

Narrative for resubmit changes

Pg. 3 - Narrative A.2.1, Assurance regarding performance frameworks: Goal 1: has been revised for clarity as discussed during our interview.

Pg. 3 - Narrative A.2.2, Assessment tools/data/artifacts, if applicable: provides a clearer description of the school's plan to meet goal 2.

Pg. 4 - Narrative A.2.3, Reasonableness of goals, if applicable: expanded to reference weekly team meetings to review data and implement instructional change.

Pg. 4 - Narrative A.3.1, Curriculum Model: Includes more detailed information about place based education, local community resources that support the curriculum model and research based text. Descriptions are provided about selected curriculum.

Pg. 10 - Narrative A.3.10 Transfer of Credit: The reference to Clark County School District was taken out. The school will send completed student credits when transferring schools or at the request of the Sponsor.

Pg. 10 - Narrative A.3.12, Instructional Strategies: simplified this section to focus on three highly effective instructional strategies that teachers will use and review weekly. We have referenced how teachers will receive support to successfully implement strategies for their success as well as student success. It also explains how curriculum will be used and adapted as needed.

Pg. 15 - Narrative A.3.13, Professional Development: changes have been made to reflect a very specific plan for professional development that will be offered.

Pg. 20 - Narrative A.4.2, Use of student Data: includes a clear plan for collecting data points using Study Island assessments. This data will be reviewed and used to drive and differentiate instruction. It will also be used to identify students in need of Rtl.

Pg. 22- Narrative A.4.3, Use of Longitudinal Data: has been expanded to reflect additions to the data plan. Also can found in Attachment 7.

Pg. 22 - Narrative A.4.4, Data Management Plan: updated to reflect weekly team meetings, and school wide data planning time.

Pg. 24 - Narrative A.6.2 Student behavior policy: added to student expectations.

Pg. 25 - Narrative A.6.5, Absence policy: School registrar was changed to school's operations leader.

Pg. 30 - Narrative A.7.4 Alignment of school plan with target population: Narrative added to include community partners.

Pg. 31 - Narrative A.8.1 Identification for ELL: We originally stated that students whose home language survey indicated another language spoken in the home or routinely used in another setting would not be automatically considered ELL. That was not an accurate statement and has been revised to reflect the definition of an English language learner according to NAC 388.610. We have also changed the screening of all ELL students to 30 days of start of school. We have clearly identified the different instruments to be used for initial and annual screenings.

Pg. 34 - Narrative A.8.6 Identification for Special Education: reference to weekly PLC meetings, reference to data obtained from Study Island benchmark assessments.

Pg. 38 - Narrative A.8.6 Identification for Special Education--Transportation: The school will not provide transportation

Pg. 39 - Narrative A.8.9 Special Ed. Continuum of Service: We mistakenly added this as an attachment the first time we submitted and we have now added it in as a narrative. We have also fixed the original discrepancies that identified RMA as a school that provides a full continuum of services, which will not be the case.

Pg. 41- Narrative A.9.1 Pupil Records: Reference to the Clark County School District was removed. RMA will comply with NRS.386.650 to install and use all hardware, software, and telecommunications compatible with the Sponsor and local school district.

Pg. 44 - Narrative B.1.5, Governance Structure and Composition: The composition of the board was changed from 5 to 7 members. 2 additional members are outlined in the narrative requiring members that have strong community ties that support the mission and the vision of the school. It states that there are still currently 5 members on the governing board. We have yet to fill the other two positions, but are working diligently to find people who fit the mold.

Pg. 46 - Narrative B.1.7 Recruitment of Board Members: The narrative explains the intentions of the Committee to Form to diversify the board capacity and outlines that while previous board experience is preferred, it is not required.

Pg. 48 - Narrative B.3.1 Organizational Structure: The business leader was removed from the organizational structure. The Operations Leader will fulfill both roles.

Pg. 50- Narrative B.4.1 Staffing Plan: References to Clark County School District have been taken out. Job postings will occur on educational websites such as teacher-teachers.com.

Pg. 57 - Narrative B.4.7 Employing Administrators: References to Clark County School District have been taken out. Job postings will occur on educational websites such as teacher-teachers.com.

Pg. 59 - Narrative C.1.6 Contingency plan for financial challenges: added to this part

Pg. 62 - Narratives C.2.5, Fees, Charges: narrative was adjusted to match the current budget.

Pg. 65 - Narrative C.4.2 Health Services: References to the Clark County School District have been taken out. A school nurse will be contracted from the Sponsor or the Health District.

Attachments

Pg. 1 - Attachment 1 A.3.2 Schedule of courses: Health and Computer Technology was added to stay in compliance with NAC 389.195. Also Pre-kindergarten and preschool was removed as this program is solely dependent on whether or not the grant is obtained. Daily allotted minutes and the school day hours were changed to comply with NAC 387.131. This was a concern that we feel is connected to the calendar.

Pg. 31- Attachment 2 A.3.3 Course descriptions and Alignment with standards. The course descriptions have been revised so that they are fully aligned with the Nevada Academic Content Standards and the Next Generation Science Standards. We had a hard time finding Computer Technology Standards. We have aligned the courses to the Nevada Computer and Technology Standards 2010. They have also been listed in the correct format as provided by the Public Charter School Authority website. Alignment Assurance (**Page 44**) has been included and signed by a member of the Committee to form.

Pg. 45 - Attachment 3 A.3.4 Typical daily schedule. Changes were made to the sample schedule to comply with NAC 387.131. The instructional day begins at 8:15 am and ends at 2:45pm. This allows for 360 instructional minutes and a 30 minute lunch period. This attachment was changed in order to comply with the concerns from the Calendar.

Pg. 49- Attachment 6 A.3.11, Textbooks. Textbook selection has been modified to include content that is based on compelling, research-based evidence. An explanation of content selection is included.

Pg. 54 - Attachment 7 A.4.1 Assessment plan and instruments: We have identified the exact assessment tools we will use to measure student growth, a description of why those tools were selected, and a timeline of when assessments will take place.

Pg. 58 - Attachment 8 A.5.1, Calendar: The calendar has been put into the correct format found from the Public Charter School Authority Website. It includes 185 instructional days meeting the requirements from NAC 387.120 and no more than 20 days per month are allotted. It also includes an explanation of daily operational hours, school hours, and time allotted for core instruction. **The narrative explanation starts on page 62 and the updated calendar can be found on page 64.**

Pg. 65 - Attachment 9 A.6.3, Discipline policy/code of conduct: included a clear plan of action for students committing a serious or harmful act, carried out by the leader of the school and in accordance with state and federal laws.

Pg. 68 - Attachment 10 A.6.4, Truancy policy: included a clear plan of action the school will take for students with trancies and students deemed as habitual truants, plan meets state statutes regarding trancies. It no longer refers to CCSD school police.

Pg. 73 - Attachment 13 A.8.2, ELL Program: RMA stands by the Content-Based approach for ESL instruction as described in the charter and not what was conveyed during our board interview. This approach is a well researched, comprehensive plan for educating ESL students. Made changes to reflect correct definition of ELL students and added ELL professional development (which can also be referenced back to the professional development section).

Pg. 76 - Attachment 14 A.8.3, Plan to evaluate ELL Program: added in WIDA MODEL annual assessment to progress monitor student progress as it relates to evaluating the program outlined by the school.

Pg. 77- Attachment 15 A.8.4, Plan to monitor ELL students: changed from ESL teacher to ESL program liaison because the enrollment of identified ELL students in unknown at this time. We expect that the Spanish teacher will be the program liaison and all teachers with identified ELL students will participate in the training outlined in the Professional Development section.

Pg. 84 - Attachment 19 A.8.12 GT Continuum of Services Flowchart: has been corrected to align with the school's plan. The original Attachment 19 A.8.9, Special Ed. Continuum of service was initially an attachment, but has been corrected and is now part of the narrative section.

Pg. 110 Attachment 25 B.2.2 Committee Members Response to Questionnaire: Jessica Petersen's missing questionnaire was added.

Pg. 113 Attachment 25 B.2.2 Committee Members Response to Questionnaire: Clarification is written regarding Jessica Petersen's response to providing pro bono legal counsel.

Pg. 119- Attachment 25 B.2.2.Committee Members Response to Questionnaire:

Clarification is written under Jeremy Howard's Questionnaire about his active role within the Board.

Pg. 131 - Attachment 27 B.3.3 Organizational Chart: The original narrative provided was correct. The Principal will oversee all staff. We have included a new organizational chart which shows the Principal overseeing all staff. The Operations Leader will report to the Principal, not the board directly.

Pg. 133 - Attachment 30 C.1.2 Budget Narrative: addressed special education, ELL, and GATE programs

Pg. 135 - Attachment 32 C.1.5 Pre-opening budget: added that we are working with 4th Sector Solutions

Pg. 137- Attachment 33 C.2.8, Minimum number of pupils necessary: The minimum number of students the school needs to operate has been changed to reflect an updated budget.

A.1 Mission, Vision, and Educational Philosophy

Narrative A.1.1, Purpose

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

Narrative A.1.2, Mission

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

Narrative A.1.3, Vision

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

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

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

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

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

Narrative A.1.4, Philosophy

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

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

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

A.2 Mission Specific Goals and Objectives

Narrative A.2.1, Assurance regarding performance frameworks

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

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

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

The Smarter Balanced Assessment Consortium ~~The Criterion Referenced Test~~ (or other standardized assessment subsequently adopted by the Nevada Department of Education) results will provide evidence to determine attainment of goal one. **For the attainment of goal two River Mountain Academy will collect and use quantitative data** ~~to include but is not limited to: Renaissance Learning's STAR assessments, Study Island, Lexia Learning and/or ST Math~~ **primarily from Study Island** (benchmark, diagnostic and cold assessments), **which is aligned with NVACS**, ~~appropriate district or state benchmark results,~~ and curricular assessments. ~~and~~ The qualitative data will be derived from resources such as: student notebooks, portfolios, observations, discussions, and cooperative learning strategies activities. ~~to support student academic and personal growth to attain goal two.~~ **Quantitative and qualitative data will be reviewed during weekly Professional Learning Community (PLC) meetings under the guidance of the leadership team and will be used to drive further instruction.**

Narrative A.2.3, Reasonableness of goals, if applicable

Ensuring that each student is healthy, safe, engaged, supported, and challenged requires us to continually ask questions and examine evidence related to implementation. **The weekly PLC meetings between staff and administration emphasizes data based lesson planning geared towards mastery of academic standards, while also encouraging the discussion of students' other needs: social, health, or otherwise.**

A.3 Curriculum and Instruction

Narrative A.3.1, Curriculum Model

River Mountain Academy will incorporate a whole child approach through place based education. “Place based education immerses students in local heritage, cultures, landscapes, opportunities and experiences, using these as a foundation for the study of language arts, mathematics, social studies, science, and other subjects across the curriculum.” *Place-based Education Research and Practice*. N.p.: Routledge, 2014. Print.

Teachers will be encouraged to use the schoolyard, community, public lands, and other special places as resources. River Mountain Academy is working diligently to form community partnerships and obtain free resources through State Parks, The Desert Research Institute, College of Southern Nevada, Las Vegas Valley Water District, and University of Nevada Las Vegas, Nevada Department of Wildlife, Tortoise Group, The American Horticulture Society Master Gardeners, and the Springs Preserve. According to David Sorbel:

“Place based education is the process of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science and other subjects across the curriculum. Emphasizing hands-on, real-world learning experiences, this approach to education increases academic achievement, helps students develop stronger

ties to their community, enhances students' appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens. Community vitality and environmental quality are improved through the active engagement of local citizens, community organizations, and environmental resources in the life of the school." Sobel, David. *Place-based Education: Connecting Classroom and Community* (n.d.): n. pag. Web.

The proposed program involves using the resources at hand to educate students. Students will become an active part of the community by contributing directly to it. Once per week, students will participate in an interactive outdoor learning lab. Labs may include visiting the onsite turtle sanctuary, desert gardens, (River Mountain Academy is proactively working to secure donations from the Desert Tortoise Group and Master Gardeners to bring resources into the school) grade level science experiments, or simply walking into the desert around the school to connect core content ideas. Any field trips taken, will have a horizontal and vertical alignment and will be purposefully thought out to support the mission and the vision of the school. Students will be encouraged to develop a worldly perspective -- this starts at home, within our community and school. Students will increase their understanding of the community, world, environment and core content through placed based education.

~~The school's reading, writing, and mathematics curriculum is based on the Nevada Academic Content Standards (NVACS). Science Curriculum will be based on the Next Generation Science Standards through the National Science Teachers Association. The Nevada State Standards will be used for other content areas such as social studies, music, visual arts, health, physical education, computer and technology, and Spanish. To succeed in college, other postsecondary education, and the workplace, students need higher-level thinking, communication, and problem-solving skills as well as knowledge of the world and its people. These are all products of the curriculum that challenges students to work harder as they investigate a wide range of real-world subjects. **Following the whole child approach, the**~~

model proposed allows for differentiation across all content. Students will have multiple opportunities to learn and assess in different ways ensuring that all students will succeed.

Reading Wonders

The Placed Based Education model does not necessarily need a “text series” to thrive and meet goals and standards. However, looking at the 5 components of reading (phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension) it is in the school’s best interest to select a research-based program that aligns with the NVACS and has cross-curricular ties to social studies and science.

Reading Wonders “builds all learners – both striving and struggling, as well as both English and Spanish speaking into stronger readers and writers.” "Reading Wonders - Reading Wonders." *Reading Wonders Reading Wonders Comments*. N.p., n.d. Web. 15 Dec. 2014.

Reading Wonders is built on the Common Core State Standards. Since the Nevada Academic Content Standards are based on the Common Core State Standards, the program is aligned to the required standards. Teachers and administrators must focus on the NVACS to ensure that each standard is being taught and supplement materials when needed. The program promotes student achievement by building a strong reading foundation, access to complex text, finding and using text evidence, and engagement in collaborative conversations. It also provides a rich literature selection, and differentiation to accelerate readers. The Assessment and Data portion is strong and includes weekly, unit, and benchmark assessments. Teachers will use these curricular assessments to inform and drive instruction during weekly Professional Learning Committee time.

Investigations

The *Investigations* curriculum represents the culmination of over 20 years of research and development aimed at improving the teaching and learning of elementary mathematics.

“Based on extensive classroom testing, *Investigations* takes seriously the time students need to develop a strong conceptual foundation and skills based on that foundation. Therefore, each curriculum unit focuses on an area of content, in depth, providing 2 to 5 1/2 weeks for students to develop and practice ideas across a variety of activities and contexts that build on each other. The units also address the learning needs of real students in a wide range of classrooms and communities. The investigations are carefully designed to invite all students into mathematics—girls and boys; members of diverse cultural, ethnic, and language groups; and students with a wide variety of strengths, needs, and interests.” *Investigations Investigations Overview* N.p., n.d. Web.

The Investigations curriculum provides ample opportunities for the faculty at River Mountain Academy to tie it directly into place based education activities. The program provides on-going assessments and teachers will be responsible for assessing standards taught continually to align with the assessment goals of River Mountain Academy. Investigations is aligned with the Common Core State Standards. Since the Nevada Academic Content Standards are based on the Common Core State Standards, the program is aligned to the required standards. Teachers and administration must focus on the NVACS to ensure that each standard is being taught and supplement materials when needed.

Science and Social Studies

The Place Based Education model does not need text for social studies or science. The materials needed to teach the standards and engage students are outside within our community and environment and within the walls of the school. Teachers will work within their Professional Learning Committee’s to develop a scope and sequence for the year. Team Leaders and the administration will work together to align the content vertically and horizontally throughout the grade levels. River Mountain Academy has been in contact with The Desert Research Institute and plans to take part in

the free Green Power School Program. This program is focused on educating students across Nevada and provides free resources and curriculum for Nevada Schools. Social Studies text will not be purchased. Examples of suggested units for social studies can be found in the course descriptions attachment A.3.3

Write... from the Beginning and Beyond

Write...from the Beginning is a developmental writing program for Kindergarten through 5th Grade focused on criteria necessary for successful writing achievement beyond the elementary years. The program includes narrative and expository writing, each utilizing the *Thinking Maps Common Visual Language*. Instruction is specifically geared to individual state standards. The program aligns with the curriculum model as it does not provided literature to build off of. Teachers will use local authors and literature to drive the writing instruction. Use and access to the Public Library will become a norm within the school community.

Art, Music, Health, Spanish, and Computer Technology

No specific text will be purchased for these programs. Art, Music, Health, Spanish, Physical Education, and Computer Technology are all subjects that will be integrated into the core content. In addition, students will visit a specialist teacher once per week for 50 minutes in each subject. Using the community around us, teachers will pull local resources and community members in to enhance instruction while following the state standards for example; local artists, authors, musicians, health professionals, and spanish speakers may be invited in to speak, but more importantly the students will have the chance to study the professionals work. Students will use technology to research aspects of the community and with strong teacher supervision and approval, may be allowed to bring resources into the school themselves.

Physical Education -SPARK

“SPARK is a research-based public health organization dedicated to creating, implementing, and evaluating programs that promote lifelong wellness. Each SPARK program fosters environmental and behavioral change by providing a coordinated package of highly active curriculum, on-site teacher training, extensive follow-up support, and content-matched equipment.” www.sparkpe.org

The faculty of the school will develop curriculum maps specific to the standards being measured. These curriculum maps will serve as the basis for lesson plan development to ensure that all standards are addressed. The curriculum maps will largely be aligned to curriculum, standards, and student goals. In addition to the curriculum provided teachers will use supplementary resources to support student engagement and academic success. Standards and learning goals will be clearly displayed in every classroom so that each child will be connected to the goals of their own learning process.

Attachment A.3.2, Schedule of courses

Please see attachment 1.

Attachment A.3.3, Course description and alignment with standards

Please see attachment 2.

Attachment A.3.4, Typical Daily Schedule

Please see attachment 3.

Attachment A.3.5, Courses to complete for promotion

Please see attachment 4.

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

Not applicable

Narrative A.3.7, Policy for pupil promotion

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

Attachment A.3.8, Diploma if applicable

Not applicable

Attachment A.3.9, Transcript

Please see attachment 5.

Narrative A.3.10, Transfer of credit

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

Attachment A.3.11, Textbooks

Please see attachment 6.

Narrative A.3.12, Instructional Strategies

Teachers at River Mountain Academy will rely on three main instructional strategies to facilitate effective teaching and to ensure student learning in meaningful and engaging ways. Using

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

1. Differentiated Instruction (DI) is the process of personalizing classroom instruction so that all students can learn effectively regardless of their ability level or learning style. **According to Carol Tomlinson Ed.D, a leading authority on DI, "...differentiating instruction is an approach to teaching that advocates active planning for and attention to student differences in classrooms, in the context of high quality curriculums."** (<http://www.caroltomlinson.com/>) **RMA will ensure that all** teachers will be trained to ~~effectively~~ utilize NVACS aligned curriculum that the school has deemed rigorous and learn ways to adapt as needed to reflect the various ~~ability levels~~ needs of students. Teachers will continually discuss and develop effective ways to differentiate instruction during weekly PLC meetings as it pertains to the data being reviewed. Teachers at RMA will understand that every packaged curriculum falls short in certain areas and will therefore have to be supplemented with materials and lessons to ensure all students learn in ways that are appropriate for their learning levels and styles. The reading curriculum ~~and math curriculum to be used at~~ to be used at the school already has a built in component for

~~differentiation~~ differentiating students by reading level and skills focus. It also includes a strong science and social studies component that will be related back to the school's overall place based mission. The writing program, although based on a style that uses thinking maps to engage writers in all aspects of the writing process, will be further developed by the leadership team and classroom teachers. This process will allow for the selection of complex texts that challenge the students thinking well above grade level, book selections will include but are not limited to desert ecology, history of southern nevada, environmental concerns, habitats, and various thematic units that tie back into other areas of study. The math curriculum will provide a solid foundation for skills development and allow for a deeper understanding of mathematical concepts. When necessary, teachers will be able to use the intervention and extension activities provided within each session or design supplemental lessons to personalize learning and engage all students.

~~Reading~~ whole group lessons will reflect skills that relate to a specific standard, all students will be learning the same standard but may be practicing in different ways. small group lessons assessment data will be used to place students into ability groups. these groups will have a very specific focus to the students in the group to ensure that they are being challenged to achieve higher levels. learning centers all students will visit the same learning centers in the classroom. learning centers will be setup to reflect the needs of student groups and will be differentiated so that various groups can practice skills independently and extend concepts from whole group and small group lessons. Learning centers may include but are not limited to a writing center, a science center, a listening center, a computer center, and a word play center.

2. ~~Cross-curricular connections~~ **Interdisciplinary teaching** will help students see the connection between individual subject areas thereby making learning more relevant. ~~to the students.~~ As previously discussed, the provided curriculum will offer a strong foundation for learning but will

need to be supplemented by members of the school community and connected to the overall mission of the school. With the help of the leadership team, teachers will learn how to design lessons that focus on a specific standard but will also incorporate or tie back to skills used in other subject areas. For example, during differentiated reading groups, students may be reading an informational text that targets specific reading standards they are trying to master. At the same time, that text will relate back to a science topic the students have been learning about. That science topic will be extended even further to connect back to relevant and local topics being discussed as a school and community. The teacher will facilitate students as they make those cross curricular connections and discuss other ways in which they can connect their learning to the world around them. **Teachers at RMA will understand that**

“Interdisciplinary/cross-curricular teaching can increase students’ motivation for learning and their level of engagement.” (<http://www.eduplace.com/rdg/res/literacy/interd1.html>)

Therefore, these types of connections should will be implemented in all subject areas throughout the day with the overall goal being that students understand how to transfer skills and learning to new situations in and out of the school environment.

3. The Gradual Release ~~Structured~~ method of teaching is framed around a process where the responsibility of learning goes from the teacher to the eventual independence of the learner. Again, the leadership team will support teachers as they learn and implement this method and understand how it relates back to student success. In it’s most basic form this method emphasizes an ‘I do, we do, you do with a partner, you do independently’ type of release. **The goal of gradual release is to give students the support they need to as they take control of their own learning and gain confidence as independent learners. As stated by Fisher and Frey, teacher “...supports include models of the kind of thinking they will need to do, access to academic language, peer collaboration, and guided instruction.”**

<http://www.ascd.org/publications/books/110058e4/chapters/Releasing-Responsibility.aspx>

Teachers will build upon background knowledge to introduce a new skill or topic. Teachers will clearly state the learning goal expected to be mastered by all students. Teachers will demonstrate and verbally think through learning as students remain actively engaged. Teacher and students will then work through learning together with students providing assistance through the discussion of ideas. Students will then have time to work in a cooperative learning situation, either small group or partner share, to further practice skill. The final stage of the method has the student working independently to demonstrate understanding of new learning. The teacher gradually lessens his/her role over the stages of this method by providing more direct instruction at the beginning to a more facilitative role by the end. Throughout the process teachers will be recording data, using observational checklists and class discussion notes, to use in weekly PLC meetings. This type of data, in addition to the data obtained from SI, will be extremely helpful to teachers as they decide which students need remediation and which students have mastery.

~~Weekly Team Meetings-~~

Teachers will meet ~~weekly with administration~~ the leadership team during weekly PLC meetings ~~and their grade-level teams~~ to review these instructional strategies and how successful implementation is reflected in student growth. Teams will review student data ~~and discuss~~ as it relates to progress, growth and/or RTI. Teams will reflect on instructional practices and work together to adjust learning activities to maximize student progress. ~~create the best plan for upcoming instruction.~~ Meetings should start with an agenda, be time sensitive, have someone assigned to take notes, assign tasks and responsibilities, and encourage feedback from all parts involved. The leadership team should also use this time to assess further professional development needs and or requests of teachers, ensuring that they are well equipped to implement the instructional strategies outlined. Educators will use the

Standards in Practice model as a framework to inform and evaluate the quality of instruction and assignments. (www.edtrust.org)

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

~~Brain based learning- Instructing through multiple learning pathways such as linguistic, logical-mathematical, musical, bodily kinesthetic, spatial, interpersonal, intrapersonal, and naturalist.~~

- ~~● Teacher modeling- Provides students with a clear, multi-sensory model of a skill or concept.~~
- ~~● Guided Practice- An activity that provides students the opportunity to grasp and develop concepts or skills and requires teachers to monitor student progress.~~
- ~~● Cooperative Learning- A form of active learning where students work together to perform specific tasks in a small group.~~
- ~~● Small Group Instruction- Teacher will pull ability-based groups to target specific instructional goals.~~
- ~~● Peer Teaching- Students interact with other students to attain educational goals.~~
- ~~● Scaffolding- Learner accesses prior knowledge and then through the support delivered by engaging instruction is able to accomplish the task independently.~~
- ~~● Independent Learning- Students will make the decisions necessary to meet his/her own learning needs.~~

Narrative A.3.13, Professional Development

River Mountain Academy will create ongoing professional development experiences that reflect the school's mission while supporting the Nevada Academic Content Standards (NVACS). The following elements will serve as a productive means for providing a personalized learning approach for River

Mountain educators and ensure their success as effective teachers who purposely plan for the engagement of all students.

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

- High-quality, targeted professional development for teachers that aligns with college- and career-ready standards, ~~and~~ the academic and improvement goals of the ~~school~~ student population, and the overall mission and vision of the school.
 - All teachers will receive Place Based Education training from members of the leadership team and a highly qualified staff member with previous experience and knowledge about how to implement a successful school wide place based program. Members of the training team will attend Community Works Institute’s Summer West training program, the cost of which will be approximately \$4000. The training will provide an invaluable opportunity to dive deeply into place based education, service-learning, and principles of sustainability. The training team will take information and strategies learned back to RMA for an onsite teacher training. Teachers will receive ongoing professional development, on and off campus, as it applies to their grade level standards, selected science themes, planned field trips, and community guest speakers. To ensure that all members of the staff are prepared to fulfill the school’s mission, RMA will partner with local organizations such as:
 - The GreenPower outreach program through the Desert Research Institute (DRI)
 - Through this program teachers will: attend various workshops related to local environmental topics, learn how to implement standards based science learning

into their curriculum using the programs Green Boxes (science kits aligned to Next Generation Science Standards), utilize the programs dynamic professionals to present in classrooms and at the school, take advantage of field trip opportunities. All services provided by GreenPower are free of charge.

- The Tortoise Group - This group offers free information and training regarding the adoption of desert tortoises, building and creating an appropriate habitat on school grounds, and the care of desert tortoises for ongoing student study
- The Parks as Classrooms educational initiative through Lake Mead National Park - teachers may access free curriculum materials, free field trip planning guides, schedule guest speakers, and access further professional development
- The staff at RMA will continually reach out to local organizations to form partnerships that will fulfill the school's mission

- All teachers will receive training on the Whole Child philosophy - 2 members of the leadership team will complete ASCDs free online professional development course 'An Introduction to the Whole Child' to receive further training about Whole Child education and will in turn train all members of the RMA staff on how to properly implement the tenets of the philosophy. This training will include a school wide behavior management program that aligns to the Whole Child Philosophy.
- All teachers new to the school or teachers with no experience using the selected curriculum will receive training on how to implement curriculum, supplement the curriculum, and learn how the curriculum aligns to the NVACS. Free training is provided upon purchase of new curriculum.

- All teachers new to the school or teachers with no experience using Infinite Campus will receive training on how to use the necessary components of the system for attendance, grading, and reporting. Training is provided by SPCSA.
- All teachers new to the school or teachers with no experience using Study Island will receive training on how to use the program to assess students and drive instruction through the use of data collection. Free training is provided upon purchase of the Study Island program.
- Grade level representatives will attend the National Conference on Differentiated Instruction. Representatives will be expected to take what they have learned from the conference and teach it to other members of the school to support all teachers as they implement DI strategies. The estimated cost for sending 10 staff members to the 2015 SDE conference on Differentiated Instruction for 4 days of training is \$5150.
- All teachers will receive Response to Intervention (RtI) training from a highly qualified member of the staff. The first training will be completed before the beginning of the school year and will allow, for teachers new to the process, time to practice identifying, assessing, and creating intervention groups. All teachers will receive ongoing support through each phase of the RtI process. Please refer to section A.8 for further details on the RtI plan.
- All teachers of students identified as English Language Learners will receive training on Content-Based Instruction for English Language Learners through the ASCD online professional development series. This course is aligned to the ELL program outlined in Attachment A.8.2. This course costs \$129 per teacher.
- All teachers **of students with special needs will attend an inservice training provided by the Special education team at the beginning of the school year.** All teachers will

receive ongoing support from the Special Education team in order to ensure that student's IEP goals are being met and reevaluated, that appropriate classroom interventions are implemented, and that applicable behavior **intervention** plans are followed. The Special Education team will also provide instructional support and grade level training as needed to help general education teachers best meet the needs of students with special needs.

- **All teachers will be encouraged to take advantage of classes and trainings provided by the Regional Professional Development Program (RPDP) to grow themselves as professionals and support the school community.**
- Professional development for the leadership team that addresses the school improvement plan strategies, engaging families and communities, and managing school resources, mentoring and support in curriculum implementation, on site coaching of instructional strategies, and facilitating data driven instruction
 - members of the leadership team will attend training on place based education
 - members of the leadership team will receive further training about Whole Child education
 - members of the leadership team will attend trainings on Infinite Campus, selected curriculum, and Study Island
 - members of the leadership team are able to attend the SDE conference on Differentiated Instruction for free. Members of the leadership team will select sessions geared toward administration and school improvement
- ~~Development of a school leadership team to provide mentoring and support in implementation of curriculum and on-site coaching of instructional strategies.~~

- Team-based, job-embedded professional development for the leadership team teachers, administrators, and staff. (Standards In Practice model)
- ~~Multiyear induction programs for new teachers and principals for the first two years of employment, including ongoing mentoring with paid release time and regular feedback to teacher and principal preparation programs.~~
- Training and learning opportunities for board development
 - **RMA will initially purchase a Greatboards 1 year subscription to allow all board members access to training and board development opportunities offered by Charter Board Partners. This will cost approximately \$2000.**
 - ~~Rigorous, transparent, and equitable teacher and principal evaluation systems based on multiple criteria, including student achievement and growth, and classroom practice.~~

Professional development opportunities on and off site should create opportunities for diverse teams to work together on collaborative tasks strengthening the understanding, respect, and flexibility among the Pre K–5 staff. PD will provide teachers a chance to embrace new concepts together and genuinely engage adult learners in team-building activities that strengthen professional relationships and deepen understanding of divergent perspectives.

A.4 Assessment and Accountability

Attachment A.4.1, Assessment plan and instruments

Please see attachment 7.

Narrative A.4.2, Use of Student Data

Our goal is to educate students who are healthy, safe, engaged, supported, and challenged and who are ready for the demands of college, career, and citizenship. **Data from incoming state**

assessments will be used as a baseline to determine the appropriate leveled tier of instruction.

During the first week of the school year, students will take a Diagnostic Assessment from Study Island (SI) to establish a more current baseline. The SI data will be used to better calibrate standards being taught during the first four weeks. During week five, cold assessments will begin which give valuable data to the school regarding standards based instruction (see Attachment 7). Using a combination of assessments of learning, such as growth models; portfolios; criterion-referenced tests; norm-referenced tests; computer adaptive assessments; diagnostic evaluations; and formative, interim, and summative assessments; we get a more comprehensive and continuous picture of student achievement and long-term success. Student data analysis will be ongoing. Frequent data collection, particularly for students performing below grade level, is fundamental to improvement. The results from these ongoing assessments, which will be reviewed in weekly grade level meetings, will be used to drive instruction and to differentiate instruction for all learners. **Data points will also be used to establish intervention programs** will be developed for students to ensure appropriate remediation and advancement. Students identified at risk, will have an intervention plan created by their teacher. This plan will follow the Nevada Response to Intervention model. Tier one includes research based instruction in the general education classroom with core instructional interventions. Tier two includes small group intervention with intensive assistance for students who are performing below monitored progress expectations. Tier three includes students with accommodations and/or modifications as established in an Individual Education Plan (IEP). School wide results will be used to target faculty and professional development.

At the classroom level, formative and summative assessments will complement the school level data collection. Subsequently, the school level data collection will complement the state level data collection.

Narrative A.4.3, Use of longitudinal data

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

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

Within the plan out lined in Attachment 7, the longitudinal data will be collected in two distinct ways:

1. Results of the cold, cumulative assessments will inform classroom instruction and walkthrough observations.

- **Results of the Diagnostic and Benchmark assessments will be used to inform lesson plans and projected time on task needed for standards not indicating student mastery.**

Narrative A.4.4, Data management plan

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

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

A.5: Tentative School Calendar and Daily Schedule Guidelines

Attachment A.5.1, Calendar

Please see attachment 8.

Narrative A.5.2, Enrollment dates

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

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

_____ Not applicable

A.6 School Climate and Discipline

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

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

The policies for River Mountain Academy have been developed and will continue to be developed so that a safe environment which is conducive to learning may be established. Once the charter is approved, the principal will further refine the discipline policies. These policies will provide for the progressive discipline of pupils and in school review of disciplinary decisions.

The policies will continue to develop with input and participation from the teachers, parents, and other members of the board. They shall be aligned with the rules of behavior set as a guide in NRS 392.463; provide details designed to address the specific disciplinary needs and concerns of the school; and provide guidelines for the temporary removal of a pupil from the classroom. The principal and board members will review these policies annually to determine if any changes need to be made.

Narrative A.6.2, Student behavior policy

River Mountain Academy will set in place a positive and healthy educational environment that promotes respect and diversity for all school members. Students will be expected to demonstrate positive behaviors at all times. **This includes positive behaviors as they relate to peers, RMA staff, school property, and the world around us.** Although most students come to school ready to learn and participate, there may be times when students have difficulty following school rules. These difficulties may lead to negative attitudes and inappropriate school behaviors. Students exhibiting attitudes and behaviors that cause a problem or affect the learning of others and themselves will be addressed immediately. **A more detailed description of the school's discipline policy can be found in attachment A.6.3.** School staff and families will work closely to ensure that negative school/home behaviors do not become habitual.

Attachment A.6.3, Discipline policy/code of conduct

_____ Please see attachment 9.

Attachment A.6.4, Truancy policy

_____ Please see attachment 10.

Narrative A.6.5, Absence policy

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

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

Students who arrive more than five (5) minutes late to school will be marked tardy. Students who are absent for more than half the day will be marked absent and upon returning from the absence, a student must provide a note from their parent/guardian explaining the nature of the absence. This note should be submitted, either in written or email form, within three (3) days after their return to school and should include the following information:

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

It will be up to the principal and/or the ~~school registrar~~ **school's operations leader** to decide if an absence is excused or unexcused. If the school is not notified within three days regarding a student absence, the absence is considered unexcused and will be deemed truancy according to NRS 392.130. A student or a parent may request missed homework within three (3) days after returning from an

absence. The student will be allowed a reasonable amount of time to complete missing homework depending on the amount of school days missed.

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

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

Narrative A.6.6, Involving families

River Mountain Academy is committed to serving the whole child. The involvement of parents, families, and other community members who support the school's mission is a necessary component to student success. As stated in our philosophy, all students will be connected to the school and broader community. In addition, students will be supported by the qualified and caring adults in their lives, including parents, families, teachers, and other staff members. The school will work to establish relationships that support student growth and encourage active engagement in the school community.

School involvement may include, but is not limited to:

- Back to School fair, Open House, Curriculum Nights
- Adult volunteerism for student, classroom, or school
- Adult volunteerism in student clubs and activities
- Adult volunteerism on field trips and community events

- Fall Festival, family movie night, Holiday picnics and parties, NV Reading Week
- Parent/Teacher conferences as needed throughout the year
- Open communication-updated website, Facebook page, school newsletters, face to face
- Parent portal access to Infinite Campus-the student information system
- Parent Teacher Organization
- