to help broaden knowledge and skills to help aide in the successful implementation of special education program initiatives at Northview.

Founding Board:

Ray Charles has worked with students for a total of 19 years. Throughout his tenure, he has had experience with various ranges of students with disabilities, His current position is Special Education Coordinator where he supervises a staff of 8 individuals including School Psychologist, Alternative Education Teacher, SPED Documentation specialist, and 5 SPED Educational Aides/Teaching Assistants. In his role, he routinely evaluates the effectiveness of SPED programs, adjust scheduling to meet student needs, assists in the development of IEP documentation/protocol, and develops systems to meet the various levels of student need of enrolled students. Ray Charles has also worked with the PLHS Board of Education, submitting data/reports.

Instructional Leader:

Rebeckah Baker participated in the Washoe County School District Student Learning Facilitator program. This was a two-year professional development opportunity where teachers learned about differentiated instruction. The program introduced targeted strategies for differentiating instruction, which participants were required to utilize in their classrooms. Each semester, participants were required to try 3-4 of these strategies in their classrooms and develop a portfolio of lesson plans and student work to demonstrate how the strategies were implemented. Additionally, participants were expected to share the strategies with other teachers at their school sites by inviting them to observe classes.

Jacie Paulsen has worked with students with various levels of disabilities at a Bureau of Indian Education school for the past 3 years. Native American students historically have high numbers of Special Education students with varying levels of successful academic outcomes (dropout rates, low attendance rates, greater “at-risk” student population). Jacie worked as an intervention teacher for a class period during her schedule. This instructional period was aimed at the successful engagement of students, creating accountability for students, and working on improving academic outcomes for those special needs students. Jacie also has an English Language Learner endorsement.

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

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

Northview will request records from any enrolled student (including any IEP records) to identify students who need services. In addition to requesting records, Northview will implement a process to identify students who may need to be classified as special education and/or requiring services. Northview will have a “Student Concern/Referral Form” to help identify areas in which a student may need to be tested. Should a student be identified on such form, a request to test may be sent to guardians and the special education identification process will begin.

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

Northview will follow IEP protocol and only those students having been correctly identified (based on set academic and behavioral data points) will receive services. All student receiving services will be tested (from previous IEP until the yearly re-evaluation OR having been tested for the first time while enrolled at Northview). Throughout the enrollment, student progress will be monitored and services will be re-evaluated to determine whether or not student is benefitting from such services or services need to be changed. Northview will honor IEP accommodations from previous school records, by law, until the year re-evaluation or should the school determine that a student may have been incorrectly identified at another school. Testing will be completed to determine whether a student is or is not eligible for special education services. Some aspects of the student's educational experience that may change include (but are not limited to): Student schedule, graduation plan, behavioral supports, student seating, and intervention strategies used with a student transitioning out of special education.

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

Northview will recruit and hire an individual to fill the role of Special Education Coordinator/Teacher. This individual will be responsible for the creation of IEP as well as coordinating hours and services among staff for those students in need of services. Although Northview can't anticipate every student need prior to student enrollment, Northview will hire consultants or part-time service specialists as needed to help provide a continuum of services. Northview will also consider alternative schedules, home study, counseling, transportation, etc for students in need to help increase chances of academic success.

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

Based on student need, general education teachers and special education staff will collaborate in the following ways:

Professional Development (schoolwide) – Staff will work together to analyze data, develop schoolwide goals, evaluate strategies, etc. Professional development will include how to incorporate strategies for success for IEP students.

IEP – Special education staff will send out surveys concerning special education students throughout the school year as well as prior to IEP meetings to evaluate feedback on accommodations and student progress. General education teachers (based on availability) will participate in IEP meetings.

Co-Teaching – Special education staff will push into classes to assist in the instruction of general education classes. These partnerships will help ensure that IEP accommodations are being met as well as adding depth to the educational experience of all students in the room.

- (3) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities?

Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which may qualify for licensure flexibility in other subject areas.

Northview will ensure qualified staffing for individuals by recruitment of licensed personnel as well as school leadership acquiring the necessary credentials should qualified personnel not be available.

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

Northview plans to enlist the assistance of hired special education personnel in development of training activities/materials to be used schoolwide. Northview will also request assistance of licensed educators to train staff. Specific professional development sessions will be focused on addressing special education student needs and accommodations.

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

Northview will ensure that all students, especially those identified as having special needs, have protected rights in regards to discipline by providing proper documentation of behavior and discipline (along with accommodations – should they include behavioral supports) as well as provide all necessary documentation of a manifestation of disability should the student be suspended more than 10 days in a school year or be recommended for expulsion.

Special education staff will be provided to students for required minutes – per IEP in alternative settings such as In-House Suspension, Out of School Suspension, etc.

- (6) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel? Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?

Northview will implement several methods of tracking and monitoring progress of special education students. IEP may specify plans for individual students, however, all students will have progress monitored in class by special education staff as well as general education staff to determine effective use of accommodations, progress toward goals, and appropriate levels of support.

Northview's special education department will comply with all state and federal laws to ensure students receive appropriate services in correct timelines. IEP teams will develop tracking methods for student progress and distribute to school staff. This data will be analyzed (quarterly or as needed) to determine whether changes to curriculum, accommodations, student supports, etc need to be adjusted.

Northview will include guardians in all communication about student progress, IEP meeting attendance (per IEP), as well as encourage parents to participate in the Board of Education roles/parent organization.

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

This is not applicable to Northview Charter School's application and/or model.

English Language Learners

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

Per Nevada state law, the school is to use a home language survey for students enrolling in school for the first time that addresses the student's primary language and what other languages are spoken at home. Then, a verbal and written proficiency exam is required as well as a verbal and written assessment in the student's primary language.

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

Documentation of identification and program placement plan to the teachers of the student and any aides that will be working with the student. Parents contacted through official school letter indicating the results and program placement decisions.

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

The staff member will need to be interviewed and be a certified teacher with a TESL endorsement. The selected candidate will be administering the W-APT or WIDA MODEL to new students as well as providing the ELL services.

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

General education teachers will undergo training prior to the start of the school year to address the process of ELL classification and program plans, as well as how to modify curriculum and instruction.

This training will be conducted by the endorsed staff member responsible for the ELL testing and services.

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

In addition to the hiring of a staff member with TESL/ELL endorsements, staff will be trained on effective teaching strategies including (but not limited to): vocabulary building, rephrasing, project-based learning, learning styles and preferences, as well as effective assessment of learning. These strategies and professional development strategies should positively impact all students – including those identified as ELL. The ELL instructor can assist with the creation of accommodations to curriculum as well as host professional development specifically designed toward success of these learners in the general education classroom.

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

Monitoring ELL students include comprehension of grade-level content knowledge and growth benchmarks. If a student is failing to meet the projected growth benchmark, then additional assistance is required. Two years of monitoring are required before exiting as well as demonstrating English proficiency using an exit assessment that tests all four language domains.

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

Bi-annual ELL workshops with parents and staff can be held at Northview so that parents can become educated about the school's ELL program, activities, and exit assessment, as well as ask questions and talk to teachers. Parents will be notified of the workshops, conferences, open houses, and other school activities via letters home in both English and their primary language if possible.

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

This is not applicable to Northview Charter School.

