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
    Pinecrest Academy of Northern Nevada unites the community to prepare students for college and career.

    Pinecrest Academy of Northern Nevada's purpose is to provide a safe and nurturing educational environment that maximizes student achievement and fosters respect for all. Pinecrest Academy will utilize ongoing assessments, engaging activities, the creation of a strong community environment and regular parent involvement to achieve student success. In this manner, Pinecrest Academy will assist all students to become equally successful as lifelong learners and responsible citizens.

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.
    a. Articulate clear guiding purposes and priorities that are meaningful, measurable, and attainable.

    Vision
    Scholars perform at the highest level on all academic measures.

    Educational Philosophy
    The School's educational program is modeled after specific innovative learning methods and strategies that have proven successful in raising student learning and achievement. These include but are not limited to:
   ● A standards-based curriculum based on Common Core Standards for Learning.
    ● A thematic approach to integrate core areas of study such as mathematics, reading, language arts, writing, science, and social studies.
    ● Arts programs such as band, orchestra, studio art, graphic design, and choir.
    ● Appropriate assessments for learning (screening, progress monitoring, and diagnostic).
    ● Data-driven, high-quality differentiated instruction.
    ● Supplemental programs for student advancement and remediation.
    ● Support for teachers and ongoing professional development for advancing technology and other 21st century resources.
    ● Research-based instructional practices (e.g., Marzano's High Yield Teaching Strategies[1] and Coalition of Essential School's Principles[2]).
    ● Reflective Practice: a practice designed for reflection and professional growth to enhance overall teacher performance and student outcomes.
    ● Weekly grade level, monthly staff meetings, and ongoing professional development workshops.
    ● Tutoring for remediation and enrichment programs for acceleration.
    ● Targeted interventions for struggling readers and students performing below grade level.

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[1] Dean, Ceri B., and Robert J. Marzano. *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. Pearson Education, 2013.
[2] See http://essentialschools.org/common-principles/. Last retrieved July 2019.

Core Values

At Pinecrest Academy of Northern Nevada, we will uphold the following Core Values: Expectation of Excellence, Community of Collaboration, Reflection Drives Growth, and Igniting a Passion for Learning.
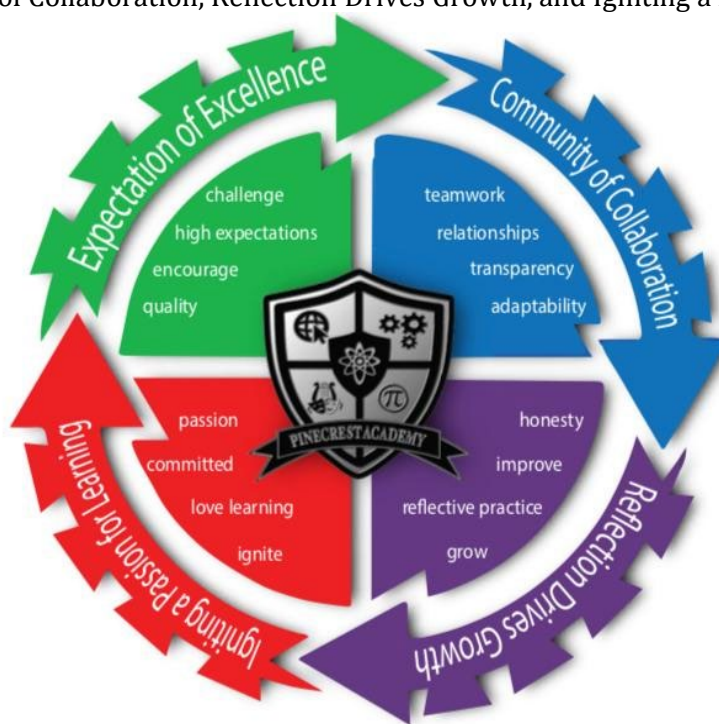
Leadership Initiative

At Pinecrest Academy of Northern Nevada, we will be committed to teaching students 21st century leadership and life skills to create a culture of student empowerment based on the idea that every child can be a leader.

Content from The 7 Habits of Highly Effective People[3] and The Leader in Me[4], by Steven Covey, will be a key component of our school-wide leadership initiatives. The 7 Habits are a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are common to all people and cultures. The Leader in Me is a whole-school model and process that empowers students with the leadership and life skills they need to thrive in the 21st century. At Pinecrest Academy of Northern Nevada, we will recognize and celebrate that every child is capable of being a leader.

3. A charter school must have as its stated purpose at least one of the goals set forth in NRS 386.520. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:
    a. Improving the academic achievement of pupils;
    b. Encouraging the use of effective and innovative methods of teaching;
    c. Providing an accurate measurement of the educational achievement of pupils;
    d. Establishing accountability and transparency of public schools;
    e. Providing a method for public schools to measure achievement based upon the performance of the schools; and
    f. Creating new professional opportunities for teachers.

Pinecrest Academy of Northern Nevada will encourage the use of effective and innovative methods of teaching by: incorporating strong technology use through a blended learning approach, providing all students with STEAM infused curriculum, implementing differentiated instructional strategies to provide

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[3] Covey, Stephen R. *7 Habits of Highly Effective People: Powerful Lessons in Personal Change.* Simon & Schuster, 2020.
[4] Covey, Stephen R, et al. *The Leader in Me: How Schools and Parents around the World Are Inspiring Greatness, One Child at a Time.* Simon & Schuster Paperbacks, 2014.

students with instruction commensurate to his/her ability levels in both reading and math, and providing a strong instructional focus using the Nevada Academic Content Standards and Next Generation Science Standards to teach rigorous curriculum.

Teachers will use i-Ready (reading and math), ST Math, Accelerated Reader (AR), Google Classroom and/or and Canvas Course Management System to incorporate blended learning teaching strategies into direct instruction. Elementary literacy instruction will consist of the McGraw-Hill Reading Wonders program and Curriculum Associates Ready Reading and Writing. Reading instruction may also be supplemented with Scientific Learning's Reading Assistant and Fast ForWord online programs for remediation. Pinecrest Academy will also purchase subscriptions to MyOn Learning, an online digital library of over 6,000 titles of various genres. Students will read titles at his/her instructional level throughout the week and take Accelerated Reader comprehension tests. Math instruction in elementary school relies on Curriculum Associates Ready Classroom Mathematics as its core curriculum, and is supplemented with ST Math. The i-Ready Diagnostic assessment for reading and math is an assessment that Pinecrest will use to find nationally normed data, plan for instruction, track student growth in grades K-8, and provide students with digital online learning paths specific to individual student needs. Middle school teachers at PANN will follow Springboard in math and ELA. Springboard is created by the College Board and prepares students for Advanced Placement (AP) coursework and exams. STEAM instruction will be integrated into core content areas for all students with the support of Project Lead the Way curriculum. Teachers and students will have ample access to classroom technology such as: SMART Boards, laptops, desktop computers, and tablets in order to facilitate effective instructional practices.

Elementary students (grades K-5) will participate in "specials" classes once per week including: art, STEM, Physical Education (PE), music, and foreign language. Exposure to each of these areas of instruction allows students to determine an area of focus as they approach middle school age. Students enrolled in grades 6-8 will be considered middle school at PANN. Middle school students will enjoy an enhanced schedule that will include two elective options. Their six-period days will include four core classes and two electives. Students who struggle in reading or math will forego an elective option in lieu of a reading or math remediation course that will be designed to provide remedial instruction to help students attain proficiency. Elective options at PANN will be extensive and include several options ranging from digital broadcasting and web design to advanced band. Other options may include computer basics, P.E./health, beginning and advanced orchestra, beginning and advanced choir, graphic design, engineering and robotics, yearbook/journalism and photography, STEM (including use of Project Lead the Way curriculum) coding, career and financial literacy, math and reading enrichment, Think Law (speech and debate), conversational Spanish, computer literacy, and art.

Pinecrest Academy of Northern Nevada teachers will plan instruction as grade levels, so there is equity across the classrooms in every grade level. This ensures that each child, regardless of teacher, will receive the same content across the grade levels. As grade level teams, teachers will put the same assignments in the grade book and will be responsible for implementing the same standards-based assessments that communicate a clear picture of how each child is progressing toward mastery of grade level standards. PANN will follow the Nevada Academic Content Standards that have been adopted by the state of Nevada for all public schools. As a result, PANN will participate in the MAP assessment (grades K-3) and Smarter Balanced Assessment Consortium (SBAC) yearly assessment for students in grades three through eight. The mission of PANN will be to prepare students to perform at the highest levels on all academic measures.

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.*

The Pinecrest Instructional Models

Pinecrest Academy maintains AdvancED District Accreditation. That designation extends to all of the schools in the network, including Pinecrest Academy of Northern Nevada. With the designation comes our responsibility to faithfully deploy the major elements of the Pinecrest Instructional Models.

Pinecrest Academy of Northern Nevada will follow the detailed Elementary and Middle School Instructional Models which will serve as a guide for teachers and ensure consistency in instruction within and across grade levels or content areas. Teachers and administration will collaborate each year to revise the Instructional Models as needed in order to ensure students instructional needs are adequately met year by year.

The Pinecrest Instructional Models are very well defined, thoroughly documented, and available for review as Attachment 24_Pinecrest Instructional Model. The document provides a standard for what good instruction looks like in a classroom. The major elements of the Pinecrest Model include the network's focus on STEAM education and Project Lead the Way curriculum (described below), core curriculum for reading and math, the use of blended learning and assessments within i-Ready modules, using Infinite Campus for our Student Information System, the Power Hour schedule configuration, the use of Common Boards, and maintaining a collaborative dialogue among the principals and staff within the network.

Other key philosophical elements include:
- Pinecrest expectations for all staff
- School-wide vision of putting students first in all decision making
- Planning expectations
- Grading expectations, including testing requirements and use of common assessments
- Expectations for ensuring needs of GATE (Gifted and Talented Education) and Special Education students are met
- Collaborating with stakeholders
- Placing a focus on school climate and morale through classroom management, safety, and problem solving
- Communicating among campuses to ensure best practices
- Participating in reflective practices, a practice designed for reflection and professional growth
- Ensuring all instruction is standards-based for all core content and elective courses
- Including blended learning opportunities for variety and differentiated instruction.
- Tracking behavioral and academic data for any struggling student (SABIT/RTI process, described below)

The founding governing board has autonomy in designing our program and refining elements of the Pinecrest Instructional Model that do not align PANN's vision for student success. For example, the current model does not specify Steven Covey's "The Leader in Me" model for student leadership. This would be an area that we may wish to add to ensure consistency with its implementation and use throughout the entire learning community.

Nevada Academic Content Standards & Next Generation Science Standards Alignment

The Nevada Academic Content Standards (NVACS) are derived from the Common Core State Standards (CCSS).[5] The Pinecrest Instructional model and its instructional components effectively align with the NVACS. Teachers will be expected to follow these standards in all content areas of instruction including:

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[5] See http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Content_Standards/. Last retrieved July 2019.

English Language Arts (ELA); Mathematics; Science; Social Studies; Computer Science; Digital Learning; Fine Arts; World Language; Information Literacy Standards; and, Health & Physical Education Standards.

Additionally, teachers will be expected to follow research based Next Generation Science Standards (NGSS)[6] which were developed by states to set expectations for what students should know and be able to do in order to improve science education for all students.

All teachers will participate in training regarding how to effectively implement NVACS and NGSS provided by school administration and/or Nevada Department of Education personnel. Evidence of implementation will be documented through lesson plans, gradebooks, classroom observations and administration feedback conferences.

STEAM Instruction

Project Lead the Way (PLTW) Launch[7] will serve as the core curriculum for students in grades K-5. PLTW Launch's 28 interdisciplinary modules lead students to adopt a design-thinking mindset through activities, projects, and problems that scaffold throughout the course. Students engage in hands-on activities in computer science, engineering, and biomedical science using creativity and learning problem solving techniques.

Project Lead the Way (PLTW) Gateway[8] will serve as elective options for students in grades 6-8. PLTW Gateway's 10 units provide students an opportunity to participate in hands-on, collaborative, and engaging learning modules such as: Design and Modeling; Automation and Robotics; App Creators; Computer Science for Innovators and Makers; Energy and the Environment; Flight and Space; Science of Technology; Magic of Electrons; Green Architecture; and, Medical Detectives.

PLTW is aligned to the NVACS and NGSS. Current Pinecrest Academy of Nevada Administration will serve as trainers for teachers for PLTW.

i-Ready Blended Learning

Pinecrest Academy of Northern Nevada will deploy i-Ready instruction school-wide as the program has proven effective at many schools across the nation. Specifically, based on diagnostic data from the 2018-19 school year, i-Ready has proven effective at Pinecrest Academy of Nevada's current four Pinecrest schools in southern Nevada. The following end of year data was compiled based on 3,871 students, in grades K-8, who completed the i-Ready beginning and end of year diagnostics[9] (reporting data below shows an average percentage for all students):

- **Reading**:
  - The percentage of students that scored "**Mid-On Grade Level or Above**" increased from 28% at the beginning of the year to 64% at the end of the year.
  - The percentage of students that scored "**On-Grade Level and One Grade Level Below**" decreased from 23% at the beginning of the year to 19% at the end of the year.
  - The percentage of students that were identified as at risk and scored **"Two or More Grade Levels Below"** decreased from 12% at the beginning of the year to 6% at the end of the year.

Pinecrest Academy of Nevada 2018-19 Diagnostic Results

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[6] See https://www.nextgenscience.org/. Last retrieved July 2019.
[7] See https://www.pltw.org/our-programs/pltw-launch. Last retrieved July 2019.
[8] See https://www.pltw.org/our-programs/pltw-gateway. Last retrieved July 2019.
[9] Based on reports provided by Curriculum Associates and presented to PAN administration (images included are portion of actual report.

Diagnostic Results, Fall and Spring Comparison

Distribution of students by grade and tier in fall and spring.

Tier 1 (Mid On-Grade Level or Above) Tier 2 (Early On-Grade Level and One Grade Level Below) At Risk for Tier 3 (Two or More Grade Levels Below)

Grade	K	1	2	3	4	5	6	7	8
Number of Students Included	444	485	451	461	444	458	433	414	309
Fall Percent Early On-Grade	23%	14%	22%	33%	21%	26%	21%	24%	24%
Spring Percent Early On-Grade	13%	11%	17%	23%	21%	24%	16%	20%	26%

Note: This analysis uses the Growth Inclusion, Fall Inclusion, and Spring Inclusion business rules.

Curriculum Associates   25   Ready i-Ready BRIGANCE

- **Math**:
  - The percentage of students that scored "**Mid-On Grade Level or Above**" increased from 16% at the beginning of the year to 63% at the end of the year.
  - The percentage of students that scored "**On-Grade Level and One Grade Level Below**" increased from 19% at the beginning of the year to 24% at the end of the year.
  - The percentage of students that were identified as at risk and scored **"Two or More Grade Levels Below"** decreased from 10% at the beginning of the year to 3% at the end of the year.

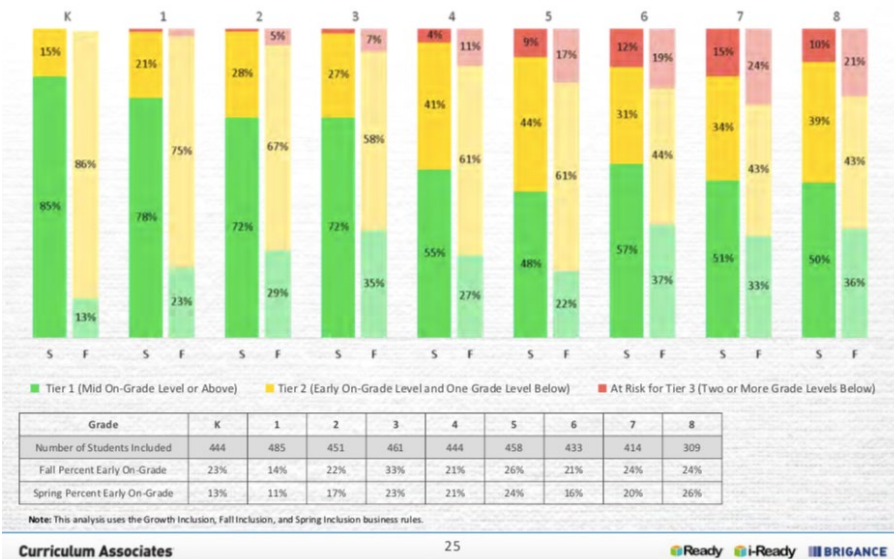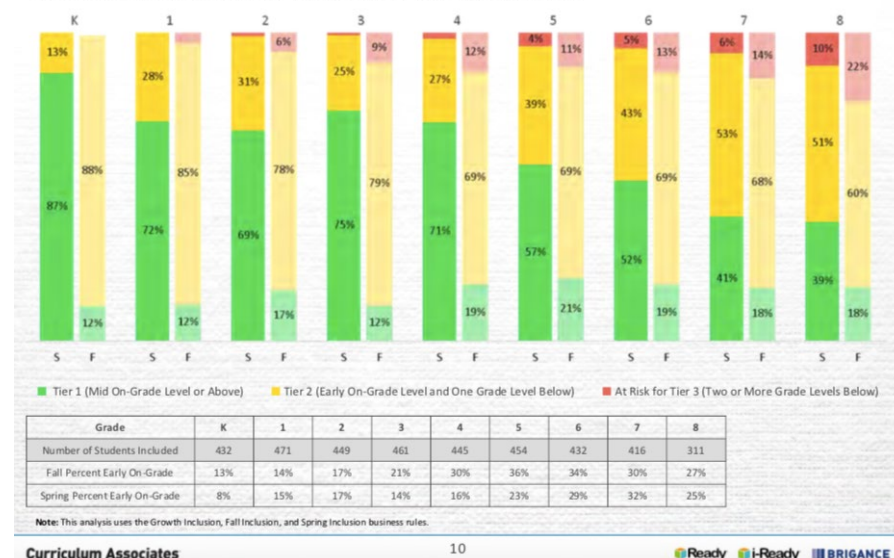## Pinecrest Academy of Nevada 2018-19 Diagnostic Results

Diagnostic Results, Fall and Spring Comparison

Distribution of students by grade and tier in fall and spring.

Tier 1 (Mid On-Grade Level or Above) Tier 2 (Early On-Grade Level and One Grade Level Below) At Risk for Tier 3 (Two or More Grade Levels Below)

Grade	K	1	2	3	4	5	6	7	8
Number of Students Included	432	471	449	461	445	454	432	416	311
Fall Percent Early On-Grade	13%	14%	17%	21%	30%	36%	34%	30%	27%
Spring Percent Early On-Grade	8%	15%	17%	14%	16%	23%	29%	32%	25%

Note: This analysis uses the Growth Inclusion, Fall Inclusion, and Spring Inclusion business rules.

Curriculum Associates   10   Ready i-Ready BRIGANCE

Power Hour

The Power Hour model has been adopted by Pinecrest Academy of Nevada to differentiate instruction for elementary students in both reading and math. This model has proven to be highly effective in meeting

student needs and increasing student achievement as all Pinecrest schools in Nevada have received the state of Nevada five-star designation. The Power Hour concept was developed from the research completed by Robert E. Slavin.[10] According to a research study completed by Slavin:

- Should identify primarily with a heterogeneous class. They should be regrouped by ability only when reducing heterogeneity is particularly important for learning, as is the case with math or reading instruction.
- Grouping plans should allow for frequent reassessment of student placement and for easy reassignment based on student progress.
- Teachers must vary the level and pace of instruction according to student levels of readiness and learning rates in regrouped classes.

In grades K-5, teachers will provide differentiated instruction by utilizing the Power Hour model in both reading and math. Power Hour was built on the premise that all students deserve differentiated instruction at their readiness level. This structure is derived from student need, coupled with teacher strengths, to meet the diverse range of learners within a grade level. Rather than every teacher facilitating three or more reading groups within their classroom, students are grouped according to their readiness/ability levels.

For both reading and math, students are assessed frequently and are able to be move groups as needed based off of his/her instructional needs. Please see "Curriculum Instruction & Design" section of application for more detailed information about power hour.

Instructional Planning

Foundational Components of a Highly Effective Lesson

Using the system-wide, long-range plans as a guide, every teacher is responsible for writing and submitting weekly lesson plans. Collaborative lesson plans are encouraged.

- Effective teaching uses data to inform and guide instructional practices and classroom teaching
- Teachers must be prepared to discuss the standards and lesson plans by the PLC meeting day.
- Lesson plans, whether completed in Google Drive or Planbook, will be placed in a shared lesson plan folder in Google Drive by Sunday night of the week prior to instruction.

ALL lesson plans will include the following components - Differentiation of lesson planning will be provided through administrative coaching:

Subject/Time of Lesson/Periods	*e.g. Reading 9:00 - 10:40 am*
Objective/Successful Performance Statement **Nevada Academic Content Standard** Click here for NVACS website	• Attaching Nevada Academic Content Standard • Kid-friendly objective • Math Plans should also include the NVACS Standards for Mathematical Practice • Explain what successful performance should look like at end of lesson *e.g. I will create a diagram of the four steps of the water cycle and explain how each step leads to the next.*
Essential Question	The overarching question that will guide in achieving the objectives in each unit.
Materials	All materials needed to properly execute the lesson

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[10] Hollifield, J. *Educational Options: Ability Grouping.* The ERIC Clearinghouse on Disabilities and Gifted Education (1987).

Procedures ***** If a teacher's manual is very explicit, then the teacher may refer to the pages of the manual as a source of the steps in a lesson. The manual must be easily accessible to a guest teacher in case of absence. Click here for how to use anchor charts. Click here for Bloom's Taxonomy reference sheet.	• Steps of the lesson that outline the anticipatory set, direct instruction, and guided instruction components of the lesson • Vocabulary • Higher-order thinking questions • Grouping • CHAMPS • Kagan/SpringBoard • Best Practices
Closure https://www.edutopia.org/blog/22-powerful-closure-activities-todd-finley	Wrapping up the lesson by having students organize the information into a meaningful context

Assessment (formative & summative category)	All assessments (that will be entered into the grade book) must include the following in the lesson plans:
	    • Category type (classwork, homework, assessment, or project)
	    • Assessment Name
	    • Standard(s) attached to this assessment
	    • Score value
	**Including the above mentioned components in the lesson plans will assist teachers when they enter assessments into Infinite Campus.

Long-Range and Weekly Planning Guidelines

- **Long-range plans** must be developed for the year, must be aligned to Nevada Academic Content Standards and must reflect the curriculum provided by Pinecrest Academy of Nevada.
- Long-range plans will integrate curriculum by combining two or more content areas to establish authentic connections.
- **Daily/weekly plans** are to follow the long-range plans accordingly.
- Plans will be completed and shared in the common grade-level lesson plan folder in Google Drive by **Sunday** t**he week prior to the planned week of instruction**.
- Individual teacher instructional plans may be reviewed at any time by the leadership team.

Cross Curricular Teaching: STEAM and Project-Based Learning

Cross-curricular teaching is defined as the integration of two or more academic content areas during instruction. By effectively putting this into practice we are allowing students to apply their content knowledge in a variety of contexts, thus engaging them in higher-level thinking.
To effectively incorporate this into instruction teachers are expected to:
- Work to consistently combine two or more academic content areas into instruction (e.g. a writing component included in a science assignment).
- Incorporate cross-curricular teaching, specifically integrating the content areas of reading and writing into ALL other subjects.
- Align expectations and scoring standards for writing skills (organization, conventions, etc.) across subject areas (e.g. social studies, science, and math teachers will hold kids accountable for grade-level writing expectations when students produce written assignments in their classrooms).
- Effectively communicate within their grade level all areas of opportunity for cross-curricular teaching (e.g. If the teacher planning writing is doing a unit on informative writing, they will discuss

this at the weekly team meeting allowing the opportunity for the teacher planning science to incorporate this skill into a science activity/assignment).
- Collaborate with teachers of other content areas and specialties to develop cross-curricular projects.

Cross-Curricular Support			
ELA Supports by	MATH Supports by	SCIENCE Supports by	Social Studies Supports by
SCIENCE • Teaching vocabulary • Assisting with the science fair conclusion paper (essay)	**SCIENCE** • Introducing types of graphs early in the year to students to help facilitate Science Fair Data displays	**ELA** • Requiring reflections for all labs • Hold students accountable for proficient writing expectations when engaging in scientific writing	**SCIENCE** • Gathering data to delve deeper into graphs & their purpose • Using evidence-charts
SOCIAL STUDIES • Teaching vocabulary • Help students analyze a prompt	**SOCIAL STUDIES** • Using more in-depth critical thinking skills • Asking DOK 3 questions to involve higher reasoning	**SOCIAL STUDIES** • Coordinating historical periods with scientific developments	**ELA** • Using common writing prompts and comprehension strategies
MATH • Teaching vocabulary • Explaining how to solve problems by writing it out	**ELA** • Using the writing process and Jane Schaffer when -writing written responses • Using graphic organizers	**MATH** • Requiring students to calculate formulas in science	**MATH** • Using common vocabulary terminology

Common Board

- All teachers are expected to keep an updated and visible Common Board
- Common Boards are required for K-5 core subjects (Reading, Writing, Math, Social Studies/Science) and all specials.
- The Common Board should provide a clear focus of the day's instruction, providing students with an outline of what is going to take place during a class.

The Common Board must include the following criteria:

Date	i.e. October 1, 2018
Bell Ringer	A short, meaningful assignment or activity that must be started at the bell. Example: Review, preview/anticipatory set, vocal or instrumental warm-up

Standards-based Objective	Kid-friendly (clear and measurable) Example: I can reread a text for better understanding.
Essential Question	A question that points to the "big idea" of a subject/unit Example: How do the actions of characters reveal their personalities?
Vocabulary	Vocabulary and concepts that characterize the content
Home Learning	Homework which reinforces the skill - noted in the student agenda

Grading Guidelines

Teachers are responsible for keeping an accurate, up-to-date gradebook using the school's designated gradebook *Infinite Campus*. Grades must be an accurate reflection of the student's mastery of content standards and overall ability level of the expected grade-level objectives. To avoid an inaccurate representation of a student's ability levels and provide opportunities for a fair demonstration of knowledge, teachers must follow a set standard of grading guidelines. The guidelines can be found within the Pinecrest Instructional Model (Attachment 24). Within this portion of the Instructional Models, teachers will find more detailed information regarding the following grading expectations and general information related to grading: standards based expectations; consistency among grade level and/or department in grading practices; frequency of entering grades; front-loading grade book; posting timelines; participate grades; late work policies; minimum F; retake/reteach policies; struggling students/teacher assistance; electives/specials grading expectations; grading scales; grading categories and weights; unsatisfactory notices to parents; and report card information.

Additionally, reading and math grading scale charts have been created to assist teachers when entering grades into the gradebook and translating this information into a percentage that will factor into students' overall grades.

Blended Learning Programs

i-Ready/Ready Common Core
- i-Ready places students in individualized lesson pathways based on their current ability levels in both reading and math. Therefore, a 3rd grader may be working in material that is below or above grade level depending upon his/her individual needs.
- Grades K-5 will implement reading and math activities using the i-Ready digital platform & using the teacher toolbox lessons.
- Each student will be expected to pass two (2) lessons per week in both subject areas or one (1) close read per week in ELA with a minimum pass rate of 70%. I-Ready recommends that students utilize the program for 45 minutes per week in both reading and math for a total of 90 minutes per week.
- The program can be used at school to support differentiation; however, teachers should encourage the students to use the program at home as well.
- May be taken as a formative/homework grade per administrative discretion.

i - Ready Student Progress Goals

Subject	Lessons Per Week	Recommended Weekly Usage	Pass Rate
Reading	2 or 1 close read	45 minutes	70% or above
Math	2	45 minutes	70% or above

Class Displays and Incentives: Pinecrest will work in collaboration with i-Ready personnel to determine appropriate incentives for students and design classroom displays with specific theme (Pinecrest Nevada will be piloting the i-Ready incentive program for the 2019-20 school year and will hopefully continue this partnership for the following school year).

ST Math
- Grades K-5 will place students in ST Math according to the i-Ready baseline diagnostic.
- Grade K -1 will ensure all students will complete ST Math Program and challenge students with number sense to actively participate in the first ST Math Fluency Component.
- Grades 2-5 will ensure all students actively participate and complete the ST Math program and consider the fluency component optional, additional practice to accompany Reflex Math.
- In K-5, every student will reach syllabus progress of 100% according to the accelerated or average path outlined on the Blended Learning Goals page.
- Student progress will be tracked on the "ST Math Program" classroom bulletin board or tracking chart and must be updated weekly.
- Teachers will **not** log students into Teacher Mode to help students pass levels. Doing so is a breach of ethics and will constitute disciplinary measures.

ST Math Advancement to HIGHER grade level
- Students will complete their syllabus progress and must demonstrate consistency on i-Ready and AR prior to vertical movement in ST Math.

Accelerated Reader & Series Reading
https://www.edutopia.org/practice/series-reading-program-creating-culture-reading
The Accelerated Reader K-12 program was adopted from the success of "Series Reading" at Bracken, Hollingsworth, and Long Elementary schools, under the direction of franchise principal Katie Decker. All three schools were considered at risk and included an ethnically diverse student population. This program is supported by research and has been proven successful through years of data collection, tracking students' growth through formative and summative assessments, as well as state-mandated annual proficiency tests.

The Accelerated Reader (Series Reading) Program is successful because it establishes a culture of reading throughout the school. Every staff member takes ownership of one or more series of books. A series can range from books based on the same characters, books about the same topics, or books written by the same author. Because staff members share their excitement and enthusiasm for reading, every child is encouraged to engage in extensive reading with a depth and breadth of reading choices. This program develops a love of books through adult mentorship, peer influences, and interest-based CHOICE! Enticing students to spend more minutes reading will create masterful and proficient readers on our campus.

When students read a series:
- They deepen their connection with the books' characters.
- They increase comprehension.
- They increase reading time.
- They don't waste time trying to decide what book to read next.
  For ELL students:

- They are familiar with the characters.
- They are familiar with the vocabulary that the author uses.
- That familiarity helps increase success and understanding with each book in the series.

Kindergarten
- Encourage and allow students to complete AR tests as soon as they become able to assess independently.
- Teach students how to use the AR system, so they are prepared for the rigors of 1st grade.
- Kindergarten is expected to accomplish 250 total class points for the year.

Grades 1-12
- Test all students using i-Ready reading.
- Conference with all students about their Zone of Proximal Development.
- Implement Pinecrest Accelerated Reader with ALL students and track students points every two weeks.
- Encourage students to read the majority of their books in their ZPD but accept books that interest them outside of ZPD.
- Track points using the AR system (see pages 27 for goals).
- Students are expected to complete reading both at home and at school to earn points.

  Locate books AR levels and test numbers: http://www.arbookfind.com/default.aspx
  Login to Accelerated Reader: https://hosted57.renlearn.com/6594207/

Reflex Math
- Grades 2 -5 will place students on Reflex Math to support math fact fluency.
- Teachers will use data from reporting tools to inform and support small group instruction.
- Grade 1 may place advanced students on Reflex Math to provide additional practice.

Reading Assistant/Fast ForWord (Reading Intervention Program)
- Kindergarten may use Fast ForWord will ALL students.
- Grades 1-4 will support Fast ForWord for all students who fall in Tier III (two or more grade levels below) on the iReady Reading Assessment.
- Grades 2-5 will support Reading Assistant for all students who fall in Tier III (two or more grade levels below) for comprehension on the i-Ready Reading Assessment.

2. Describe the fundamental features of your educational model that will drive outcomes in your proposed school.

Pinecrest Academy of Nevada's educational program is modeled after specific innovative learning methods and strategies that have proven successful in raising student learning and achievement and are constant across the Pinecrest system. These include, but are not limited to:

- Long range plans, course guides, lesson plans, and syllabi based on the Nevada Academic Content Standards and Next Generation Science Standards
- A hybrid, standards-based approach to grading and communication of grades
- A thematic approach to integrate core areas of study such as: mathematics, reading, language arts, writing, science, and social studies
- A differentiated approach through blended learning to enhance student learning and goal tracking
- Appropriate assessments to measure learning (screening, progress monitoring, and diagnostic)
- Data-driven, high quality differentiated instruction for all students
- Supplemental programming for student advancement and remediation
- Research-based instructional practices (i.e. Kagan Cooperative Learning Structures, Blended Learning, and the Components of an Effective Lesson)

- Professional development and support for teachers with research-based practices, advanced curriculum, and technology integration
- Weekly grade level meetings to review common pacing calendars and lesson plans
- Data Days and Staff Development Days for ongoing review of campus and system-wide data and professional development workshops
- Before and after school tutoring for remediation and acceleration
- Targeted interventions for struggling students performing below grade level.

- Programs (e.g., curriculum, PD, after school program, parent program, etc.)
  - All instruction based on the Nevada Academic Content Standards and Next Generation Science Standards and will include the following programs:
    - McGraw Hill Wonders Literacy Program (grades K-5)
    - Ready Reading and Writing (gr. K-5)
    - Ready Classroom Mathematics (grades K-5)
    - Ready Toolbox (teacher resource center, all teachers grades K-8)
    - Springboard Reading and Math (grades 6-8)
    - Project Lead the Way (grades K-8)
    - Mystery Science (grades K-5)
    - Pearson Science (grades 5-8)
    - Nevada Our Home (grades 4)
    - TCI Social Studies Curriculum (grades 6-8)
  - Blended Learning Programs will help to support core instruction. The following programs will be used:
    - ST Math (grades K-5)
    - Canvas by Instructure (grades 6-8) and Google Classroom (grades 3-8)
    - i-Ready (grades K-8)
    - Accelerated Reader (grades K-8)
    - Series Reading (K-8)
  - Monthly "Data Days" will provide teachers will continuous ongoing professional development and an opportunity to analyze student data and plan for instruction; students will be dismissed early once each month to allow teachers a half day of professional development/planning time
  - Weekly PLC (Professional Learning Community) meetings with grade levels and administration
  - Weekly "mini-PD" sessions based on teacher needs; provided by Instructional Coach, administration and teacher leaders
  - Parent curriculum nights
  - After school enrichment activities based on student interest (i.e. Coding Club, Robotics Club, Yearbook/Photography Club, etc.)
  - After school sports
  - After school care provided by partnership with the Boys and Girls Club of America[11]
- Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)
  - Leader in Me - "...helps create well-rounded learners by developing the whole-person and preparing students to become life-ready learners." - www.leaderinme.org
  - Teachers, staff and administration will always make decisions based on what is best for students, not what is easier or best for adults
  - All students should be provided with a combination of instruction that is based on grade level standards and instruction commensurate to his/her ability level
- Structures (e.g., blended learning, small learning communities, small class sizes, etc.)
  - Kagan Cooperative Learning strategies to increase student engagement
  - Power Hour Model- Reading and Math (see above)
  - Blended Learning
  - Smaller Class Sizes
    - K-1 = 25 students
    - 2-4 = 26 students

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[11] See https://www.bgca.org/. Last revisited July 2019.

- 5-8 = 30 students
  - Use of instructional aides and building substitutes to provide small group practice/support within the general education classroom setting

3. 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.

As described in more detail in question one of this section and again below in the "Curriculum and Instruction" section, the combination of STEAM integration, blended learning, rigorous instruction based on the NVACS and NGSS, and differentiated instruction all work together to ensure the of all students are met.

Ensuring students are highly engaged in instruction is key to student success. As Pinecrest Academy of Nevada has come to discover, student's success and high level of engagement can be attributed to all of the above. STEAM instruction provides students an opportunity to explore with hands-on activities, collaborate with peers, and engage in critical thinking and problem solving. Blended learning, specifically i-Ready, provides students with individual learning paths which help to fill gaps in and/or accelerate student learning at his/her own pace. Lastly, differentiated instruction combined with grade level instruction, ensures that students are provided with instruction to meet grade level standards and receive instruction commensurate to his/her ability level.

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

PANN's annual academic goals include exceedingly high expectations and academic performance for all students while closing the achievement gaps between at-risk student subgroups. PANN will close gaps through data driven instruction, assessments, intervention, and a monitoring system to guide and ensure all students succeed. Specifically, effective implementation of the following will ensure the success of all students: power hour groups in both reading and math in elementary school; leveled reading and math groups for middle school; accelerated and remedial groups for middle school; reading and math remedial elective; before and after school tutoring; and a well-established SABIT (RTI) program for students who are identified below grade level in reading, writing, math, and/or behavior.

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.

Pinecrest Academy of Northern Nevada's academic program is replicated off the successful Pinecrest Academy of Nevada (Henderson), which is compliant with NRS 386.550 and NRS 389.018. The core content curriculum is based off the Nevada Academic Content Standards (NVACS) for all subject areas. Science/STEM instruction will also align with the Next Generation Science Standards. These standards provide a consistent, clear understanding of what students are expected to learn at each grade level. The framework is structured to prepare students for college, career, and to be lifelong learners and responsible citizens.

Elementary School Curriculum

Elementary Reading (K-5)

Wonders Reading Series: Grades K-5 will implement the **Wonders Reading Series** based on Nevada Academic Content Standards and use the program consistently and uniformly across the campus. https://connected.mcgraw-hill.com/connected/login.do

Ready Reading, Ready Teacher Toolbox & i-Ready: Grades K-5 will implement Ready Reading, Ready Teacher Toolbox, and i-Ready Classroom curriculum based on Nevada Academic Content Standards and use the program consistently and uniformly across the campus. http://www.curriculumassociates.com/products/ready-common-core-overview.aspx https://www.teacher-toolbox.com/

Novels & Supplements: Grades **2-5** will use non-fiction reading material and novel sets (see chart below/check with administration) based on Nevada Academic Content Standards. Novel studies should be standards-based and focused on **student** application of the NVAC standards through the reading. PInecrest teachers do not simply teach novels. They teach standards through novels. Resources used to teach novels are expected to be standards-based, rigorous, of high quality, and preferably **not** a packet.

2-5 ELA Novel Choices by Grade Level				
QTR	2nd	3rd	4th	5th & Accelerated
1				Tuck Everlasting By Natalie Babbitt
2	Charlie and the Chocolate Factory By Roald Dahl Chocolate Touch By Patrick Skene Catling			
3	7x9= Trouble By Claudia Mills			
4	Charlotte's Web By E.B. White		Shiloh By Phyllis Reynolds Naylor A Wrinkle in Time By Madeleine L'Engle OR Indian in the Cupboard By Lynne Reid Banks	Hatchet By Gary Paulsen
Teacher Choice Novels				
Grade	2nd	3rd	4th	5th
			Shiloh By Phyllis Reynolds Naylor A Wrinkle in Time	Tuck Everlasting By Natalie Babbitt Hatchet

		By Madeleine L'Engle OR Indian in the Cupboard By Lynne Reid Banks	By Gary Paulsen

Educational Software for Guiding Instruction- ESGI (K-1): Kindergarten will use *ESGI* to track students' progress and generate charts to communicate student strengths and deficits with parents. Kindergarten teachers will collaborate on the assessments used across the system from ESGI. They are able to create and share assessments within the program. ESGI real-time data will be used to:
- collect raw scores and track detailed student progress over time
- create small differentiated groups
- guide whole class instruction
- inform parents & provide them with materials to assist their child

https://www.esgisoftware.com

Elementary Reading Power Hour:

Power Hour reading was built on the premise that all students deserve differentiated instruction at their readiness level. This structure is derived from student need, coupled with teacher strengths, to meet the diverse range of learners within a grade level. Rather than every teacher facilitating three or more reading groups within their classroom, students are grouped according to their readiness/ability levels. **Principals will determine which option best meets the needs of the learners within their grade level.**

Students begin each day in their homeroom to receive grade-level instruction based on the Nevada Academic Content Standards. The weekly suggested lesson plans from the **Wonders Literacy Series** is broken up into whole group and small group activities. The whole group activities serve as the basis for the homeroom instructional block.

During the second block **(Power Hour)**, students rotate among the grade level to receive instruction at their readiness/ability level. The number of teachers at each grade level will determine the number of groups (e.g. low, medium-low, medium, medium-high, and high for 5 teachers). The small group activities from the **Wonders Literacy Series** will be the starting point for instruction within each group. Supplements for instruction are listed in the chart below.

These activities are not intended to be an exclusive list. They serve as suggestions and starting points for each level.

Below Grade Level	On Grade Level	Above Grade Level
Fast ForWord & Reading Assistant https://sso.scilearn.com	Close read lessons/articles	Close read lessons/articles
Leveled readers	Additional Wonders Lessons	Leveled readers
Phonics	Leveled readers	Project-based learning
i-Ready/Ready Reading	Novels/chapter books	Novels/Chapter books Literature circles

Barton/The Wilson Program (Individualized as needed)	i-Ready/Ready Reading	i-Ready/Ready Reading

Additional resources for differentiated instruction include:

- https://www.readinga-z.com
- https://www.readworks.org
- https://www.commonlit.org

**Notes on Power Hour:

Initial Placements: 1st - 5th Power Hour instruction should not begin until the fourth week of instruction. Teachers should use the first month to establish homeroom routines, procedures and expectations, as well as conduct preliminary assessments. **Kindergarten** Power Hour instruction should not begin until all routines and procedures are mastered and adequate data has been collected; however, K Power Hour should begin no later than January. Grade-level teachers may want to consider information from the previous year's teacher, i-Ready assessment data, Wonder's diagnostic assessment data, and teacher observations, to form the initial Power Hour groups. For the remainder of the year, data from Wonders assessments, Wonders benchmark assessments, i-Ready assessments, fluency assessments should be used to move students from one group to another as needed.

Planning: Homeroom reading instruction should be planned as a grade level; however, Power Hour reading instruction should be planned by the individual teacher and adhere to the Pinecrest lesson plan format. Lesson plans should be shared with the grade level so that all teachers are familiar with what all students are learning. Power Hour lessons should accelerate or remediate the same focus standard from the corresponding Wonders lesson.

Assessment: Grades should be recorded from homeroom ONLY. Power Hour classes will provide intervention, reinforcement, or acceleration of standards aligned to the NVACS and standards taught in Tier 1 instruction. Assessment data should be used to plan for future instruction and to move students from one group to another as deemed appropriate by the grade level.

Power Hour Grading: Power Hour is intended to meet a student's academic needs. Since the material will often be above or below a student's current grade level, grades will **NOT** be taken from Power Hour lessons. Grades reported in the gradebook will be aligned to grade-level NVACS and come from common assessments determined by the grade level team.

Important Things to Remember:

- **First year teachers** typically are assigned an **on grade-level group** of students to gain a better understanding of the grade-level NVACS and the core curriculum before needing to modifying curriculum.
- **Progress monitoring** of students in SABIT should be done by the homeroom teacher; however, Power Hour time can count toward the Tier II intervention plan if instruction aligns with the student's goal.
- Teachers should agree on the size of each group in order to best meet the needs of students.
- Grade-level teachers need to be mindful of planning time for Blended Learning activities either within or outside of Power Hour instruction.
- Transitions between homeroom and Power Hour should be well thought out and planned, so they do not take more than 2-3 minutes. If rooms are not close to one another, transitions should take place during a normal transition time such as recess/bathroom break, after lunch, or after specials.
- Grade levels should decide each week if homework will be given by the homeroom or Power Hour teacher.

Elementary Writing (K-5):

Wonders Writing and Jane Schaffer: Grades **K-1** will implement the Wonders Reading Series in conjunction with Jane Schaffer writing strategies**.** All lessons will be based on Nevada Academic Content Standards. Implementation will happen consistently and uniformly across all campuses.

Ready Writing and Jane Schaffer: Grades **2-5** will implement the Ready Writing curriculum in conjunction with **Jane Schaffer** writing strategies. All lessons will be based on Nevada Academic Content Standards. Teachers may use whichever elements of the program are available at their respective campus to teach the Nevada Academic Content Standards and support **Wonders Reading**.

The **Jane Schaffer Writing** strategy is a Kindergarten - 5th grade writing instructional formula that was developed to improve students' writing skills **across all disciplines.**[12] As per Jane Schaffer, the goal of the strategy is to "demystify the blank page and enable every student to master the elements of composition." Through years of trial and research, Jane Schaffer identified a formulaic approach (with explicit non-negotiables) to teach writing successfully. Pinecrest teachers established their own system-wide norms by adding to the Jane Schaffer essential elements.

Pinecrest Writing Norms:

School-wide writing norms, common terminology, and horizontally (and vertically) aligned writing expectations were established by Pinecrest Academy teachers. The norms were initiated to increase the consistency of writing instruction across campuses and to improve students' writing proficiency. Increased achievement on coursework, standardized tests (SBAC, ACT Aspire, etc.) and college/career written-communication are the planned outcomes of adopting rigorous system-wide norms. It is also our mission to create lifelong literate individuals, instilled with a love of writing.

Pinecrest teachers…

- believe that every child can write
- teach writing and don't just assign it
- assign more writing than we can grade
- use common Jane Schaffer terminology (topic and concluding sentences, commentary, and concrete details)
- use color coding in the beginning for direct instruction
- use agreed upon rubrics for writing
- use the Four Stages of Writing Instruction
  - I do. (teacher) Teachers are writers too!
  - We do. (class)
  - You do together. (pair/group)
  - You do independently. (individually)
- agree that the formula/structure is a place to start
- **agree that students who have mastered the formula will transition out**
- use a writing PROCESS that includes: prewriting activities, drafting, revising and rubrics and hold students accountable for going through the process
- Provide resources (ex. Voice Toolkit) for students to become more independent writers
- Maintain cross-curricular consistency using Jane Schaffer
- Foster LOVE of writing - add variety (genre, purpose)
- Use APA format 6th Edition for citations
- agree to create proficient writers across ALL disciplines (math, science, social studies, ELA)

Mathematics (K-5)

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[12] See https://janeschaffer.com. Last retrieved July 2019.

Core Curriculum

Ready Classroom, Ready Teacher Toolbox & i-Ready: (K-5) materials have been accepted as NVACs aligned supplements.
> http://www.curriculumassociates.com/products/ready-common-core-overview.aspx
> https://www.teacher-toolbox.com/

Supplemental Curriculum

Calendar Routine & Math Message (K-2 optional): Teachers in first and second grade may shift away from traditional calendar routines to better meet the needs of their class. These routines establish repetitive practice of essential mathematical skills pertaining to the grade level and real world.

Math Made Fun! (K): An engaging math supplement that includes daily differentiated lessons, pre- and post-assessments, and hands-on centers.

Number Talks (K-5): Number talks activities are meant to develop and review number sense concepts.
> http://www.insidemathematics.org/classroom-videos/number-talks

EngageNY (K-5): Instructional resources and performance tasks.
> https://www.engageny.org/

ST Math Test Drives: Teachers will incorporate these tools into whole and/or small group instruction, whenever possible, to promote the link between blended learning programs, curriculum, and the NVACS.
> https://web.stmath.com/entrance/jijiconsole.html

Reflex Math (2-5): Reflex Math has been accepted as NVACs aligned supplement for math fact fluency.
> https://www.reflexmath.com/

SBAC Preparation (2-5): Teachers will incorporate Smarter Balanced Assessment Consortium (SBAC) preparation into instruction.
> http://www.smarterbalanced.org/assessments/practice-and-training-tests/resources-and-documentation/#tab-3

Handwriting & Typing (K-5)

Teachers should ensure that students have had ample exposure to handwriting and typing experiences to gain proficiency in both. Students must be ready to test successfully using either one of those skills.

Handwriting

Zaner-Bloser & Wonders: Pinecrest has adopted the Zaner-Bloser handwriting method. Teachers will use Wonders handwriting tools to assist in the instruction of proper manuscript/print and cursive techniques.
- **Grades K-1**: Teach and reinforce proper printing techniques
- **Grade 2**: Introduce cursive handwriting
- **Grade 3:** Cursive handwriting teaching for mastery
- **Grade 4-5**: Provide students with opportunities for independent cursive practice on a regular basis

Typing

Typing: Pinecrest is committed to creating students that are prepared to perform using both handwritten and digital methods of communication. Our students must be offered the opportunity to prepare for computer-based testing expectations. For that reason, we will introduce opportunities to practice keyboarding skills as young as kindergarten.

- **All grades:** Will produce as many opportunities as possible for their students to type final drafts.
- **Grade 3-5:** Provide enough typing opportunities to be proficient for SBAC testing.

Typing Tools: Listed below are websites that can be used as a resource for additional student practice of necessary keyboarding skills to promote typing proficiency.

- Dance Mat Typing - http://www.bbc.co.uk/guides/z3c6tfr
- Nitro Type - https://www.nitrotype.com/
- Typing.com - https://www.typing.com/

Science & Social Studies (K-5)

For elementary science and social studies, Nevada Academic Content Standards and Next Generation Science Standards will be followed and integrated into reading and writing instruction. Prior to the start of each school year, teachers will identify which social studies and science will be integrated into Wonder's and Ready Reding instructional materials. These will be identified though on long range plans that all teacher s will follow.

Middle School Curriculum

Middle School Reading (6-8)

SpringBoard Curriculum: Grades 6-8 will use the ELA **SpringBoard Curriculum** based on Nevada Academic Content Standards and use the program consistently and uniformly across all campuses. https://pinecrestnv.springboardonline.org/ebook/login

Novels & Supplements: Grades 6-8 will use non-fiction reading material and novel sets (see chart below) based on Nevada Academic Content Standards. Only the SpringBoard novels are required by the model. All other novels listed are possible supplements to SpringBoard Core Curriculum. Teachers should only choose **one** additional novel to compliment the SpringBoard Curriculum. Novel studies should be standards-based and focused on **student** application of the NVAC standards through the reading. Pinecrest teachers teach standards through novels. Resources used to teach novels are expected to be standards-based, rigorous, of high quality, and preferably **not** a packet.

6-8 ELA Required SpringBoard Novels		
6th	**7th**	**8th**
Unit 2: **Walk Two Moons** **By Sharon Creech**	**Unit 3:** **Tangerine** **By Edward Bloom**	**Unit 2:** **The Giver** **By Lowis Lowry**

Teacher Choice Novels 6-8			
5th	**6th**	**7th**	**8th**
Tuck Everlasting By Natalie Babbitt Hatchet By Gary Paulsen Johnny Tremain By Esther Forbes	Out of My Mind By Sharon M. Draper A Long Walk to Water By Linda Sue Park Yellow Star By Jennifer Rozines Counting by 7's By Holly Goldberg Sloan The Golden Goblet By Eloise Jarvis McGraw Maniac Magee By Jerry Spinelli City of Ember By Jeanne DuPrau Among the Hidden By Margaret Peterson Haddix	When You Reach Me By Rebecca Stead The Outsiders By S.E. Hinton Face on the Milk Carton By Caroline B. Cooney Call of the Wild By Jack London Something Wicked This Way Comes By Ray Bradbury Tulsa Burning By Anna Myers Adventures of Tom Sawyer By Mark Twain Treasure Island By Robert Louis Stevenson	The Maze Runner By James Dashner The Hunger Games By Suzanne Collins Artemis Fowl By Eoin Colfer Red Queen By Victoria Aveyard Prisoner B-307 By Alan Gratz The Librarian of Auschwitz By Antonio Iturbe The Boy in the Striped Pajamas By John Boyne Night By Elie Wiesel The Devil's Arithmetic By Jane Yolen

			Fahrenheit 451 By Ray Bradbury

Middle School Writing (6-8)

SpringBoard and Jane Schaffer: Grades 6-8 will implement SpringBoard in conjunction with Jane Schaffer writing strategies, based on Nevada Academic Content Standards. Implementation will happen consistently and uniformly across all campuses.

The **Jane Schaffer Writing** strategy is a 6th - 8th grade writing instructional formula that was developed to improve students' writing skills **across all disciplines**. As per Jane Schaffer, the goal of the strategy is to "demystify the blank page and enable every student to master the elements of composition." Through years of trial and research, Jane Schaffer identified a formulaic approach (with explicit non-negotiables) to teach writing successfully. Pinecrest teachers established their own system-wide norms by adding to the Jane Schaffer essential elements.[13]

Pinecrest Writing Norms:

School-wide writing norms, common terminology, and horizontally (and vertically) aligned writing expectations were established by Pinecrest Academy teachers. The norms were initiated to increase the consistency of writing instruction across campuses and to improve students' writing proficiency. Increased achievement on coursework, standardized tests (SBAC, ACT Aspire, etc.) and college/career written-communication are the planned outcomes of adopting rigorous system-wide norms. It is also our mission to create lifelong literate individuals, instilled with a love of writing.

Pinecrest teachers...
- believe that every child can write.
- teach writing and don't just assign it.
- give students ample opportunities to practice writing, without setting limits to only what they are able to grade.
- use common Jane Schaffer terminology (topic and concluding sentences, commentary, and concrete details).
- use color coding in the beginning for direct instruction.
- use agreed upon rubrics for writing.
- use the Four Stages of Writing Instruction.
  - I do. (teacher) Teachers are writers too!
  - We do. (class)
  - You do together. (pair/group)
  - You do independently. (individually)
- agree that the formula/structure is a place to start.
- **agree that students who have mastered the formula will transition out.**
- use a writing PROCESS that includes: prewriting activities, drafting, revising and rubrics and hold students accountable for going through the process.
- provide resources (ex. Voice Toolkit) for students to become more independent writers.
- maintain cross-curricular consistency using Jane Schaffer.
- foster LOVE of writing - add variety (genre, purpose).
- use APA format (6th Edition) for citations.
- agree to create proficient writers across ALL disciplines (math, science, social studies, ELA).

Middle School Math (6-8)

Core Curriculum

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[13] See https://janeschaffer.com. Last retrieved July 2019.

SpringBoard: Grades 6-8 will use the Math Springboard Curriculum based on Nevada Academic Content Standards and use the program consistently and uniformly across all campuses.
https://pinecrestnv.springboardonline.org/ebook/login

Supplemental Curriculum

i-Ready: Materials have been accepted as NVACs aligned supplements.
http://www.curriculumassociates.com/products/ready-common-core-overview.aspx

Prodigy: Prodigy is a free, online video game that provides curriculum-aligned math activities. Teachers are able to assign SBAC style questions and students are able to engage with other students in their class through this interactive platform.
https://prodigygame.zendesk.com/hc/en-us

Reflex Math: has been accepted as NVACs aligned supplement for math fact fluency.
https://www.reflexmath.com/

Testing Preparation: Teachers will incorporate additional materials from Smarter Balanced Assessment Consortium (SBAC), Achieve the Core, and EOC online resources to better prepare students for the rigors of NVACS-based testing requirements.

SBAC: http://www.smarterbalanced.org/assessments/practice-and-training-tests/resources-and-documentation/#tab-3

EOC:
http://rpdp.net/show.php?action=show&type=EOC%20Exam%20Resources

Achieve the Core:
https://achievethecore.org/category/854/mathematics-lessons

Middle School Handwriting & Typing (6-8)

Teachers should ensure that students have had ample exposure to handwriting and typing experiences to gain proficiency in both. Students must be ready to test successfully using either one of those skills.

Handwriting

Zaner-Bloser & Wonders: Pinecrest has adopted the Zaner-Bloser handwriting method. Teachers will use Wonders handwriting tools to assist in the instruction of proper manuscript/print and cursive techniques.

- **Grades 6-8:** Teacher provides opportunities for cursive as an option for students

Typing

Typing: Pinecrest is committed to creating students that are prepared to perform using both handwritten and digital methods of communication. Our students must be offered the opportunity to prepare for computer-based testing expectations.

Typing Tools: Listed below are websites that can be used as a resource for additional student practice of necessary keyboarding skills to promote typing proficiency.

- Dance Mat Typing - http://www.bbc.co.uk/guides/z3c6tfr
- Nitro Type - https://www.nitrotype.com/
- Typing.com - https://www.typing.com/

Science & Social Studies (6-8)

Science
The basal curriculum for middle school science is Pearson Elevate Science.[14] Elevate is a blended-learning curriculum emphasizing real-world or phenomena-based learning. Phenomena-based learning uses inquiry to engage students in "doing" science. The program starts with real-world, observable phenomena like weather, robots, and space travel. Elevate prompts students to question, problem solve, and engineer solutions through inquiry and evidence.[15] CK-12 Next Generation Science Standards (NGSS) Flexbooks® are developed to extend or elaborate concepts or units in a blended-learning environment.[16] These high-quality resources are free to use online and are aligned to units of instruction that follow NGSS.
Social Studies

The basal curriculum for middle school social studies is from TCI™ - Teachers and Textbook Publishing Company.[17] The History Alive series is again a blended-learning curriculum.
• Grade 6 – History Alive 1 – Ancient World
   • History Alive – Western Civilizations introduces students to the beginnings of the human story in the Western Hemisphere and explores the legacy of civilizations from the Americas. Students discover how geographic and economic factors of the past continue to influence the modern world.
• Grade 7 – History Alive 2 – U.S. History
   • History Alive – The United States Through Industrialism immerses students in a powerful journey through the history of the United States from its earliest foundations to the age of industrialism.
• Grade 8 – Geography Alive 1
   • Created in partnership with scholars from the National Council for Geographic Education, Geography Alive – Regions and People is a stimulating, case-study approach to geography.

Possible Middle School Elective Choices

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[14] See https://www.pearsonschool.com/index.cfm?locator=PS337q. Last retrieved July 2019.
[15] See https://assets.pearsonschool.com/asset_mgr/current/201750/ElevateScience-DisciplinaryCoreIdeas-Course1-3.pdf?_ga=2.134105166.1164601685.1550117173-44160528.1548105075. Last retrieved February 13, 2019.
[16] See https://www.ck12.org/student/. Last retrieved January 21, 2019.
[17] See https://www.teachtci.com/science/middle-school-science/. Last retrieved July 2019.

Foundations of Art: This course introduces students to a multitude of techniques used to produce art. Students will use a variety of mediums to create original pieces of art through personal interpretation. Students will have an opportunity to apply the use of colored pencils, watercolor, tempera paints, chalk, clay, paper, and string to develop their own versions of an assigned project. Students will learn and understand the concepts behind shading, shadows, and dimension to add life to their works of art. At the end of this course, students will have gained exposure to and an appreciation for the various forms of artistic expression.

Beginning Band: Beginning Band students will have the opportunity to perform on the following instruments; flute, clarinet, oboe, bassoon, saxophone, french horn, trumpet, trombone, baritone/euphonium, tuba and percussion.

Active participation during class is essential in order for a student to learn how to play an instrument and therefore will be a substantial portion of the grade. Concert attendance and participation is mandatory. Students will learn and exhibit proper, safe, care and maintenance of their instruments. They will play in large ensembles demonstrating appropriate ensemble techniques while following a conductor. Students perform multiple-part ensemble literature and learn music terminology and music reading techniques. This course concentrates on the development of correct instrument position and placement, note-reading and aural skills, rhythmic patterns, intonation, articulation, and breath support in order to perform with a good tone quality. The importance of sustained group and individual effort is stressed. A progression of fundamental and technical proficiency is expected. This course is a preparatory course for progression to more advanced band courses. Students are required to provide their own instrument. Arrangements for rentals be arranged with local companies.

Competitive Robotics- First Tech Challenge: Students will work hands-on with engineering software and tools to develop, plan, and build robotic creations. Students will be presented with a 'need' or 'problem' and will be tasked with developing a robotic model as a solution. Students will work on a team of up to 15 students to come up with creative, problem-solving ideas, make critical design and function decisions, and build a robot for competition. Students will compete in "First Tech Challenge" at the school, regional, state and possibly national level (depending on how far students progress through competitions).

Computer Science and Applications (Formerly Computer Literacy): Computer Science and Applications is a one semester course that lays the foundation of preparing students for success in future computer classes, the use of technology in secondary classes and college coursework, and career. The first half of the course addresses focuses on relevant standards such as Productivity Tools including Docs, Slides, Calendars, Drawings, Maps, Sheets, and Search. The second half of the course focuses on Computational Thinking/Computer Science. This middle school course satisfies the Use of Computers half-credit requirement for high school graduation.

Digital Broadcasting: This digital broadcasting and journalism elective is a fast-paced course that provides students with the opportunity to develop and refine skills that relate directly to academic programs and future career tracks involving modern media. Students are tasked with writing scripts, recording news segments, and editing footage to create a cohesive and informative news broadcast. Daily newscasts are viewed by the entire middle school student body and are an integral part of campus communication. Students in this course may also have the unique opportunity to work with and interview individuals of notoriety.

Flight and Space-Project Lead the Way: The exciting world of aerospace comes alive through Flight and Space. in this 1 semester course. During this unit, students delve into the history of flight and space, discover the science behind aeronautics, and explore traveling and living in space. Students are then challenged to use their knowledge to design, build, and test an airfoil.

Math Intervention: This mandatory (administration placed) intervention course in mathematics is designed for students who need traditional instruction and support to master necessary middle school mathematics concepts. This course provides additional instruction in conjunction with the students'

required mathematics course of study in grades 6, 7, and 8. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this courses. This course is a repeatable elective and does not fulfil the middle school mathematics requirement for promotion.

Medical Detectives-Project Lead the Way: In this 1 semester course, students engage in the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health. Learning about the human body muscular and skeletal system the students will create prototype prosthetics by using the design process.

Orchestra: Beginning Orchestra: Students learn to play a string instrument. String instruments taught will include the violin, viola, and cello. Active participation during class is essential in order for a student to learn how to play an instrument and therefore will be a substantial portion of the grade. Concert attendance and participation is mandatory.

Students will learn and exhibit proper, safe, care and maintenance of their instruments. They will play in large ensembles demonstrating appropriate ensemble techniques while following a conductor. Students perform multiple-part ensemble literature and learn music terminology and music reading techniques. This course emphasizes the place of string music in the western musical heritage. It concentrates on the development of correct instrument position and placement, note-reading and aural skills, rhythmic patterns, intonation, and tonality inherent to string music. The importance of sustained group and individual effort is stressed. A progression of fundamental and technical proficiency is expected. This course is a preparatory course for progression to more advanced orchestra courses.

Students are required to provide their own instrument. The instrument MUST be from a reputable company. Arrangements for rentals will be made with local companies.

Photography & Graphic Design: Students are introduced to the Adobe Creative Suite with a focus on Adobe Photoshop and Illustrator. Students will work in these applications to plan and create graphic design projects assigned to this curriculum; students are encouraged to use imaginative and creative design ideas that reflect their unique, personal interpretation of the assigned task. During this course, students will explore creative photography. Our focus will be on how cameras work, composition, lighting, and how to use photo editing software. While art is not a prerequisite for this class, previous art-related experience is beneficial for students interested in this semester-long elective.

Physical Education & Health: This semester-long course focuses on the physical, mental, social and emotional development of the individual in a cooperative and competitive setting. The student will be provided with experiences in psychomotor skills, movement experiences, lifetime health-related fitness skills and values. The goals of this class are accomplished through participation in team sports and individual sports, fitness, wellness and movement activities. Rules, strategies, safety and life skills will be emphasized in relation to active participation and the development of becoming a knowledgeable spectator.

During the health portion of this course, students learn about health and well-being while analyzing the relationship between health behaviors and personal health. They explain the interrelationships of emotional, intellectual, physical, and social health in adolescence. Students will learn how behaviors, pathogens, genetic history, and other factors are related to illness/ disease prevention. They examine how individual family, peers, and information influence the personal use, misuse, and abuse of substances. Students apply time management strategies and learn skills needed to attain a personal long-term health goal.

Speech & Debate using ThinkLaw Curriculum: The purpose of Speech and Debate is for students to actively work on and strengthen their skill areas in reading, writing, speaking, and listening. Students who take this course will learn how to properly and confidently speak in public. Students will participate in a variety of topics (Informational, Persuasive, Demonstrative, Argumentative) that allow them to research,

analyze and prove a factual point. ThinkLaw is also a curriculum that is used by students in this course. This program allows students to study different arguments and real life law cases that students must decipher using claims and text based evidence. This helps students use their critical thinking skills.

Spanish: Conversational Spanish: The purpose of this course is to introduce students to Spanish and to begin developing communicative competence in the Spanish language. By the end of the course, students should be able to:

- Speak and write about activities of daily life;
- Give and follow simple oral and written instructions and commands;
- Recognize commonly used verbs and phrases;
- Participate in structured conversations in a variety of topics;
- Write a simple narrative about a personal experience or event;
- Recognize the standard rules of usage and grammar;
- Demonstrate creativity in the production of language;
- Comprehend written and spoken numbers, dates, times, and other basic thematic vocabulary;
- Read and comprehend phrases, short sentences, written directions and narratives; and, Identify important people, holidays, geography, and history of Spanish speaking countries and compare it to their own culture.

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.

The curriculum will include strategies that have proven effective for students at all levels. It is expected that students will master reading, writing and verbal skills through continuous application of these strategies in all subject areas. These strategies which are aligned to the educational philosophy include but are not limited to:
- Teacher modeling- direct, explicit instruction with elaboration and demonstration of skills to be learned.
- Scaffolding- Build from what students know, start instruction from prior knowledge and build up to the new skill.
- Group Practice- After explicit instruction, small groups or peers practice and share skills and knowledge.
- Peer Teaching- Students become the teacher and talk to classmates about skills learned.
- Integration- Applying skills learned to other core subjects.
- Practice and review- New learning needs practice and spiral reviews for understanding and retention.

Additional strategies used in the writing curriculum will include:
- Oral language development- Brainstorming ideas through Kagan Cooperative Learning strategies and whole class discussion.
- Modeled writing- Teacher "think alouds" and using the pen to demonstrate writing strategies.
- Independent writing- Students use the strategies taught to create their own writing piece.

The school's education program will also include learning methods and strategies which are aligned to the educational philosophy and that have proven successful in accelerating low-performing students in reading and mathematics. These may include, but are not limited to:
- Appropriate assessments for learning (screening, progress monitoring and diagnostic)
- Data-driven differentiated instruction (Leveled classes for middle school and "Power Hour Model" for elementary school- see above for more information about "Power Hour")
- Supplemental programs for student advancement
- Student intervention plans (address in "At-Risk Students" section below)

- Monthly structured teacher planning time ("Data Days")
- Grade level, staff meetings and ongoing professional development
- i-Ready individual learning paths to help students fill gaps and/or accelerate his/her own learning

Professional Development to ensure high levels of implementation:

- **Planning year**- Professional development will be provided to all potential founding lead teachers by Pinecrest Academy of Northern Nevada Administration and curriculum trainers (i.e. i-Ready/Ready Reading and Writing/Ready Classroom Mathematics training staff). Lead teachers will build a foundation of curriculum and Instructional Model components in order to provide mentoring and support in implementation during the school inaugural year.

- **Year One-** On-site coaching will be provided for all teachers in instructional strategies/curriculum implementation, effective assessment practices, Nevada Academic Content Standards, development of pacing guides, data analysis, etc. Coaching will be provided by curriculum trainers, administration, site instructional coaches, and teacher leaders. Monthly teacher planning time will be provided for collaboration and sharing of successful implementations in classrooms. This planning time will also be utilized to evaluate school data and develop intervention and enrichment strategies. Selected staff will be Crisis Prevention Institute (CPI) trained. New teachers will be paired with seasoned educators to provide mentorship opportunities for growth. Schoolwide professional development will occur onsite on designated professional development days. Teachers will be encouraged to seek out other professional development opportunities based upon self-identified needs. Lastly, on a bi-monthly basis, teacher's will have optional on-site mini professional development during their planning time based on needs identified from teacher surveys. For example, brief 20-30 minute sessions may focus on topics such as: student discourse, gradebook practices, parent communication tips, utilizing graphic organizers, etc.

- **Year Two and Forward**- On-site coaching and additional support based on specific needs through data-analysis will be provided. Monthly teacher planning time for collaboration and sharing of successful implementations in classrooms will be provided. This planning time will also be utilized to evaluate school data and develop intervention strategies. New teachers will be paired with seasoned educators to provide mentorship opportunities for growth. Schoolwide professional development will occur onsite on designated professional development days. Teachers will be encouraged to seek out other professional development opportunities based upon self-identified needs. As funds may be available, team lead teachers will be provided with opportunities to attend professional conferences.

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. What student academic support resources should your school expect from the EMO or CMO (if applicable)? 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?

At the start of the school year, all students will take the i-Ready Diagnostic Assessment to determine his/her current academic level in reading and math. The i-Ready diagnostic identifies students' performance in one of three tiers:
- Tier I- Mid On-Grade Level or Above
- Tier II- Early On-Grade Level and One Grade Level Below
- Tier III- Two or More Grade Levels Below

After students have taken the first diagnostic, data from the math and reading assessments will be analyzed by teachers and administration by using the i-Ready reporting system. The i-Ready reports are very user

friendly and provide teachers with a wealth of information in order to make instructional decisions. Curriculum Associates states:[18]

> "Easy-to-read reports pinpoint students' abilities and areas of need down to the sub-skill level and provide educators with a detailed action plan and resources for differentiated instruction. Reports assist district and school leaders in allocating resources and support teachers in providing effective whole-class, small-group, and individual instruction. To support Common Core success and blended learning, reports drive to student instruction and teacher-led instruction at point-of-use and track student progress toward Common Core State Standards."

Students who fall in the Tier III category, will automatically be referred to the Student and Behavior Intervention Team (SABIT), which is the Pinecrest Response to Intervention (RTI) process (please see the "At-Risk Students and Special Populations" section of this application, question two, for additional information about the SABIT/RTI process). As part of the SABIT process, the following will take place:

- Further data may be gathered to dive deeper into student's deficit areas. Assessments that may be given are: Developmental Reading Assessment (DRA); Core Phonics Assessment; Fluency Assessments; and, Math Facts Assessment.
- Students will be assigned to the "Growth Monitoring" program within i-Ready, which provides students with a smaller assessment similar to the diagnostic once each month. The Growth Monitoring results allow teachers to track more frequent data in order to ensure students are making adequate progress academically.
- Elementary School students will be placed in the low power hour group for the subject in which they were identified as Tier III. The low power hour groups provide a smaller teacher to student ratio (approximately 15:1) and typically have an instructional aide as well to support smaller group instruction. Power hour instruction is provided 50-60 minutes each day and is based on students' needs. i-Ready reports will indicate student deficit areas. These areas will be instructed upon during Power Hour using Ready Reading and Math materials from the Ready Teacher Toolbox. The Toolbox allows teachers to find instructional material to help fill deficit areas identified from the student diagnostic assessment.
- Middle School students will be placed in lower level reading and/or math classes. Similar to Power Hour for elementary, this class has a smaller teacher to student ratio and has support of instructional aides. Students will also be placed in the math or reading remediation class in lieu of one of his/her elective choices. The Ready Teacher Toolbox will be used in the same manner as above.
- Students will be assessed bi-monthly using a progress monitoring tool, such as AimsWeb
- If students are not making adequate progress with the Power Hour support, they will be provided with an additional 30 minutes of small group intervention (5-6 students) to help fill gaps in student learning.
- Before and after school tutoring groups will also be established which parents will have the option of enrolling their child in.

Each year, to ensure that PANN's above identification and intervention methods are working, state assessment result data (MAP and SBAC) will be cross-referenced with i-Ready data to determine if i-Ready is an appropriate predictor and indicator of student academic success. Additionally, student growth data provided by i-Ready will be reviewed each year once students take the end of year i-Ready diagnostic assessment. The below statement regarding the i-Ready growth model:[19]

> "Curriculum Associates' *i-Ready Diagnostic* is an award-winning computer delivered, interim adaptive test in Reading and Mathematics for students in kindergarten through high school. The test is ideally suited for measuring student growth because of its strong vertical scale. A simple gain score

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[18] See https://www2.curriculumassociates.com/Products/iready/i-ready-reports.aspx. Last retrieved July 2019
[19] i-Ready Assessments Technical Manual, Appendix on Student Growth Measures (2018).

can be calculated for a given school year by subtracting the overall scale score on an initial *i-Ready Diagnostic* test from the overall score on the final *i-Ready Diagnostic* test. Generally, the simple gain score is the difference between the score on the spring administration (Final test) and the score on the fall administration (Base test)."

After students take the end of year i-Ready assessment, teachers and administrators can clearly see from i-Ready reports how much growth students made throughout the school year. This data can be viewed school wide, by grade level, by teacher, and by Power Hour group. Having the ability to view growth data by Power Hour provides administration insight on how the low Power Hour group is performing overall, and more specifically, the SABIT/RTI students. If it is found that students in this group are not making adequate progress, administration will follow up to determine if one or more of the following needs to be adjusted: the curriculum used during low group Power Hour instruction, the method in which lessons are delivered during this time, or the teacher assigned to teach this group.

Parents will be a crucial part of the entire intervention process. Face to face parent meetings will be held for any student identified for SABIT/RTI. As mentioned above, parents may have the option to enroll their child in tutoring before and/or after school, in which the school would ask for parents to ensure consistency with attendance should their child participate. Lastly, the i-Ready learning paths that students are assigned after taking the diagnostic, recommend that students spend 45 min. each week per subject on their path. The school will need parents support to ensure that a portion of this is completed at home.
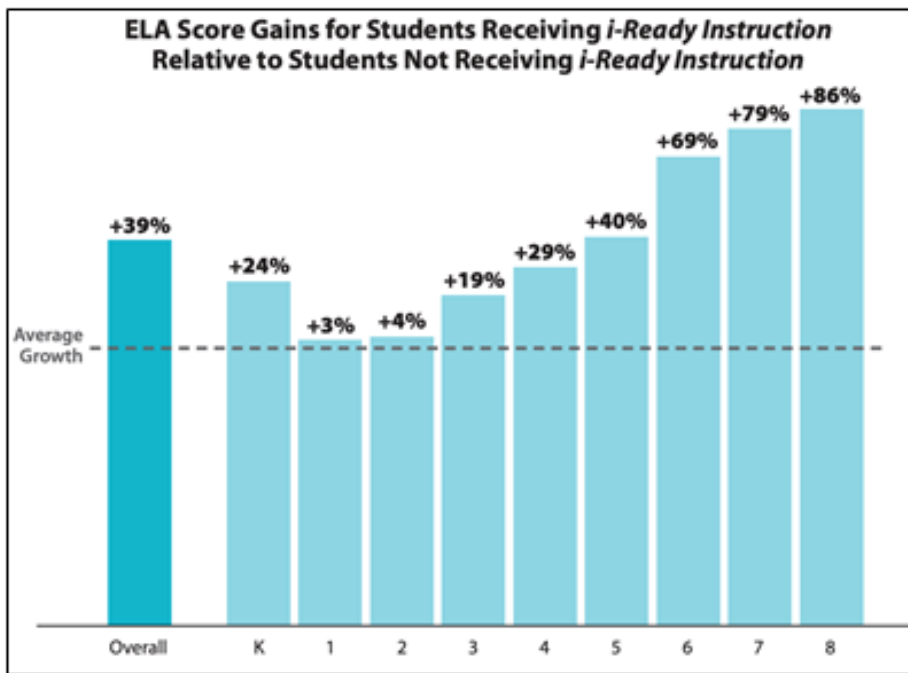
In a large (four-million student) report, i-Ready was shown to have a statistically significant effect on ELA and math scores for all learners. In ELA, students receiving i-Ready instruction experienced score gains 39% greater than those not receiving i-Ready instruction. Across all grades, students receiving i-Ready instruction experienced score gains 3% to 86% greater than those who did not receive i-Ready instruction.

In mathematics, students receiving i-Ready instruction experienced score gains 38% greater than those not receiving i-Ready instruction. Across all grades, students receiving i-Ready instruction experienced score gains 25% to 61% greater than those who did not receive i-Ready instruction[20]. The referenced report is vendor-produced, and we regard the data with healthy skepticism. However, the positive correlations in reading and math growth data are consistent with the disaggregated data specific to the Pinecrest Academy school data presented earlier. The gains were also consistent when disaggregated by subgroup.

As important as the evidence base is the understanding that to have a school focused in large part on technology, blended learning must be a necessary component of the curriculum. Weekly exposure to blended learning opportunities in i-Ready will provide a framework for all of the future learning children will experience in the 21st Century economy.
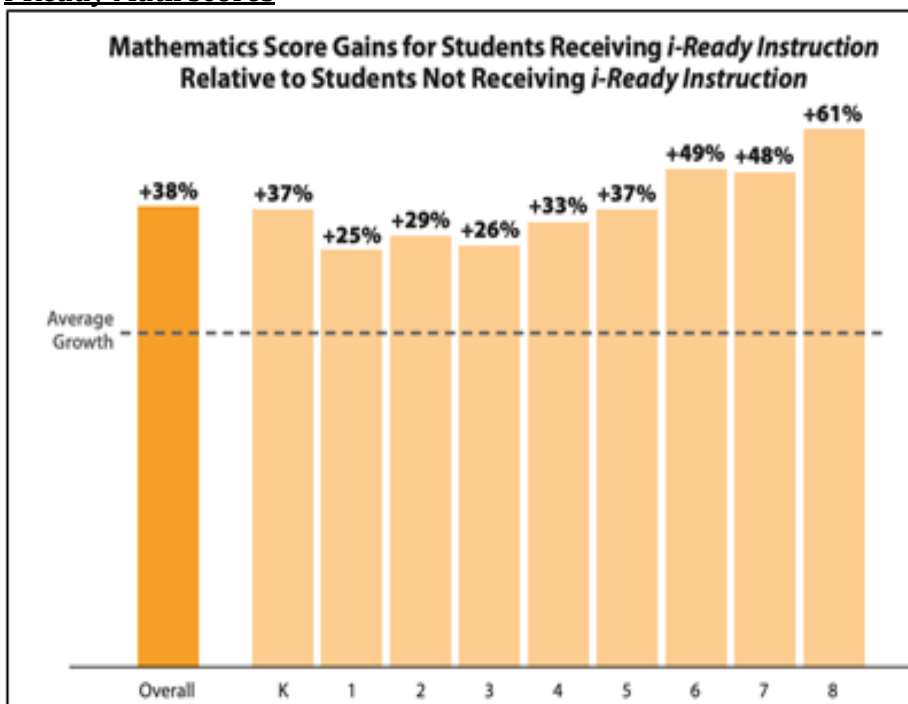
i-Ready ELA scores

ELA Score Gains for Students Receiving *i-Ready Instruction* Relative to Students Not Receiving *i-Ready Instruction*

i-Ready Math scores

Mathematics Score Gains for Students Receiving *i-Ready Instruction* Relative to Students Not Receiving *i-Ready Instruction*

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.

Once students have taken the i-Ready diagnostic, teachers and administrators have the ability to view reports that will show how students performed in specific content areas for reading and math. Within these reports i-Ready, schools are able to:
- Pinpoint students' strengths and knowledge gaps at the sub-skill level (listed below)
- View students personalized learning paths in i-Ready instruction
- Save time by using results to automatically group students

- Provides targeted instructional recommendations for students at all level
- Identify trends across student groups
- Use results to predict performance on SBAC

i-Ready Diagnostic Reading and Math Sub-Skills

Reading	Math
- Phonological Awareness - Phonics - High Frequency Words - Vocabulary - Comprehension Literature - Comprehension Informational Text	- Numbers and Operations - Algebra and Algebraic Thinking - Measurement & Data - Geometry

i-Ready provides students with an individualized online instruction at his/her instructional level, ranging from below, on, and above grade level. This is referred to as the "Learning Path". Students who are performing below level will receive instruction that helps fill gaps, whereas high performing students will receive instruction that is challenging. The program recommends that students spend 45 minutes per subject in order to achieve maximum effectiveness.

Additionally, teachers are able to determine students' specific needs from the diagnostic and provide direct instruction in the classroom using materials from the Ready Teacher Toolbox. For example, if a low performing student needs additional instruction on long and short vowels, teachers are able to easily access instructional materials from the Toolbox, including lesson plans and student materials. Likewise, if a high performing student needs to be challenged in the area of literature, the teacher can easily access content beyond his/her current grade level.

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?

PANN will identify Gifted and Talented (GATE) students by conducting state-recommended testing. Students are referred for testing by teachers, parents, and administrators after reviewing a provided list of characteristics often seen amongst GATE learners. Referred students are provided the state-recommended assessment one-on-one or in a small group setting, that is appropriate for testing. PANN's GATE Coordinator will coordinate all testing and shares results with each family to discuss eligibility for GATE services. Students that score at or above the 98th percentile are eligible for placement into a cluster group while on the premises. The GATE Coordinator, teachers, and the parents for eligible students will collaborate in developing an appropriate differentiated plan which will provide how services and instruction will be delivered according to the student's intellectual strengths.

Identifying Gifted Students: the school defines a gifted student as one who has superior intellectual development and is capable of high performance. The criteria for eligibility under this rule require that students meet the following criteria:

Plan A: The student demonstrates:
- Need for a special program.
- A majority of characteristics of gifted students according to a standard scale or checklist,
- Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

Plan B: The student is a member of an under-represented group and meets the criteria specified in an approved school district plan for increasing the participation of under-represented groups in programs for gifted students. Under-represented groups are defined as groups:

- Who are limited English proficient, or
- Who are from a low socio-economic status family, which is identified by free and/or reduced lunch.
- All students made eligible for gifted under Plan B must have a:
  - Need for a special instructional program;
  - Characteristics of the gifted;
  - Intellectual development (minimum Intellectual Quotient of 112); and
  - All students meeting eligibility for gifted under Plan B must meet the requirements of the Plan B Matrix. The School will follow procedures identified in the District's Plan B Manual for administrators, teachers, school psychologists, and staffing specialist to use, including the new Plan B Matrix forms.

The following procedures are to be followed for identifying those students who may be gifted:

Screening – Student will be screened using two or more of the following criteria:

- High academic achievement, as indicated by standardized test 89 percentile or higher or SBAC Level 4 or 5 or course work grades of A or B;
- Above average creative output in artistic, literary, scientific, or mathematics endeavors;
- Very rapid learning rate or unusually insightful conclusions;
- Multiple nominations from teachers and staff who observe unique talent;
- Parental reports of advanced developmental behavior, such as early reading, verbal precocity and use of complex syntax, or evidence of mechanical aptitude; and
- Outstanding academic, creative, or leadership abilities, self-reported or peer-reported.

A student profile will be developed for a student, which includes the following:

- Gifted Characteristics Checklist- Students need to demonstrate the majority of characteristics of a gifted student as defined as 16 or more items at a 3 or 4;
- Information that can be utilized to demonstrate the student's ability and need for gifted program services. This information may include, but is not limited to: standardized test scores (A standardized achievement test is administered to students who do not have Stanford Achievement Test or SBAC scores; additionally, the APRENDA can be used to measure the achievement of Spanish- speaking ESOL students) classroom performance indicators such as report card grades, class work, and/or projects; and
- Creativity Measure- The School will utilize the Williams Scale in order to determine the creativity indicator on the Plan B Matrix.

A meeting is convened in order to review the information gathered in the student's profile and a determination is made of whether or not to continue the evaluation process based on the supporting documentation and a majority of gifted characteristics.

Students may be considered eligible for gifted under Plan B if he/she shows

- A documented need for a special program as indicated by report cards, teacher observations, and outstanding academic, creative, and/or leadership abilities;
- A score of 16 or more items at a 3 or 4 on the Gifted Characteristics Checklist;
- A minimum score of one (1) in the category of intellectual abilities; and
- A completed creativity measure, namely the Williams Scale.

Instructional Strategies: Instructional strategies will include an effective and differentiated approach designed for the abilities of gifted students. The following curriculum differentiation strategies will be in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate:

Specially Designed Instruction and Curriculum Modifications Acceleration through: Curriculum Compacting; Flexible Grouping; Research and Independent Study; and Content Acceleration - practice of presenting curriculum content earlier or a faster pace.

Enrichment Through: Learning Centers; Problem-based Learning – students have opportunity to solve authentic problem situations; Open-ended Tasks- students guide activities in various directions and receive diverse outcomes; and Service Learning/Enrichment Clusters- combines learning with service to the community.

The School will emphasize a quantitatively differentiated curriculum based on content, concepts, processes, and applications through products/projects in language arts, mathematics, science and/or social studies. Such a differentiated curriculum will provide for in-depth consideration of topics and concepts beyond the requirements of regular courses. The curriculum for the gifted student assures access to the general curriculum, NVACS. These include, but are not limited to, the important concepts of critical thinking, creative thinking, developing independence in learning, personal growth, leadership skills, research skills, and problem solving. Emphasis will be placed on Gifted Goals and Objectives identified in the students' EPs as determined to offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance.

Service Delivery Models: The school will meet the special needs based on the student's Individual Educational Plan (IEP) through the following delivery model as applicable:

> **Middle School Gifted Program through the content areas (K-8)/ Elementary and Middle School Gifted Courses**: The School will offer gifted content area courses and/or State-approved middle school elective courses. All of the students in the gifted course will be eligible for gifted services. Teachers of gifted students will be certified in the appropriate content field and endorsed to teach gifted or on an approved waiver to complete the gifted endorsement and do so within three years. Additionally, for elementary, students in the high Power Hour groups will receive higher level and more rigorous instruction that will engage students in enrichment activities that are theme based and integrate multiple subjects into instruction.

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.

Power Hour will allow teachers to provide instruction commensurate to students' ability levels in both reading and math. For students in the level groups or above, the combination of homeroom and power hour instruction ensures students master grade level standards and then enrich with similar standards at a higher grade level. For example: if a third grade student has shown mastery of the weekly math standard "3.NBT.A.1: Use place value understanding to round whole numbers to the nearest 10 or 100", then the teacher will use the fourth grade aligned standard to expand upon students' understanding of this standard. The aligned fourth grade standard would be "4.NBT.A.3: Use place value understanding to round multi-digit whole numbers to any place." In reading, the second grade standard "RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral" can be enriched by expanding to the third grade standard "RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text".

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

Assessments

Accountability for student achievement will be the primary mission at Pinecrest Academy of Northern Nevada. Assessments will assist Pinecrest in determining student mastery of Nevada Academic Content Standards and assist in determining whether students are equipped with the necessary knowledge and skills they need to be college and career ready. Therefore, every child enrolled at PANN will participate in academic assessments.

Pinecrest Academy does not recognize parent opt out or parent/student refusal to test. If a parent keeps their child home during mandatory testing, the school will utilize the progressive attendance policy and the test will be made up upon the student's return to school. If a student is at school and refuses to take the assessment, the school will respond with progressive discipline measures.

Retention Policy

Pinecrest Academy will implement a strict policy regarding retention. Students must meet specific levels of performance in order to be promoted. For students who are not meeting grade level performance standards and are at risk for retention, the parent/guardian will be notified to provide opportunities for intervention and remediation. At the end of the year, the student's data will be reviewed, in conjunction with the parent/guardian, and a final determination of grade level promotion or retention will be made by administration. If a student reaches twenty (20) absences in a school year, that student may be retained dependent on academic growth. The final determination will be made by administration.

Middle School Course of Action for Credit Deficient Students

Students who are credit deficient will be placed on a credit retrieval plan. This will be handled on an individual basis. Possible interventions include, but are not limited to:
- Placement testing and credit acquisition in a summer program or school approved online program. The family will fund this option.
- Placement testing, retention and placement in previously attempted grade for a second academic school year.

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.*

The questions in this section are not applicable because Pinecrest Academy of Northern Nevada does not, and is not, seeking to operate a program of distance education.

PRE-KINDERGARTEN PROGRAMS

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-

The questions in this section are not applicable because Pinecrest Academy of Northern Nevada does not, and is not, seeking to operate a *state-funded* Pre-K program.

The questions in this section are not applicable because Pinecrest Academy of Northern Nevada is not seeking to operate a high school program at this time.

DRIVING FOR RESULTS

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

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

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

In additional to SPCSA's performance standards, PANN will strive to achieve the following academic goals:

1. At least ninety (90) percent of students enrolled at the school for a three consecutive year period will achieve proficient or advanced status, with at least thirty (30) percent obtaining advanced status on the state's annual assessments in math and reading. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the third-fifth grade.
2. At least seventy (70) percent of students enrolled at the school for a three year period will achieve proficient or advanced status, with at least fifteen (15) percent obtaining advanced status on the state's annual assessments in math and reading. This goal is applicable to students who upon the third consecutive year of enrollment, are registered in the sixth-eighth grade.
3. If an achievement gap exists between students in targeted at-risk student subgroups (economically disadvantaged, English Language Learners, Students with Disabilities and other at-risk groups) and the general student population, the school will work to decrease the achievement gap between each subgroup and the general student population by at least thirty (30) percent (without reducing the rigor and performance of the general student population). This goal will be measured by the school's chosen standardized assessment(s)/universal screener(s). These screeners will be used for benchmark screening and progress monitoring to ensure academic gains for students.

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.

Elementary School Goals: Baseline data for elementary students was calculated from the average proficiency percentage of the 2017-18 SBAC/CRT results[21] of elementary schools within a five-mile radius of the proposed sites. Goals were established in reading, math, and science. The baseline data for elementary schools will be as follows:
- Reading- 61% proficient
- Math- 55% proficient
- Science- 38% proficient

Elementary School Growth: Three-year trend data for Pinecrest Academy of Nevada elementary school students was analyzed and a goal was set to increase percentage of proficient students by 5% each subsequent school for reading, math and science.

Elementary School Measurable Annual Performance and Growth Goals

Goals	Evaluation Tool and Frequency	Baseline	2020-21	2021-22	2022-23
By 2022-23, 75% of students in grades 3-5 will show proficiency by meeting or exceeding expectations as demonstrated on the SBAC reading assessment.	SBAC Reading Assessment 1 time per year, each spring	61%	66%	71%	76%

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[21] See http://nevadareportcard.nv.gov/di/. Last retrieved July 2019.

By 2022-23, 70% of students in grades 3-5 will show proficiency by meeting or exceeding expectations as demonstrated on the SBAC reading assessment.	SBAC Math Assessment 1 time per year, each spring	55%	60%	65%	70%
By 2022-23, 70% of students in grades 5 will show proficiency by meeting or exceeding expectations as demonstrated on the SBAC reading assessment.	SBAC Science Assessment 1 time per year, each spring	38%	43%	48%	53%

2017-18 SBAC Percentage of Proficient Students for Surrounding* Elementary Schools
*Schools within five-mile radius of proposed site

Elementary Schools	Reading	Math	Science
Van Gorder E.S.	74.3%	68.1%	40%
Alyce Savage Taylor E.S.	60.1%	55.1%	56.2%
Spanish Springs E.S.	56.4%	53.2%	27.5%
Jesse Hall E.S.	52.5%	46%	27.8%
Average	**60.8%**	**55.1%**	**37.9%**

Elementary School: Average Three-Year Historical Pinecrest Academy of Nevada Growth

	2015-16	2016-17	Growth 2016-17	2017-18	Growth 2017-18	Total Growth in 3 Years
Reading	66.7	68.2	+1.5%	77.2	+9.0%	+10.5%
Math	66.3	66.5	+0.2%	71.2	+4.7%	+4.9%
Science				53.25		

Middle School Goals: Baseline data for middle students was calculated from the average proficiency percentage of the 2017-18 SBAC/CRT results[22] of four middle schools closest to the proposed site. Goals were established in reading, math, and science. The baseline data for elementary schools will be as follows:
- Reading- 46% proficient
- Math- 36% proficient
- Science- 46% proficient

Middle School Growth: Three-year trend data for Pinecrest Academy of Nevada middle school students was analyzed and a goal was set to increase percentage of proficient students by 5% each subsequent school for reading and science. In the area of math, a goal of 5% was set year one; however, a more rigorous goal of 8% was set for subsequent years due to the initial low baseline calculated. The Pinecrest Academy of Nevada three-year trend growth data clearly shows that the middle school mathematics curriculum and established instructional model significantly increased this content area (24.8%) at Pinecrest Nevada schools.

Middle School Measurable Annual Performance and Growth Goals

Goals	Evaluation Tool and Frequency	Baseline	2020-21	2021-22	2022-23
By 2022-23, 61% of students in grades 3-5 will show	SBAC Reading Assessment	46%	51%	56%	61%

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[22] See http://nevadareportcard.nv.gov/di/. Last retrieved July 2019.

proficiency by meeting or exceeding expectations as demonstrated on the SBAC reading assessment.	1 time per year, each spring				
By 2022-23, 57% of students in grades 3-5 will show proficiency by meeting or exceeding expectations as demonstrated on the SBAC reading assessment.	SBAC Math Assessment 1 time per year, each spring	36%	41%	49%	57%
By 2022-23, 61% of students in grades 8 will show proficiency by meeting or exceeding expectations as demonstrated on the SBAC reading assessment.	SBAC Science Assessment 1 time per year, each spring	46%	51%	56%	61%

2017-18 SBAC Percentage of Proficient Students for Surrounding* Middle Schools
*Nearest four middle schools

Middle Schools	Reading	Math	Science
Yvonne Shaw M.S.	59.4%	45.1%	58.7%
Sparks M.S.	32.4%	22%	22.3%
Lou Mendive M.S.	62.4%	50.3%	61.2%
George L. Dilworth M.S.	30%	25.4%	42.3%
Average	**46%**	**35.7%**	**46.1%**

Middle School: Average Three-Year Historical Pinecrest Academy of Nevada Growth

	2015-16	2016-17	Growth 2016-17	2017-18	Growth 2017-18	Total Growth in 3 Years
Reading	59	60.3	+0.7%	74	+13.7%	+15%
Math	38	48.1	+10.1%	62.8	+14.7%	+24.8%
Science				59.78		

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

Instrumentation
Select universal screeners and standardized assessments will be used to monitor students' academic progress, academic performance, and trend analysis. Commercially appropriate assessments, instruments, and curriculum will be used to assist in the development of daily lessons, weekly units of instruction, and short and long range instructional goals. The school will participate in the state assessment system and will administer the assessment pursuant to the prescribed uniform procedures. The school will also participate in any other mandated assessments, such as MAP and NAEP (if selected for participation). PANN will use one or more of the following assessments: Measure of Academic Progress (MAP), World-Class Instructional Design and Assessment (WIDA), Nevada Alternative Assessment (NAA), Smarter Balanced Assessment Consortium (SBAC), Science Criterion Referenced Test (CRT), i-Ready Reading and Math Diagnostic, Developmental Reading Assessment (DRA), Core Phonics, and Brigance to provide insight

into further classroom instruction. Teacher created informal assessments will be used to regularly monitor student progress.

Data Collection
Teachers will screen students at the beginning of the school year to determine current levels of academic performance. Once the data from these screeners have been analyzed and interpreted, instructional objectives will be determined. Along with state mandated assessments, a variety of data points will be collected. These data points will be assembled virtually and shared in grade-level meetings along with other student performance artifacts for the purposes of reporting individual student growth and progress for teacher and administrative use in creating meaningful and purposeful instructional activities to meet the needs of all students.

Data Analysis
PANN will form data teams comprised of grade level teachers and groups of instructors who teach similar content such as math, ELA, science and social studies. The purpose of these data teams is to assist in monitoring student progress. Data teams will compile progress monitoring data on a quarterly basis (or during interim testing and when evaluating instructional impact) and will disaggregate the results for cohorts. Data teams will meet monthly to evaluate data and correlate to instructional decision, review progress-monitoring data at grade level and classroom level to identify students and their academic levels; identify professional development to enhance students' achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; as well as facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Throughout the School Year- i-Ready diagnostic results will be used as a primary indicator of student performance throughout the school year. The i-Ready growth measures allow teachers and administration to see how much their students have progressed and helps determine if students are on track to meet growth goals. By measuring growth, teachers and administration can make more informed instructional decisions and better allocate resources to help all students reach proficiency. Reports can be broken down into a variety of sub-groups giving insight on how various groups of students are performing as well.

End of the Academic Year- Along with the i-Ready growth measures, SBAC data will be reviewed as it becomes available. These results are broken down by the state of Nevada and provide insight on multiple sub groups. This will be reviewed by administration closely and appropriate goals will be developed for sub-groups as needed.

First Three Years- During the first three years of operation, the SBAC assessment data will be used to complete a trend data analysis to determine areas of strength, opportunity gaps, areas for improvement, etc.

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.

Periodic and regular formative and summative assessments will be administered to students to gather and collect student achievement and learning progress data. The i-Ready Reading and Math diagnostic will be administered four times throughout the school year. These results will aide teachers and administrators in gaining an understanding of student growth. From each diagnostic, students will be provided with an online learning path based on individual instructional needs in both reading and math. Students will spend 30-45 minutes each week on his/her reading learning path and 30-45 minutes each week on his/her math learning path in order to fill gaps in understanding and/or enrich students in each content area. In addition, teachers have the opportunity to provide lower performing students with a monthly growth monitoring assessment in order to track student performance on a monthly basis, plan accordingly for intervention, and ensure sufficient growth. Lastly, based on individual student diagnostic results, teachers

will have access to the Ready Teachers Toolbox to identify specific standard-based lessons that can be used for individual, small group, and/or whole group instruction.

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

Pinecrest Academy of Northern Nevada will use a combination of diagnostic, formative and summative assessments to ensure instruction is meeting students' needs.

Diagnostic	Formative (Classwork & Homework)	Summative
- Used to assess knowledge prior to instruction and determine grouping - Used after instruction to determine areas of need and possible interventions - Examples include informal observations, pre-tests, placement tests	- Used during the learning process to monitor student learning while it is still in progress - Used prior to summative assessment to provide feedback, guide instructional changes, and determine readiness for summative assessment - Examples include quick checks for basic understanding, quizzes, teacher questioning, discussions, journal/response logs, graphic organizers, extension projects, exit slips, etc. - Will be used for grading purposes in Infinite Campus and will **not** count for more than 30-40% of the total grade	- Given after instruction to determine content mastery - Usually takes place as the culmination of an instructional standard or unit - Are taken independently and unassisted by the teacher (students are scored independently on group projects) - Align with the content standards and formative assessment already provided - Examples include tests, projects, final draft/term papers, presentations, and unit assessments. - Ultimately determine student's overall grade - Will be used for grading purposes in Infinite Campus and count as not less than 60-70% of the total grade

General Testing Practices
- Assessments will be a direct reflection of classroom instruction and align to the Nevada Academic Content Standards.
- Teachers will familiarize their students with common test-taking skills and strategies.
- Students will be made fully aware of the purpose of the assessment.
- Tests will only assess grade-level content and will include all students, with accommodations made only for students that have a documented need of assistance in such forms as an IEP or Section 504 Plan.

- o Testing accommodations for non-graded diagnostics and blended learning platforms will be issued on a case by case basis.
- Teachers will provide no assistance in the form of verbal cues, prompting, student assistance, or the reading of assessment passages/questions.

i-Ready Reading & Mathematics- Elementary School Students

The i-Ready math and reading assessments will be entered into the gradebook for reference only. The percentile rank produced by the student will determine the grade entered, but will have zero weight; i.e. "Not for Grade".

Typical (Orange) & Stretch (Teal) Growth

Reading									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
3+ Levels Below	–	–	–	36	28	26	19	17	18
2 Levels Below	–	54	44	33	23	20	14	12	12
1 Level Below	49	49	39	26	20	16	12	10	9
On Level, Early	44	47	29	22	17	13	9	6	4
On Level, Mid, Late, or Above	43	37	22	17	12	7	4	4	4

Reading									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
3+ Levels Below	–	–	–	79	62	61	51	50	50
2 Levels Below	–	96	81	63	50	47	38	37	36
1 Level Below	67	67	53	40	36	30	26	25	25
On Level, Early	65	56	43	39	27	25	25	23	22
On Level, Mid, Late, or Above	54	44	27	21	20	18	15	14	13

Mathematics									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
3+ Levels Below	–	–	–	30	24	20	15	13	12
2 Levels Below	–	36	29	27	23	18	14	13	10
1 Level Below	32	29	26	26	23	18	14	12	9
On Level, Early	24	26	22	25	23	18	13	12	9
On Level, Mid, Late, or Above	21	21	18	21	19	14	13	11	9

Mathematics									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
3+ Levels Below	–	–	–	55	47	41	35	33	31
2 Levels Below	–	57	48	43	41	35	30	25	23
1 Level Below	39	37	36	35	34	31	26	23	22
On Level, Early	38	36	35	34	33	29	25	22	21
On Level, Mid, Late, or Above	35	32	31	30	24	20	20	20	19

i-Ready Reading & Mathematics- Middle School Students

Teachers will enter the corresponding rubric into the comment section in Infinite Campus:

Fall Diagnostic 08/19/19 - 08/30/19	Winter Diagnostic 12/02/19 - 12/13/19	Spring Diagnostic 03/23/20 - 04/03/20
🟢 4 = Above grade level 🟢 3 = Early to Late grade level 🟡 2 = Early to Late *previous* grade level 🔴 1 = Two or more years below grade level	🟢 4 = Above grade level 🟢 3 = Early to Late grade level 🟡 2 = Early to Late *previous* grade level 🔴 1 = Two or more years below grade level	🟢 4 = Above grade level 🟢 3 = Early to Late grade level 🟡 2 = Early to Late *previous* grade level 🔴 1 = Two or more years below grade level

Common Assessments

Teachers will be expected to follow common assessment practices among their grade level and/or department. This is to ensure that all students are instructed and assessed on standards based, grade level content. After students have completed classroom assessments, teachers will collaborate during PLC meetings to determine remedial and/or enrichment instruction that needs to occur based on student results.

Elementary Common Assessments: i-Ready Reading and Math, Ready Classroom Mathematics, Math Fluency, Wonder's, Ready Reading, Fry's Sight Words; Oral Reading Fluency; Writing Samples (Genre Writing & Performance Task).

Middle School Common Assessments: i-Ready Reading & Math, Springboard Reading & Math, Math Fluency, Ready Common Core, Oral Reading Fluency, Written Performance Tasks

More detailed information on the assessment requirements above can be found in the Instructional Model (Attachment 24)

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.

According to an i-Ready Diagnostic Smarter Balanced Assessment Consortium (SBAC) linking study overview, it was found that:
> *"Curriculum Associates, in partnership with the Educational Research Institute of America (ERIA), conducted a large-scale study on the relationship between i-Ready Diagnostic and the 2016 SBAC. The research found a high correlation between i-Ready Diagnostic and the SBAC. i-Ready was also shown to accurately predict end-of-year proficiency rates."[23]*

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.

Instructional Changes and Interventions (Corrective Actions) Based on Data: Administrators and data teams will use data analysis to collaboratively develop instructionally focused calendars with timelines for addressing targeted strands as denoted in assessed diagnostic assessments.

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[23] See https://www.curriculumassociates.com/-/media/Curriculum-Associates/Files/i-Ready/Linking-Studies/iready-diagnostic-assessments-linking-study-overview-sbac-2018.pdf?la=en&hash=635C3B3D572D8D4B1D50A934C1B88F2BD1788984. Last retrieved on July 2019.

Instructors will adjust their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction. Please see question 3 under Curriculum and Instructional Design for more detail.

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

Pinecrest Academy of Northern Nevada will schedule Data Days throughout the year in which students will be dismissed from school early for one half day each month. This will provide time for teachers and staff to receive training on assessment materials, analyze student data and use this data to plan for effective future instruction and enrichment activities.

Teachers will receive intensive i-Ready training within the first two years of implementation during Data Days. i-Ready staff will also be readily available to meet with individual grade levels throughout the school year to provide more specialized training based on teacher and/or grade level needs. School leaders will attend additional trainings that will focus on how to support teachers in implementation and how to use data to increase student growth at a school-wide level.

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	Evaluation Tool and Frequency	Baseline	2020-21	2021-22	2022-23
80% of students will be identified as Tier 1 (Mid On-Grade Level or Above) based on the end of the year i-Ready Reading Diagnostic by the 2022-23 school year.	i-Ready Reading Diagnostic Given 3 Times Each Year (results will be taken from end of year results)	50%	60%	70%	80%
80% of students will be identified as Tier 1 (Mid On-Grade Level or Above) based on the end of the year i-Ready Math Diagnostic by the 2022-23 school year.	i-Ready Math Diagnostic Given 3 Times Each Year (results will be taken from end of year results)	50%	60%	70%	80%

4. Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

In addition to imputing data into the statewide Infinite Campus system, PANN will utilize i-Ready's online platform as a data storage resource. i-Ready stores all data within its online platform. Administrators will have access to all school data, team leads will have access to grade level data, and teachers will have access to class data for all classes they instruct.

In addition, all data points and outcomes will be maintained and organized virtually using Google Sheets and Google Docs. Data included in these documents may include (depending on grade level): i-Ready Reading and Math; SBAC; MAP; Developmental Reading Assessment (DRA); Core Phonics; Dibels; and End of Course Exams. This ensures that teachers and administrators have easy access to each student's data in

order to make informed decisions regarding instructional practices and maintain a clear focus on student achievement.

ESGI & Assessments for Kindergarten
The basal curriculum and associated assessments in kindergarten will be supplemented with Educational Software for Guiding Instruction (ESGI) computer-based assessment to track students' progress and generate charts to communicate student strengths and deficits with parents.[51] Pinecrest Academy schools in Nevada are assessing whether ESGI would benefit instruction in other grades. Kindergarten teachers will collaborate on the assessments used across the system from ESGI. They will create and share assessments from the program. ESGI real-time data will be used to:
- Collect raw scores and track detailed student progress over time
- Create differentiated reading groups
- Guide whole-class instruction
- Inform parents & provide them with materials to assist their child

5. Describe the process for collecting and reporting data across the network of EMO schools in Nevada and in other jurisdictions.

PANN's EMO, Academica, does not collect individual student data. However, Academica tracks the overall success of its schools as measured by the state issued assessments and performance framework.

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.*

At-Risk Students

1. How do you define "at-risk" students? What are the methods for identifying at-risk students through academic and behavioral processes?

Students who are identified as academically "at risk" via the i-Ready diagnostic process and who are not already identified with an IEP, will be referred to Pinecrest Academy of Northern Nevada's Student Academic Behavioral Intervention Team (SABIT). PANN's SABIT team will be comprised of a staff member from every general education level and the special education teacher or designee selected by the teacher. The SABIT team notifies the parent(s) that his/her child will be entering the SABIT program, which will provide interventions in all areas of the student's deficiencies.

During SABIT, a goal is written in the deficit academic and/or behavioral area, the student is provided with additional interventions, and the student has weekly progress monitoring related to the goal. The data is collected and analyzed every 4-6 weeks. If the student is not making adequate progress toward the grade level expectation, then instruction becomes more intensive by increasing the amount of time in intervention, increasing the number of sessions in intervention, or changing the teaching method. If after 12-16 weeks, the student's data still shows a lack of adequate progress, the student will be referred to special education.

Should the student qualify for special education, the student will receive support in regular education with supplementary aides and services. Progress monitoring continues. If a student shows no academic growth, the resource room is added and can be added up to 50% of the school day to provide the necessary interventions to show academic growth.

2. Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level.

Once the student is identified, the SABIT team writes an intervention plan with goals for the student in the area of deficiency, provides intensive interventions, and monitors weekly progress. The interventions and progress monitoring tool provided would be interventions and tools that have been validated through research and determined effective by the SABIT team (i.e. Ready Teacher Toolbox materials and i-Ready online instructional/assessment tools).

For Tier I, students are provided with interventions based on his/her need for an additional 30 minutes each day. This can take place either be provided one-on-one, small group, or during reading or math Power Hour instruction where students are working closely with both the classroom teacher and instructional aide. For Tier II instruction, students will be provided with the same interventions as Tier I students, in addition to an additional 30 minutes of one-or-one and/or small group intensive instructional with a site learning specialist (i.e. literacy specialists). All Tier I or Tier II interventions provided will be documented.

Students will be assessed on a weekly basis to monitor progress. The SABIT team will review the student's progress every four-six weeks to determine the following: should interventions be adjusted; should the same interventions should continue; has the student made progress and is he/she ready to be exited from SABIT; or, should the student be referred to school psychologist for further testing (only if student has had a minimum of 12 weeks of interventions and has not shown adequate progress).

Please see question 3 under Curriculum and Instructional Design for more detail.

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?

PANN's SABIT/RTI process addresses interventions process for early signs of behavioral concerns as well as academics. Therefore, the same process is followed as above. Individual behavior plans for intervention will be developed based on the student's specific behavioral concern and needs. The school counselor/social worker will typically be asked to be a part of the SABIT team when determining how to best intervene in order to ensure student success.

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.

Mrs. Tiffany Bailey currently serves as the Assistant Principal of Pinecrest Inspirada with a student population of 1100 students in grades K-8. Mrs. Bailey supervises the Special Education team which consists of four teachers and five aides. Special education staff provide both pullout and inclusions services to approximately 85 special education students, including students with learning disabilities, autism, intellectual disability, health impairments, ADHD, and emotional disturbance. Occupational therapy,

physical therapy, and speech and language therapy services are also available to students. Mrs. Bailey works closely with the special education team, is an active member of IEP meetings (including serving as LEA during meetings), collaborates with parents and advocates on a frequent basis, provides training to all teachers and staff on how to ensure students' IEP needs are met with fidelity, and collaborates with teachers on writing IEP present levels, goals, accommodations, etc.

Additionally, Pinecrest Inspirada has a referral process for students who display characteristics of dyslexia and an intervention system is in place during the school week. Mrs. Bailey has been trained in and currently administers the Barton Tutoring System to two students each week, for approximately 90 min each.

Prior to working at Pinecrest Academy, Mrs. Bailey worked within the Clark County School District (CCSD). While in CCSD, she served as an Assistant Principal with self-contained programs in Early Childhood and Autism.

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

    As part of the school's registration process (after the student has been accepted in lottery), parents will be asked if the student has an IEP. If the parent marks "Yes", a pop-up window requests the parent to provide the student's current IEP, MDT report, and eligibility statement. The paperwork will be collected and a caseload spreadsheet of all enrolling students with special education eligibility will be created. Parents will also be requested to turn in 504's.

    In addition, the school registrar will request special education records from the student's previous school.

    All students will be assessed using Pinecrest Academy of Northern Nevada's universal progress monitoring (i-Ready Diagnostic). Analysis of the progress monitoring will allow the school to begin to identify students who may need additional support. Students will then be scheduled into classes based on need (i.e. intervention classes).

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

    Students who develop academic or behavior problems in middle school will be in the Pinecrest SABIT program to provide intervention, collect data, and progress monitor. For example, a student who develops a mental health issue will be put into a Check In/Check Out program. The program includes daily progress monitoring sheets. A mentor will meet with the student at least three times daily; additional time may be added, if necessary. The daily progress monitoring sheet, which is point based, can be used to track improvement in behavior and/or anxiety. Students with academic deficits can be scheduled into intervention classes in the area of need. Before and after school tutoring programs can also help students gain academic skills.

    Transition begins for students who have an IEP at age 14. Pinecrest Academy of Northern Nevada's Professional Development in the area of Transition will ensure appropriate transition services and goals are provided as needed.

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

    Students who are inappropriately placed in special education will be identified by progress monitoring students in special education on a routine weekly basis on their IEP goals. Students will also take quarterly universal progress monitoring assessments (i-Ready diagnostic) that all students in the school are given. The special education teacher will complete an analysis of data
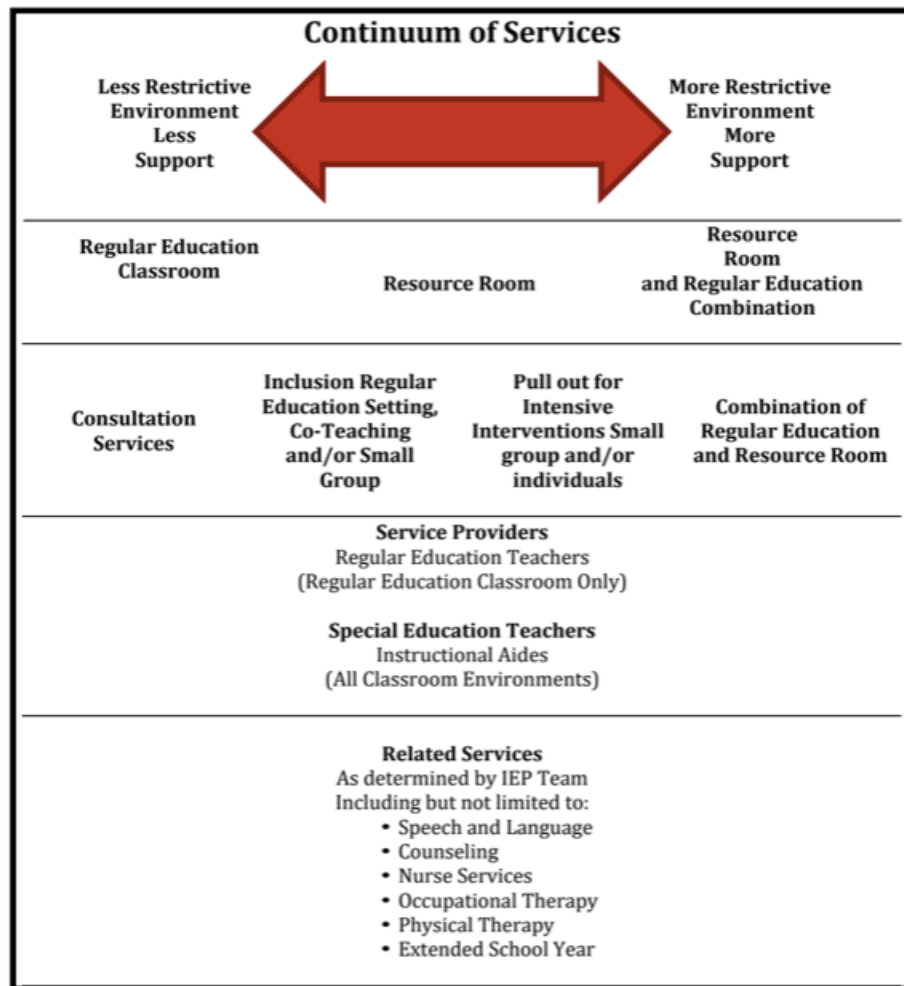
monthly to determine if students are meeting their goals. If students are meeting their behavioral and/or academic goals and progress monitoring is showing growth, the IEP team will meet to discuss the exit of students who are no longer showing academic or behavioral needs.

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

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

The continuum of services offered by Pinecrest Academy of Northern Nevada will begin in regular education classes. All students will be given a universal progress monitoring assessment four times each school year. Then the school will analyze the data. Each quarter, the school will meet as a team during Data Day which allows the school to discuss children scoring in the bottom 15% or another cut score as determined by the school. Students who score in the bottom 15% and students who are failing will be discussed and an intervention plan is developed. The staff will then brainstorm different interventions that may help the student grow academically and/or behaviorally. In general education, Power Hour and intervention periods in both reading and math will be scheduled daily schoolwide to provide instruction commensurate to each student's ability level for all students. In addition, before and after school tutoring clubs and blended learning programs will provide instructional level interventions.

Students with severe intellectual disabilities will also benefit from combining inclusion and resource room time. In the general education classroom having the following will allow the student to remain with typical peers and be exposed to grade level content: peer models, online blended learning programs, direct whole group instruction, and small group instruction.

Continuum of Services

Less Restrictive Environment Less Support ←————→ More Restrictive Environment More Support

Regular Education Classroom		Resource Room		Resource Room and Regular Education Combination

Consultation Services	Inclusion Regular Education Setting, Co-Teaching and/or Small Group	Pull out for Intensive Interventions Small group and/or individuals		Combination of Regular Education and Resource Room

Service Providers
Regular Education Teachers
(Regular Education Classroom Only)

Special Education Teachers
Instructional Aides
(All Classroom Environments)

Related Services
As determined by IEP Team
Including but not limited to:
- Speech and Language
- Counseling
- Nurse Services
- Occupational Therapy
- Physical Therapy
- Extended School Year

Students with severe emotional disabilities will also benefit from combining inclusion with resource room. In addition, a Check-In/Check-Out system will be very effective for students with emotional needs. A mentor will be assigned to the student and the student has a daily progress-monitoring sheet, which will be sent home daily. The parent can help to bridge behavior at school to positive incentives at home. Depending on the students' needs, the mentor will check in with the student at least three times daily or more as needed. In addition, the school counselor and/or administration will help the family with locating appropriate community support.

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

Collaboration between general education teachers, special education teachers, and related service personnel is necessary for student growth. General education teachers will post their lesson plans online through the Google Drive. Special Education teachers will have access to this tool. Then, during weekly meetings, the Special Education teachers review the students' IEP goals/accommodations/modifications and the general education teacher's education teacher's lesson plans to interconnect the lessons. The teachers will form a collaborative plan and the daily special education lessons are then written and provided to the general education teachers and all instructional assistants that will interconnect IEP goals and core instruction.

5. Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools.

Pinecrest Academy of Northern Nevada's administration team will recruit highly qualified special education teachers through multiple means. The administration will use job-recruiting websites such as

Teachers to Teachers. Administration will attend and recruit teachers at local teacher fairs, as well as teacher fairs in several states. Teachers who are not licensed in Nevada will apply for teacher licensure here. If a teacher does not have a Nevada state license and the teacher is certified in another area, the teacher will apply for an Option License. The Department of Education will analyze that teacher's transcript, and the teacher will have three years to complete his or her coursework in special education to obtain licensure.

All related service personnel, including speech and language therapists and school psychologists, are licensed in the State of Nevada or they have to apply for a license before they are hired.

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

All Pinecrest schools have scheduled professional development days. During these days, professional development is offered in the areas of intensive interventions and research validated methods addressing the unique needs of students with disabilities. The Special Education Facilitator, the Special Education Teachers, and the related services personnel (e.g. SLP and OT) will communicate with teachers providing instructional information on how to modify the curriculum and how to address the unique needs of students with disabilities.

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

Following the IDEA flow chart below protects students with disability rights. If a disabled student has a discipline problem, the administration contacts the parent for a parent meeting. If the student is suspended, the student's parent or guardian will pick up all of the student's schoolwork, on a daily basis, and return the finished work so that the student's grades are not affected by his or her absence from school. If necessary, a teacher would provide service in the home setting or the student will have alternative instruction in an after-school program. The MDT/IEP team will also meet after 9 days of suspension to complete a manifestation determination IEP meeting. The team will brainstorm other service and community resources that may benefit the student to prevent further behavior disruptions. A behavior analysis will be completed and the team will reconvene to write a Behavior Intervention Plan (BIP). The team may also request a behavior therapist to help in the process.

If the student has recurring events that result in further suspension, the team will meet after 9 suspensions and complete a change or placement. Please see flow chart on the following pages (also available in Pinecrest Special Education Manual, pgs. 83-84):
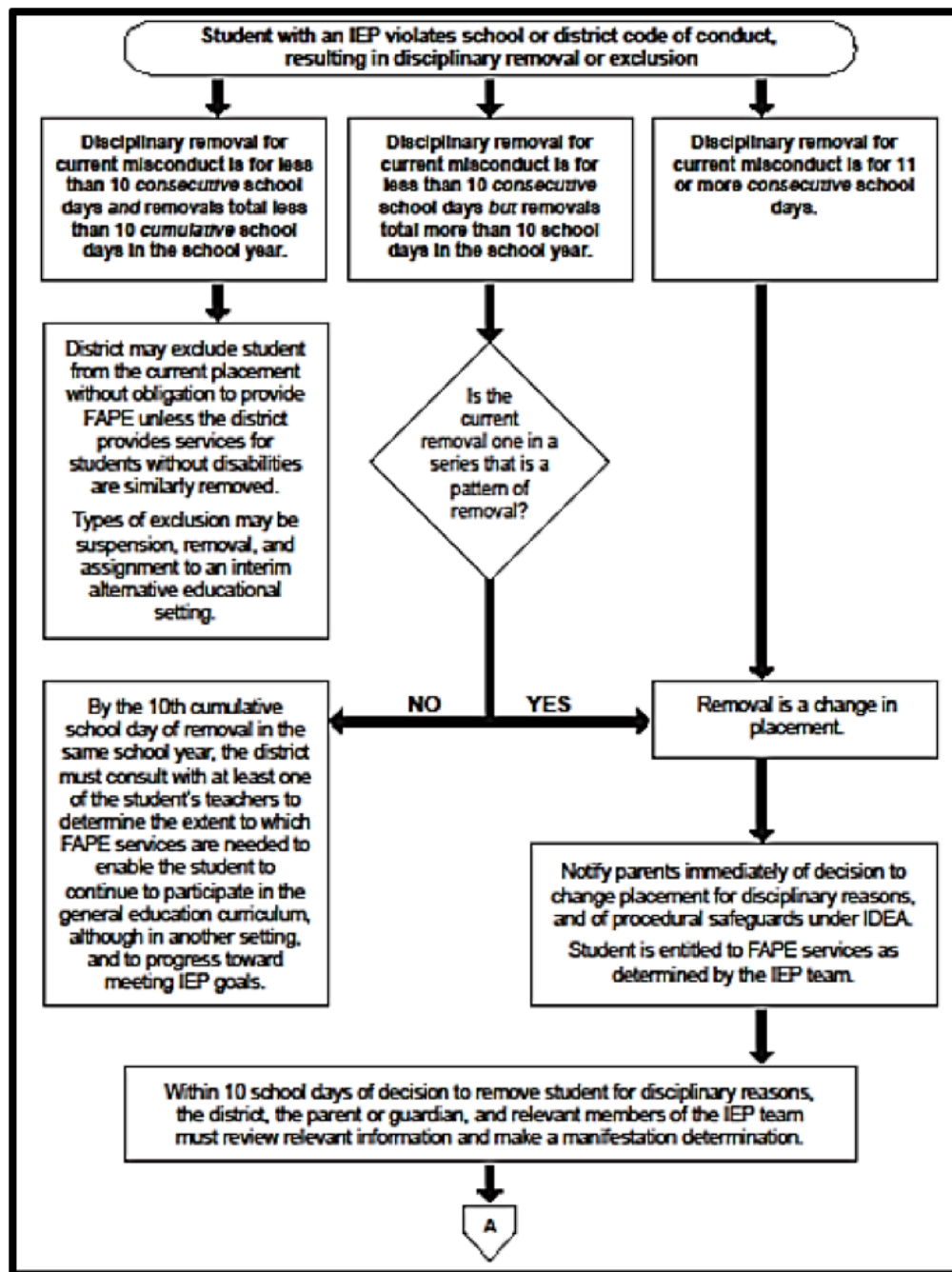
8. Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

PANN's special education programs will comply with all federal and state laws. The role of the special education facilitator will be to complete compliance reviews on all IEP's before and after the IEP meetings. In addition, the school will conduct monthly reviews of every confidential folder. The Special Education Facilitator will ensure that all meetings are held on time.

Special Education teachers will monitor their students' weekly progress to evaluate for growth and success. If a student shows no academic growth, then resource room is added to his/her IEP. Resource Room can be added up to 50% of the day to provide the necessary interventions to achieve academic growth. If a

student shows academic growth, then the student is provided a less restrictive placement with support. As a student successfully progresses towards full-time in the general education curriculum, the special education teachers may direct services in the regular education classroom with supplementary aides and services until the student receives consultation services. Quarterly progress reports will be sent home. Progress reports will also be sent home more frequently as determined by an IEP team. Student grades will also be monitored weekly to see academic growth. If students are not receiving enough support determined by weekly progress monitoring and grade checks then the IEP will be revised.

All middle school students will use daily monitoring sheets that general education teachers will use to complete a check out daily. The sheet will include items such as the following: direct instruction participation, class work participation, homework turned in, and citizenship. Each teacher will sign the student out of class. Copies of the form will go home with the student for his or her parent's signature. Special Education teachers will keep a copy. Students will return the signed copy the next day when they pick up his/her new monitoring sheet.

The Special Education Facilitator will help monitor the academic and behavioral growth of disabled students to ensure that the students' needs are being met. Adjustments to instructional programs will be made accordingly through the collaboration and progress monitoring of the general education teacher(s) and special education teachers.

9. Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?
Staff will follow all IDEA procedures when implementing appropriate programs related to the evaluation, reevaluation, and any type of IEP by phoning parents to set up meetings and then following with two prior written notices.

Check-In/Check Out systems and progress-monitoring reports will be sent home on a predetermined frequency: daily or weekly. Quarterly progress reports and report cards will be mandatory universal grade reports. Special education teachers and related staff will be expected to have frequent communication with parents of students with emotional and/or behavioral needs.

In this digital age, teachers will communicate with parents via email and text messages throughout the day if necessary to give updates, if a parent requests. In addition, the school will use Infinite Campus and website where they post all upcoming assessments and homework assignments.

10. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*
Not applicable, Pinecrest Academy of Northern Nevada will not be offering a distance education program.

English Language Learners

1. Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?
Pinecrest Academy of Northern Nevada will identify the primary language of students upon enrollment. The process is as follows:
   ● All newly-enrolled students are provided an A Home Language Survey (HLS) is included in the enrollment packet.
   ● Based on the answers provided to the questions in the HLS, student records will be requested from the student's last school/school district. Students without a WIDA Placement will be given a placement test.
   ● Pinecrest will administer the W–APT. W-Apt stands for the WIDA-ACCESS Placement Test. "It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as

identification and placement of ELLs."[24] The W-Apt screener for English proficiency will take place in the first 30 days of school.

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

   For students Classified as Non-English or Limited English Proficient who are coded as non-English or limited English proficient as a result of the initial assessment, the following steps will be completed within the mandated timelines:

   1. Classify students who are eligible for English Language Learner (ELL) services as Non- English or Limited English proficient. The students eligible for ELL services.
   2. Prepare a Parent Notification Letter if a student qualifies for ELL services. Once the parent receives the letter, they may choose to receive ELL instructional services. If the parent or guardian refuses ELL instructional services, the school will meet with the parent or guardian to ensure that the parent or guardian understands what is being waived. Parents or guardians may only waive ELL instructional services – not testing. The school will document the parent conference, and place a copy of the waiver in the cumulative student folder.
   3. Students will be evaluated with the World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS). Students will receive an English Language Proficiency Level on a scale of 1-6 (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6- Reaching). Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.
   4. Once students are assessed, the Principal will ensure that eligible students are provided appropriate ELL services. In addition, Principals or designees will ensure that ELL students and their parents or guardians are aware of school activities and other opportunities at the school in a language they understand. Students who are eligible for ELL services will receive these services until it is determined, through reevaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

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.

   PANN's ELL services may be coordinated through a teacher with a TESL endorsement who will, at least initially, be administering ELL identification and support services in conjunction with his or her role as a classroom teacher. PANN's Board and Principal may also decide to contract for these services through duly-certified, TESL endorsed contractors that administer ELL assessments and support ongoing monitoring of ELL students.

4. 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?

   PANN will offer an evidenced-based ELL Program such as the Content-Based Model. The goals of all of the program will be to: (1) help ELL students achieve comprehension, speaking, reading, and writing competence in the English language; (2) enable students to achieve and maintain grade level status; and (3) enable students to meet graduation standards. The Sheltered Content-Based ESL Instruction Model is an integrated content language approach. The goal of the Sheltered Content-Based Instruction Model is for ELL students to develop English language skills in content classes.[25]

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[24] WIDA. Assess. *Kindergarten W-APT.* [website] URL: https://wida.wisc.edu/assess/kwapt; last accessed July 2019.
[25] Dong, Yu Ren. (2005). Educating language learners: getting at the content. Educational Leadership, 62(4), Retrieved from http://www.ascd.org/publications/educational-leadership/dec04/vol62/num04/Getting-at-the-Content.aspx; last accessed June 2019.

The goal of the content-based approach is the acquisition of English and grade level academics so that the ELL student can succeed in an English-only classroom. This approach has the following features:

- All instruction is done in English;
- When possible, the child's primary language is used to clarify instruction;
- English is taught through reading, language arts, math, science, and social studies;
- A strong English language development (ELD) component is included in every lesson;
- The acquisition of English takes place in a structured, non-threatening environment in which students feel comfortable taking risks; and
- Controlled vocabulary is included while students gradually acquire the necessary language skills to succeed academically and become lifelong learners.

The reading and math Power Hour blocks will provide excellent opportunities to group students with similar English-acquisition profiles. The school may need to provide instruction in the students' native language during Power Hours to aid with cultural assimilation and language comprehension. Ready Reading from i-Ready has built in ELL modules in each section that can be delivered by the classroom teacher or during Reading Power Hour. Teachers will also support non-native English-speaking students by introducing the richness their language and culture brings to the classroom. Ethnically and culturally diverse students will be welcomed and celebrated.

5. 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?
PANN will progress monitor ELL students as with all students on a regular basis using data to track their progress. In addition, ELL students will be reassessed every year to determine whether the pupil's proficiency in English is fluent and whether they are able to succeed in courses of study that are taught only in English. The school will monitor all reclassified students for a minimum of two years after they have met language proficiency.

The Principal will ensure appropriate policies are followed. As with non-ELL students, ELL students may be retained. In the case of ELL students, the Principal will ensure that ELL students are not retained based solely on the student's inability to perform in the English language. In making a determination of whether an ELL student should be retained, the Principal will ensure that careful consideration is given to the range of services and options available prior to making the decision to retain a student. SABIT/RTI data should be used to assist the principal in making retention decisions regarding an ELL student.

Adjustments or changes to the student's educational program may be necessary in order to avoid retention. As with non-ELL students, retention concerns should be ongoing throughout the year. If the decision is made to retain an ELL student, the principal will ensure that the student receives different services during the year following the retention.

ELL students be reassessed every year to determine whether the pupil's proficiency in English is fluent and they are able to succeed in courses of study that are taught only in English. The student must be given the test Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) every year until the student exits the ELL program. Parents or guardians of LEP children do not have the option of withdrawing their student from participating in the ACCESS for ELLs.

PANN may reclassify an ELL student only if the school administers the ACCESS for ELLs to assess the pupil's proficiency to comprehend, speak, read, and write English. Afterward, the pupil will obtain a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading and writing English, as established by the publisher of the examination.

The school will monitor any students reclassified as English proficient who have not yet met exit criteria. The school will ensure that reclassified students are appropriately placed in general education classes and PANN will monitor a student reclassified as fluent-English proficient, but who has not yet met exit criteria, for no less than two years. The purpose of this monitoring is to ensure that the students have no grades below a "C" in any academic class and are no longer in need of language acquisition assistance.

The monitoring from the school will include periodic contact with the student's teacher(s) to ascertain student progress. The school will also review the student's report card annually to review the student's attendance, academic and citizenship grades. To be considered academically successful, a student should have no grades below a "C" in English, reading, math, science, or social studies.

The ELL monitoring process information should be included in any SABIT/RTI interventions that are determined by the school. Specific consideration for language proficiency must be taken into consideration in planning specific interventions for the student. If, as a result of monitoring, evidence indicates that the student is not successful in English-only classes and needs further language acquisition assistance, the school will administer the initial assessment test to ascertain the student's current English proficiency. A meeting will be held with the student's parents or guardians and the student will be considered for reinstatement into the ELL program, into an academic remediation program, or the student will remain in English-only classes. The school will continue to monitor the student for language and academic progress. If the student is determined to be academically unsuccessful, the school and the appropriate teachers will seek out other services for the student in order to address any academic deficiencies. Prior to making any changes, the principal or designee will meet with the parents or guardians to discuss the recommended changes.

6. Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?
   Principals or designees will ensure that ELL students and their parents or guardian are aware of school activities and other opportunities at the school in a language they understand.

7. 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 question is not applicable because Pinecrest Academy of Northern Nevada is not, seeking to operate a program of distance education.

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?
   PANN will identify students and families in need of homeless/migrant services for new students by including a space for identifying homeless/migrant student status in the initial enrollment of a student. Additionally, because students can become children in transition at any point, PANN will identify existing students in need of homeless/migrant student services through counselor/teacher referrals and proactive communications with parents and families about available supports. Misidentification will be avoided by making sure staff involved in registration of new students understand the differences between families have a difficult time pulling together all materials required and/or requested for enrollment: birth certificates, immunization records, previous school records, home address etc., and those families who lack this information due to their homeless/migrant status.

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

   The term "homeless" or "homeless individual" includes:
   - An individual who lacks a fixed, regular, adequate nighttime residence;
   - An individual who has primary nighttime residence in a supervised, publicly or privately operated shelter for the accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);

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

2. Meeting the Need: How will you ensure that identified families receive the required services within the mandated time frame?

Once students and families in need of homeless/migrant services have been identified, the school registrar will alert both administration and school counselor/social worker of the student's enrollment. The school counselor/social worker will follow up with the family and the student within the mandated time frame.

Under NAC 392.205, district schools must provide a homeless child with education and services within 7 days of receiving the name and location of a child who is homeless who otherwise meets the requirements to attend school. As this process will be different for PANN given the enrollment policies of Nevada charter schools, PANN will adhere to the NSPCSA guidance entitled "Enrolling Children in Transition (Homeless) Students to ensure that its policies for collecting student birth certificates, immunizations, and assessing student needs ensure best outcomes for students.

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 question is not applicable because Pinecrest Academy of Northern Nevada does not, and is not, seeking to operate a program of distance education.

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.

Leadership Initiative- Leader in Me

At PANN, we will promote a positive academic environment and reinforce student intellectual and social development by teaching students 21st century leadership and life skills utilizing Content from The 7 Habits of Highly Effective People[26] and The Leader in Me[27], by Steven Covey.

According to the Leader in Me website: "More than just another program, Leader in Me serves as the foundational operating system that integrates seamlessly into each school's unique priorities, initiatives, and culture. When implemented with excellence, Leader in Me redefines what it means to be a high performing school in the 21st century. This new definition of school greatness is represented in three overlapping circles: leadership, culture, and academics."

The 7 Habits are a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are common to all people and cultures. The Leader in Me is a whole-school model and process that empowers students with the leadership and life skills they need to thrive in the 21st century. At Pinecrest Academy of Northern Nevada, we will recognize and celebrate that every child is capable of being a leader.

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[26] Covey, Stephen R. *7 Habits of Highly Effective People: Powerful Lessons in Personal Change.* Simon & Schuster, 2020.
[27] Covey, Stephen R, et al. *The Leader in Me: How Schools and Parents around the World Are Inspiring Greatness, One Child at a Time.* Simon & Schuster Paperbacks, 2014.

Evidenced-based research studies from the Leader in Me website[28] states the following regarding various components of successful school cultures:

- **Attendance:** "*Leader in Me* schools create school cultures where students and staff feel safe and engaged."
- **Supportive School Environment:** "The environment of *Leader in Me* schools engages student learning and positively supports the development of student social emotional leadership skills."
- **Engagement:** "*Leader in Me* schools help students feel emotionally safe, socially supported, and academically engaged."
- **Staff Satisfaction:** "*Leader in Me* work to empower teachers with meaningful leadership opportunities and engaged in guiding the social, emotional, and academic development of their students."

In addition, the Instructional Models begin with expectation set forth for staff which are the basis to setting the stage for a positive culture.

Pinecrest Academy Expectations

- ❖ We follow a school-wide vision that puts KIDS FIRST in all we do!
  - ➢ We make decisions based on what is best for our students.
  - ➢ We ensure positive interactions with children under our care to enhance social, psychological, and academic skills.
  - ➢ We educate the whole child, ensuring students are healthy, safe, engaged, supported, and challenged!
- ❖ We work together to get things done for the benefit of all children!
  - ➢ We are all PINECREST TEAM PLAYERS! There is no "I" in team.
  - ➢ We embrace an equal voice among all of our staff members.
  - ➢ We support decisions reached by consensus and follow through with decisions as a collective.
  - ➢ We are flexible when decisions do not go exactly our way.
- ❖ We work daily to improve school climate and morale at Pinecrest Academy!
  - ➢ We implement effective classroom management strategies in all classrooms and learning environments.
  - ➢ Our Crisis & Safety Committee focuses on the safety of our students and staff.
  - ➢ We are solution-oriented, instead of problem-focused.
  - ➢ We communicate and collaborate with all stakeholders: students, parents, staff, administration, and community partners.
  - ➢ We work hard and play hard.
  - ➢ We recognize students and staff daily and celebrate excellent work and kind behavior.
  - ➢ We spread the love about Pinecrest Academy!
- ❖ We go above and beyond in our daily role - collaborate and communicate within and among campuses to share best practices!
  - ➢ We work together and share good ideas, quality lessons, and best practices.
  - ➢ We build Professional Learning Communities within grade levels, departments, and among campuses.
  - ➢ We maintain weekly parent communication to keep parents informed of lessons and activities.
  - ➢ Our goal is excellence, we will not settle for mediocrity.
  - ➢ We uphold high levels of energy and patience to engage students.
  - ➢ We encourage participation and involvement as the keys to the success of Pinecrest Academy.
  - ➢ Everyone does their part and steps up to bat.
  - ➢ We have consistent stakeholder involvement where everyone goes above and beyond.

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[28] See https://www.leaderinme.org/research-highlights-culture/. Last retrieved July 2019.

- ❖ Reflective Practice - We learn from others and others learn from us!
  - ➢ We maintain an open door policy.
  - ➢ We observe, and are observed by, other teachers because we learn from each other.
  - ➢ We welcome and invite others into our classroom.
  - ➢ Every teacher, school-wide, agrees to participate in reflective practice, a practice designed for reflection and professional growth, either by observing the practice of others or by allowing others to observe their own practice.
  - ➢ We embrace humility and transparency.
- ❖ We align our instruction to the Nevada Academic Content Standards across all grade levels, electives, and specials!
  http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Content_Standards/
  - ➢ We consistently follow **one** pacing/alignment calendar per Team Lead.
  - ➢ We understand curriculum, instruction, and assessment are vital and dynamic components of our strategic plan.
  - ➢ Our grade levels collaborate on lessons to ensure consistency within each classroom.
  - ➢ We ensure vertical articulation and planning to align standards.
  - ➢ We utilize common school-wide grades, report cards, and narratives.
  - ➢ We differentiate instruction for 150 minutes weekly using reading and math groups.
  - ➢ We support cognitive development through inquiry-based learning and active engagement.
- ❖ We support the Pinecrest Academy Blended Learning Model because it differentiates instruction for all learners!
  - ➢ We will help parents and students understand the benefits of blended learning.
  - ➢ We will maintain a positive and proactive attitude to engage students and parents in blended learning.
  - ➢ We will use blended learning approaches to support instruction and differentiation.
- ❖ We ensure all students who are struggling academically and/or behaviorally are tracked through Academic and Behavioral Intervention Team (SABIT) process!
  - ➢ We will implement a structured response to instruction when necessary.
  - ➢ We will track individual student growth and achievement (i.e. i-Ready, Wonders, ESGI, & aimsweb).
  - ➢ We will determine need for retention or special education services.

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

Pinecrest Academy of Northern Nevada understands that parents and the community are crucial components in ensuring a successful incubation year. We will work diligently to develop positive relationships with parents and the community. To do so, PANN will:
- Establish a strong relationship with the PTO
- Provide Leader in Me parent information meetings so that parents will understand and embrace how the school is working towards helping their children become leaders
- Work with PTO to create a Watch Dog Dad program
- Host monthly parent impact meetings to discuss key topics related to their child's education (meetings will be recorded and posted on the website for those unable to attend)
- Ensure parents and community members are part of school safety committee
- Host parent curriculum nights
- Provide meet and greet (prior to school opening), open house, and parent-teacher-student conference nights
- Work with community and parents to create events such as fall/spring festivals
- Ensure frequent communication from administration (i.e. weekly bulletins with important information, use of social media, etc.)

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.

Teachers will receive training prior to the start of the school year regarding The Leader in Me framework so that implementation can take place the first day of school. Training will be provided by Leader in Me staff. The framework has a specific plan in place that takes place the first two weeks of school. From day one, students are introduced to the 7 habits of:

1. Be Proactive- You're in Charge
2. Begin With the End in Mind- Make a Plan
3. Put First Things First- Work First, Then Play
4. Think Win-Win- Everyone Can Win
5. Seek First to Understand, Then to be Understood- Listen Before You Talk
6. Synergize- Together is Better
7. Sharpen the Saw- Balance is Best

Furthermore, communication will go home to parents regarding the Leader in Me framework and its implementation prior to a schedule parent night. The Leader in Me framework has a parent instruction component as well to give parents an opportunity to learn about the 7 habits and hopefully use the same language of it at home.

Pinecrest Academy will offer informational sessions, school tours and meetings with administration for new and prospective families throughout the school year. After the start of the school year, administration will meet with all students who enter mid-year and greet him/her first day.

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.

Student engagement and effective incentive programs are essential to establishing positive student behavior and ensuring that all students maintain an academic focus. Consistent use of Kagan Cooperative Learning strategies within each classroom will help to increase student engagement and foster a culture of student unity and high academic achievement.

Additionally, Pinecrest Academy of Northern Nevada will consider educating students as a partnership between parents and the educators at school. Involving parents throughout the educational process is a key element to the success of our students and to the livelihood of the school.

Parent communication is critical to ensuring positive student behavior and overall academic success of each student. PANN will ensure the most complete communication services for parents/community. Teachers will use Infinite Campus, e-mail, and social media to communicate electronically with families at Pinecrest. Teachers will also schedule face-to-face meetings, conferences, and phone calls to communicate student achievement with parents. In addition to the communication regarding student academic progress, parents and teachers will be in communication regarding social and behavioral issues and parents will always be welcome on campus with an appointment. PANN will ask that each family to contribute approximately 30 hours of volunteering during the school year, so parents are seen on each campus, as they work alongside teachers, students, and staff to help Pinecrest students reach the highest levels of achievement. Administration will utilize communication tools such as Constant Contact to frequently communicate with families regarding upcoming events, special announcements, etc.

Lastly, PANN will host several community engagement activities throughout the year, including open houses, fall festivals, parent-teacher conferences, informational nights for internet safety, STEM nights, theatre productions, music productions, and more.

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

Behavior expectation assemblies given by administration will be given at the start of each school year, and again mid-year if needed. Teachers and administration will ensure consistent follow through with the school's progressive discipline plan. Administration will support teachers with classroom management techniques and will model effective parent/student communication for teachers. For example, if a student warrants behavior that have teachers sit in on parent/student meetings to see how administration effectively communicates with parents in regards to student behavioral concerns. PANN will implement

consistent use of incentive programs for positive behaviors. Prior to the start of the inaugural year, administration will get student and staff feedback regarding school wide incentive programs and appropriate rewards for positive feedback.

Lastly, the implementation of the Leader in Me model will lend itself to help promote positive behaviors. According to the Leader in Me website and research study related to its effectiveness,[29] schools reported a 31% decrease in discipline referrals and a 34% increase in positive social-emotional behaviors.

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 measure by a survey that students, parents and teachers will complete at least once a year. The administration team will also gather teacher and student retention data for review. All data collected will be analyzed and presented to the Board annually to ascertain school culture.

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?

PANN will implement a more strategic Check In/Check Out mentoring system for students who are identified as at risk through teachers, administration, school counselor/social worker, and other referrals. PANN will also create a Crisis Team to address issues that are beyond the SABIT/RTI interventions of the Check In/Check Out mentoring system and to deal with imminent issues that may occur. Parents of students who are placed on the Check In/Check Out system will be notified, and the benefits of the program will be explained.

PANN will be implementing a mentoring system to help students who have difficulties at school such as the Check In/Check Out system.[30] Mentoring systems are a research based validated program recommended by School Wide Positive Behavior Support for providing school wide support for students who are at risk. Mentoring systems are continuously available and interventions can begin within 72 hours. Mentoring systems are consistent with school-wide expectations that are implemented by all staff/faculty in a school setting and has a home/school linkage. The interventions are flexible, low cost, low effort, and provides decision making based on daily progress monitoring. Students meet with a mentor before school, mid-day, and after school to check in. All teachers complete a daily recording sheet. Mentor tracks progress and makes adjustments as necessary.

Students who are having physical health, mental health, or other issues will also be part of the mentoring system. For example, the mentor will provide daily contact and support for students who may have social anxiety or a diagnosed illness like diabetes. The mentor will provide information on community resources as needed. These students will also have weekly contact with the school nurse who will monitor physical and mental health concerns. PANN will continue to monitor and provide services for students that have long term absences due to health issues.

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.
   Student Code of Conduct

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[29] See https://www.leaderinme.org. Last retrieved July 2019.
[30] Crone, Hawken, and Horner, 2010. Responding to Problem Behavior in Schools: The Behavior Education Program, 2nd Edition Guilford Press, New York.

Pinecrest Academy students are expected to show respect for themselves and others. Each classroom has a climate in which optimal learning can take place. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Misbehavior on the part of students can be generally corrected when parents and teachers work together. Students must foster a mutual respect for one another.

Expectations of behavior apply to any student

- Who is on the school property; or
- Who is in attendance at school or any school-sponsored activity; or
- Whose conduct at any time, or in any place, has a direct impact on the school's ability to maintain order and discipline.

Committing, participating in, or unlawfully attempting any of the following activities or acts in school buildings or on school property is prohibited and will constitute cause for disciplinary action. In addition, students at school-sponsored, off campus events and those using charter school sponsored transportation shall be governed by the policies, rules, regulations, and procedures established in this manual. Any criminal act shall be reported at once to the local police or sheriff's office. The student's parent/guardian shall also be notified, if possible. The school will take disciplinary action, whether or not criminal charges result.

Progressive Discipline

Pinecrest Academy teachers and staff have developed school-wide behavioral expectations for our students based on our Pinecrest Values. In addition, a system of incentives and consequences has been implemented to ensure student success in maintaining our expectations. Our progressive discipline plan is as follows for minor/major infractions:

1st – 4th Offense	A classroom consequence, parent contact, or a citation could be issued by the teacher or staff member. A parent signature is not required on citation.
5th Offense Or Major Disruption	Written referral and administrative action. ** Any infractions may require immediate step 5 disciplinary action.

Minor Classroom Disruption
Sample minor infractions may include but are not limited to:

- Annoying fellow students
- Being rude
- Chewing gum
- Disrespectful behavior
- Eating or drinking in class
- Making derogatory comments
- Not prepared for class
- Off task
- Out of seat
- Public display of affection
- Talking loudly

- Talking out of turn
- Running/Horseplay* (could be deemed a major disruption)
- Talking back (could be deemed a major disruption)
- Not following directions (could be deemed a major disruption)
- Insubordination (could be deemed a major disruption)

Major Classroom Disruption
Sample major infractions may include but are not limited to:

• Alcohol use or possession • Arson • Assault or battery • Computer misconduct • Controlled substance • Defiance of school personnel • Disorderly conduct • Explosive devices • Fighting • Gambling • Gang activity	• Harassment • Immoral conduct • Incitement • Robbery or extortion • Threats to Pinecrest personnel or students • Theft • Tobacco • Vandalism/Destruction of property • Verbal abuse • Weapons

The expectations and due process procedures are designated to protect all members of the educational community in the exercise of their rights and responsibilities. Administration will make the final decision on disciplinary actions.

Types of Interventions/Disciplinary Actions
- Verbal redirection
- Time out in another room
- Conference with teacher
- Restriction from privileges
- Detention
- Administrator and student conference
- Contact with parent
- Work Duty on Campus (as a result of natural consequences) – student is assigned to a designated staff member to engage in active work duty such as cleaning, picking up, or organizing.
- In-House Detention (absence from class but in school)
- Saturday Detention
- Suspension – absence from school – student is not allowed on school grounds or at any school-related function.
- Expulsion – student removed from school for the remainder of the school year.

Offenses Warranting Law Enforcement Notification

- ALCOHOL: The possession, sales, and furnishing of alcoholic beverages.
- ARSON: The intentional setting of fire.
- ASSAULT: Physical or verbal threats with the intent and the ability to carry through
- BATTERY: An unconsented-to touching or application of force to another person.
- BOMB THREAT/FALSE: Willfully conveying by mail, written notes, telephone, telegraph, radio or any other means of communication, any threat knowing it to be false.
- BURGLARY: Illegal entry with the intent to commit a crime.
- DESTRUCTION OF PROPERTY: Willfully and maliciously destroying or injuring real or personal property of another.
- DISTURBING THE PEACE: Maliciously and willfully disturbing the peace of any person; maliciously and willfully interfering with or disturbing persons in the school.
- EXPLOSIVE DEVICES: The possession of explosive or incendiary devices.
- FALSE FIRE ALARMS: False reporting of, or transmission of, signal knowing same to be false.
- FIREWORKS: The possession of, sales, furnishing, use or discharge of fireworks.
- INDECENT EXPOSURE: An open indecent or obscene exposure of his person or the person of another.
- LARCENY: Stealing, taking, carrying away property of another.
- LIBEL: A malicious defamation expressed to impeach a person's honesty, integrity, virtue or reputation.

- MARIJUANA: The possession, sales, or furnishing of marijuana.
- NARCOTICS: The possession, sales, or furnishing of a controlled substance.
- NARCOTICS PARAPHERNALIA: The possession, sales, furnishing, or use of.
- RESISTING OFFICER: Willfully resisting, delaying or obstructing an officer in the performance of duty.
- ROBBERY: The unlawful taking of personal property from the person of another or in his/her presence, against his/her will, by means of force or violence or fear of injury.
- ROUT/RIOT: Two or more persons meeting to do an unlawful act/two or more persons actually doing an unlawful act with or without a common cause of quarrel.
- STOLEN PROPERTY: Receiving or possessing property of another, knowing or under such circumstances as would cause a reasonable person to know they were so obtained.
- TAMPERING WITH MOTOR VEHICLES: Willfully break, injure, tamper, remove parts, deface a vehicle; without consent of owner, climb into or upon a vehicle with intent to injure; to manipulate any levers while vehicle is at rest or unattended or to set vehicle in motion.
- THROWING SUBSTANCE AT VEHICLE: To throw any stone, rock, missile or any substance at any motorbus, truck or other motor vehicle.
- TRESPASS: To be upon the property of another without permission of the owner and to stay on same after warning. To be on school property or at a school function while under suspension from school.
- WEAPONS: "Dangerous weapon" includes, without limitation, a blackjack, slingshot, billy, sand- club, sandbag, metal knuckles, dirk or dagger, a nunchuck, switchblade knife or trefoil, as defined in NRS 202.350, a butterfly knife or any other knife described in NRS 202.350, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person. "Firearm" includes, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a "firearm" in 18 U.S.C. § 921, as that section existed on July 1, 1995.
  - Brandishing any dangerous weapon or firearm in a rude, angry or threatening manner or to use same in any fight or quarrel.
  - Concealed - it is unlawful for any person to carry any dangerous weapon or firearm.
  - Possession - it is unlawful for any person to possess any dangerous weapon or firearm.
- Violation of other federal or state criminal laws or local ordinances at school, at school-sponsored activities or on school-sponsored transportation is prohibited.

Suspensions

Suspension is the temporary, or permanent, removal of a student from school or from school-sponsored activities. Students may be suspended for the following reasons:

- Violation of any state law or local ordinance in a school building, on school grounds, at a school-sponsored activity, or in proximity of the school.
- Violation of rules, policies, and procedures established for charter schools as outlined in this manual.
- Student actions or inactions at school or a school-sponsored activity that disrupt, interfere with, or pose a threat to the educational program, other students, staff, visitors, or the community.

The primary purpose of a suspension is to give the student, his/her parent/guardian and the school the time needed to resolve a problem. The duration of the suspension is directly related to the degree of the infraction.

Types of Suspensions
- Emergency Suspension: The administrator, or designee, may suspend any student whose conduct is determined to be a clear threat to the physical safety of others, or to the property interests of others, or is so extremely disruptive as to make the student's temporary removal necessary to preserve the right of other students to pursue an education.
- Long-Term Suspension: A student may be suspended from school, or from an interscholastic activity, for more than ten (10) days by the school's governing body.
- Short-Term Suspension: A student may be removed from school and/or from interscholastic activities for no more than ten (10) days by the administration.

- In-School Suspension/Detention: A student may be removed from his/her classes and all school activities for no more than ten (10) days and during the term of in-school suspension the student will remain in a separate supervised area of the school.

   The primary intention of this action is to gain cooperation with the student's parent/guardian and to isolate the student from all regular academic and social activities. If this action seems warranted after an investigation, and after consultation with the parent/guardian, the administrator or designee, shall take action.

General Progression of Administrative Response for Offences Warranting Suspension

- First Offense: Up to 3-day out-of-school suspension
- Second Offense: Up to 5-day out-of-school suspension
- Third Offense: Up to 10-day out-of-school suspension
- Fourth Offense: More than 10-day out-of-school suspension
- Fifth Offense: Habitual Disciplinary Problem / Possible Expulsion

   Administration reserves the right to progress to a higher step based upon the severity of the action or behavior, per board-voted policies and procedures.

Offenses Warranting Suspension

The following non-criminal activities will lead to disciplinary action. Generally, these are acts that disrupt and interfere with the educational process or with the rights of other members of the educational community.

- DISOBEDIENCE, INSOLENCE AND INSUBORDINATION: Students must obey the reasonable instructions of school personnel.
- DISRUPTIVE CONDUCT: Conduct that interferes with the educational process. Serious situations may be handled under criminal sanctions.
- FIGHTING: Other than that which would be considered Battery or Assault.
- FORGING OR USING FORGED PASSES, EXCUSES OR OTHER SCHOOL DOCUMENTS.
- HAZING: Any act that forces another student to undergo a humiliating or abusive ordeal, as in initiations.
- INAPPROPRIATE DRESS AND APPEARANCE: Dress and appearance must not present potential health or safety problems or cause disruptions.
- MISCONDUCT ON SCHOOL VEHICLES: Any action that creates a safety hazard or distracts the attention of the driver.
- PLAGIARISM AND CHEATING.
- POSSESSION AND USE OF TOBACCO, CIGARETTES, CHEW, ETC., ON SCHOOL PROPERTY OR AT A SCHOOL-SPONSORED ACTIVITY.
- WIRELESS COMMUNICATION DEVICES: Wireless communication devices include two- way communication devices, including cellular phones, mobile phones, beepers, pagers, portable computers, personal organizers, and similar wireless devices. Possessing a wireless communication device is not a violation of the Code of Student Conduct. However, a student should not disrupt the educational process or interfere with the safety-to-life issues of students by using a wireless communication device. The following rules must be followed regarding the possession, use, and display of wireless communication devices.
   o Students may possess, display, and use wireless communication devices before or after the instructional day.
   o Students shall avoid classroom disruptions, by not displaying, using, or activating wireless communication devices during the instructional day, unless such use is deemed educational and authorized by the teacher. This includes during class, in the library, during lunch breaks, during class changes, and during any other structured activity.
   o Students must ensure that devices are turned off during the instructional day.
   o Students shall not use wireless communication devices while being transported on a school bus.

- o Students must conceal wireless communication devices in a backpack, pocket, purse, or other container during the instructional day.
    - o The school is not responsible if a student's wireless communication device is lost or stolen.
- SEXUAL HARASSMENT: A student should not be sexually harassed, discriminated against, denied a benefit, or excluded from participation in any charter school educational program or activity as guaranteed by Title IX of the Educational Amendments of l972. Sexual harassment is defined as the verbal or physical conduct of a sexual nature, imposed on the basis of sex, by an employee or agent of the school or by a student of the school. No student shall be denied or limited to the provision of aid, benefits, services or treatment protected under Title IX.
- SPREADING FALSE OR UNSUBSTANTIATED INFORMATION IN WRITING OR VERBALLY ABOUT A PERSON AND HARMING HIS/HER REPUTATION.
- TRUANCY: Being absent from school without a valid excuse acceptable to the administrator.
- PUBLIC DISPLAY OF AFFECTION: Physical contact that displays affection between students is not allowed and will be subject to the progressive discipline plan.
- GANG ACTIVITY: As set forth in the section below:
    - o No student on or about school property or at any school activity:
        - Shall wear, possess, use, distribute, or sell any clothing, jewelry, emblem, badge, symbol, tattoo, sign, or other things that are indicators of membership in or affiliation with any gang
        - Shall commit any act or omission, or use any speech, either verbal or non-verbal (gestures, handshakes, etc.) showing membership in or affiliation with a gang.
        - Shall place graffiti on or otherwise deface property on school grounds. For purposes of this regulation, the term "graffiti" means any unauthorized inscription, word, figure, or design that is marked, etched, scratched, drawn, painted on or affixed to the public or private property, real or personal, of another that defaces the property; or
        - Shall use any speech or commit any act or omission in furtherance of the interests of any gangs or gang activity, including, but not limited to:
        - Soliciting others for membership in any gangs;
        - Requesting any person to pay protection or otherwise intimidating or threatening any person; or,
        - Committing any other illegal act or other violation of charter school rules, regulations, or policies; or,
        - Inciting other students to act with physical violence upon any other person.

Special Conditions of Suspension
- A student may not participate in extracurricular activities during the term of the suspension.
- Suspensions may be reflected in the student's class citizenship or school citizenship grade.
- Suspensions from school will be noted in the student's cumulative folder.
- Missed work, as a result of suspensions, may be made up per the guidelines in the Student Handbook.

Immediate Removal from School
A student may be removed from school immediately for any of the following:
- Posing a continuing danger to persons or property,
- Posing an ongoing threat of disrupting the academic process,
- Selling or distributing any controlled substance, or
- Being found in possession of a dangerous weapon as provided in NRS 392.466.

When a student in removed for any reason, the student shall be given an explanation of the reasons for removal. The student shall also be given an explanation of pending proceedings, to be conducted as soon as practicable after removal, for the suspension or expulsion.

The administrator shall:
- Tell the student they are investigating allegations that the student has violated laws, rule(s), state charter school policies, or the school's policies.

- Tell the student the specific laws, rule(s), or policies that are alleged to have been violated and that, if the evidence supports the allegations, there will be consequences up to and including suspension/expulsion from school. Students will be asked if they understand the allegation(s).
- Explain to the student the evidence administration has regarding the alleged violation(s).
- Ask the student if they admit or deny the allegation(s). If the student admits to violation(s), administration will assign appropriate consequences. If the student denies the allegation(s), administration will give the student the chance to explain and present their side of the story. The administrator will consider the student's explanation and, if the administrator deems it appropriate, may investigate the matter further.
- After hearing the student's explanation and evidence, the administrator will determine if there is a need more information and, if so, obtain it before making a decision. If not, the administrator will determine what, if any, violations exist and assign appropriate consequences.
- If the student has a behavior plan, the administrator will review the plan with the student. If the student does not have a behavior plan, and the student is subject to the habitual discipline statute (NRS 392.4655), then a behavior plan may be written.
- If suspension is appropriate, the administrator shall notify the student that he/she will be suspended for (number of days) and when it will be commencing (starting date).
- The administrator shall notify the parents of the suspension as soon as possible by phone or in person, and follow up with a notification letter, which will be placed in the student's file.

Re-Admittance into School

Students may apply for re-admittance, within 45 school days from the one-year anniversary of their expulsion by the charter school's governing body. Such request should be made to the principal. During this period of time, the principal will direct appropriate staff personnel to conduct a review of the request to ensure that any special conditions for re-admittance, such as a psychological evaluation, are completed as well as determining the student has been a good citizen during the period of expulsion. When this review has been completed the governing body, or board-appointed committee, will decide whether or not the student may be readmitted.

The charter school's governing body or board-appointed committee will provide written notification of its decision to the student, parent/guardian, and the administrator of the charter school.

NRS Statutes Relating to Discipline & Definitions

The administration and designees of Pinecrest Academy will adhere to all state statutes and board voted progressive discipline procedures. Below are a few of the statues related to various components of the discipline procedures. Please refer to the NRS for more information.

NRS 388.122 "Bullying" defined
Bullying means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:
- Have the effect of:
  o Physically harming a person or damaging the property or a person; or
  o Placing a person in reasonable fear of physical harm to person or damage to the property of the person; or
- Interfere with the rights of a person by:
  o Creating an intimidating or hostile educational environment for the person; or
  o Substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from the services, activities or privileges provided by a school; or
- Are acts or conduct based upon the:
  o Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or

- Association of a person with another person having one or more of these actual or perceived characteristics.

The term includes, without limitation:
- Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person;
- Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors;
- Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;
- Threats of harm to a person, to his or her possession or to other persons, whether such threats are transmitted verbally, electronically or in writing;
- Blackmail, extortion or demands for protection money or involuntary loans or donations;
- Blocking access to any property or facility of a school;
- Stalking; and
- Physically harmful contact with or injury to another person or his or her property.

As children develop, they look to us for guidance on conflict resolution. The state makes a distinction between bullying and harassment, as will we. We will always take the most positive approach when dealing with conflicts; however, we are bound by state law to follow NRS guidelines regarding bullying.

NRS 388.125 "Harassment" defined
Harassment means a willful act which is written, verbal or physical, or a course of conduct that is not otherwise authorized by law, is highly offensive to a reasonable person and:
- Is intended to cause or actually causes another person to suffer serious emotional distress;
- Places a person in reasonable fear of harm or serious emotional distress; or
- Creates an environment which is hostile to a pupil by interfering with the education of the pupil.

Our school is committed to a bullying, discrimination and harassment free, working, and learning environment. Bullying, discrimination and harassment adversely affect morale and productivity and interfere with students' ability to learn. Bullying, discrimination and harassment of any person on the basis of that person's actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited. Harassing behavior, including sexually harassing behavior between members of the same or opposite sex, is prohibited. Harassment of individuals who are believed to have a relationship with persons who are protected on the basis of actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religious preference is prohibited. Such behavior is just cause for disciplinary action.

Our school will act promptly on reports, including informal reports, complaints, and grievances of bullying, discrimination, harassment/sexual harassment, or retaliation, that come to our attention. Charter school staff who witness behavior that appears to violate this policy will take prompt measures to stop the behavior and, if necessary, separate the persons involved to protect the target of harassment. Staff will also report such apparent violations to school administration.

Our school will prohibit retaliation against any person who has made a report of alleged bullying, discrimination, harassment, or sexual harassment; or against any employee or student who has testified, or assisted, or participated in the investigation of a report. Such retaliation is itself a violation of law and will lead to disciplinary or other appropriate action against the offender.

Our school will provide education about bullying, harassment, sexual harassment, and intimidation to all students in manners appropriate to the students' ages and grade levels. Our school will also provide regular

training to staff regarding the prevention of and proper response to harassment, sexual harassment, and intimidation of students.

Such staff training shall be regularly scheduled at least every other year in the school in a manner calculated to reach all staff, with periodic updates as needed.

This policy applies to bullying, discrimination, harassment, and sexual harassment by an individual and/or any employee, or student on school property, while on school business, or at any school-sponsored event regardless of location.

Discrimination

Discrimination is defined as a failure to treat all persons equally where no reasonable distinction can be found between those favored and those not favored. It is the unfair treatment or denial of normal privileges to persons because of their actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, age, disability, and/or religions preference.

Sexual Harassment

Sexual harassment is generally defined as unwelcome sexual advances, requests for favors, and other verbal, nonverbal, or physical conduct of a sexual or gender-directed nature when:

- Submission is made either explicitly or implicitly a term or condition of a student's educational progress;
- Submission to, or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that student's education; or
- That conduct or communication has the purpose or effect of substantially or unreasonably interfering with a student's education or of creating an intimidating, hostile, or offensive educational environment.

An "intimidating, hostile, or offensive educational environment" means an environment in which any unwelcome behavior with sexual connotations makes a student feel uncomfortable, humiliated, or embarrassed, or any aggressive, harassing behavior in the educational setting directed toward an individual based on his/her sex and interferes with his/her ability to perform in an educational environment.

Retaliation

Forms of prohibited retaliation include, but are not limited to, adverse educational or employment actions, threats, bribes, unfair treatment or grades, continued harassment, ridicule, pranks, taunting, bullying, malicious spreading of rumors, dissemination of false information, and organized ostracism regarding the student's actual or perceived race, color, national origin, age, sex (including non-conformity to gender stereotypes), sexual orientation, disability, and/or religious preference.

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.

Habitual Suspensions

Under NRS 392.4655, a student may be deemed a habitual disciplinary problem if the school has written evidence which documents that in one school year the student: 1) has threatened or extorted, or attempted to threaten or extort, another pupil or a teacher or other personnel employed by the school; 2) has been suspended for initiating at least two fights on school property, at an activity sponsored by the school, on a school bus or, if the fight occurs within 1 hour of the beginning or end of a school day, on the pupil's way to or from school; or, 3) has a record of five suspensions from the school for any reason.

Expulsion and Long-term Suspension

When it is determined that a student's behavior seriously interferes with the educational program or the safety or welfare of school personnel or other students, the charter school's governing body may remove the student from further attendance in the charter school in accordance with NRS 386.585.

State-Mandated Suspensions

A student shall be suspended for at least a period equal to one (1) semester from the school he/she attends if:

1. On the first occurrence, the student commits a battery that results in the bodily injury of an employee of the school while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.
2. On the first occurrence, the student sells or distributes any controlled substance while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.
3. On the first occurrence, the student is found in possession of a dangerous weapon while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.
4. The student has been deemed a Habitual Disciplinary Problem through proper procedures as described in NRS 392.4655. Habitual Disciplinary Problem is determined if, in any one (1) school year (August through June):

Any student who commits any of the conduct described in 1 through 4 above will be placed on emergency suspension pending investigation and determination of final action to be taken in the matter.

State-Mandated Expulsion - Permanent

The school must permanently expel a student from the school he or she attends if:

- On the second occurrence, the student commits a battery that results in the bodily injury of an employee of the school while on the premises of any public school, at any activity sponsored by a public school, or on any school bus;
- On the second occurrence, the student sells or distributes any controlled substance while on the premises of any public school, at any activity sponsored by a public school, or on any school bus;
- On the second occurrence, the student is found in possession of a dangerous weapon while on the premises of any public school, at any activity sponsored by a public school, or on any school bus.

Any student who commits the conduct described above, will be placed on emergency suspension pending investigation and determination of final action to be taken in the matter.

Expulsion and Long-term Suspension Hearings

If, after an investigation, it is determined by the administrator that a long term suspension or expulsion is appropriate, the student will be provided a hearing before the school's governing body or board-appointed committee. The governing body or board-appointed committee will decide in accordance with procedures in NRS 392.467 whether or not the student shall be suspended or expelled as recommended by the school administrator.

The hearing shall be closed to the public. The governing body or board-appointed committee will make a tape recording of the hearing. Upon request the student may obtain a copy of the hearing recording. The student shall have the right to be represented by an advocate of his/her choosing. Both the student and the administrator may call witnesses and present evidence. The hearing officer shall not be required to observe the same rules of evidence observed by the courts. Hearsay testimony of students shall be admissible.

The standard of proof shall be that of a civil action: a preponderance of the evidence. The hearing officer's determination of the appropriate consequences shall be based on the seriousness of the conduct as well as the student's prior disciplinary record insofar as it affects the effectiveness, or ineffectiveness, of forms of discipline previously imposed.

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?
   Under the direction and guidance of the board, the Principal will implement the school's discipline policy. PANN will code all suspensions and expulsions in accordance with the SPCSAs practices for the Infinite Campus student information system. The Board and Principal will review disciplinary at least on a quarterly basis to ensure that the SABIT/RTI system is being implemented effectively, to ensure that

troubling disciplinary trends regarding disproportionate disciplinary offenses for at-risk students are not occurring, and to set goals designed to maximize a positive school culture.

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

PANN's disciplinary policies and practices will comply with all applicable laws, regulations, and policies to ensure that disciplinary infractions involving students receiving special educational involve appropriate team members and consider all relevant aspects of 504 Plans and IEPs. Specifically, PANN will ensure that all students receive adequate due process, including, but not limited to a consideration of whether the behavior exhibited is a manifestation of a student's special needs. Additionally, PANN will maintain disciplinary records to track incidents involving minority and disabled students to ensure that serious disciplinary consequences are not disproportionately issued to these student populations.

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

PANN values open and proactive communication among and between the members of the school community, including parents, students, faculty, staff, administration, and the Board. Issues that are not dealt with directly can become destructive to the school community and, therefore, detrimental to the learning process of our students. The adults in the PANN community must model for its students a willingness to address conflict directly, respectfully, and at the lowest level possible, whenever possible. As such, PANN will create a grievance policy consisting of four steps that are designed for settling differences in a prompt and equitable manner. These procedures guide how any adult member of the school community – parent, employee (faculty or non-faculty), administrator, or other adult – is expected to express grievances about other members of the community. The school's administration and Board both expect that conflict will be addressed and proactively dealt with following the fewest number of steps possible. The steps include:

(1) addressing the situation directly with the other person(s) involved;
(2) enlisting the assistance of an administrator to assist in facilitating a resolution;
(3) preparing a written grievance for the Principal, who then reviews and acts upon that grievance as appropriate; and
(4) preparing a written grievance for the Board of Directors, who then may choose to hear additional information at a Board meeting and will ultimately make a final decision, not subject to appeal.

It is important to emphasize that the Board will not become involved in a grievance until the final step of the process. Board members are expected to refer any member of the school community who may approach them with a grievance to the school's grievance policy and the proper process for resolving the issue. This process is designed to avoid Board micromanagement and the creation of factions within the school.

6. Discuss any required dress code or uniform policy.

Uniform Policy

Dress Code Guidelines

Article	Color	Guidelines
Shirts	· Navy, Gold/Yellow, White, or Gray	· **Must be purchased at the designated uniform store and monogrammed.** · May wear a solid navy, white, or grey long-sleeved shirt under a monogrammed polo shirt.
Pants Shorts Skirts Jumpers	· Navy or khaki	· Form-fitting, skinny cut, cargo, denim material, pocket/decorative zippers, tight/gathered ankles, denim style pockets (where the u-shaped stitching around the pocket is visible), and all other Variations are not acceptable for wear. · Slacks only will be acceptable for pants. · Shorts and skirts must be at least fingertip length and may not be cut-offs. · Jumpers must be monogrammed and purchased from the vendor. · All pants, and trousers must be secured at waist level. Sagging is strictly prohibited.

		· *It is highly recommended that uniform pants be purchased through the uniform vendor, as these are the acceptable styles.*
Socks	·No preference	
Leggings Tights	·Solid Navy, White, or Grey	· May *not* be worn as pants. · May be worn under skirts, shorts, or jumpers. · *Available for purchase at the vendor.*
Shoes	·No preference in color	· Closed toe shoes with soles that are appropriate for playground use are required. . High heels, house slippers, and Heelys (or similar) are not permitted. · Matching shoes are required.
Jackets Hoodies Cardigans Sweaters	· Navy, Gold/Yellow, Grey or White	· **Must be purchased at the uniform store and monogrammed or purchased at school as "Spirit Wear" with the Pinecrest logo printed on it.** · May wear a solid navy or gray long-sleeved shirt under a monogrammed polo shirt. · Students are required to remove their hood from their head prior to entering the building. · A uniform shirt must be worn under hoodies and jackets at all times on campus.
Outerwear	· No preference if worn outside the buildings	· Coats, sweatshirts, sweaters, hoodies, etc. that do not adhere to the policy may *ONLY* be worn outdoors and must be removed prior to entering the building. No preference of color or style. · Only school appropriate graphics are permissible on campus.
PE Shirt	· Navy, Grey, or Gold/Yellow	·PANN Spirit Shirts (numbered athletic team jerseys are not permissible for PE) · Pinecrest Athletics T-shirt
PE Shorts PE Pants	· Solid Navy	· Loose-fitting, no zippers · Shorts must be fingertip length · PE shorts/pants must be purchased through the uniform vendor.
Spirit Day on Monthly Data Days	· Nice Blue Jeans · Pinecrest Shirt or Pinecrest Team Wear	· Students are permitted to wear nice blue jeans (no rips, tears, holes, or frayed bottoms) and a Pinecrest Inspirada Spirit Shirts
Hair	· Natural	· Students' hair must be of natural color and style that will not create distraction. · Colored hair extensions, wraps, string, or yarn is prohibited.
Piercings	· See Guidelines	· Only piercing of the ears is allowed. · Excessive earring length (greater than 2") is prohibited. Spiked earrings and gauges are prohibited. · No facial piercings allowed.
Accessories	· See Guidelines	· Headgear (hats, hoods, caps, bandanas, hair grooming aids, etc.) is not permitted on campus · Spiked or studded clothing, jewelry, and/or accessories are prohibited. · Slogans or advertising on clothing, jewelry, buttons, and/or accessories which by their controversial, discriminatory, profane, and/or obscene nature disrupt the educational setting are prohibited. · Gloves and mittens are not permitted to be worn inside the building. · Blankets are not permitted in school.

* If there is a question as to whether or not any student's apparel or appearance is appropriate for school, school administration will decide.

Consequences for violating the dress code policy
● 1st offense: Student will be allowed to call home for a change of clothes

- 2nd offense: Student will be issued a citation with a phone call home made by teacher.
- 3rd offense: Student will be issued a citation and sent to the Student Support Advocate.

Pinecrest Academy follows a policy of standard student attire. By wearing school uniforms, students become part of a team. It is this team effort and sense of belonging that will help students experience a greater sense of identity and promote academic excellence. We are committed to keeping the cost of uniforms as low as possible for our families.

Considerations regarding dress code

Only khaki, or navy pants, shorts, skirts, or slacks are permitted.–This means no corduroy pants, cargo pants, skinny jeans, leggings, joggers, or any other style that is not a "slacks" type style. They are intended to look like professional dress and help promote an environment of higher education, preparing them to enter the professional world.

Many stores sell uniform clothing that is not within the Pinecrest dress code. We are happy to permit parents to buy uniform shorts, skirts and slacks at businesses other than our vendor; however, we ask that you are careful to purchase items that are the same style as the items offered through our vendor.

If you choose to purchase clothing from other retailers, please consider:
- Flat Front Pants – generally acceptable
- Classic Fit – generally unacceptable
- Skinny – unacceptable
- Style and cut – if they are trendy and look like a jeans type cut with u-shaped pockets sewn on the outside of the pants, they are unacceptable and NOT within dress code.

A few vendors which have been found to carry acceptable styles include Old Navy, Target, Walmart, JCPenney, and Kohl's. If pants are purchased from these stores, it does not guarantee that the style is appropriate. Again, please check the vendor for the appropriate cuts of pants and help the school maintain a uniformed environment.

Shirts must be white, navy blue, yellow/gold or grey. Families are welcome to use long sleeved shirts under uniform shirts for warmth if needed. If you choose to use long sleeved shirts under a short sleeved uniform shirt, they are required to be Pinecrest colors – white, yellow/gold, grey or navy blue.

Monogrammed jumpers need to be worn with a collared shirt underneath. These do not need to be monogrammed since they will be covered by the jumper and the jumper will have the logo. Shirts under jumpers should be a Pinecrest color.

Leggings must be solid white, gold/yellow, grey and/or navy blue. These may not be worn as pants, but can be worn under skirts/dresses.

Jackets, if worn in the building, must be, white, grey, gold/yellow or navy blue. Monogrammed is required - see the uniform options on our website for styles. Since students are only allowed to wear monogrammed jackets or sweaters in the classroom, we suggest you only send these with your child.

If your child has PE, athletic shorts or pants are allowed during the entire school day. PE/Spirit shirts are optional. If your student prefers a regular uniform shirt they are welcome to wear those to PE.

Free Dress Policy
To be followed on designated free dress days. The school shares in the responsibilities of student dress code and appearance with the parent/legal guardian and the individual student in the area of health, safety, and cleanliness of person and apparel. If there is a question as to whether or not any student's apparel or appearance is appropriate for school, school administration will decide.

Article	Guidelines

All Clothing & Accessories	· All clothing must be sufficient to conceal any and all undergarments. · Slogans or advertising on clothing or accessories which by their controversial, suggestive, inappropriate, discriminatory, illegal, violent, profane, and/or obscene nature disrupt the educational setting are prohibited. · Spiked or studded clothing, jewelry, and/or accessories are prohibited.
Shirts/Tops	· Prohibited shirts include, but are not limited to; crop tops, tank tops, muscle shirts, halter tops, strapless tops, see-through tops, low-cut tops, tops with slits, or tops that provide minimum coverage. · Sleeveless blouses or dresses must be 4-fingers wide on the shoulder. · Shirts/tops may not fall more than 1" below the underarm. · No skin will show between bottom of shirt/blouse and top of pants or skirts/shorts at any time.
Pants Shorts Skirts	· All bottoms must be secured at waist level; sagging is strictly prohibited. · Shorts, skirts, and dresses must be at least fingertip length. · All bottoms must be free from rips, tears, holes, or frayed bottoms/edges and may not be cut-offs. · Leggings (including jeggings) may not be worn as pants. · Tights, leggings, or other types of hosiery must be accompanied by fingertip length or longer skirts, shorts, or dresses.

Consequences for violating the dress code policy
- 1st Offense: Student will call home so a parent/guardian can bring a change of clothes.
- 2nd Offense: Student will be issued a citation and parent/guardian will be contacted to bring a change of clothes.
- 3rd Offense: Conference with Student Support Advocate. Administration will determine future free dress eligibility.

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.
   PANN will operate on a 6 hour, 30 minute school day. Comparatively to traditional public schools in the WCSC, this is approximately 40 minutes longer. This allows for teachers to fully implement all components of the instructional model with fidelity and ensure that students are able to effectively master grade level standards.

   The elementary model below allows time for both homeroom and power hour instruction each day in reading and math. The middle school model below has core subjects broken down into longer teaching blocks to allow more time each day for teachers to instruct all components of its core curriculum, SpringBoard and ensure students master essential standards. Both models have proven to be highly effective at other Pinecrest of Nevada schools.

   PANN will comply with NAC 387.131, NRS 385.080, 387.123 to provide for the minimum amount of instructional minutes which are:
   - Full Day Kindergarten: 240 minutes
   - Grades 1 and 2: 240 Minutes
   - Grades 3-6: 300 minutes
   - Grades 7-8: 330 minutes

   For start and end dates of school, holidays and other larger breaks, PANN will follow the calendar of the Washoe County School District as closely as possible to help those families who may have other children in WCSD schools as well as PANN (i.e. an elementary child attending PANN and a high school child attending WCSD).

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.

PANN's proposed schedule for each school day for year one would be as follows for all grades:
- 8:30 a.m. – 3:00 p.m.
  - 6 hours, 30 minutes each day
  - 390 minutes per day
  - 70,200 minutes per year
- The drop-off system called "car loop" would operate 30 minutes before and after each school day.

In order to ensure time for teachers and staff to be available before school for parent meetings, staff meetings, duty help, tutoring for students, etc., all full-time administrators, teachers and support staff contracted work day would be as follows:
- 7:30 a.m. – 3:30 p.m.

The breakdown of the instructional minutes by subject area modeled for students in grades K-5 would be as follows:

Subject	Minutes
Homeroom Reading (Grade Level Reading)	60
Power Hour Reading (Instructional Level Reading)	60
Language Arts (Writing and Grammar)	40
Homeroom Math (Spiral Review)	20
Power Hour Math (Differentiated)	60
Specials (PE, Music, Art, Foreign Language, STEM)	50
Lunch and Recess	40
Breaks/Passing Time	30
Intervention/Enrichment Time	30
TOTAL MINUTES	**390**

Below is a sample of a middle school schedule broken down by minutes and subject:

Per.	Time	Sample Student Schedule
1	8:00 – 8:45 a.m.	ELA Block
2	8:45 – 9:35 a.m.	
3	9:35 – 10:20 a.m.	Math Block
4	10:20 – 11:05 a.m.	
	11:05 – 11:50 p.m.	Lunch
6	11:50 – 12:35 p.m.	Science and Social Studies Block
7	12:35 – 1:20 p.m.	
8	1:25 – 2:10 p.m.	Elective 1
9	2:15 – 3:00 p.m.	Elective 2
	TOTAL MINUTES	**390**

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?

PANN will strive to reach at least 95% attendance rates throughout the year. Pinecrest Academy of Nevada (Henderson) reached an average attendance rate of 96.1% attendance for the 2016-17 school year and 95.9% attendance for the 2017-18 school year.

PANN's Registrar (Office Manager if the Registrar position has not been filled) will be responsible for monitoring student attendance. The attendance policy will be communicated to students and their families through the Parent Student Handbook. Details on the policy, as well as how truancy and chronic absenteeism will be addressed, are below.

Attendance Policy- General Policy

Attendance is extremely important and will be a focus at Pinecrest Academy of Northern Nevada. The state of Nevada tracks student attendance and Pinecrest is held accountable for students attending school. Aside from state reporting, students need to learn the life skill of arriving on time. This also aligns with our vision of students being successful in college and career. Students may earn attendance incentives for coming to school on time, every day. The incentives may be individual or whole class incentives. Accountability and consequences may occur for those who do not follow attendance protocol.

For each day a student is absent, parents/guardians must submit supporting documentation explaining the reason for the absence. Documentation submitted more than 3 days (72 hours) after the student's return to school will not be accepted, and the absence(s) will be deemed unexcused. Students with excessive absences will be referred to administration. Attendance Review Committee referrals will be issued after reaching the school's maximum allowance (15 days), and may result in the student's report card reflecting insufficient attendance for receiving a grade and/or being promoted to the next grade level.

Students must be present during the day in order to participate in sports practices, games, student performances, event nights, or extra-curricular activities. Students who have missed more than 5 days (excused or unexcused) per semester may be limited, or restricted from participation in field trips, sports, student performances, and/or extra-curricular activities.

Pre-arranged absences must be submitted 3 days in advance using the Pre-Arranged Absence Form available in the office and on the school website. They will be deemed excused or unexcused based on the attendance guidelines of what constitutes an excused or unexcused absence.

Elementary Attendance Policy

In accordance with School Daily Attendance policies, students must be physically present in school for a minimum of 50% of the school day in order to be counted as present for attendance purposes.

Elementary Excessive Absences / Tardies / Early Releases

Every tardy/absence	• Parents will receive automated notification of absence/tardy through Infinite Campus Messenger.
3 tardies/ absences	• Classroom teacher adds student to watch list
5 tardies/ absences	• Student Support Advocate emails/sends a reminder letter to parents • May be restricted from field trips, performances, sports, and/or extracurricular activities
10 tardies/ absences **(Excused or Unexcused)**	• Truancy citation #1 issued • Required parent conference with Administration • Intervention plan developed • **Referred to the Truancy Diversion Program**
15 tardies/ absences* **(Excused or Unexcused)**	• Truancy citation #2 issued • Required parent conference with Principal and/or Student Support Advocate • Intervention plan reviewed and revised • Possible educational neglect filed • Possible retention (if low academically)* • **Referred to the Truancy Diversion Program**

20+ absences	• Students reaching twenty (20) absences in a school year may be retained dependent on academic growth.

Secondary Attendance Policy

- Individual student absences should be limited to a maximum of ten (10) total absences per semester.
- All pre-arranged absences in excess of ten (10) days during a school year shall be considered unapproved. All pre-arranged absences for which the make-up work was not completed and submitted as specified by the teacher shall be considered unapproved.
- The limitations of absences may be adjusted for block scheduling or other unique schedules, which should be equal to the total number of absences allowed for schedules not on unique or block times.
- A student's medical illnesses or conditions may prevent a student from meeting the above goal, and absences which are due to the student's physical or mental inability to attend school, if properly documented and submitted to the school within the timelines defined by this policy, will not be included in the determination of a student's denial of credit or retention if the student has completed coursework requirements.

Excessive Absenteeism, Denial of Credit; Retention

Every tardy/absence	• Parents will receive automated notification of absence/tardy through Infinite Campus Messenger.
5 absences	• May be restricted from field trips, performances, sports, and/or extracurricular activities
10+ absences* **(Excused or Unexcused)**	• Potential loss of semester credit in each class absence occurred • Required parent conference with administration • Intervention plan developed • Possible educational neglect filed • **Referred to the Truancy Diversion Program**

Administration reserves the right to review all extenuating circumstances throughout this process.

- Policies for proper submission of absences can be found below.
- Students exceeding ten (10) absences within a semester may be denied credit for the course for any course for which the absences occurred.
- The principal will make the final determination on credit acquisition due to excessive absences.
- A required parent conference is to be scheduled when the following occurs due to excessive absenteeism:
    - A student may be denied credit for a course
    - A student is being deemed a habitual truant
    - There is a referral for educational neglect
- The school may investigate, in cooperation with the parent and student, the cause of absences and the principal or designee may determine a course of action to address excessive absenteeism.
- If a student is a habitual truant pursuant to NRS 392.140, or if a pupil who is a habitual truant pursuant to NRS 392.140 is again declared truant pursuant to NRS 392.130 in the same school year after being declared a habitual truant, the principal shall:
    - Report the student to an attendance officer, a school police officer or the local law enforcement agency for investigation and issuance of a citation, if warranted, in accordance with NRS 392.149;
    - If the parent or legal guardian of a student has signed a written consent pursuant to subsection 4, submit a written referral of the pupil to the advisory board to review school attendance in the county in accordance with NRS 392.146; or
    - Refer the student for the imposition of administrative sanctions in accordance with NRS 392.148.

- If a student is referred for administrative sanctions, the school shall designate a person pursuant to NRS 392.148(6) to conduct an investigation and a hearing. The designated person shall set a date for a hearing and provide written notice of the hearing to the parent or legal guardian of the student.
- If it appears after the investigation and a hearing that a student is habitual truant, the school designee may issue administrative sanctions pursuant to NRS 392.148 which may include:
  - Administrative sanctions include the ordering of the suspension of the driver's license of the truant student for thirty (30) days for the first offense. If the student does not possess a driver's license, the order must provide that the student is prohibited from applying for a driver's license for thirty (30) days. The second offense and any subsequent offense will result in the suspension of the driver's license of the habitual truant student for sixty (60) days. If the student does not possess a driver's license the order must provide that the student is prohibited from applying for a driver's license for sixty (60) days.

New Secondary Students
Students may not earn credit for courses if they enter Pinecrest Academy more than 18 days after the semester has begun.

Truancy
If a student is a habitual truant pursuant to NRS 392.140, or if a pupil who is a habitual truant pursuant to NRS 392.140 is again declared truant pursuant to NRS 392.130 in the same school year after being declared a habitual truant, the principal shall:

- Report the student to an attendance officer, a school police officer or the local law enforcement agency for investigation and issuance of a citation, if warranted, in accordance with NRS 392.149;
- If the parent or legal guardian of a student has signed a written consent pursuant to subsection 4, submit a written referral of the pupil to the advisory board to review school attendance in the county in accordance with NRS 392.146; or
- Refer the student for the imposition of administrative sanctions in accordance with NRS 392.148.

If a student is referred for administrative sanctions, the school shall designate a person pursuant to NRS 392.148(6) to conduct an investigation and a hearing. The designated person shall set a date for a hearing and provide written notice of the hearing to the parent or legal guardian of the student.

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- Administrative sanctions include the ordering of the suspension of the driver's license of the truant student for thirty (30) days for the first offense. If the student does not possess a driver's license, the order must provide that the student is prohibited from applying for a driver's license for thirty (30) days. The second offense and any subsequent offense will result in the suspension of the driver's license of the habitual truant student for sixty (60) days. If the student does not possess a driver's license the order must provide that the student is prohibited from applying for a driver's license for sixty (60) days.

Course Make-up for Absences
If the absences are excused, all educational requirements for the course shall be met before a passing grade and/or credit is assigned. The student shall have up to three (3) school days to request make-up work for excused absences. Students will have the opportunity to submit assignments in a period of time equal to the number of days absent.

Chronic Absenteeism
Research shows that attendance matters and that chronic absenteeism places students at risk of negative academic consequences. Chronic absenteeism is defined as missing 10 percent, or more, of the days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Pre-Arranged Absences
A form to request pre-approved absences is available in the front office and on the school website. The maximum number of pre-arranged absences is 10 per school year. The completed form must be signed by the parent, student, and teacher(s) before being turned into the Attendance Clerk, and is due 3 days PRIOR to the first day of the absence.

Unexcused Absences
Any absence that does not fall into one of the excused absence categories will be considered unexcused. Any student who has been absent from school will be marked with an unexcused absence until the required documentation is received. Failure to provide the required documentation within three school days upon the return to school, will result in an unexcused absence.

Unexcused absences include:
- Unverified absence due to illness
- Vacations without being pre-arranged
- Truancy
- Attending non-school event, program or sporting activity without being pre-arranged.
- Absences resulting from providing day care for siblings
- Illness of others
- Non-compliance with immunization requirements (unless lawfully exempt)

Student Attendance Reporting
Pinecrest Academy will follow required Student Attendance Reporting Procedures. Official documentation must be provided by an organization on official letterhead as evidence of the excused absence (i.e. medical note, police ticket, tow receipt, etc.).

Excused School Absence:
- Personal illness of the student. Medical evidence may be required by the administration or designee for absences exceeding three consecutive days. The written statement must include all days the student was absent from school. If a student is continually sick and repeatedly absent from school due to a specific medical condition, the student must be under the supervision of a health care provider in order to receive excused absences from school.
- Medical/Dental appointment. If a student is absent from school due to a medical appointment a written statement from a health care provider indicating the date and time of the appointment must be submitted to the Attendance Clerk within 3 days.
- Death in immediate family
- Approved school activity
- Attendance at a center under Department of Children and Families supervision.
- Observance of a religious holiday or service.
- Military Waiver – Pinecrest Academy is committed to assist students from military families and will continue efforts to facilitate the development and implement policies that directly impact children of military personnel. Students who have parents that may be deployed or on "Black Leave", will be allowed up to five days of excused absences each academic year. The absences are pre-approved by the school administration or designee after being turned into the Attendance Clerk. Students shall have a reasonable amount of time to complete make-up work.
- School-sponsored event, or educational enrichment activity that is not a school-sponsored event, as determined and approved by administration. The student must receive advance written permission from administration. Examples of special events include public functions, conferences, and regional, state and national competitions.
- Court appearance of the student, subpoena by law enforcement agency or mandatory court appearance.
- Absences beyond the control of the parent or student, as determined and approved by the administration.

Tardies

Any child who is not in their classroom on time will be marked TARDY. There is no grace period. Carloop will close 5 minutes prior to the start of school and students will be sent through the offices. If students arrive after the commencement of school, they must report directly to the main office to obtain a tardy slip. Students who are tardy are not eligible for perfect attendance certificates. Secondary students will be marked tardy for the period in which they arrive late. If a student is tardy between classes, this will be viewed as a disciplinary issue and will fall under progressive disciplinary policies and procedures.

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.

Elementary School Student:

When I arrive at school, I complete morning routines like putting my homework its assigned spot, changing my lunch clip, and hanging up my backpack. The tardy bell rings at 8:30 a.m., but my mom drops me off at car loop at 8:15, so I come straight to class for silent reading or i-Ready time.   There are other students that came early also so they can take AR tests. I didn't understand a part of my homework last night, so this is a good time for me to ask my teacher for extra help also. When the 8:30 a.m. bell rings, there is always something on our desks that we are supposed to work on. My teacher takes attendance and gives us 10 min. to work on our bell work. At 8:40 a.m., we review the bell work real quick and then start homeroom reading. My teacher uses Wonders for this time. Our objective this week is, "I can identify the author's point of view". At 9:45 a.m., my whole grade level goes to power hour. I go to the teacher next door. For one hour, we are in Power Hour. We are still working on author's point of view during this time, but my teachers uses Ready Reading to teach us.

At 10:45 a.m., we go back to homeroom class for grammar and writing. We go to lunch at 11:30 a.m. We eat for 20 minutes and go outside for recess for 20 minutes. I like it when the staff outside play kickball with us.

After lunch, we start math. We are in homeroom for 20 minutes and we work on math facts and a practice SBAC question. At 12:30 p.m., we go to Power Hour math for one hour. The whole grade level switches teachers again. My Power Hour math teacher uses Ready Math to teach us. This week our objective is, "I can solve two step word problems using four different operations".

At 1:30 it is time for specials. Today we are going to art. We go to specials until 2:20 p.m., and when we come back it is time for STEM! We use Project Lead the Way for this. I like Project Lead the Way because we get to learn how to solve problems in a fun way!

At 3:00 p.m., car loop starts. While we wait for our parents, we stay in our class and work on our i-Ready learning paths. I like having time to work on i-Ready because if we do 45 minutes in reading and 45 minutes in math each week, we get to put a sticker on our chart. When I fill up my chart, I get to go to a pizza and dance party during lunch time with my teacher!

Middle School Student:

When I get to school, I go to my locker and get everything I need for my first two periods. I came a few minutes early this morning so I could meet up with a couple of other students in National Junior Honor Society to talk about ideas for our next fundraiser.

The bell rings at 8:30 a.m. and we have to be sitting in class or else we are tardy. If we are tardy to too many classes, we have to have our parents come in and talk to the assistant principal, so I try to never be late to class! My first block is ELA. A block is just like having two class periods back to back. I didn't think I would like the long class periods, but I really do. I feel like we get a lot done and the teacher really takes the time to make sure we understand everything! We use SpringBoard and it can be pretty tough so having more time is good. My teacher says that SpringBoard is preparing us for college.

At 10:00 a.m. we switch to our next block. My next block is science and social studies. These are combined into one block, but we go to social studies one day and then science the next day. Today I have social studies. We are working on a project that goes with the novel we are reading in ELA. I can tell my teachers planned this together.

Next is lunch. We have 20 minutes to eat and 20 minutes to go outside. Some kids play sports and some just talk. I like to play soccer! After lunch, I go to math. Math is tough for me, so I am in a group that has my teacher and an aide. It is nice because after the teacher goes over the SpringBoard lesson, the aide and the teacher can walk around and help more kids. Sometimes my teacher pulls small groups to the table in the back which is helpful also!

After the math block, I stay in this classroom for math remediation. This is a smaller group of kids so my teacher really helps us understand what we have been learning. I am working hard to get my grades up in math so that next semester I can pick a different elective! But I don't mind being in this math elective because my teacher is really patient and nice!

Last, I go to my next elective, Think Law. I love this class! We get to act like lawyers and debate with each other. Think Law gives us real cases that have happened. One case was about a lady that sued Subway because her 6-inch sub was not exactly 6 inches. This one was really fun to debate. Some kids defended it and some kids (like me) said this was ridiculous!

When the bell rings, I go to my little sisters' class in 1st grade and pick her up before we meet my mom at car loop. Today I am coming back to school in a while for soccer practice. I love soccer days!

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

Teachers' contract day will begin at 7:30 a.m. Car loop begins at 8:00 a.m., so having 30 minutes prior allows teacher to make copies, meet with parents, plan with grade levels, etc. At 8:00 a.m. some staff are scheduled for morning duty spots. Teachers are on a rotating basis for duty. As students arrive at school, they can play on the playground until 8:15 a.m. At 8:15 a.m., the first bell rings and teachers pick up students outside. From 8:15-8:30 a.m., students trickle in and work on blended learning, silent read, take AR tests, get extra help from their teacher, etc.

Time is of the essence and every minute of the instructional day should be used wisely! While students are present in the classroom, teachers are not to be sitting at their desks checking emails, giving kids busy work, on their cell phones, etc. Direct instruction should be priority! Elementary teachers will have their homeroom to plan for (which is done as a grade level to maintain consistency) and their Power Hour groups to plan for as well. Using the Ready instructional tools help teachers to prepare for these groups.

While students are at lunch, it is HIGHLY encouraged that teachers eat together in the lounge and relax! It is crucial for teachers to take time to get to know each other and bond. Lunch time and the teacher's lounge seems to make this happen easily. Teachers that don't take the time to eat with one another and enjoy one another's company seem to have more difficulty collaborating when it comes to planning for instruction.

While students are at specials, teachers have time to plan and prepare for upcoming lessons, grade papers, check emails, contact parents as needed, meet with administration about recent observations, etc. One day each week, it is expected that grade levels have PLC meetings to plan as a team for the upcoming week. Another day a week, the instructional coach will offer mini-professional development sessions. These are optional, but are usually great as they are geared towards teacher requests/need based on survey information.

After 3:00 p.m., during car loop, teachers can take the time to work with students one on one while students silent read or work on blended learning goals. Many teachers will decide to offer after school tutoring or enrichment program, coach a sport, or lead a club for additional pay.

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

First, administration and the special education team would clearly review the IEP. In looking at minutes and schedules, it would need to be determined when Ruby would be in the resource room and when she would be in the general education class with support. Placing Ruby in the correct leveled reading and math class would be key to setting her up for success as well.

After a schedule is built that meets Ruby's IEP needs, the next important step to ensure a smooth transition, would be to meet with teachers that would be working with Ruby. Administration and the special education team and administration would sit down with Ruby's teachers and review her accommodations and goals and provide the general education classroom teachers with ideas of how they can accommodate/modify their classroom to fit Ruby's needs. It would be recommended that Ruby be paired with a positive peer model in each class to help her in each classroom.

At the end of Ruby's first week, the team would again meet to discuss the schedule and how Ruby responded overall. If needed, adjustments would be made to her schedule to continue to work towards ensuring the success of Ruby's academic and social progress.

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?

Prior to placing Alejandra in a homeroom class, administration would check to see if any teachers in that grade level are TESL (Teaching English as a Second Language) endorsed. This is the class that she would be assigned if so. If not, administration would determine a teacher that has a strong instructional background, in particular with literacy and teaching of vocabulary.

The Power Hour model is perfect for a student like Alejandra! She has a strong listening and speaking background, which means she listens, speaks well, and is ready to learn. Her deficits in reading and writing would make her a good candidate for the lower reading Power Hour group. The smaller group size and extra support would ensure her academic success.

In regards to communicating with Alejandra's parents, it will be helpful to have someone in the front office that speaks the same language and would be able to translate. It would essential to ensure her parents were well aware of what the school is doing to ensure their daughters success and what they can be doing at home to help as well.

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

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

Data Trends Noted in Performance of Students With Disabilities:

- Goals for SWD student achievement and growth are not being met.
- From 2012, there is a downward trend in SWD achievement. In 2012, 6 SWD students were proficient or better in Math, and 8 in RLA. Yet in 2013, no SWD students were proficient in Math or RLA, and in 2014, 2 SWD students were proficient or better in Math and only 1 in RLA.
- The "valid tests" of SWD students is trending down as a total share of students taking the test each year. There is also a downward trend in the total number of students taking the test each year.
- With the small numbers of SWD students, changes of 1-2 students becoming proficient or better have significant impact on the overall data. For example, the percentage of SWD students testing proficient or better in 2012 in RLA was 34.7%, yet that percentage only amounted to 8 students, 5 who were advanced.
- High percentages of SWD and non-SWD students are performing at below basic and basic levels, and very low percentages are performing at advanced levels.
- SWD student performance in Math declined from 2012 to 2013, and increased slightly in 2014. SWD performance in RLA decreased from 2012 to 2013, and only slightly increased in 2014. At the same time, non-SWD student performance in RLA declined from 2012 to 2013 and slightly declined in 2014.
- Overall student performance appears to be trending downward, with a small percentage of students exceeding the standard and large percentages of students performing below the expected standard.

Initial Reactions to Data Trends:

- SWD student performance as well as non-SWD student performance are below expectations indicating school-wide issues with regard to student achievement.
- The downward trend in the number of SWD and non-SWD students having "valid tests" indicates need for investigation of possible testing issues.
- The small numbers of SWD students indicates that an intense focus on the individual student achievement level could make a big difference in the performance of SWD students.
- The high percentages of SWD and non-SWD students performing below basic and basic levels, and low percentages performing at advanced levels indicates need for investigation of the SABIT/RTI processes and other procedures for identification of and interventions used with special student populations including not only students with varied disabilities but also ELL and Gifted and Talented students.

Next Steps:
Create a detailed plan of action for meeting goals within the upcoming academic year with the following steps and accountability measures. The plan will be created, implemented, and monitored by a comprehensive team consisting of Board members, teachers, administrators, mentor/coaches/curriculum specialists, parents, and community partners. Leadership over the improvement plan will be vested in the Board and Pinecrest Academy of Northern Nevada administrative and teacher leader team.

- Drill down on the data
- Disaggregate and analyze SWD performance by grade level, classroom, teacher, and individual students to determine gaps in specific achievement areas; determine need for adaptation and/or addition of curriculum/resources to increase student performance; understand the needs for intentional professional development, training and coaching to obtain needed improvements for grade levels and/or specific teachers.
- Analyze data to determine if there are other demographic groups where achievement gaps may exist. If, for example, data reveals that FRL students are performing low relative to non-FRL students, regardless of the student's SWD status, targeted intervention programs to close this gap will impact overall achievement.
- Examine school-level academic data, including but not limited to student class, midterm, and final examination grades and internal school data such as i-Ready diagnostic tests to determine if the poor results evident in the state test data were foreseeable. If the school level academic data showed that students should have performed better on the state test, additional research will be needed to determine whether (1) classroom grades and school-wide internal assessments were not rigorous enough to prepare students; (2) students may need additional development, exposure and/or encouragement (i.e., pep rallies, exciting school-wide-test-related activities, etc.) to increase performance on tests.
- Review testing procedures school-wide to ensure that all students are being tested and that student tests are not being invalidated. Review testing environments to ensure that proper testing procedures are being followed and that testing is being conducted in an environment free of distraction and intimidation
- Review school attendance records and disciplinary records to determine whether there is any relationship between student attendance patterns and/or disciplinary infractions (including time spent out of school for disciplinary reasons) and academic achievement, especially for SWD students.
- Review SWD and non-SWD student test data to determine and compare student performance in relation to those who have been continuously enrolled in the school vs. those new to the school. This data will inform curricular program actions as well as targeted academic interventions needed.
- Due to low numbers of students exceeding expectations and large percentages of students performing below expectations, review identification processes for special population groups. Determine if teachers need to be retrained to be aware of signs students may fall into special categories such as ELL, IEP, at-risk and gifted and talented, etc. and the steps for moving forward in these procedures. Additionally, there may be a significant population of students who were formally receiving services, tested out, but still require supports. Examination of student records prior to enrollment at the school will assist in determining whether some services are still necessary or required.
- Analyze test data with IEPs of SWD students to determine adjustments needed to increase student performance. Assess whether the IEP includes targeted, research-based interventions to address identified achievement gaps noted in state test.

- Following comprehensive, data disaggregation and analysis, identify Smart Goals with specific student outcomes monitored and measured by specific, periodic assessments.
- On the basis of the Smart Goals, determine whether additional staff and/or reallocation of staff is needed to strategically offer professional development and training to existing staff to better support SWD. As stated previously, the relatively small number of SWD provides a meaningful opportunity to significantly increase student performance with strategic investment/allocation of human capital. Additional supports to SWD will also benefit non-SWD students, as they will often have another in-class resource.
- Create a detailed action plan for each goal identifying curricular areas of emphasis, specific resources to be used, a timeline of specific action steps to be taken, professional development training required to successfully implement needed action steps, timeline of internal school-wide diagnostic assessments administered to monitor student performance, actions to be taken following assessment results to make adjustments in instruction/ academic interventions to increase student performance, and steps to be taken to monitor action plan implementation.
- The action plan created will be communicated to the entire school community including all stakeholders, i.e., teachers, administration, students, parents, and community partners.
- Administration will continuously use diagnostic assessments to guide and adjust the action plan as needed. Identified artifacts such as anecdotal records, observation logs, lesson plans, etc. will be gathered during action plan implementation to ensure fidelity and determine whether actions implemented are having a direct impact on increasing student achievement.
- The effectiveness of the action plan will be assessed following 2015 end-of-the-year internal school-wide testing and state testing.

5. <u>Operations Plan</u>

BOARD GOVERNANCE

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

Pinecrest of Northern Nevada (PANN) Board of Directors is the ultimate policy-making body with the responsibility of operation and oversight of the school including, but not limited to, academic direction, curriculum, and budgetary functions. It shall be the responsibility of the PANN Board to establish annual budgets, adopt financial policies and procedures, set human resources policies, and select the school's legal counsel. The school principal, hired by the board, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board. The school's faculty and staff will report directly to the principal, who shall report to the Governing Board.

The School's on site administration will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School as adopted and approved by the Governing Board. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School.

The board strives to have each member bring value to the school through active participation, to sustain cooperation between school faculty and the board, and to seek input from various sources including, students, parents, faculty and other community members.

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

The members of the board will be comprised of between 5 and 9 directors. The standard term is five years, and directors are eligible to serve two consecutive terms. A quorum at all meetings of the board will consist of a majority of the number of board members then in office. PANN's bylaws seek to ensure that there is parental, educator and community involvement in the governance and operation of the school by requiring that membership include parents of enrolled students, licensed educators, and professionals from the community with experience in areas that will assist the board in effectively governing the school. As such, the bylaws state that the board will endeavor to maintain a membership which requires one (1) active or retired teacher licensed by the State of Nevada, one active or retired teacher licensed by the State of Nevada or an active or retired school administrator licensed by any State, one (1) parent of a student enrolled in the School who is not a teacher or administrator at the School, and two (2) members who possess knowledge and experience in one or more of the following areas:

- Accounting;
- Financial services;
- Law; or
- Human resources.

Additionally, PANN's bylaws dictate that two of the board members shall be appointed by the Pinecrest Academy of Nevada Board of Directors. The CTF decided to include this to allow the

sharing of best practices, and ensure fidelity to the curriculum models that have been so successful in southern Nevada.

The founding committee to form the school will become the first governing board. Terms of the founding directors will be staggered so that no more than half of the board will be up for election in any one year, unless a vacancy needs to be filled. To initially stagger the terms, two directors will serve three-year terms, two directors will serve four-year terms, and the remaining three directors will serve the standard five-year term. The terms will be determined by lottery at the first official board meeting after receipt of the charter contract.

Any board member of the school may be removed by two-thirds of the members then in office, excluding the member at issue, whenever such removal would serve the best interests of the school. Any member may resign at any time and their resignation will be effective upon receipt by the Chair of a written communication.

When the term of a board member has expired or when a board member resigns, it is the responsibility of existing directors to identify new persons to serve on the governing board. To assist in identifying the best-qualified candidates, the board will advertise a vacancy on the school's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. It is incumbent upon the board to fill any vacancies as soon as practicable.

The officers of the governing board will include a chair, vice chair, secretary, treasurer, and such other officers as the board will deem necessary to elect. The board will elect and appoint all officers at the annual meeting of the board. Officers will serve a one-year term and may serve consecutive terms in any office. The officer responsibilities are as follows:

Board Chair – The chair will preside at all meetings of the board. The chair will possess the power to sign all certificates, contracts, or other instruments of the school that are approved by the board.

Vice Chair – In the absence of the chair, or in the event of the chair's disability, inability, or refusal to act, the vice chair will perform all the duties of the chair and will have all the powers of the chair. The vice chair will have such other powers and perform such other duties as may be prescribed from time to time by the board or by the chair.

Secretary – The secretary will keep the minutes of the board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the board meetings and the proceedings thereof. The secretary will give notice of all the meetings of the board required by law.

Treasurer – The treasurer will have oversight responsibility and adequate and correct accounts of the properties and business transactions of the school, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses. The books of account will at all times be open to inspection by any board member. The treasurer will be charged with safeguarding the assets of the school and he or she will sign financial documents on behalf of the school in accordance with the established policies of the school. He or she will have such other powers and perform such other duties as may be prescribed by the board from time to time.

The policies, procedures, powers, and duties by which the board will operate, including specific member powers, are detailed in the attached bylaws. A brief overview of those powers and duties are as follows:

- Ratify the school's mission and vision statements, and any modification thereof
- Establish and approve all major educational and operational policies
- Develop and approve an annual budget and financial plan
- Approve any management, operational, and service contracts
- Exercise continual oversight of the charter school's operations
- Select an independent accountant to perform an annual audit, and review and approve the audit report
- Hire and supervise an administrator who will

Additionally, Board members will:
- Understand the approved curriculum and agree with the educational philosophy, discipline policy, and administrative structure of the school.
- Attend PTO meetings or events to show support and encouragement for the school.
- Attend a yearly board retreat where the goals of the board are defined, and a board self-evaluation will be conducted to critique the performance of the board during the past year.
- Visit classrooms, talk with the faculty, staff, and students, and become familiar with current school concerns.
- Know and abide by the Open Meetings Law

The school principal, hired by the board, will be responsible for all aspects of day-to-day administration of the school within the scope of operating policies, procedures, and budgetary functions as adopted and approved by the governing board. PANN's on-site administration consists of the Principal and administrative team (Assistant Principal/Lead Teacher, Instructional Coach, Special Education Teacher, etc.), who are responsible for curriculum development, working with the teaching staff, addressing student- related issues, and administering programs for Exceptional and Special Needs Student Populations. The administrative team, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The Principal, with the support of the administrative team, will ensure that the operations of the school (resources, courses, policies) are in accordance with PANN's Mission and Vision. The Principal will be evaluated annually by the Board through a process that includes progress toward achieving school goals based on PANN's mission and vision, feedback from stakeholders, as well as a review of school data and performance to determine the Principal's success.

PANN seeks to ensure parental, educator and community involvement in the governance and operation of the school. For this purpose, PANN's Bylaws require that membership include parents of enrolled students, licensed educators, and professionals from the community with experience in those areas that will most assist the Board in effectively governing the school. By mandating that these community interests are represented on the Board, PANN can ensure a Board of Directors with the knowledge, experience, and community involvement necessary for the success of the school.

In addition, PANN will be accountable to the public through the school's goals and accountability measures. Furthermore, PANN will work closely with the Parent-Teacher Organization and the School Accountability Committee to ensure that all members of the community have an active voice in the school's governance and operations.

(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.*

Board Member	Qualifications and Expertise
Jake Wiskerchen	Marriage and Family Therapist, National Certified Counselor. Bachelor of Arts in Journalism/Public Relations. Master of Arts in Educational Leadership. Master of Arts in Counseling and Educational Psychology. Co-Founder and Clinical Director of Zephyr Wellness. Brings expertise in mental health and education, with additional experience in leadership and consulting, having served on accreditation panels for multiple universities. Former President of the State of Nevada Board of Examiners for Marriage and Family Therapists and Certified Counselors and currently hosts the Noggin Notes podcast.
Megan Salcido	Former Lawyer & Government Affairs Officer. Bachelor's degree in International Business. Law degree from the William S. Boyd School of Law at UNLV. Brings experience in Board development, legal expertise and knowledge of charter school management and operations. Familiar with the operation of a public body and the various laws to which it must adhere, including the open meeting law.
Angela Orr	Principal of Doral Academy of Northern Nevada. Bachelor's degree in Secondary Education. Master's degree in Educational Specialties: Literacy. Master's degree in Educational Administration. Brings expertise in K-12 education, curriculum and instruction. Served as the K-12 Director of Social Studies Curriculum and Instruction for Washoe County School District. Founding Board Member for Nevada Center for Civic Engagement to provide opportunities for students and teachers to engage in civic education. Founding Board Member for Learning Forward Nevada to help teachers improve educational practices and take on leadership roles without leaving the classroom. Experience in grant writing and administration.

Craig Seiden	Licensed Certified Public Accountant. Bachelor's degree in Hotel Administration. Board Treasurer for Pinecrest Academy of Nevada. Brings professional experience in financial auditing, as well as finance and operations for higher education institutions. Currently serves as Vice President for Finance and Administration for Touro University Western Division. Former Chief Business Officer for the University of Nevada School of Medicine. Knowledge of charter school board management and operations.
Steve Albrecht	Assistant Principal of Pinecrest Academy Inspirada. Bachelor's degree in Interdisciplinary Studies (Political Science, Economics, Sociology). Master's degree in Educational Leadership. Brings experience in education and educational leadership. Served as a project facilitator for the English Language Learner Division and helped to implement the Master Plan for ELL Success in the Clark County School District. Taught in elementary grade levels for 9 years.
Mike Wurm	Executive Director of Boys & Girls Club of Truckee Meadows. Bachelor's degree in Social Science. Has extensive expertise in development and growth of youth programs throughout the community. Significant capital campaign, fundraising and grant application/administration knowledge. Real estate and construction process management experience. Strong community partner.
Matt Work	Partner, Work Law. Bachelor's degree in Economics. Law degree from Thomas Jefferson School of Law and member of State of Nevada Bar. Brings professional experience as a practicing lawyer, with significant legal expertise. In addition to practicing law, Mathew is a law professor at both University of Nevada, Reno and Truckee Meadows Community College and will facilitate connections between the school and the higher education community.

(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.*

Please see Attachment 8.

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

PANN's application team currently consists of seven members and meets all membership qualifications as set forth in NRS 388A.320.

(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.*

Pinecrest of Northern Nevada's Governing Board recognizes that integrity and honesty are imperative in the operation of the School. The Bylaws govern the Governing Board and include all rules, regulations, and ethics to which the Board is expected to abide. In addition, the Code of Ethics and Conflict of Interest Policy defines conflicts, interested persons, procedures for determining if a conflict exists, as well as how to handle potential and real conflicts of interest. Article III of the Code of Ethics and Conflicts of Interest Policy outlines the procedures as to how the Board should respond to a conflict of interest or ethical violation. These procedures dictate how a Board member should abstain from voting or discussion if a conflict exists, and/or an investigation by non-interested parties, and/or possible dismissal from the Board if a member acts in an unethical manner.

The Code provides that those subject to the Code complete an annual statement attesting that they understand the Code and are in compliance. In addition, the Board will do periodic reviews to ensure compliance.

Please see Attachment 9.

(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.*

There are no existing relationships that could pose actual or perceived conflicts.

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

All Board members are required to complete at least four hours of professional development annually. The Board will receive additional training to understand the performance dashboards provided to enable the PANN Board to maintain appropriate oversight over the financial, operational, and academic performance of the campus. An annual board retreat will be planned in order to increase capabilities of the board to successfully function as a governing board. During the retreat, the board will complete a self-evaluation, and the board will use the results to assist in identifying areas to approve and will focus on trainings to address these areas. In addition, the Board will expand its capacity over time through attending the state and national charter school conferences that provide board governance strands and offer collaboration opportunities with boards from other systems.

(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.*

Orientation for new board members will be provided by the current Board of Directors. During this orientation, the new board member will receive a copy of the approved charter application and gain an understanding of open meeting laws. In addition, monthly site visits will be encouraged to better understand the school community and climate.

For ongoing training, Board members will attend the state and/or national charter school conferences that offer professional development on governance and board leadership, financial oversight, budget, academic accountability for schools, open meeting law, among others. In

addition, Board members will be encouraged to attend Parent Teacher Organization (PTO) meetings to show support and collect feedback from important stakeholders within the school community.

Finally, the Board will attend a yearly retreat that will include conducting a self-evaluation, best practices in board governance, and foster effective board leadership.

(10) *Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. 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.*

It is the expectation that the principal shall attend all Board Meetings to provide up-to-date information on the school's progress academically and other topics of interest for the board (events held at the school, awards/accolades, status on state-wide requirements, etc.).

A representative from Academica Nevada, the educational management company, is also expected to attend all Board Meetings. Their role is to serve at the will and guidance of the governing board. Academica Nevada will carry out the defined responsibilities found in the EMO contract (Attachment 23(b)). Academica Nevada's report during the meeting will be to provide up-to-date financial data and operational reports.

(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.*

PANN will adhere to the committees set forth in its bylaws, including its power to create ad-hoc committees, if necessary, to form any advisory bodies or councils as the need for these support committees arise. The bylaws state that the Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Academic Committee, a Governance Committee, a Financial Committee, and one or more other committees. The board will create these committees by resolution adopted by a majority of the board. Each committee will consist of at least one board member and will exercise such authority in the management of the school as provided in the resolution or in the bylaws, however, no committee will have the power to contract or have budget making authority. Reports from the Board Committees will assist the Board of Directors in making well-informed decisions based upon input from key stakeholders in the school community.

Academic Committee: The Academic Committee shall consist of at least one Board member, the School Principal/Administrator, at least one licensed teacher employed by the School, and at least one parent of an enrolled child. The Academic Committee shall meet at least two (2) times per school year. The purpose of the Academic Committee shall be to review school data, ensure academic expectations and goals are being met, and provide insight into instructional activities that meet the specific needs of the students.

Governance Committee: The Governance Committee shall consist of at least two Board members, one of whom shall be an elected Officer of the Board. The Governance committee shall meet at least two (2) times per school year. The purpose of the Governance Committee shall be to plan and develop Board Member orientation and training and ensure Board operations and policies are updated and compliant with State law.

Financial Committee: The Financial Committee shall consist of at least two Board members, one of whom shall be the Board's Treasurer, and the School Principal/Administrator. The Financial Committee shall meet at least two (2) times per school year. The purpose of the Financial Committee shall be to prepare annual budgets for full Board review and approval, coordinate the Annual Audit, and develop long-term financial goals and plans for full Board consideration.

Board committees will comply with Open Meeting law. Notice of all board meetings will be posted at the entrance of the school and on the school's website at least 24 hours in advance of the meeting along with the meeting agenda. Meetings will be hosted at the school, which is accessible to the public, and time for public comment will be given at the beginning and end of each board meeting. The board will audio record each board meeting and make an accurate accounting of the meeting in the minutes.

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

A Grievance Policy will be adopted and provided to stakeholders that explicitly describes the process should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. The policy will be put in place to ensure that concerns are dealt with in a prompt and equitable manner.

The Board and school administration expect that conflict will be addressed proactively and include:
1. Addressing the situation directly with the other person(s) involved;
2. Enlisting the assistance of a site-based administrator to assist in resolution;
3. Preparing a written grievance for the Principal, who then reviews and acts as appropriate;
4. Preparing a written grievance for the Board of Directors, who then may choose to hear additional information at a Board Meeting and will make the ultimate resolution.

The Board will be expected to refer any member of the school community with a grievance to the adopted Grievance Policy to avoid micromanagement of the school.

(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. You may add rows as appropriate. What actions would trigger removal from the board and under what process?*

Goal	Purpose	Outcome Measure
Know and abide by Nevada Open Meeting Law, NRS Chapter 241	Compliance with the law	None
Fulfill Board and Committee responsibilities to their fullest capacity	Support PANN's Mission and Vision	None
Understand the approved curriculum and be in agreement with the educational philosophy, discipline policy, and	Support PANN's Mission and Vision	None

administrative structure at PANN		
Attend a yearly PANN Board retreat	Foster effective board leadership	Attendance shall be recorded by the Board Secretary.
Participate in a minimum of four (4) hours of professional development each year	Foster effective board leadership	Hours shall be recorded by the Board Secretary.
Attend at least two (2) Parent Teacher Organization meeting or events per year	Show support and encouragement of stakeholders	Attendance shall be recorded by the Board Secretary.
Conduct site visit at least once per month (rotate visits among board members)	Show support and encouragement of school leadership and staff; become familiar with current school concerns	Attendance shall be recorded by the Board Secretary.

Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue, whenever in their judgment such removal would serve the best interest of charter school.

LEADERSHIP TEAM
(1) *Describe the proposed organizational model; include the following information:*
 (a) *Organizational charts for year one <u>and</u> one for when the school is at full capacity*
Please see Attachment 20.

 (b) *Job descriptions for each leadership role (provide as Attachment 2)*
Please see Attachment 2.

 (c) *Resumes of all current leadership (provide as Attachment 3). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2019-20 school year.*
Please see Attachment 3.

 (d) *Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 3)*
Please see 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;*
 (b) *Curriculum, instruction, and assessment;*
 (c) *At-risk students and students with special needs;*
 (d) *Performance management; and*
 (e) *Parent and community engagement.*

PANN has identified a leadership candidate who is currently within the Pinecrest of Nevada system. Tiffany Bailey is currently serving as Assistant Principal at Pinecrest Academy of Nevada, Inspirada Campus. Mrs. Bailey has served the Nevada education community for 15 years. She served as a teacher in various elementary grades for seven years and has been an administrator for the past

eight years in both the Clark County School District and at Pinecrest Academy of Nevada. Mrs. Bailey began her administrative career by opening a new school in the Clark County School District and then joined the Nevada Charter School community in 2015. She and her current Principal were both hired at Pinecrest Inspirada and were tasked with turning the school around to increase the level of proficiency for students, increase enrollment and wait list numbers, ensure all stakeholders were positively involved in the school, and establish an effective staff to ensure success for all students. Within one year, they were successful in all of these goals. Both schools where Mrs. Bailey has served as an administrator have established and maintained five-star status and are among the highest performing schools in Nevada. In addition, Pinecrest Inspirada has recently been recognized as a "Nevada Governor Designated STEM School". She is very familiar with school operating procedures including: opening a new school/rebuilding a current school, maintaining effective day-to-day operations, hiring effective teachers, working within specific budgets, coaching teachers through effective observation cycles, building positive relationships with all stakeholders, and ensuring the safety and security of students. Lastly, in addition to attending all Pinecrest Board meetings, she also serves on the Board of Directors for SLAM Academy of Nevada.

Mrs. Bailey is very familiar with a variety of instructional programs from her own teaching career, and that of both schools in which she served as an administrator. She is always highly involved in the training and effective implementation of programs selected.

(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).*
Through the affiliation with Pinecrest Academy of Nevada in Las Vegas and Pinecrest Academy, Inc. in Florida, current administrators and school leaders will be responsible for coaching and training of PANN principal in the domains set forth in the Pinecrest system adopted school-based administrator evaluation which was originally created by the Florida Consortium of Public Charter Schools. This evaluation tool focuses on student achievement, instructional leadership, organizational leadership, and professional and ethical behavior.

All leaders are encouraged to participate in the Doral Leadership Institute which targets modules impacting leaders in charter schools in Nevada. The modules include Leadership, Instruction and Data, Operational Effectiveness, Financial Management, Climate and School Culture, Compliance, and Communication/Marketing. In addition, participation at national and state conferences will be encouraged such as ASCD, National Charter School Conference, Charter School Association of Nevada Conference, among others.

Please see Attachment 4.

(4) *Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.*
The hired principal, Tiffany Bailey, along with the direction of the Board of Directors, will be responsible for the hiring, development, and retention of highly effective staff who will execute the Mission and Vision of PANN. Through administrative support, Academica Nevada will assist with coordinating travel to recruitment fairs across the nation, marketing, creating a relationship with University of Nevada-Reno's education department, and listing job postings to recruit the highest qualified candidates. The principal will be responsible for interviewing each candidate to determine their alignment with the school's Mission and Vision and their skills for each respective position.

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

Pinecrest Administration ensures effective instruction of programs by maintaining a consistent coaching cycle with each teacher. Teachers are observed frequently and are provided with immediate coaching and feedback through the use of an online observation tool (Observe4Success) and face-to-face post-conferences. Teachers are also required to participate in a reflective practice process in which they video record their own instruction 2-3 times each school year and conduct a minimum of five peer observations throughout the school year. Administration is very transparent with teachers in regards to his/her performance in the classroom and provide immediate coaching as needed related to instruction.

In addition, the school leader and administrative team will ensure that administration and classroom teachers are not only delivering assessments, but analyzing data to adjust instruction as needed, providing remedial and enrichment instruction for students, and ensuring all students are showing growth throughout the school year.

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

To ensure redundancy in leadership, all administrative personnel are cross-trained on one-another's roles. The receptionist/ administrative assistant is also trained on Administrative tasks to be able to assist in times of need. To develop and build leadership capacity, subject-level lead teachers are selected and provided with leadership opportunities. Lead teachers meet with administration weekly to establish goals and provide feedback. This collaboration with lead teachers will ensure teachers are able to give feedback and directives in collaborative teams with their colleagues. Collaborative teams held daily will ensure that all PANN systems are consistently enforced and evaluated for effectiveness.

LEADERSHIP FOR EXPANSION

(1) *Describe the school and the EMO's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.*

Through affiliation with the Doral Leadership Institute (DLI), PANN will work with other Academica managed schools in Northern Nevada to develop a program similar to that in Southern Nevada and in Florida. The Doral Leadership Institute is a comprehensive leadership program designed to prepare educators to become instructional leaders. It is comprised of two tracks – Aspiring Assistant Principals and Aspiring Principals.

Although an administrative team has not yet been hired, all potential candidates will be hired with the expectation to adhere to following: The administrative team will consist of an Assistant Principal (expected to start when the school expands to higher grades), Teacher Support Advocate (similar to an Instructional Coach), and Student Support Advocate (similar to a Dean of Students).

(2) *Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 19). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.*

(a) *If a regional director candidate has not yet been identified, provide the job description (as Attachment 19) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that applicants proposing schools with the intent or potential to add multiple campuses identify the regional leader (Regional Director, Executive Director, etc.) in the application or by the time of the capacity interview. The SPCSA reserves the right to require such applicants to defer opening until the 2020-21 school year and to add additional criteria to the pre-opening requirements for such schools.*

At this time, the school wishes to focus on one location to ensure maximum results; therefore, this question is not applicable because the school has no plans to expand.

STAFFING

(1) *Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school's academic performance should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. 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						
Chief Operating Officer	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Legal Officer	1	1	1	1	1	1
Bookkeepers	1	1	1	1	1	1
Paralegal, Director of Growth & Management	2	2	2	2	2	2
Procurement Director, Facility Manager	2	2	2	2	2	2
HR, Event Coordinator, Other	1	1	1	1	1	1
Total Back-Office FTEs	**9**	**9**	**9**	**9**	**9**	**9**
Total Back-Office FTEs						
School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	1	1	2	2	2	2
Curriculum Coach	0	1	1	1	1	1
Counselor	0	1	1	1	1	1
Classroom Teachers (Core Subjects)	26	30	33	35	36	36
Classroom Teachers (Specials)	5	5	6	6	6	7
Special Education Teachers	3	4	4	4	4	4
Office Manager	1	1	1	1	1	1
Registrar	1	1	1	1	1	1
School Nurse	0	0	0	1	1	1
Teacher Aides and Assistants	6	7	8	9	10	11
School Operations Support Staff	4	4	4	4	4	4
Total FTEs at School	**48**	**55**	**62**	**66**	**68**	**70**

Network

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Number of elementary schools	1	1	1	1	1	1
Number of middle schools	1	1	1	1	1	1
Number of high schools	0	0	0	0	0	0
Total schools	**1**	**1**	**1**	**1**	**1**	**1**
Student enrollment	688	807	895	957	988	988
Management Organization Positions						
Chief Operating Officer	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Legal Officer	1	1	1	1	1	1
Bookkeepers	1	1	1	1	1	1
Paralegal, Director of Growth & Management	2	2	2	2	2	2
Procurement Director, Facility Manager	2	2	2	2	2	2
HR, Event Coordinator, Other	1	1	1	1	1	1
Total Back-Office FTEs	**9**	**9**	**9**	**9**	**9**	**9**
Elementary School Staff						
Principals	.75	.75	.5	.5	.5	.5
Assistant Principals	.5	.5	1	1	1	1
Curriculum Coach	0	.5	.5	.5	.5	.5
Counselor	0	.5	.5	.5	.5	.5
Classroom Teachers (Core Subjects)	22	23	24	24	24	24
Classroom Teachers (Specials)	3	3	3	3	3	3
Special Education Teachers	2	2	2	2	2	2
Office Manager	.5	.5	.5	.5	.5	.5
Registrar	.5	.5	.5	.5	.5	.5
School Nurse	0	0	0	.5	.5	.5
Teacher Aides and Assistants	4	4	4	4	4	4
School Operations Support Staff	2	2	2	2	2	2
Total FTEs at Elementary Schools	**35.25**	**37.25**	**38.50**	**39**	**39**	**39**
Middle School Staff						
Principals	.25	.25	.5	.5	.5	.5
Assistant Principals	.5	.5	1	1	1	1
Curriculum Coach	0	.5	.5	.5	.5	.5
Counselor	0	.5	.5	.5	.5	.5
Classroom Teachers (Core Subjects)	4	7	9	11	12	12
Classroom Teachers (Specials)	2	2	3	3	3	4
Special Education Teachers	1	1	2	2	2	2
Office Manager	.5	.5	.5	.5	.5	.5
Registrar	.5	.5	.5	.5	.5	.5
School Nurse	0	0	0	.5	.5	.5
Teacher Aides and Assistants	2	3	4	5	6	7
School Operations Support Staff	2	2	2	2	2	2
Total FTEs at Middle Schools	**12.75**	**17.75**	**23.5**	**27**	**29**	**31**
High School Staff						

Principals						
Assistant Principals						
Deans						
Add'l School Leadership Position 1 [Specify]						
Add'l School Leadership Position 2 [Specify]						
Add'l School Leadership Position 3 [Specify]						
Classroom Teachers (Core Subjects)						
Classroom Teachers (Specials)						
Special Education Teachers						
ELL/TESOL Teachers						
Student Support Position 1 [e.g., Social Worker]						
Student Support Position 2 [specify]						
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff						
Total FTEs at High Schools						
Total Network FTEs						

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.*

Teacher effectiveness is critical to the success of any school; therefore, PANN understands the importance in recruiting and hiring quality teachers. The school develops and reviews specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law.

PANN will seek to recruit staff that will support the mission and vision of this STEAM school. Recruitment efforts will include online educational recruitment sites (Teachers-Teachers.com), school's website, presentations, fliers at local universities, and attendance at state and national job fairs targeted specifically in the Reno, Nevada, area as well as Utah, Washington, California, southern Nevada, among others. PANN will coordinate efforts with post-secondary institutions to serve as a host school for interns whenever possible and organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery. PANN will provide equal employment opportunities for all candidate which align to the Board's Non-Discrimination Policy.

The school will look for candidates who demonstrate the following qualifications: Educational background: Bachelor's Degree or higher in field; Nevada Certification for the required position; Excellent presentation and interpersonal skills; Satisfactory recommendation and/or evaluations from previous employer; Personal characteristics, knowledge, and belief in the school's mission ; An ability and motivation to work as part of a team in a small-school setting with parental involvement, and; References/Letters of Recommendation.

Candidates will be interviewed by an interview committee which will include the Principal and other staff members in related content areas as appointed by the Principal. Teachers will also be provided with copies of the "Instructional Model" outlined below to review prior to committing to employment with Pinecrest Academy of Northern Nevada.

In order to attract and retain staff, PANN will develop and manage staff compensation, paid time off, and benefit packages which are competitive to area schools. In addition, teachers will participate in a mentoring program to provide guidance and support to novice teachers. With this type of model, the mentoring fosters the professional development of both the mentors and the mentees.

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

	Title	Minimum	Maximum
Administrative	Principal	$75,000	$120,000
Licensed Staff	Teacher	$39,500	$75,000
	Special Education Teacher	$41,000	$76,000
	Guidance Counselor	$45,000	$80,000
Support Staff	Office Manager	$37,500	$48,000
	Paraprofessional	$25,000	$31,000
	Custodian	$21,000	$35,000

Individual salary compensation to increase retention of effective and exceptional teachers is determined using an established *Pinecrest Academy of Nevada Framework for Performance Based Compensation* that objectively quantifies data collected regarding teaching performance and student achievement outcomes. The quantified data obtained by using this framework will be used to award bonus and salary compensation to those teachers who demonstrate overall effective and exceptional performance. Pinecrest Academy of Nevada performance based compensation will be based on 40% student growth and achievement data, 10% blended learning achievement, and 50% observational components of teacher performance.

Having highly effective staff members in our schools helps everyone improve. The Framework for Performance Based Compensation helps retain effective individuals by providing significant recognition for outstanding performance. Effective teachers will be eligible to apply for the Master Teacher Program. Teachers who earn Exemplary ratings are eligible to advance into various leadership initiatives, giving them access to a variety of leadership opportunities, as well as increased recognition. In addition, these teachers are eligible for a higher rate of annual retention bonuses and base salary increases.

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

PANN senior administration and school staff will work collaboratively through a decision-making process for the day to day operations of the school. The Principal will be on site as the school's administrator with support from the other administrative staff (Assistant Principal, Teacher

Support Advocate, Students Support Advocate).   Other personnel able to provide support to students, parents, and teachers are the office manager and school counselor.

PANN will maintain a 25:1 student to teacher ratio in grades K-5 and a 30:1 student to teacher ratio in grades 6-12.

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

In compliance with NRS 391 and NRS 386.588 through 386.598, PANN's procedures for hiring and dismissing school are as follows:

Hiring Support Staff – The appropriate administrator will organize and direct a program of recruitment and selection to obtain the best qualified applicants to be considered for employment.

- Based on PANN needs, positions may be advertised in multiple publications and websites.
- The appropriate administrator will coordinate screening of applications or resumes for qualifications, interview candidates, and coordinate final screening activities for candidates who meet the qualifications and are selected for consideration.
- Applicants must either submit a comprehensive resume, past evaluations (if available), and letters of recommendation.
- In accordance with Nevada Law, all new and returning support staff employees must be fingerprinted by the Central Repository for Nevada Records of Criminal History and the Federal Bureau of Investigation.
- All employees must complete an Employment Eligibility Verification I-9 form.

Hiring Licensed Employees – The appropriate Administrators shall plan, organize and direct a program of recruitment and selection to obtain the best qualified applicants to be considered for employment in positions requiring a license.

- Recruitment contacts will be made with teacher placement offices at accredited colleges and universities; referrals will be requested from community sources and employees; position vacancies will be posted on the school website.
- All applicants must submit official copies of transcripts, names and current addresses of professional references, teacher placement files (when available), and all applicable valid licenses.
- The appropriate administrator will coordinate screening of applications or resumes for qualifications, interview candidates, and coordinate final screening activities for candidates who meet the qualifications and are selected for consideration.
- In accordance with Nevada Law, all new employees must be fingerprinted by the Central Repository for Nevada Records of Criminal History and the Federal Bureau of Investigation. Upon renewal of their license, returning licensed employees must also be re-fingerprinted and go through the criminal history and background check process.
- Applicants shall provide information which explains any prior arrests, investigations, and/or convictions. A confidential letter of explanation, copies of arrest records, copies of court disposition documents, or additional information as requested by the Administration
- All employees must complete an Employment Eligibility Verification I-9 form.
- The Principal has the final decision on hiring licensed personnel.
- An offer letter, executed by the Principal, is sent to the proposed licensed employee.
- An Employment Contract must be executed by the Licensed Employee and the Principal.

Hiring Administration – The Committee to Form and/or the Board oversees the Principal selection and appointment process. The Principal will plan, organize and implement a program of recruitment and selection to obtain the best qualified applicants to be considered for employment as assistant principal.

- The administrative position will be posted on state and national position posting services. The posting shall include the minimum qualifications for the position, position expectations, and the requirements to apply.
- Applicants must submit a comprehensive application, copies of transcripts, names and current addresses of professional references, letters of recommendation, and all applicable valid licenses.
- The Committee to Form and/or the Board, with assistance from Academica Nevada, shall screen the applicants for qualifications, interview candidates, and coordinate final screening activities for candidates who meet the qualifications and are selected for consideration for the position of a Principal or Executive Director. The Principal shall screen the applicants for qualifications, interview candidates, and coordinate final screening activities for candidates who meet the qualifications and are selected for consideration for the position of an Assistant Principal.
- In accordance with Nevada Law, all new employees must be fingerprinted by the Central Repository for Nevada Records of Criminal History and the Federal Bureau of Investigation. Upon renewal of their license, returning licensed employees must also be re-fingerprinted and go through the criminal history and background check process.
- Applicants shall provide information which explains any prior arrests, investigations, and/or convictions. A confidential letter of explanation, copies of arrest records, copies of court disposition documents, or additional information as requested by the Administration
- All employees must complete an Employment Eligibility Verification I-9 form.
- The Committee to Form and/or the Board has the final decision on hiring the Principal. The Principal has the final decision on hiring the Assistant Principal.
- An Employment Contract must be executed by the Administrator and the Board Chair.

Dismissal of Employees - Licensed and non-+licensed administrative employees may be suspended, dismissed, demoted, or not reemployed for any reason listed in NRS 391.312. Compliance with the procedures set forth in NRS 391.311 to 391.3196, inclusive, shall be required for all employees.

Under the applicable contract, the Principal and Teachers agree that the following events may result in termination, yet are not exhaustive. The School may immediately terminate the Employment Agreement, during its term, if the contracted employee fails to perform essential duties and/or the contracted employee engages in any of the following:
1. Dishonest conduct;
2. Gross misconduct or gross dereliction of duty;
3. Material fraud against the School and/or governing board or material misrepresentations;
4. Violations of any federal or state criminal law;
5. Acts of moral turpitude or criminal conduct;
6. Illegal or questionable activities that would reflect poorly on the School and/or Governing Board;
7. Insubordination toward the Governing Board;
8. Failure to perform the duties as prescribed by provision I of this contract;
9. Acts which jeopardize the health, safety, or welfare of the students/School.

10. Failure to correct any material deficiency of which the Board has given prior written notice of such deficiency;
11. Any other good cause shown.

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

In accordance with NRS391 and AB447, the Principal and/or designated academic supervisor will conduct formal evaluations of classroom teachers and other instructional personnel annually. Because of its affiliation with Pinecrest Academy, Inc. in Florida, PANN has adopted the Evaluation System for Classroom Teachers and Other Instructional Personnel developed by the Florida Consortium of Public Charter Schools. Please see Attachment 5.

Personnel evaluations are designed to assess an individual's performance over a time period based on evidence from multiple sources that reflects the performance level of the individual's work. The evaluation for instructional personnel is based on the following criteria:

Performance of students - Student learning growth will be assessed and measured based on data and indicators of student performance as determined by PANN's governing board. This portion of the evaluation will include growth and achievement data of the teachers' students.

Instructional practice and Professional Responsibilities– The evaluation tool includes six instructional practices which are clearly defined to ensure understanding of expectations for the quality of instruction and professional responsibilities necessary at PANN. This comprehensive evaluation system will be used to monitor and assess the instructional practices and job performance of staff at PANN. The will be done primarily through observations of performance conducted by the school's administrator or individual responsible for supervising instructional employees in addition to other collections of evidence such as reliable survey information from students and parents and peer review. Those practices include:
>Instructional Design and Lesson Planning
>Learning Environment
>Instructional Delivery and Facilitation
>Assessment
>Continuous Professional Improvement
>Professional Responsibility and Ethical Conduct

All teachers will be formally evaluated on an annual basis. Newly hired teachers (new to the school and/or new to the profession) will be formally evaluated annually and formally observed at least three times in the first year of teaching and will be under a probationary contract. All personnel will be fully informed of the criteria and procedures associated with the evaluation process before the evaluation takes place. Instructional personnel and administrative personnel who have been evaluated as less than effective must participate in professional development programs as part of the improvement prescription.

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

The governing board will conduct formal administrator evaluations annually. Because of its affiliation with Pinecrest Academy, Inc. in Florida, PANN has adopted the School-Based

Administrator Evaluation developed by the Florida Consortium of Public Charter Schools. Please see Attachment 6.

Administrator evaluations are designed to assess an individual's performance over a time period based on evidence from multiple sources that reflects the performance level of the individual's work. The evaluation for administrative personnel is based on three criteria:
1. Performance of Students (Student Achievement)
2. Leadership Practice (Instructional and Organizational Leadership)
3. Professional and Job Responsibilities (Professional and Ethical Behavior)

The evaluation systems for school administrators will:

• Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.
• Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.
• Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.
• Identify those teaching fields for which special evaluation procedures and criteria are necessary.
• Differentiate among four levels of performance as follows:
1. Highly effective.
2. Effective.
3. Needs improvement.
4. Unsatisfactory.

(7) *Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.*
Pinecrest Academy of Northern Nevada understands the importance of ensuring a high quality, committed, and consistent non-classroom staff for the support of the families, students, teachers, and school leadership. The school leadership develops and reviews specific policies to support its goals and to ensure fairness and compliance with state and federal law. To achieve these goals, PANN will develop collaborative hiring and employee evaluation process that involves both teachers and administrators along with feedback from students and families.

(8) *Does your organization have a proactive succession plan? If so, please provide a detailed description for how potential school leaders will be cultivated and developed.*
Pinecrest Academy of Northern Nevada recognizes that the skills and knowledge of its employees are critical to its success and future. In addition to the annual teacher development mentioned PANN has developed its Educational Leadership Reimbursement Program to cultivate and develop future school leadership. Under this program, full-time certified teachers who have been teaching for at least three (3) years, who have been teaching at Pinecrest Academy for at least one (1) year, and have consistently exceeded their performance standards on their employee evaluations may receive reimbursement of graduate level courses required to obtain state certification in educational leadership. Preliminary approval for educational leadership tuition reimbursements will be granted at the sole discretion of the Principal.

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

For an explanation on how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover, please refer to responses to Questions (4), (5), and (6) under this section. Support and mentorship from Pinecrest Inc. leadership are available to provide support to leadership as well as teachers. This affiliation is crucial to ensure a seamless transition in the instance of leadership change or turnover.

Academica Nevada, Pinecrest Academy of Northern Nevada's educational management organization, will assist the Board and the school administrators in recruiting and training new leaders and teachers. These services are included in Academica's per-pupil management fee. As such, any additional cost due to leader and teacher turnover will be negligible.

(10) *Does your EMO utilize a Human Resources Information System (HRIS)? If so, please provide the name of the system you are / will be using.*

The EMO does not use an HRIS system.

(11) *Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.*

PANN will utilize the support described in the Academica Nevada contract for its core Human Resources functions (services such as payroll, benefits administration, employee relations, etc.). The school may seek out specialized experts to assist with the complexities of the Affordable Care Act and Nevada Public Employees Retirement System, but these costs have been factored into the payroll budget.

SCALE STRATEGY

(1) *Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the EMO and the new schools.*

Pinecrest Academy of Northern Nevada is looking to deploy the same model that they have used in the development of their last 6 sites (4 in southern Nevada and 2 in northern Nevada). This model includes using a developer with a good track record such as the Turner-Agassi fund to finance and develop a property with the same quality as the Inspirada, St. Rose, and Cadence sites. The Board of PANN will verify that the project fits within the budget of the school and that it is built to have an excellent educational environment. The Board will have Academica work with the development group to make sure that all deadlines and permits are met so schools on are target to open on time.

Academica Nevada staff will also work with new Administrators to procure all furniture, fixtures, equipment, technology, etc. The school's education service provider, Academica Nevada, has worked with organizations in Northern Nevada such as Mater Academy of Northern Nevada and Doral Academy of Northern Nevada to open new sites.

(2) *If your organization operates schools in other states, compare the EMO's efforts to scale operations to Nevada to past scale efforts in other states.*

This question is not applicable to Academica Nevada, because although Academica nationally supports charter schools across several states, Academica Nevada has operated in Nevada since

2011 and already supports five performing, organizationally sound, and financially prudent charter school systems across 21 campuses in Nevada.

(3) *Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new school that you plan to open.*

This question is not applicable to PANN because it does not have plans to open new schools in northern Nevada.

(4) *Explain any shared or centralized support services the EMO or its affiliates will provide to schools in Nevada.*

Academica Nevada primarily provides shared centralized support services including but not limited to the following:

- Assist the Board in creating budgets and financial forecasts;
- Monitor and assure compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company;
- Provide human resources related services such as dispute resolution; and
- Contract preparation and review.

(5) *Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 23. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity. Beginning January 1, 2016, sponsors will also be permitted to grant charters directly to non-profit Charter Management Organizations which directly hold charters in other states or to Nevada non-profit corporations which were formed for the sole purpose of submitting an application in conjunction with such a Charter Management Organization.*

Please see Attachment 23.

(6) *Identify any school positions which will be employed by the EMO or may be employed by the EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that individual's activities by school employees or the board?*

Academica Nevada does not employ school staff. All school employees, including teachers, administrators, and support staff, will be directly hired by the principal and/or administration team. The Board will be responsible for hiring the principal.

(7) *Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both*

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals	Academica Nevada does not set school-based Performance Goals.	The PANN Board, along with school administration, set annual goals to address student performance goals.	The school leader sets academic goals based on benchmark periods (Fall, Winter, Spring). School administration is responsible for monitoring student achievement throughout the school year to assess student and teacher performance.
Curriculum	Academica Nevada works with school administration on procurement of curriculum.	The PANN Board delegates the identification of curriculum to the PANN administrator. The Board will ensure that all curriculum is in alignment with state/federal requirements.	The school leader is charged with aligning curriculum to ensure student success.
Professional Development	Academica will identify opportunities for board member, teacher, and administrator professional development.	The Board participates in annual professional development.	The school leader oversees, coordinates, assists, and monitors the staff development process.
Data Management and Interim Assessments	Academica will assist with identifying possible data management and interim assessments for the school.	The Board will oversee that data management is being compiled in a compliant and effective way. The Board will support the administration to procure highly effective assessment tools.	School administration will determine the best interim assessments to support the progression of the school's population. Administration, along with teachers, will be responsible for interpreting data.
Promotion Criteria	If requested, Academica will assist in making suggestions to the Board in creating promotion criteria that is used successfully across the country in other charter schools.	The Board will adopt Promotion Criteria (i.e. Pay for Performance standards) with the input of administration and teachers.	Administration will be responsible for communicating the school's adopted promotion criteria and complete evaluations of staff.
Culture	At the direction of the Board, Academica will create a Culture Survey to disseminate to the school's stakeholders and present	The Board will create and adopt policies to promote the culture that supports the mission and vision of PANN.	Administration will lead in such a way to foster a positive school environment for all of its stakeholders.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
	the results to the Board at least annually.		
Budgeting, Finance, and Accounting	Academica will be responsible for developing the School's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the School maintain financial viability. Academica will be responsible for bookkeeping and monitoring the School accounts to keep the School within their budget. Academica will conduct and assist the Board's chosen accounting firm in the school's annual audit.	The Board will oversee all aspects of the fiscal management of the School. The Board's Treasurer specifically will be responsible for reviewing and approving School Financials. The Board will adopt a financial policies and procedures manual that is in line with financial best practices of charter schools across the country.	The Principal will oversee portions of the budget such as classroom supplies, copiers, travel, professional development, etc. The Principal will review the school's budget with Academica staff at least monthly.
Student Recruitment	Academica will assist the Board and school administration with recruitment efforts such as websites, social media, mailers, open house events, advertisements, etc.	The Board will develop a start-up budget that includes marketing efforts and student recruitment.	Administration will be responsible for hosting Open House meetings to help recruit students and be instrumental in organizing recruitments efforts during the startup years and beyond.
School Staff Recruitment and Hiring	When requested, Academica will assist with conducting searches for Principal candidates. In addition, Academica will assist with the posting of job openings and arranging travel to job fairs.	The Board will develop and review policies for hiring of personnel to support the school's mission and vision which are in compliance with state and federal law. The Board will interview and hire the Principal.	School administration will be responsible for interviewing and hiring all instructional and non-instructional staff. In addition, school administration may attend teacher recruitment job fairs.
HR Services (payroll, benefits, etc.)	At the Board's request, Academica will identify and recommend a 3rd party payroll company. Academica will be a resource for questions or	The Board will select a 3rd party payroll company to contract with and provide the processing of payroll and benefits.	School administration will serve as a HR resource to all staff. Administration will work with the legal team at Academica to ensure HR policies and

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
	issues related to payroll and/or benefits.		procedures are followed correctly.
Development/ Fundraising	Under the Board's direction, Academica will use their resources to find development/financial groups to work with the school. Academica will be a resource to the school in development as they have a proved track record of opening over 100 schools across the country.	With assistance from Administration and Academica, the Board will fundraise through its relationships within the community. The Board will make the decision of which development groups to work with for the building of the facility.	The Principal will assist both the Board and Academica with its development and fundraising efforts.
Community Relations	Academica will assist the Board and School Leadership with public relations and planning events within the community.	The Committee to Form and the Board will build relationships with groups and organizations within the community that support the school's mission and vision.	The Principal will network and engage with community businesses and organizations for the purposes of fundraising, after school programs, educational programs, guest speakers, etc.
IT	Academica, at the request of the Board, will identify a 3rd party IT service provider.	The Board will select a 3rd party IT service provider to contract with for IT services.	The Principal will be responsible for reviewing the service provided by the IT company.
Facilities Management	Under the Board's direction and with approval from the Principal, Academica will manage 3rd party contracts for the maintenance and repair of the PANN facility.	The Board will select vendors that are in compliance with all public bidding laws.	The Principal or designee will contact Academica with any issues relating to facilities and issues regarding facility repairs if Academica is requested to manage a vendor.
Vendor Management / Procurement	At the direction of the Board, Academica will issue requests for proposals from vendors, review contracts, and offer recommendations. Academica will be responsible for procurement of the School's furniture, fixtures, and equipment.	In compliance with all laws on public bidding, the Board will select vendors.	The Principal will provide feedback to the Board and Academica regarding the quality of service provided by a vendor. Principal will contact Academica for any changes or corrective action that needs to take place with a vendor.
Student Support Services	If requested, Academica NV will help PANN to identify 3rd	The Board will allocate resources to the School	The Principal will develop programs within the school to assist students in

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
	party Student Support Organizations	Leadership for Student Support Services.	overcoming personal concerns and academic deficiencies that could impair their ability to be successful students.
Other operational services, if applicable			

(8) *Provide, as Attachment 20B, the following organization charts (including both network management and schools within the network):*
   (a) *Year 1 network as a whole*
   (b) *Year 3 network as a whole*
   (c) *Year 6 network as a whole*
The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. Clearly show the EMO's role and the role of positions employed by the EMO in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.
See Attachment 20B

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 which 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.*
   (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.*

The school will use comprehensive outreach and marketing measures to ensure that all potentially interested students and parents have equal access to apply and enroll at the school. This plan includes recruiting and marketing initiatives to target the entire community and specific initiatives targeting economically disadvantaged students and families, those who may have limited English proficiency

and/or special physical or academic needs or may be "at risk" of academic failure. Specific recruitment and marketing activities will consist of but are not limited to:

Public Awareness
Pinecrest will use a neighborhood door-to-door campaign in northeastern Reno area surrounding the proposed location. Pinecrest has already conducted two Parent Informational Meetings at the Spanish Springs Library. The school will also use banner advertisement on the proposed location and hold tables at local malls, sporting and community events, and religious organizations to reach all demographic populations. Pinecrest will have bilingual support team members at each outreach event to insure all community members can communicate with Pinecrest about the school curriculum. Pinecrest will also use direct mail to notify families about the opportunity to attend the school. Marketing materials will contain inclusive language to inform parents that all students are welcome to apply to Pinecrest regardless of their socioeconomic status, race/ethnicity, home language, or enrolled academic program (Special Education, English Language Learners). Promotional materials and announcements will be made available in multiple languages other than English (as needed) in order to accommodate English Second Language (ESL) families.

Marketing materials will be produced in Spanish and English (the school will work in conjunction with local translation service providers should its outreach efforts reveal the need for translations into additional languages). In addition, the Pinecrest Board and potential principal will continue to build relationships with community groups and organizations. In partnership with community organizations, informational events at open forums such as community centers, parks, and libraries will be held to inform the public. All of these methods are key to successful recruitment of students. It is expected that many of the organizations committed to partnering with the school will help with public awareness and student recruitment.

Grassroots Campaign
Discussions with community stakeholders (e.g., community leaders representing all local racial/ethnic groups, community boards, media figures and editorial boards, parents, parent organizations, etc.) will assist in disseminating information about the school. A grassroots campaign is important to ensure that "harder-to-reach" families (e.g., single-parent families, low socio-economic households, second language families, etc.) are aware of the choice program and their eligibility to apply for enrollment. The grassroots campaign part of Pinecrest's marketing and will focus on building relationships with community groups by utilizing a "door-to-door" approach to ensure effective communication with families and community members.

The school will promote and host informational meetings near or at the school's proposed location, which would be accessible to all interested in attending. These events would be promoted in the same manner as listed above. During the informational meetings, which will be held at various times during the day and evening in order to give parents options, the school will highlight its program and how it will serve all students. Pinecrest will work to ensure at least one (1) informational meeting each month targeting interested families and students until enrollment targets are met.

Pinecrest has interested individuals who live or work within the Reno community. Many of these individuals have already shared information with community families and businesses or with other interested groups about the proposed school. This group is actively engaged in communicating the Pinecrest mission and in gathering interest in school admission. The group has been informing community members of Pinecrest as a proposed educational option in the Reno area. Once land is purchased, flyers detailing the dates and times of upcoming parent information meetings will be

produced on a regular basis so that interested families and students are aware of upcoming meetings. The goal is to have at least 50 interested individuals attend each informational meeting.

Once opened, parents and community partners will be encouraged to inform family, friends, and their community groups about the school. Local elected officials and community leaders will be invited to visit the school. They will also be given updates on the program's growth and asked to share open enrollment information with their constituents through their newsletter and upcoming community meetings.

Enrollment
The school will implement an open admissions policy wherein the school will be open to any student who is eligible for attendance in public schools in the state, unless the number of applicants exceeds the capacity of the school's facility. In such a case, all applicants shall have an equal chance of being admitted through a random selection (lottery) process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

Admissions Process
Admission to the Pinecrest will be determined in the following manner:
1. Students continuing enrollment at Pinecrest will be automatically granted enrollment the following year with placement determined on promotion, retention, and/or acceleration policies. Students will be requested to complete an Intent to Continue Enrollment form prior to January 10 of each year.
2. Siblings of currently enrolled students will be automatically enrolled into available openings at the appropriate grade level.
3. Additionally, up to twenty percent (20%) of students may be enrolled based on the following preferences:

- Children of Pinecrest founding families
- Children of Board members, teachers, and staff of Pinecrest
- After above enrollment slots are filled as described in the order listed, all remaining applicants will have an equal chance of being admitted through a random lottery selection.

Lottery
If the number of Pinecrest applicants during the open enrollment period exceeds the number of spaces available, students shall be selected by a random lottery, taking into consideration the enrollment preferences described above. This lottery process will be managed by a 3rd party entity and will occur on or before March 1st of each year. Choice enrollment forms, received by the school prior to the close of business on February 29th, and remaining names in the Pinecrest database that have not been removed by request of the parent/guardian or as a result of a previous offer that was declined or a non-response to an offer, will be included in the lottery. A lottery number for each child in each grade will be randomly assigned for the upcoming academic year only. Enrollment vacancies will be filled by grade, beginning with students in the highest grade served for which there is one or more vacancies, and will continue in descending order until all vacancies are filled. Invitations to enroll will first be extended to families assigned the lowest lottery number. This lottery-generated waitlist will be maintained until the following year. Lottery numbers are valid for one (1) lottery cycle. If a parent/guardian whose child is on the waitlist declines or does not respond to an enrollment offer within the designed timeframe as noted in this policy, they will be removed from the Pinecrest database and a new Intent to Enroll form must be submitted to be included in future lotteries.

Enrollment Acceptance

Families who have drawn a lottery number for an available placement for the upcoming school year will be informed via electronic mail beginning the day of the lottery, and will follow-up with a phone call if no response is received within 72 hours. After the family is contacted and enrollment is offered, the school will require a verbal decision within 72 hours. Parents/guardians of the student(s) are responsible for providing a reasonable way for Pinecrest to reach them regarding enrollment and for informing the school of any change to their contact information. While Pinecrest will make every attempt to notify families, the school is not responsible for the inability to contact families should they be unreachable (i.e., traveling, inaccurate information on the Choice Enrollment form, etc.). If an application is submitted after the 1st day of school for the current school year, a verbal decision will need to be provided to the school within 48 hours after notification of their acceptance.

While siblings are not guaranteed placement, they will be given priority for enrollment as noted above. Every effort will be made to ensure enrollment for siblings in the future. Sibling status is effective for enrollment the following year and for future years as long as a student from that family is continuously enrolled. If an incoming kindergarten student has accepted enrollment and is determined by staff and parents to benefit by waiting a year, a kindergarten spot for the following year will be reserved. To ensure the school can prepare to meet the needs of every student, parents are requested to provide documentation for any student requiring specialized services including but not limited to an Individual Education Plan for special education, a 504 Plan, a Behavior Plan, a Safety and/or Containment Plan, a literacy and/or tutoring plan, etc., at the time they accept enrollment. Pinecrest will also develop policies and procedures to ensure the prompt receipt of complete student records for students admitted from the waitlist after the start of the school year.

In accordance with federal and state anti-discrimination laws, the school will not discriminate against any student on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, need for special education services, or any other category that would be deemed unlawful in the admission practices of a public school. The school will be non-sectarian in its practices, educational program, admissions policies, and operations. Only after a parent/student(s) accepts their enrollment, documentation for any student requiring specialized services must be provided to the school. These services include but are not limited to: An Individual Education Plan (IEP) for special education, a 504 plan, a Behavior Plan, a Safety and/or Containment Plan, and a literacy and/or tutoring plan, among others.

> **(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.*

The Board and school principal will strive to attain the targets as set forth in the table shown below in the response to Question (3) in this section. The re-enrollment rate is 95% based on current Pinecrest Academy schools in Nevada.

(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?*

Staff will be trained by the principal, prior to the open enrollment period, about the legal requirements of charter school enrollment as set forth in NRS 388A.453, 388A.456 and 388A.471 to proactively dispel any myths about discriminatory practices.

(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?*

Through genuine community involvement and the collaboration between families, teachers, Board members, and community partners, Pinecrest Academy of Nevada will consistently focus on student recruitment by hosting events on Pinecrest Academy of Northern Nevada's campus that are welcome to all community members. Also, collaborating with the Charter School Association of Nevada on any charter school fairs it decides to host in Nevada, keeping parent and student satisfaction high to gain favorable recommendations, and promoting its successful efforts in social and traditional forms will also help grow enrollment. PANN will also continue its efforts to recruit a diverse population by hosting a variety of recruitment and informational events at nearby parks, recreational centers, and retail stores children and families frequent. The principal will play a key role in ensuring Pinecrest Academy of Northern Nevada's recruitment targets are met, including any targeted recruitment towards backfill vacancies by developing a plan (in the case that it is too late in the school year to add a prospective student on the Pinecrest Academy of Nevada's waiting list, if applicable).

(3) *Complete the following tables for the proposed school to open in 2019-20. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2019.*
    (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	2025-26
K	95	95	95	95	95	95
1	95	95	95	95	95	95
2	99	99	99	99	99	99
3	99	99	99	99	99	99
4	74	99	99	99	99	99
5	74	74	99	99	99	99
6	59	88	118	118	118	118
7	59	59	88	118	118	118
8	-	59	59	88	118	118
9						
10						
11						
12						
Total:	654	767	851	910	940	940

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

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
K	100	100	100	100	100	100
1	100	100	100	100	100	100
2	104	104	104	104	104	104
3	104	104	104	104	104	104
4	78	104	104	104	104	104
5	78	78	104	104	104	104
6	62	93	124	124	124	124
7	62	62	93	124	124	124
8	-	62	62	93	124	124
9						
10						
11						
12						
Total:	688	807	895	957	988	988

(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	2025-26
K	100	100	100	100	100	100
1	100	100	100	100	100	100
2	104	104	104	104	104	104
3	104	104	104	104	104	104
4	78	104	104	104	104	104
5	78	78	104	104	104	104
6	62	93	124	124	124	124
7	62	62	93	124	124	124
8	-	62	62	93	124	124
9						
10						
11						
12						
Total:	688	807	895	957	988	988

(4) *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.*

The enrollment target for the first year is 688 students. The governing body and the school's principal, once hired, will be responsible for monitoring progress. The minimum, planned, and maximum targets outlined in the tables below were determined by consulting with Academica who has extensive experience and knowledge about how many students are needed to maintain a healthy school budget.

PANN plans to open in 2020-2021 with 688 students in K-7 to ensure adequate resources to provide a robust system of student support for at-risk subgroups, including, but not limited to ELL students, students in need of Special Education Services, and Gifted and Talented students. Bringing together the resources involved to successfully implement the vast network of data and behavioral resources to support student achievement requires the critical mass set forth in Pinecrest Academy of Northern Nevada's initial enrollment plans. In addition, as this is a replicated model that has already achieved great success in Nevada, the principal will be able to proactively address many of the organizational and academic challenges that typically come with serving large student bodies in a start-up environment.

To date, the proposed principal along with the Committee to Form (CTF) has hosted two Parent Informational Meetings at the Spanish Springs Library on June 4, 2019, and July 8, 2019. PANN has also set up informational tables at the local Walmart and Office Depot stores to meet additional community members who may not have the time to attend an hour-long meeting. As of the date of the submission of the application, PANN has received 299 letters of intent to enroll (46% of the minimum enrollment). The below table identifies our proposed LTI (Letters of Intent) milestone goals for our August 2020 opening grades.

Letters of Intent to Enroll Targets and Benchmarks

Planned enrolment	LTIs for Summer Cycle Submission	August 1, 2019	Nov 1, 2019	Feb 1, 2020	May 1, 2020	Aug 1, 2020
	43.5%	50%	75%	90%	95%	100%
688	299	344	516	619	653	688

INCUBATION YEAR DEVELOPMENT
(1) *Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2019-20) 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.*
See Attachment 10.

(2) *Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.*
Pinecrest Academy of Northern Nevada has identified a school leader, Tiffany Bailey. Because she has been a part of the leadership team in the Pinecrest system in Nevada for several years, she has received training from Pinecrest Academy of Nevada and Pinecrest Academy, Inc. The main components of the training focused on how to integrate and implement Pinecrest Academy of Nevada's instructional program and other issues involved in opening up a new campus, including but not limited to student recruitment and enrollment, teacher recruitment, and other logistical aspects of school operation. She has also completed the Doral Leadership Institute which focuses on leadership in the Academica charter schools. Topics addressed in the institute were Effective

Leadership, Budget and Fiscal Responsibilities, Personnel (Hiring, Interviewing, Observation & Evaluation), Effective School Operations (Master Schedules, Safety and Security, Special Programs, Understanding the Nevada School Performance Framework, GRIT, and Effective Marketing and Communication.

(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.*

The school principal identified by the Board has started working on a part-time basis to help with the development of the proposed campus. The school principal is responsible for recruiting staff, recruiting students, and identifying curriculum/furniture/fixtures/equipment. If the school should be awarded CSP grant funds for the proposed school, Mrs. Bailey will be able to transition to this position in a full-time capacity. In the meantime, Academica Nevada representatives will be responsible for supporting the school principal in the startup period of the school.

SCHOOL MANAGEMENT CONTRACTS

(1) *How and why was the EMO selected?*

The Committee to Form is replicating the successful school model of Pinecrest Academy of Nevada that is currently operating in Las Vegas. That school network uses Academica's services and partially attributes its success to the support provided by Academica Nevada. After conferring with their governing board, the PANN CTF has decided it is in its best interest to also use Academica Nevada's services. They have experience helping Pinecrest Academies of Nevada in Las Vegas open in addition to Doral Academy of Northern Nevada and Mater Academy of Northern Nevada, and have managed the creation of several successful Charter School models, including 20 charter school campuses in the Las Vegas area. In addition, the Committee feels that Academica's services in assisting the Board with financial management, financial oversight, board meeting management and statutory compliance will complete tasks that otherwise require the Board to hire additional staff.

(2) *Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.*

The role of the service provider, Academica Nevada, is to serve at the will and guidance of the Board. Academica Nevada will be expected to carry out the defined responsibilities found in their contract in a manner that is consistent and assists the board to meet its vision and mission.

Academica's services will include, but are not limited to, the following:
- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Monitor and assure Compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company;
- Provide human resources related services such as dispute resolution and contract preparation and review; and,

- Assist the Board in renewing the School's charter.

As part of the commitment and relationship between PANN and Academica Nevada, it is understood and agreed that Academica Nevada will NOT do the following:
- Employ the School Administrator or any other licensed personnel;
- Draw orders for the payment of money, as that responsibility is limited strictly to the
- school's board and principal;
- Use fees paid by PANN to benefit or subsidize schools located outside of Nevada; and,
- Permit the school's lease and management contract to be conditioned one upon the other.

Academica Nevada will assist PANN in furthering the school's vision and mission by enabling the School to obtain better facilities, lower pricing on furniture and equipment, more accurate budget projections, better insurance rates, better benefits packages for employees of the school and better financing rates than would otherwise be possible. These services will help PANN serve more students and maintain financial surpluses without compromising the educational goals of the school.

The Board expects Academica Nevada to perform each of the specified duties of the contract. Academica Nevada is expected to work in such a manner that school's annual financial audits do not have any material deficiencies. The board further expects Academica Nevada to guide the school to a surplus of not less than 5% of revenues. All state reports must be responded to in a timely manner and to the expectations of the specific state agencies. They should work in a manner that is supportive and allows the principals to focus on educational goals. The principals should be able to discuss and get immediate advice on day to day operational issues.

During the term of the management contract, the Board has the power to terminate the agreement "for cause" if at any time Academica Nevada fails to immediately remedy any breach of the terms of the agreement. Furthermore; PANN has the option of terminating the contract without cause at the end of the Charter Contract.

(3) *Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.*

There are no existing or potential conflicts of interest between the school governing board and the proposed services provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization.

(4) *Please provide the following in Attachment 23:*

(a) *A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;*

(b) *A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);*

(c) *As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.*

(d) *Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.*

Please see Attachment 23.

(5) **Provide, as Attachment 22, a copy of the education management organization's three most recent audits and other historical financial documents for the EMO. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have the entity provide such information to them for evaluation by a qualified financial professional and attach a notarized certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the application to the SPCSA are directed to contact the SPCSA and request that the agency work with its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal.**

See Attachment 22.

(6) **Complete the Summary and Contact Information worksheet in the EMO Data Request template for each of the EMO's schools as Attachment 18.**

(7) **Complete the EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the EMO Data Request template for each of the EMO's schools as Attachment 18.**

See Attachment 18.

(8) **Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year as part of Attachment 17.**

See Attachment 17.

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.
(2) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.
(3) Discuss the scope of the services and resources that will be provided by the college or university.
(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.
(5) Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.
(6) Identify any employees of the college or university who will serve on the governing body of the charter school.
(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.

PANN is not seeking Dual-Credit Partnerships; therefore, these questions are not applicable.

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.
   (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.

PANN will not provide daily transportation for the students to and from school. The School has a forum where parents/guardians of students interested in creating carpooling groups can communicate. The school will work to develop a transportation plan so that students who are economically disadvantaged can have equal access to the school. Should a Special Education student who is enrolling have an IEP that has transportation as an accommodation, PANN will honor their IEP by working to partner with Washoe School District or Regional Transportation-Washoe as to how to best provide this accommodation. Should the school plan field trips and/or athletic events, the school will accommodate transportation needs by contracting with a charter bus company or by other viable means.

   (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.

PANN anticipates that it will participate in the National School Lunch Program. In doing so, the school will follow all guidelines set forth by the Nevada Department of Agriculture. PANN will seek to be its own school food authority and anticipates identifying and contracting with a third party

food service provider. The Board will ensure that the vendor is registered with the Nevada Department of Agriculture as an approved vendor that is in good standing with the Food and Nutrition Program.

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

PANN has a multi-leveled plan for maintaining the facility:

- On-Site, PANN will have Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.
- PANN will contract with a janitorial company to provide a cleaning service 5 nights a week which will include annual floor work.
- PANN's EMO, Academica Nevada, will assist in the identification of facility maintenance service providers such as; janitorial, HVAC, locks/doors, plumbing, pest control, landscaping, etc.

(d) School health and nursing services

PANN will provide health services to all students identified in need of such services. Upon determination of the number of students who are enrolled who require health services, school administration and staff will determine the extent of the services needed. The governing body will contract with the appropriate trained and qualified health professionals to deliver services to such students.

Professional development will be provided to the new faculty and staff on the administration of first aid and CPR. Select staff will be Crisis Prevention Institute (CPI) trained. A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420, a licensed school nurse will be contracted to train the FASA. A training contract will be provided to the Authority upon its finality.

State required examinations will be conducted by the FASA and/or nursing staff as follows:

> Kindergarten: Vision (near, far, stereo butterfly, color) and hearing

> 4th Grade: Vision (far) and hearing

> 7th Grade: Vision (far), hearing, and scoliosis

Pursuant to NRS 392.420(5)(9), the school will notify parents or guardian of any child who is found to have problems with vision, hearing, or scoliosis along with suggested resources within the community to provide medical attention. In addition, FASA and/or nursing staff will also report these findings to the Chief Medical Officer, in the format prescribed by the Chief Medical Officer.

(e) Purchasing processes

The purchasing agent will be appointed by the governing body (traditionally the School Principal). He/She will be responsible for developing and administering the charter school's purchasing

program. No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase, with the exception of a petty cash purchase, will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed ($10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers. Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules. (See NRS Chapter 332, 388A.420)

(f) Safety and security (include any plans for onsite security personnel)
PANN will employ a Campus Monitor as onsite security who works in conjunction with the Principal to implement the Emergency Operations Plan (EOP). The school's administration and Campus Monitor will have primary responsibility over proper implementation of the Emergency Operations Plan. A training will be provided to all staff members (licensed and non-licensed) on emergency protocols with monthly drills conducted to ensure compliance. PANN will also create a system whereby all non-school personnel must check in with the front office when arriving on campus. In addition, PANN has access to the Director of School Security from Academica Nevada to assist with training of personnel and writing EOPs.

(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.
PANN plans to contract with a third party educational technology support company. This service will include firewall set-up/maintenance, server set-up/maintenance, computer installations, computer imaging, configuration of wireless system and continual IT support. The contract with the company will ensure that data will be protected and that proper mechanisms are in place to limit access to student and staff data.

Internet will be provided through a secure and reliable Internet Service Provider protected by an enterprise router. Local area networking will be provided by managed switches and wireless access points throughout the building. Each teacher and office staff member will be provided with a computer to utilize. In addition, at least one computer lab and one laptop cart will be available for student use. PANN will develop an Acceptable Use Policy for all students and staff that will cover acceptable use of school devices and how to best protect the device and information stored on the device.

(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 school plans to hire office staff to fulfill all registrar duties to work in conjunction with Academica Nevada. Academica staff is well versed in managing student information systems using the statewide Infinite Campus system. Academica will provide registrar trainings including one specifically on Infinite Campus. Additionally, the school's registrar and Academica staff will attend any training hosted by the SPCSA.

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

The governing board will delegate authority to the Principal the task of ensuring student records are maintained accurately and up-to-date as well as safe and with limited access to only appropriate personnel. The Board will ensure student records will be accurately maintained and kept in a safe, locked area of the school's main office in secure cabinets, and in accordance with all Nevada Laws. Only authorized staff and administration will have access to the files.

In accordance with NRS 385A.800-8.30, the school will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The School will report data to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the Nevada State Board of Education will use Infinite Campus that is hosted as an ASP (Application Service Provider) by the Department of Education.

The governing board of the school, specifically the chair, will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed. If the charter school closes, the School shall, for each student enrolled in the charter school, forward the permanent record of the student to the office of student records of the school

district in which the student resides. Similarly, if a student withdraws from the school, the school shall forward the permanent record of the student to the office of student records of the school district in which the student resides. When a student graduates from the charter school, the school shall forward the permanent record of the pupil(s) to the office of student records of the school district in which the pupil resides.

If a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the charter authorizer or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

In accordance to the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. Schools may disclose, without consent, "directory" information. Schools must notify parents and eligible students annually of their rights under FERPA.

In addition, PANN will comply with NRS 388.291 to ensure that any and all school service providers provide written disclosure of the types of personally identifiable information collected by the school service and the plan for ensuring data security. Strict compliance with this statute will be enforced by the Board Chair and the Principal prior to purchasing any school service. Additionally, pursuant to NRS 388.294, the Principal will ensure that all teachers and other licensed educational personnel complete professional development regarding the use of school service providers and the security of data concerning pupils.

(5) 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 Gannt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.
See Attachment 12.

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;

PANN is seeking to open in the location of Spanish Springs which is northeast of the Reno/Sparks area.

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

2020-21	2021-22	2022-23	2023-24	2024-25
26	30	33	35	36

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

2020-21	2021-22	2022-23	2023-24	2024-25
8	9	10	10	11

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

PANN will work to identify and secure a facility that has the space required for the necessary duties of a public charter school. These roles include the administrative functions, food services, physical

education, as well as any other necessary demand of a public charter school. PANN is working to secure a site to build a new facility, but will also be looking for potential sites to rent.

The facility will include office spaces for administrative and office staff, nurse's office, conference room and other spaces to meet the school's administrative needs. In the facility design, there will be an area for food services including a kitchen space and storage room, which will meet all of Washoe County's Health District's specifications for a school. The design will also include an indoor gym and outdoor space with basketball courts, playground area, and large field area.

(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.

PANN will work with an organization similar to the Turner Agassi Charter School Facilities Fund to identify and secure a facility for the new proposed campus. PANN will have their own independent broker give an opinion on the value of sites. The Board, before making a final decision, will have its legal counsel and the SPCSA review the lease to ensure that the terms and conditions within the lease are appropriate for a public school.

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

In discussing facility plans with Academica Nevada, the CTF has made the following assumptions:

(a) Total project cost is estimated to be about $19,000,000 for a 57,000 square foot facility on 6+ acres.

(b) PANN assumes they will enter into a 30 year lease for the facility. PANN will want a purchase option included within the lease. Most TACSFF leases contain a purchase option window during years 3-5 of the lease. PANN will look to purchase its facility as early as possible subject to favorable market conditions in the financial markets.

(c) The financial workbook for years 1-5 include what facility costs the school's budget can afford. Below is a breakdown of the anticipated facility expense throughout the first 6 years of operation:

Anticipated Facility Expenses						
Expense	20-21	21-22	22-23	23-24	24-25	25-26
Scheduled Lease Payment	$ 750,000.00	$ 980,000.00	$ 1,150,000.00	$ 1,300,000.00	$ 1,375,000.00	$ 1,425,000.00
Facility and School Insurances	$ 30,000.00	$ 31,500.00	$ 33,075.00	$ 34,728.75	$ 36,465.19	$ 38,288.45
Public Utilities	$ 105,000.00	$ 125,000.00	$ 130,000.00	$ 135,000.00	$ 140,000.00	$ 145,000.00
Fire and Security alarms	$ 7,200.00	$ 7,416.00	$ 7,638.48	$ 7,867.63	$ 8,103.66	$ 8,346.77
Contracted Janitorial	$ 105,050.00	$ 106,050.00	$ 107,150.00	$ 107,850.00	$ 109,350.00	$ 110,850.00
Custodial Supplies	$ 10,320.00	$ 12,105.00	$ 13,425.00	$ 14,355.00	$ 14,820.00	$ 14,820.00
Facility Maintenance	$ 26,500.00	$ 32,500.00	$ 40,000.00	$ 43,000.00	$ 50,000.00	$ 50,000.00
Snow Removal	$ 12,000.00	$ 12,600.00	$ 13,230.00	$ 13,891.50	$ 14,586.08	$ 15,315.38
Lawn Care	$ 12,000.00	$ 12,600.00	$ 13,230.00	$ 13,891.50	$ 14,586.08	$ 15,315.38
AC Maintenance & Repair	$ 13,000.00	$ 14,000.00	$ 15,000.00	$ 16,000.00	$ 17,000.00	$ 18,000.00

(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.

See Attachment 13.

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

PANN will look to contract with an organization similar to the Turner Agassi Charter School Facilities Fund (TACSFF) for its facility. TACSFF is a national network that has built charter schools throughout the United States. TACSFF has built more than 15 charter school campuses in Nevada. TACSFF has a team in place of architects, contractors and engineers that provides a turnkey solution for its client. TACSFF has managed dozens of build-outs and new builds.

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

To maintain the integrity of the facility the school anticipates contracting with a third party to clean the facility nightly. The school will have a campus monitor/custodian who will be responsible for cleaning as well as any other situational needs of the school. PANN will also have a maintenance line item on the budget, which will provide for various maintenance provisions that the school will be responsible for.

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?

PANN treats the safety and security of its students, staff, and visitors with the highest priority. To ensure best-case outcomes for regular practices and emergencies, the school principal of the new campus will create, with approval from the PANN Board of Directors, an Emergency Operations Plan (EOP) developed in conjunction with local, state, and federal policies, regulations, and laws. Safety and security is the job of every member of the PANN community, but the school principal and school administrators will have primary responsibility over proper implementation of the Emergency Operations Plan. To that end, staff and students will receive regularly scheduled trainings and drills regarding a variety of emergency/crisis situations, including, but not limited to chemical spills, active shooter, and fire drills.

Depending on the physical layout of each new facility and the advice and counsel of local authorities, PANN's Emergency Operations Plan will also address issues relating to emergency communications such as two-way radios, intercom systems, or other technologies for communicating in crisis situations.

All students will be taught drill procedures for evacuations (in the event of a fire emergency), lockdowns and shelter-in place procedures (for chemical, environmental, or community threat emergencies), active shooter, and AED emergency procedures. These procedures will be practiced monthly where required by state or federal regulation. In all drills, students will be expected to complete the correct procedures seriously and respectfully to ensure preparedness for a real emergency. Training for staff on emergency drill procedures will take place during the summer staff training and training for students will take place during student orientation and throughout the school year.

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

See Attachment 14.

6. Financial Plan

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

The Pinecrest Academy of Northern Nevada (PANN) board of directors oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational management company retained by the board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines. Under the supervision of the Board Treasurer and in conjunction with the school's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The school principal will supervise the day-to-day cash collections at the school.

The person designated to draw all orders in pursuant to NRS 388A.420 for the payment of monies belonging to the charter school is the principal, and the principal will work closely with the EMO. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body.

The campus principal is responsible for assuring budget allocations are observed and the total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll processes to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

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

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

(a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

The budget created for PANN includes the per-pupil revenue assumption of $7,402 for the first fiscal year of operation (2020-2021), with an estimated 1.30% increase each subsequent year thereafter. Assumption of $7,402 was based on the per-pupil revenue anticipated to be funded during the 19-20 school year.

(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.

Utilizing Academica Nevada's standing relationship with the lending institution Vectra Bank will allow PANN to lease all their furniture, fixtures, and equipment in the first year of the school over a 48-month period. The lease will include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. The proposed campus will likely enter into this lease agreement in their first year of operation. PANN budgets $1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years. Refer to Attachment 15 (Budget Narrative) for a more detailed overview of all anticipated funding sources.

(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.

Refer to Attachment 15 (Budget Narrative) for a more detailed overview of all anticipated expenditures.

(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.

PANN has presented a fiscally conservative budget for their first 6 years of operation. However, if student enrollment is lower than expected, many budgeted expenses will decrease as a result; this includes EMO/CMO Fees, student supplies, IT fees, etc. Refer to Attachment 15 (Budget Narrative) for a more detailed overview of all anticipated budgeted expenses.

(e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

PANN will apply to receive a Charter School Program (CSP) grant and/or any grants deemed beneficial to the school in order to further support the planning and implementation of the charter.

(f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

PANN did not rely on philanthropic revenue for their operations in their budget. Refer to Attachment 21 (Budget) for a more detailed overview of all the budgeted revenue and expenses.

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

Refer to Attachment 16 (Financial Plan Workbook).

(4) Submit, as Attachment 21, a detailed budget for the operator at the regional network level (the format of this is left to the applicant's discretion).

Refer to Attachment 21 (Budget).

(5) 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.

The Pinecrest Academy of Northern Nevada (PANN) board of directors oversees all aspects of the fiscal management of the school. The auditors, accountants, and educational management company retained by the board, work as a team to develop financial statements and accounting reporting templates to ensure compliance with the state and federal reporting guidelines. Under the supervision of the Board Treasurer and in conjunction with the school's audit firm, Academica Nevada is responsible for the school's bookkeeping, financial reporting, and financial liability. The school principal will supervise the day-to-day cash collections at the school.

The person designated to draw all orders in pursuant to NRS 388A.420 for the payment of monies belonging to the charter school is the principal, and the principal will work closely with the EMO. All claims for payment from charter school funds are processed by Academica Nevada in conformance with charter school procedures. Payment is authorized against invoices properly supported by approved purchase orders with properly submitted vouchers approved by the governing body. The campus principal is responsible for assuring budget allocations are observed and the total expenditures do not exceed the amount allocated in the budget. The Board outsources payroll processes to a 3rd party vendor. Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

(6) Provide independent audits for each schools for each of the past three years for any under management at any point during that period as attachment 17.

See Attachment 17.

(7) Complete the audit data worksheet in Attachment 18. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment 17.

Refer to Attachment 18 (Audit Information).

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