Homeless/Migrant Services

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

1 or more staff will complete the McKinney-Vento Liaison training to help ensure that students are correctly identified.

Student enrollment paperwork will have a questionnaire to help identify these families.

All staff will be trained on the correct identification/definition of homelessness and migrant student. All staff will be required to report concerns about student status to the McKinney-Vento Homeless/Migrant Liaison immediately.

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

We will ensure students get the necessary identification/services within the mandated time frame by having two or more staff qualified to act on behalf of the student/family on campus. Northview will document all steps taken with students regarding this matter.

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

This is not applicable to Northview Charter School.

SCHOOL STRUCTURE: CULTURE

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

Northview Charter School has a culture that instills values such as perseverance, service, inquiry and creativity. These values will be communicated via curriculum, service projects, daily/weekly/monthly communication (in the form of student challenges, bulletin boards, murals, and newsletters), and school events.

Northview's positive behavior/academic program encourages high achievement of students by rewarding positive attendance, behavior choices, and grades and acknowledging students in a variety of areas including (but not limited to): Community service awards, GPA, kindness awards, mentor program incentives, contests, and more.

Northview also believes in student enrichment. Northview believes that an involved student is a successful student. The school will create participation goals of every student being involved in at least 1 extra-curricular sport, club, organization, etc throughout the school year. Outreach strategies will be employed to help involve students. Enrichment activities/field trips will primarily occur on Fridays in a variety of areas including outdoor exploration (hiking, biking, skiing, etc), museum tours, guest speakers, job shadowing, creative expression and more.

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

Northview will involve prospective parents and community in a variety of ways including (but not limited to):

- Collection of letters of support throughout the incubation period

- Conduct surveys for prospective families and community regarding student policies, selection of uniforms, as well as general opinions/expectations toward education.
 - Conduct open houses where prospective parents and community to meet staff and view the school facility.
 - Actively recruit students and staff.
 - Seek parent volunteers to serve on a Parent Teacher Organization
 - Seek parent and community volunteers to serve as prospective board members
 - Enlist volunteers for a wide variety of roles including (but not limited to): Prospective job shadowing/internship opportunities for students, fundraising, guest speakers, and classroom volunteers.
 - Maintain active social media accounts as well as website to keep community, students, staff and prospective students up to date with school progress.
- (3) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

Starting with the first day of school, all students will undergo an orientation process. This orientation process is divided by grade level (small group) and all students will complete social activities with their cohort group. Students will rotate through multiple classrooms discussing topics such as Student Positive Behavior Incentive Program, Student Handbook, Lockers and Scheduling, Roles of the Counselor, Athletics, and Student Use of Technology. Teachers, administrators travel with or conduct these orientation sessions with students – getting to know them and allowing students to get to know each other. All students will sign the handbook acknowledgement form at the conclusion of the orientation process, and these will be kept on file for guardian signature.

Teachers, administrators, counselor, and classified staff will complete training prior to school starting and will be familiarized (some staff will be conducting sessions) with the student orientation process. All staff will be involved in the finalization of the yearly academic and social goals.

Students who enter Northview after the start of the school year will undergo the orientation process one-on-one with the Counselor or Administrator (preferably with guardian present). All students will sign the handbook acknowledgement form at the conclusion of the orientation process, and these will be kept on file for guardian signature. Because beginning a new school can be difficult for new students, existing students will be identified as “mentors” and will help students become acclimatized to school life.

- (4) Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school.
- Northview believes that positive choices need to be rewarded and negative choices need to be remediated.

Northview plans to meet individually with each student to discuss goals, academic progress toward promotion (to high school grades) and graduation. Each year, students will receive one-to-one individualized support toward meeting goals (student and school created), test scores, remediation (as necessary), as well as behavioral goals. Northview will create a calendar of scheduled meetings to be completed throughout the year (number of meetings will be dependent on grade level and tiered support level).

In addition to individualized support, all students have ample opportunities to earn incentives based on individual behavior as well as social/group goals set in small group, grade level, school wide incentives.

Those students on IEP's will have specific social goals determined by IEP teams and will be tracked via Special Education staff, regular classroom teachers, as well as administration.

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

Northview plans to align staff and students around high expectations by developing common language to be used throughout the curriculum and daily life of the student. Every day, common values will be communicated via mentor program curriculum, daily announcements, professional development, etc. All staff are responsible for having high expectations for all students. Staff and students will be recognized for high performance and upholding high expectations.

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

School culture will be measured in a variety of ways including discipline data, classroom data, and student/staff/parent surveys. Staff will evaluate data to determine whether strategies are effective (i.e. positive behavior support program initiatives, discipline measures, mentor programs, etc). Because Northview believes all staff have the accountability and ability to enforce high expectations for students, the entire staff will be involved in conversations and decisions concerning school culture.

Northview believes in the evaluative process and that it doesn't need to occur only at the end of a school year. Northview will conduct a series of surveys aimed at identifying what measures work well for student, staff, and parents as well as what areas of concern exist for stakeholders. Data will be presented to the Northview Board of Education for review.

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

Northview will integrate a series of projects/challenges for students to complete both individually as well as in a group via our mentor program. Northview's mentor program is centered around a small

group setting with curriculum aimed at identifying student concerns, goals, strengths, etc. Northview will also address social and emotional needs through our individualized graduation progress meetings where students can address needs. Enrichment programs can include social and emotional needs-based activities.

In addition to having mentors (staff assigned to small groups of students) as well as a counselor, Northview will also make connections with therapists/counselors who have the experience needed to address high-intervention students.

Year 1 at Northview will be focused primarily on getting to know students, assigning the right mentors to fit learning styles of both staff and students, creating partnerships with local entities to strengthen social and emotional skills, train staff in identification of students in need, and creating a learning/social environment in which students can create positive relationships at school.

Year 3, Northview will provide a continuum of services listed in year 1 as well as develop schoolwide programs and broaden professional development trainings to include community resources. Year 5 and beyond, Northview will begin to see students who attend throughout their academic years. This will allow for a stronger bond between students as well as between students and staff.

Students identified as having social emotional needs will be routed for intervention that includes participation in group counseling, individual sessions with the school counselor, or social emotional support with a therapist (those identified as high need). Evaluation of effectiveness of interventions will occur throughout sessions.

Northview will maintain constant communication with guardians concerning the identification of need for supports as well as progress in such supports. Should family counseling be needed, consultation with therapists with qualifications in family sessions will be utilized.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

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

Northview's discipline policy is firm and fair. During orientation, all students are briefed on the school's discipline policy including behaviors and consequences. All of the discipline policy will be outlined in the school's student handbook, board policies regarding students, as well as posted online. All students and guardians are required to sign and acknowledge the student handbook signature page.

At Northview, we believe that it is expected that students will make mistakes, however, it is what students do to learn from mistakes that matters. Should a student have a recurring minor event, student reflection exercises will be required. Should a student receive a consequence of In-House Suspension or Out-of-School Suspension, a student will receive a "Re-Entry" meeting to determine whether the student is ready to return to classes.

While Northview will have clear behaviors and consequences for infractions, Northview strongly believes in incentivizing the positive choices students make. Northview will employ daily, weekly, monthly, and yearly incentives for student behavior. Daily tickets will be written outlining specific positive behaviors (based on school values) that a student exhibits. These tickets will enter students into daily drawings. Weekly incentives can be created for grade levels, classes, mentor groups, etc based on challenges. Monthly incentives will include a field trip/enrichment for those students having 100% positive attendance, behavior, and all passing grades. Northview believes that all students can make positive changes at any time.

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

When a student is suspended from Northview Charter School, students are counseled by administration regarding the code violation and consequence. Guardians are notified by phone and letter (which will also be copied to their student file). Students will be provided classwork while on suspension. Students will complete a re-entry conference with administration and/or school counselor to determine readiness to join regularly scheduled classes. If a student is expelled from Northview, students meet with administration to outline the code violation as well as the consequence. Parents are notified by phone and letter (a copy is also placed in the file as well as given to the school board). Parents are notified that their child has been recommended for expulsion to the Board of Education and the meeting time and information should they want to appeal the decision. Parents are given detailed explanation of the policy concerning appeals. Parents can appear at the meeting to provide any documentation or recommendations for the Board. The Board will ultimately make the decision with information from the school and parents to reach a final decision on expulsion. Students will be given classwork for days missed until the hearing is held at the next regularly scheduled board meeting. Special education students will be provided services while out of school awaiting expulsion decision.

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

While Northview believes that all staff have the ability/authority to enforce discipline on a day to day basis, the school principal and/or Assistant principal/Dean of Students will be responsible for administering discipline and consequences, maintaining records, and reporting discipline data. Discipline data will be reported to the Board of Education.

Discipline data will be analyzed monthly to determine school needs. Discipline trend data will drive changes in duty schedules, supervision, classroom management, guardian contact, etc.

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

Student discipline procedures, consequences, etc will be clearly outlined, posted, and communicated to all students and parents. All staff will utilize an "Intervention tracking form" to

document and track escalating classroom behaviors. As part of this process, students are communicated with by staff and parents are contacted. All students will be placed on behavior contracts for repeated infractions.

Should a student be suspended or expelled, he or she will receive a consultation with school Counselor/Dean/Asst. Principal/Principal upon re-entry to determine whether more behavior modification needs to be done.

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

1. Parents must submit a request in writing to be heard at the Board meeting at least 10 days prior to the regularly scheduled meeting. If a regular schedule board meeting isn't calendared for over 30 days, a special meeting will be scheduled.
2. Parents must be informed of disciplinary action in writing. A copy of disciplinary actions must be copied to the student file.
3. Parents are encouraged to speak with their child's teacher (should the concern be a classroom issue) or administration in efforts to remediate the concern. If agreement cannot be met, parents have the right to present to the Northview Board of Education.
4. Northview will create a civility policy for parents that will be included in the student handbook.

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

Northview Charter School will require students to wear a school approved and/or provided uniform shirt with khaki bottoms. All apparel worn over the uniform top must be uniform and/or school approved.

The school will have uniforms for purchase (beyond the initial uniforms given to newly enrolled students) and spirit gear, team sports/warm ups, and club/organization wear is available to students to wear to promote their involvement in extra-curricular activities.

As part of our incentive plan to maximize time in classrooms as well as rewarding positive choices/behavior, students can earn "Free Pants Pass" or "Free Dress Pass."

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

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

To minimize disruptions to families, Northview will follow the Washoe County School District schedule of Mid-August start date, 1 week of Fall Break, 2 weeks of Winter Break, and 1 week of Spring Break with an end date of last week of May. Northview will be on a semester schedule with each semester having at least 18 instructional weeks.

(2) Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social

studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

Northview Charter School is proposing a 4-day week – Monday – Thursday with enrichment/field trip/athletics on Fridays. Each school day will consist of 7 academic periods with a 20-minute period at the beginning of the day dedicated to college and career exploration, social/emotional learning, team building, and academic support. Academic periods will be approximately 55 minutes long and meet every day. School will begin at 7:50 am each day and end at approximately 3:30 pm.

Because Northview's mission and vision include the development of the student throughout enrichment, involvement, etc, the 4-day week allows for support of student involvement in a variety of activities on Fridays. Northview believes that longer class periods will help develop student abilities and deepen knowledge in core subjects.

Northview will dedicate a minimum of 385 minutes to academic instruction each day per grade (with the exception of 12th grade students with the option of 4 period or shortened schedule – these students will have a minimum of 220 academic minutes each day).

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

Northview will have a goal of all students having a 90% or higher attendance rate. Northview will employ several strategies to help students reach and maintain this attendance rate goal. These include (but are not limited to): weekly attendance letters sent to students and parents starting at 3 days absent, truancy referrals sent after 9 days absent, attendance meetings with students, attendance contracts for students with chronic absenteeism, daily attendance calls, as well as incentives for positive student attendance.

School administration will be responsible for reporting and monitoring attendance data as well as distributing attendance letters.

A DAY IN THE LIFE & SCENARIOS

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

All students begin their day at 7:50 am (school building is open at 7:30 – students can access the library resources, check out a laptop, or socialize in the commons area). The day begins with a 20-minute mentor meeting. Mentor meetings consist of 5-7 students to 1 staff member or grade level meetings. These mentor meeting periods include study tips and time, social/emotional learning lessons, college and career research projects, and schoolwide service projects. The school day includes a short nutrition break (snacks for purchase or students can bring their own) and then continue onto a 7-period day. Middle school and high school students operate on different passing schedules with separate nutrition breaks and lunch. Students have options after school to be

involved in clubs/organizations as well as sports. Students will be offered tutoring services and/or can stay after school to access resources.

Middle School students primarily function out of a couple of classrooms. This allows for practice passing from class to class, however, they still travel as a core grade level group. 6th grade is primarily housed within 1 room for breakouts to PE and electives. 7th and 8th grade travel together as grade level groups to core classes, PE, and electives.

High School students will primarily travel in grade level groups with the exception being grade levels that exceed Northview's ideal classroom size of 20. High school mentor groups will focus on college/career research and job shadowing.

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

A 6th grade teacher at Northview begins his or her day reporting to work at 7:30 am. The teacher begins the workday with grade level mentor groups of 6th graders. Northview separates these students out to help these students effectively transition from elementary school to middle school. The mentor group curriculum will focus on academic success strategies, social/emotional skill building, team building, and school values. The 6th grade then has a nutrition break and staff are encouraged to sit and eat among the students in efforts to build rapport. The teacher may also have a scheduled duty. 6th graders then report back to homeroom where they will complete 4 periods (with breaks determined by the teacher) for all 4 core subject areas (math, ELA, Social Studies, and Science).

Middle school (grades 6-8) break for lunch and staff either have duty or are encouraged to eat among students and staff to build rapport. The teacher may also host lunchtime interventions based on student need. After lunch, the 6th grade teacher hosts "Intervention/Exploration" periods for 6th grade students. These periods focus on successful completion of coursework, remediation strategies if needed, and should the students be successful in completing coursework and are performing at grade level, students participate in enrichment activities.

Students are dismissed at 3:30 pm and the workday ends for the teacher at 4:30 pm. After school the teacher advises a club/organization or coaches a sport. Northview has a goal of every staff member being involved in at least 1 club/organization, activity or sport throughout the year. If the teacher is not participating in an after-school activity, he or she may host after school tutoring for students in need.

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

Northview will employ a Special Education Coordinator/teacher whose primary role is the creation and execution of IEPs. This staff member will also supervise and schedule educational aides to

provide minutes to IEP students. The Special Education teacher will also push in classes as needed, however, will be available to provide small group instruction to help support special education time needs for students such as Ruby. Northview will also consider a shortened schedule/early release schedule for students.

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

Northview will employ a staff member with ELL certifications to help address this need. In development of the first-year operation schedule (and subsequent years should Northview have a need), Northview will keep this staff member's schedule "open" a period or two to assist student in the development of skills.

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

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

Initial thoughts: Percentages of meets or exceeds standards has decreased in both Math and RLA each year with sharp increase of below standard in the area of SWD in RLA. SWD have higher percentages (in 2013 and 2014) of below standard in Math while this group has lower percentages of below standard in RLA. No SWD were identified as being advanced in years 2 and 3 in RLA and lower percentages in Math in years 2 and 3. Population of SWD students has decreased with every year.

Next steps: From the data, it appears that lower percentages of SWD are identified as having performed above standard, so identification strategies and classroom interventions will be evaluated and assessed. Year 2 and 3 data show high differences in data from year 1. Reporting data and reporting strategies will be analyzed. Staff will be trained on effective strategies to address needs, however, the data reports that 25-30% of all students identify as being below standard. It is clear from the data that many students are struggling to meet the standards.

Team members: Administration, instructional coach, special education staff will meet to determine staff needs for professional development/training.

Information needed: Has there been continuity in reporting types and strategies? What has the timeline been for collecting data? What does historical data look like for a specific group of students (growth data)?

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

3. Operations Plan

BOARD GOVERNANCE

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

The Northview Board of Education shall act in partnership with school administration to ensure that the needs of staff, students, and parents are being met, data is collected and analyzed to gauge effectiveness of programs and/or school initiatives and serve as a promoter for the school.

The board will evaluate school leadership, approve budgets, and provide feedback on school data presented, however, leaves daily operations and decisions to school administration. The board will take measures to ensure the school is moving in the right direction in terms of vision and mission. The board will hear concerns from stakeholders during meetings and will serve as representatives of the school.

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

Northview's governing board will serve as a decision-making body in terms of the school's vision and mission. The governing board will advise the school leadership team, provide expertise in their respective areas, be a spokesperson for the school and school initiatives, and interact with stakeholders in various capacities including (but not limited to) acting as a guest speaker, partner in fundraising, open houses, and parent and student feedback meetings.

The governing board will provide feedback on school initiatives, vote on proposed budgets/activities, and ensure the school is moving in a direction that supports the vision and mission of the school while the school leadership team will oversee day to day operations. The school board will perform a formal evaluation of the school principal once a year. Northview will actively recruit stakeholders for current and future board terms via nomination, referrals, and advertising on social media, website, and promotion of open positions at open house events.

- (3) Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 7). *Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2018-19 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board.*

Raymond Charles – Ray has lived and worked in the Reno, NV area and has nearly 20 years experience in education with the majority of years working with disadvantaged youth and special education student populations. Ray holds a Masters of Art in Administration and Supervision. His experience will help provide guidance in the areas of school leadership, special education laws and regulations, and aiding in the creation of partnerships within the community.

Rebecca Hobson – Rebecca is a Washoe County resident with years of experience in Finance. Rebecca is a Branch manager II at United Federal Credit Union. Rebecca has experience serving on the board of a non-profit – Girls Scouts of the Sierra Nevada. Her experience in finance makes her qualified to oversee budgets proposed by the school.

- (4) Provide, as Attachment 8, a completed, signed, and notarized Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.
- (5) If the current applicant team does not include the full founding board, explain how and when the additional board members will be identified.

Northview will continue to seek out founding board members throughout the incubation year. Northview desires to have a full board by May 2020. Northview will recruit members via community outreach events, prospective parent lists, and connecting with community members.

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

Northview Charter School Board of Education Ethical Standards – As outlined in the Northview Charter School Ethics policy, no member of the board shall act in such a way that violates their public position or gives the perception of a violation of their public trust. *See attachment 9 for detailed standards of ethical behavior)

Procedures for Identifying and Addressing Conflicts of Interest – As clearly outlined in the governing body ethical standards, governing body members shall be trained on policies during board orientation. Should a member of the board, school employee, or community member believe a board member is in violation of conflict of interest, he or she must communicate concerns to the school leadership team. An investigation will be completed by the leaderships team and/or board and disciplinary action (should the member be found in violation) will be completed.

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

None at this time.

Should conflicts or perceived conflicts occur, involved board members will not vote on actions involving other individuals. Example: Board members with conflict of interest (family members, spouses, etc) cannot vote on actions that will directly impact relatives.

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

Northview hopes to increase the capacity of the governing board in the following ways: Increase involvement of board members in school events and outreach activities, possibly provide incentives for serving on the board (stipends), provide leadership opportunities to board members (elected positions), and elect members as interest in serving on the board grows.

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

Northview will provide training/orientation for board members at the beginning of the board member's term.

Each new board member will receive an individual orientation session where they will be introduced to the school, existing policies, and can ask questions of school leadership. The governing board will receive yearly training on ethics, roles of the governing board, and board meeting procedures.

School board members are required to have a 75% attendance rate for meetings. Regular board meetings will be held quarterly with special meetings scheduled as needed.

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

The board will oversee "big picture" mission and vision initiatives the school is taking toward goals. The board will appear at school events and participate in promotional and fundraising events as needed. The board will directly impact the staff via decisions made in meetings, however, will not manage day-to-day operations. The following staff will report to the board during regularly scheduled meetings: Principal (general school information and data as well as academic data), Assistant Principal (discipline and attendance data), Counselor (data and school initiatives), Special Education Coordinator/Teacher (data and school initiatives), Facilities (school site information), HR/Finance (budgeting, data, and contracts).

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

There are no plans for advisory bodies or councils currently.

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

Northview will post procedures for parent grievances about governing board/policies. Each board of education meeting will begin with public comment sessions where parents can bring concerns to the board. If a parent would like to be included on the agenda, they must submit the request in writing 10 days prior to the regularly scheduled meeting.

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

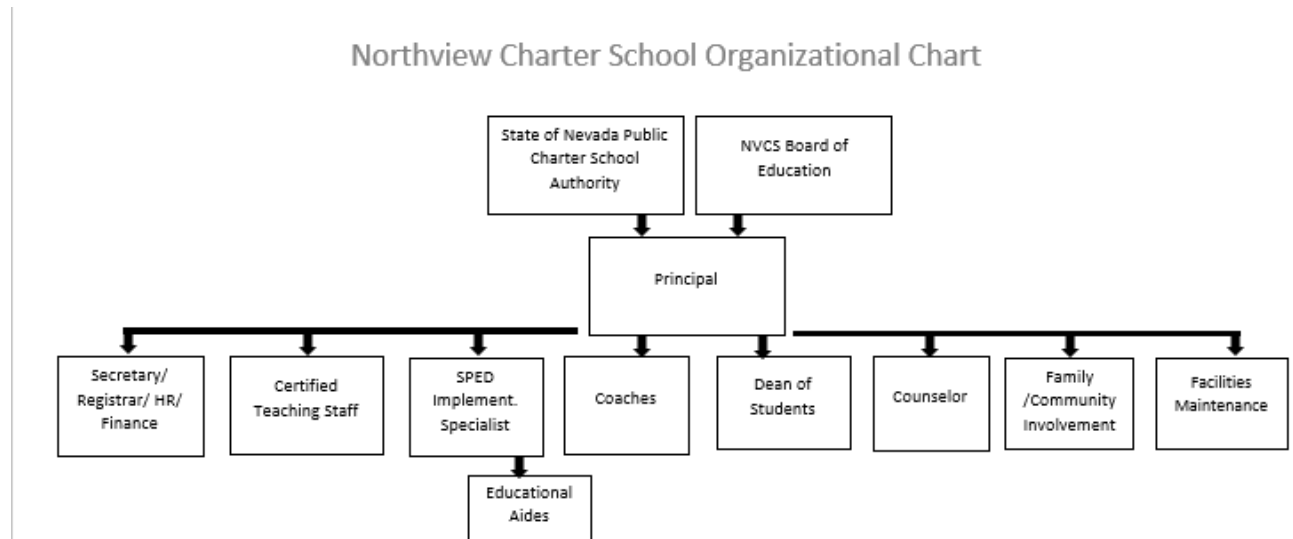
Goal	Purpose	Outcome Measure
75% attendance rate for regularly scheduled meetings	To ensure continuity and active participation in school decisions	Board members who fail to meet the minimum attendance rate are subject to removal from the governing board and/or denied reinstatement/election the following school year
Board members attending at least 1 school event per semester	To increase school involvement and create a sense of community with attendance	Discussion about expectation for participation during orientation
The board will include at least 1 current parent per year	To ensure parent representation on the board	Northview will actively recruit parent volunteers to serve as members of the board

LEADERSHIP TEAM

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

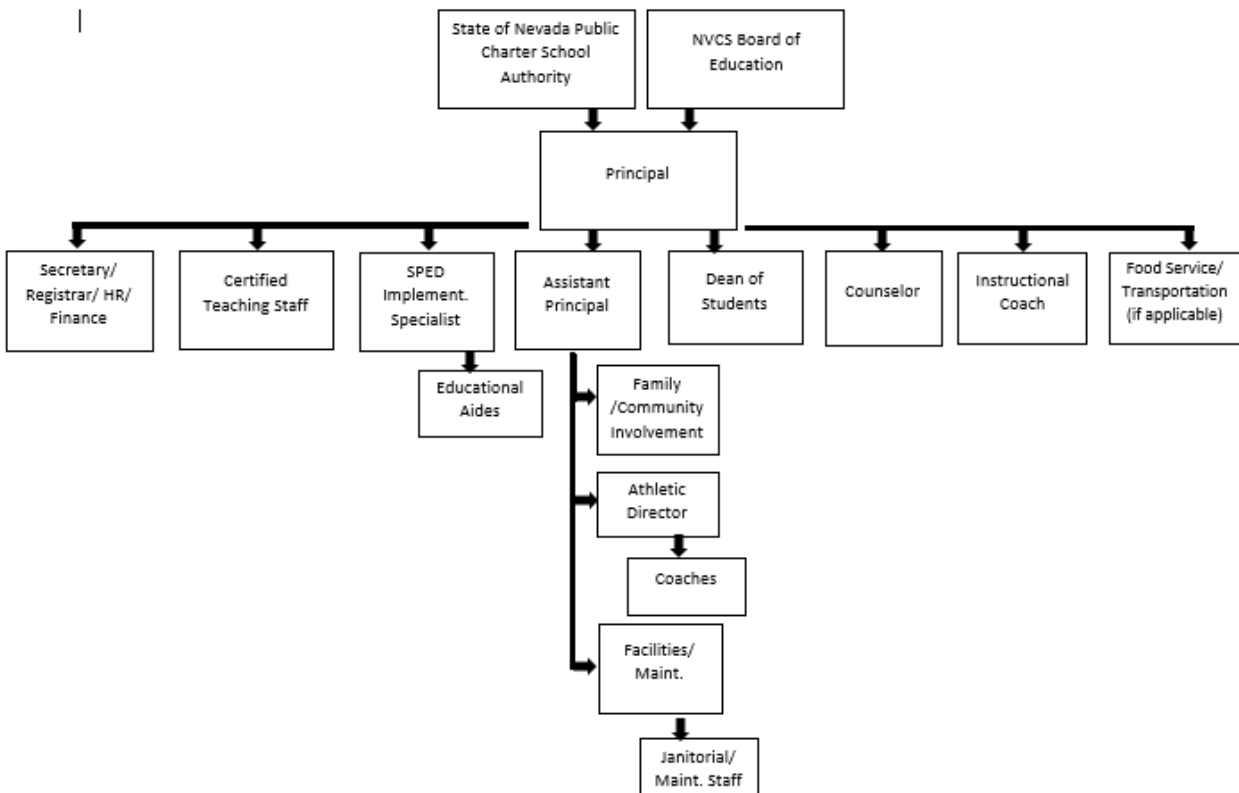
- (a) Organizational charts for year one **and** one for when the school is at full capacity

Year One Organizational Chart



Full Capacity Organizational Chart

Northview Charter School Organizational Chart



- (a) Job descriptions for each leadership role (provide as Attachment 2)
 - (b) Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any Start-Up application (0-2 schools at the time of applying and less than three full years of operation) for any school which wishes to open in the 2020-2021 school year.
 - (c) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)
- (2) Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

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

Tawni Novotny – 5 years in school administration at 2 school sites (State Sponsored Charter School and Bureau of Indian Education Grant School). Responsible for various aspects of school operations including (but not limited to): safety and security, technology, student information system setup and maintenance, student attendance, discipline, management of staff, policy creation, and submission of reports to the governing body.

Rebeckah Baker - Nevada Connections Academy English Department Manager and Middle School Manager; responsible for hiring, coaching, and evaluating staff of 6-8 teachers;

Nevada Connections Academy Staff Training Representative: responsible for developing and delivering both whole-staff and small-group teacher training based on the needs identified by the school and the appropriate milestones in the school year cycle; responsible for training and on boarding new teachers, including training them how to use the online Learning Management System, reviewing the school's expectations for each portion of the school year cycle, and training on online lesson delivery, assessment, and student/family communications

Jacie Paulsen – National Honor Society and National Jr Honor Society adviser.

(b) Curriculum, instruction, and assessment;

Tawni Novotny – Developed curriculum to align with state standards in various subject areas. Supervised staff and evaluated performance in curriculum development, instruction, and assessment. Evaluated data from schoolwide assessments to develop professional development. Served as the leader of school accreditation process for two school sites which evaluates curriculum, instruction, and assessment.

Rebeckah Baker - completed the WCSD two-year Student Learning Facilitator program, which provided in-depth training on differentiated instruction

Jacie Paulsen – developed curriculum for middle grades in conjunction with high school teaching staff to ensure student needs are being met and students reach proficiency by high school.

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

Tawni Novotny – 4 years working with Native American students. This population of students historically have high rates of SPED students, high suicide rates, large numbers of families affected by poverty, etc. Served as LEA in the IEP process for students under administration years. 4 years teaching experience serving special needs students in the general education classroom setting.

Rebeckah Baker - 3 years working with Native American students. This population of students historically have high rates of SPED students, high suicide rates, large numbers of families affected by poverty, etc. 6 years teaching experience serving special needs students in the general education classroom setting.

Jacie Paulsen - 3 years working with Native American students. This population of students historically have high rates of SPED students, high suicide rates, large numbers of families affected by poverty, etc. 3 years teaching experience serving special needs students in the general education classroom setting. Obtaining Masters degree in school counseling to work with at-risk and special needs. Currently holds an English Language Learners endorsement.

(d) Performance management; and

Tawni Novotny – supervised and evaluated various departmental staff including certified teaching staff, educational aides, transportation staff, and family involvement/engagement coordinator positions. Developed professional development for staff, goal setting protocol, peer observation procedures, observation feedback measures, and performed regular observations of staff.

Rebeckah Baker - management experience: Nevada Connections Academy: responsible for regular observations and evaluations of assigned teaching staff (English teachers, and then all middle school teachers) as well as employee improvement plans as needed, and annual performance reviews; Girl Scouts of the Sierra Nevada: Outreach Coordinator: responsible for managing a staff of 12-16 part-time workers, including regular observations, monthly check-in meetings to discuss performance, implementing employee improvement plans as needed, and writing annual performance reviews

(e) Parent and community engagement.

Tawni Novotny – created schedules for open houses and themed events designed to engage parents, students, and community. Held high standards for parent communication and maintained accurate records. Reported information about the school, student data, and key performance indicators monthly to the Board of Education. Actively recruited students for State sponsored charter school with success of increased enrollment of 35% in one year. Actively sought partnerships with community resources to help enrich students.

Rebeckah Baker - Girl Scouts of the Sierra Nevada, Outreach Coordinator- responsible for overseeing the council's outreach program, which provided Girl Scout meetings and experiences for low-income girls. This required developing community partners such as local schools, low-income housing providers, Boys and Girls Club of Northern Nevada, the Food Bank of Northern Nevada, churches, and youth organizations in order to identify sites for weekly troop meetings and to provide additional services for the girls. United Blood Services, Donor Recruitment Representative: again, this position involved community outreach to plan blood drives throughout a designated territory; developed partnerships with businesses, high schools, the student organizations at the University of Nevada, Reno and Great Basin College in Elko, churches, local television and radio outlets, and other nonprofit organizations to plan and execute successful blood drives that met specific donation goals.

Jacie Paulsen - NHS/NJHS community events, coaching, sports award nights with students and families.

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

Northview will provide opportunities for school leader coaching and seek out consulting services to help ensure school leadership is staying current on trends in supervision, management, and school performance. School leadership will also be responsible for acquiring professional development opportunities that will directly impact school performance.

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

Northview Charter School's school leader will be primarily responsible for the hiring and development of school staff.

Human resources in conjunction with school leadership, will be responsible for the recruitment and retention of school staff.

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

Northview's principal will be responsible for the creation and execution of professional development in areas including instruction and school culture. The principal will acquire professional development resources. The principal will delegate areas of professional development/training to other members of the administrative team and/or separate duties based on the qualifications/strengths of each member of the team.

School staff will be divided among the leadership team to provide instructional guidance (and/or supervision/evaluation).

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

Northview believes that cross-training is important to help ensure that school operations continue uninterrupted, however, a separation of duties will be created based on the strengths and skills of the leadership team (once chosen). Northview will intentionally seek out qualified applicants having skills that the existing team members do not possess. Should gaps in knowledge and skills exist, training will be provided.

STAFFING

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

Proposed New School

Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Management Organization Positions						
Human Resources Manager	.5	.5	.5	.5	.5	.5
Financial Director	.5	.5	.5	.5	.5	.5
Maintenance/Facilities Manager	1	1	1	1	1	1
Maintenance/Facilities Assistant			.5	.5	.5	.5

Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Total Back-Office FTEs	2	2	2.5	2.5	2.5	2.5
School Staff						
Principals	1	1	1	1	1	1
Assistant Principals			1	1	1	1
Dean of Student	1	1				
Instructional Coach			1	1	1	1
Counselor	.5	.5	1	1	1	1
Classroom Teachers (Core Subjects)	7	7	8	8	8	9
Classroom Teachers (Specials)	2	2	3	3	3	3
Special Education Coordinator/Teacher	1	1	1	2	2	2
Family Engagement Coordinator	.5	.5	1	1	1	1
Registrar/Secretary	1	1	1	1	1	1
Teacher Aides and Assistants	1	1	2	2	2	3
Total FTEs at School	15	15	20	21	21	23

HUMAN RESOURCES

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

Northview Charter will use the following strategies to recruit highly qualified, dedicated staff:

Periodic open houses to meet school leadership as well as existing staff, use of social media and website to post job listings, as well as attend college job fairs and other recruitment events.

Northview is looking for teachers who hold licensure in areas of school need, however, at a small school, it is often that staff need to have many roles. Northview is looking for those teachers who want to volunteer and go above and beyond for students as needed. Northview's culture relies heavily on enrichment and these activities will often take place outside of school hours. While Northview will seek out grant dollars to help fund some of these activities, it may require commitment from staff. Northview also wants to develop curriculum that builds student competency in a 21st century, digital world.

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

Northview will follow local school district salary ranges and participate in PERS (Public Employee Retirement System) with 100% employer paid benefits for full-time employees and adjusted compensation and benefits for those less than full-time. Teacher salary for a bachelor's degree will

start at \$45,000/year. Hourly employees will be paid at a rate of \$13-\$20/hr (based on qualifications).

All employees will start with 1-year contracts with positive employee evaluations resulting in a 2-year rolling contract. Northview will apply for grant dollars to help fund enrichment efforts to reward staff for extra time commitments.

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

Northview's administrative team will divide out staff for supervision and evaluation purposes (see organizational chart). Northview wants to keep teacher to student ratios 1:20 (1:25 max). Overall, Northview will have an adult to student ratio of approximately 1:18.

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

Interview of Northview staff will be held at the school with Principal, HR, and at least 1 other staff member (to be selected based on the position being filled). HR and Principal will conduct orientations (Principal – school systems, building, curriculum, etc) (HR – benefits, payroll, policies, etc). HR will conduct criminal background checks.

Dismissal of employees will be conducted by immediate supervisor and HR. Proper documentation must accompany dismissal paperwork. Northview will develop disciplinary forms for staff that will remain in the employee file.

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

Northview will provide professional development training to staff in a variety of areas aimed at improving school performance, student achievement, integration of technology in the classroom, special education in the classroom, and social emotional learning. Northview will apply for grant dollars to help fund the continuous education of staff. Staff will also be encouraged to attend district seminars/trainings as well as participate in shadowing opportunities of teachers at Northview and other schools to develop rapport, gain insight, and discuss current trends in education. Northview recognizes that at a small school, development of professional learning communities with like-subject teachers is difficult, if not impossible. Northview will work to develop partnerships with schools/teachers.

Northview teachers will participate in peer mentorship, peer observation, and mid and end year evaluations. First year teaching staff will have a mid-year/probationary evaluation as well as an end year evaluation (to determine eligibility for second year contracts). Returning staff will have an end year evaluation. All teaching staff will have periodic classroom observations with conferences with supervisor as well as conferences prior to the school year to develop goals.

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

School leadership will be enrolled in various professional development opportunities throughout each school year in the areas of curriculum, supervision, management, safety and security, etc. Participating in professional development opportunities will strengthen both the leader as well as the school team as leadership will bring back knowledge and skills acquired for the trainings/courses. School leadership will coordinate professional development with each member of the leadership team taking key roles in the development of teaching and non-teaching staff.

School leadership will be evaluated by the Board of Education yearly. School leadership will provide a portfolio of accomplishments for the year as well as key performance indicators.

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

Northview will employ a variety of support positions aimed at the successful implementation of curriculum and general school operations. Teacher-support positions include educational aide, human resources and financial director positions, and registrar/secretary staff. Student and family support positions include family engagement coordinator position, counseling, and educational aides. School operation positions include human resources/financial director, maintenance and facilities positions, and registrar/secretary positions.

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

Northview Charter does not have a succession plan at this time but will develop a plan within the first 3 years of operation.

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

Northview will develop employee discipline records to address unsatisfactory performance (should this occur before the regularly scheduled evaluations). Discipline records will be kept in HR files and be discussed with immediate supervisor and HR staff (as appropriate). Discipline records can result in termination of employee.

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

Northview Charter School does not plan on using a HRIS at this time, however, more research into potential systems will be completed during the incubation year.

(10) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes,

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

Northview will not require additional support from third parties at this time. In order to successfully fulfill these responsibilities/roles, Northview intends to hire half-time positions for Human Resources and Finance positions. Ideally, an applicant could fulfill both roles for a full-time position.

STUDENT RECRUITMENT AND ENROLLMENT

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

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

Northview will recruit students in the following ways: reach out to local feeder schools to speak with administration and counselors to see if they have students they feel would be better suited to a charter school model, hold interest groups at feeder schools for interested students, promote the school via social media and websites, hold community open houses (once school site is chosen), hold area "meet and greets" for potential students, contact local area after school programs to coordinate presentations to students, etc.

Northview will make information accessible to those families in poverty, low-achieving students, students with disabilities, and at-risk students by contacting students and families identified by feeder schools directly. Northview will incorporate the use of several resources and strategies to help assist these families in successful enrollment.

- a. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.
Applications for the 2020-2021 school year will be accepted beginning May 2020.
Applications for enrollment for subsequent years will be accepted throughout the school year. The typical application window will be open from May-August 1 and lottery will be utilized afterward if maximum enrollment is reached.

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

Northview aims to have 90% of enrollment reached prior to August 1 of each school year. Both administration as well as family involvement coordinator will actively monitor progress toward enrollment goals. Northview's target re-enrollment is 85% each year. Northview recognizes the need for educational options and because we are a school of choice, students may choose other options year to year. Northview has set a goal of minimum 85% re-enrollment each year in hopes to provide continuity of student body.

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

Northview will provide documentation of such information in staff handbook, school website, as well as provide training information during staff orientation.

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

Northview will continue to recruit students for current and subsequent years of enrollment. Throughout the school year, Northview will contact feeder schools and periodically meet with counselors and administrators and set up interest groups of potential students. While Northview will continue to have open houses for potential students and parents, during the school year, current students will be an integral part of this process as they will be displaying student work, discussing things about the school, and describing student life at Northview. Northview plans to have 15-20 students per grade and will actively recruit for existing spaces in grades. Northview will employ strategies such as "refer a friend" program in order to get transfer students. Northview's Family Engagement Coordinator will be an integral part of the recruitment process and will create themed open houses and events.

- (3) Complete the following tables for the proposed school to open in 2020-2021.

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

Grade Level	Number of Students				
	2020-21	2021-22	2022-23	2023-24	2024-25
Pre-K					
K					
1					
2					
3					
4					
5					

6	14	15	20	25	25
7	15	18	20	25	28
8	15	18	20	25	28
9	17	18	25	30	35
10	17	18	25	30	35
11	17	18	25	30	35
12	17	18	25	30	35
Total	112	123	160	195	221

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

Grade Level	Number of Students				
	2020-21	2021-22	2022-23	2023-24	2024-25
Pre-K					
K					
1					
2					
3					
4					
5					
6	15	15	15	17	20
7	15	17	20	22	25
8	15	17	20	22	25
9	17	18	20	22	25
10	17	18	20	22	25
11	17	18	20	22	25
12	17	18	20	22	25
Total	113	121	135	149	170

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

Grade Level	Number of Students				
	2020-21	2021-22	2022-23	2023-24	2024-25
Pre-K					
K					
1					
2					
3					
4					
5					
6	12	15	17	18	22
7	17	19	22	24	27
8	17	19	22	24	27
9	17	19	22	24	27

10	17	19	22	24	27
11	17	19	22	24	27
12	15	17	22	24	27
Total	112	127	149	162	184

- d. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. Start-Up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment. Northview strongly believes in small-class sizes with an individualized approach to student goal creation and progress tracking. Northview recognizes the difficulty in serving multiple grade levels, however, we want to provide a continuity of service for students throughout their secondary education years. Often, middle school students struggle academically or socially. We believe by creating a bridge between these two sets of grade levels can help create consistency in student expectations, standards for student support, and academic assistance.

INCUBATION YEAR DEVELOPMENT

- (1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2019-2020) to ensure that the school is ready for a successful launch in fall 2020. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 10.
- (2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

The selected school leader will enroll in a Masters of Special Education Program to help better serve this population of students as well as participate in a variety of trainings such as Fred Pryor Seminars on the topic of management/supervision.

As part of the professional development of the selected school leader, Northview will implement school leader shadowing. School leadership will visit area schools and discuss current issues, trends, and brainstorm with principals.

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

Principal/Dean of Students – The school leadership team will be responsible for the creation of class schedule, recruitment/enrollment of students, and hiring of school staff. The leadership

team will also oversee and provide guidance on school site construction/build out. The administration leadership team will be compensated with salary (contracts will be pro-rated).

Maintenance Lead – The maintenance lead will be primarily responsible for overseeing school build out, technology set up, school site safety and security, etc. Maintenance lead will be paid \$20/hr as needed.

Secretary/Registrar – Once this position is filled, this position will work nearly full-time to input student data, join in recruitment efforts, and facilitate enrollment of students. \$10-15/hr based on qualifications and experience.

DUAL-CREDIT PARTNERSHIPS

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

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

Northview and TMCC would have a partnership that exists year to year with the option to renew or terminate prior to student enrollment in the program each semester.

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

The Northview Charter School Board of Education will approve the Memorandum of Understanding between the school and the college dual-credit program.

Northview staff (Principal, counselor, family engagement coordinator) will serve as liaison between the college and student/guardian as well as contact guardians about current progress.

TMCC will administer curriculum, grade coursework, and report data to Northview Charter School.

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

- Develop criteria for eligibility for TMCC Dual Credit Program.
- Deliver curriculum and assess students.
- Share all necessary information with Northview Charter School.
- Support students in the successful completion of coursework.
- Provide students and guardians will accurate, timely feedback on academic standing/progress toward completion of courses.
- Maintain records of student work.
- Communicate all information to Northview Charter School, the student, and guardians.

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

Northview students/families will be responsible for paying the tuition/fees for any services rendered by the college. Northview will apply for grant dollars to help assist with the financial cost of programs (upon successful completion of courses).

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

The college will provide release of information forms for students and guardians to sign that enable Northview designated staff members to access and monitor student information.

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

None at this time.

- (7) Provide as Attachment 11, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

SERVICES

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

Northview's school leadership team will divide supervision of staff and duties to ensure that operational needs are being met. The leadership team will report aspects of operational procedures to the school board.

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

Northview does not plan to provide transportation during its first operational year. Northview will consider funding transportation dependent on student enrollment and school population needs.

Northview will work with families to arrange carpools as well as provide bus passes for those students who are identified as having a need via school forms (or FRL classification or homelessness/migrant identification).

If transportation is added, draft budgets will be created and submitted to the SPCSA for approval/amendments to the charter application will be submitted.

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

Northview does not plan to offer food service programs during its first year of operation.

Healthy option vending as well as food service vending will be made available to students. Based on enrollment and student needs, Northview may contract with a food service provider after year 1. Northview will also contact providers such as Lions Club Backpack program, Food Bank, and other donation sources to self-service provide nutrition break resources (breakfast) as well as school lunches for those students identified as Free and Reduced Lunch.

Northview estimates the costs of providing meals for all students (A.M. nutrition break) and lunch meals for FRL students below:

Nutrition break: \$1.25

School Lunch: \$2.50

Source: <https://schoolnutrition.org/aboutschoolmeals/schoolmealtrendsstats/>

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

Northview acquire janitorial services during the incubation year. Northview will maintain landscape (should the building not provide this service). Services will be completed by the maintenance lead for the school. Maintenance lead will be paid \$20/hr and when maintenance assistants are added (if needed), compensation will be competitive based on yearly statistics at that time.

- (d) School health and nursing services

Northview does not intend to hire nursing staff at this time, however, will train all staff on first aid and CPR. Northview will have facilities and resources to accommodate minor injuries/illnesses. Northview will also provide information/training for students regarding important health information. Northview will budget for annual training of staff that will be included in the professional development budget.

- (e) Purchasing processes

Northview will train staff and provide necessary documents for credit card, check, purchase order, and petty cash requests. All purchases will fall under pre-determined budgets for the school year as approved by the Board and SPCSA.

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

Surveillance Equipment: Northview plans to acquire and install cameras/audio in common areas as well as classrooms. Various systems will be researched during the incubation year. Northview estimates costs for this equipment to be \$3,000.

Training: Staff will be trained on various aspects of safety including shelter in place, suicide awareness, intruder in the building scenarios, drills and emergency evacuation protocol. Etc. Maintenance will primarily be responsible for training that pertains to the building/equipment and school leadership will provide training on student-centered safety issues.

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

Northview's goals include the meaningful integration of technology into the classroom. Northview will provide all necessary training and materials to do so effectively. The school staff will manage technology and its use and seek out professionals as needed.

Responsible Staff: School leadership and Maintenance/Technology lead will primarily be responsible for the management the installation of technology and utilize consultants as needed.

Software Needs: Software needs will be assessed, and staff will be instrumental in the decision making process.

Technology Policies: Northview will create policies and distribute to stakeholders after approval of application. Northview will develop "acceptable use" of technology policies for students, staff and consultants.

Storage: Storage needs will be assessed once the facility is acquired.

Device Management: School leadership and Maintenance/Technology lead will primarily be responsible for the management the installation of technology and utilize consultants as needed.

End User support: Materials and training will be provided and Maintenance/Technology lead will provide assistance to students and staff as needed as well as consistent security of technology and devices.

- (3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific

reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

The Northview committee to form all have experience in Infinite Campus with the proposed school leader having been the main contact for Infinite campus at two school sites (responsible for the setup, training, and maintenance of student information system). All staff will receive training in the student information system as well as detailed tutorials regarding system functions.

Teachers and IEP staff will be responsible for entering in student grade information as well as IEP data while the technology lead and administration will primarily be responsible for entering in the information such as student data, scheduling, calendars, etc. School administration will be responsible for submission of any required reports.

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

Northview will require all staff complete yearly training concerning data security. This must be complete within the first 30 days of hire.

(3) In addition to the narrative above, provide as Attachment 12, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.

FACILITIES

(1) Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

(a) The desired location of the school facility;

Northview will seek commercial facility in the North Reno community.

(b) The number of general education classrooms required each year;

9 general education classrooms – 1,024 sq ft

(c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;

1 gymnasium/auditorium, Commons/meal area (2,000 sq ft), Special education room (800 sq ft)

(d) Space requirements for administrative functions, food services and physical education

Gymnasium – 4,200 sq ft min

Office spaces/administrative purposes – Principal (200 sq ft), Assistant Principal (175 sq ft), Dean of Students (175 sq ft), Counselor (175 sq ft), work/copy room (200 sq ft)

Meeting room – 200 sq ft

Meal services/prep – 800 sq ft min

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

Northview is in contact with various brokers including Jack Cote and LisaMarie Wand. Northview is currently researching available potential school sites via online postings. Northview would like to have a site secured by June 30, 2020 at the latest to ensure renovations can be complete by an August 1 opening date. Financing will be secured post-approval of application.

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

- (a) Total project cost – to be determined based on funding. Northview will attempt to secure a leased building for no more than \$4/sq ft
- (b) Financing and financing assumptions – SPCSA will determine viability of school proposal and post-approval of application financing will be secured. Incubation year will provide time for committee to form to finalize financing details.
- (c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. – Lease no more than \$5/ sq ft with a salary of \$30,000 for Maintenance/technology staff, with an estimated cost of approximately \$0.10/sq ft for utilities.

- (4) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 13. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 13, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

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

Northview's committee to form doesn't have experience in facilities acquisition, however, feels confident about working with consultants to complete this task. Northview's proposed school leader does have experience in facilities management.

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

Northview will employ a maintenance lead with experience in facility maintenance. This employee will hold a half-time (more as needed to maintain the school facility). Maintenance will work with facility owners to coordinate maintenance and other facility functions.

ONGOING OPERATIONS

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

Northview will create and maintain a emergency management plan as well as send representative to any required training. These representatives will train staff on emergency protocol. Drills will be completed by all staff and students monthly in order to familiarize school personnel and students with procedures. Facility maintenance and school administration will primarily be responsible for the creation and execution of the emergency management plan. Northview will utilize intercoms (phone systems) to perform drills and cell phones to communicate between staff. Maintenance and administration will be responsible for submission of reports to SPCSA.

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

Financial Plan

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

Northview will develop and implement financial controls at the school level that include budgeting, amendments to the budget, school-site monetary purchases, and procedures for spending allocated budget. Northview will work within pre-determined, pre-approved budgets within a school year.

Northview will utilize outside resources in the following areas: Payroll, auditing. Northview will select these contractors based on their standing within the community, reputable service record, and affordability within propose/approved budgets.

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

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

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

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

Northview will adhere to all financial requirements of the State of Nevada and the SPCSA and create/implement budget request procedures for staff. Northview will create a budget and abide by

it. Should changes need to be made, they will be submitted to the SPCSA and the governing board for approval. Northview will participate in an annual audit to ensure financial controls as well as reporting requirements are being met.

Northview Charter will research audit companies and secure auditing services during the incubation year.

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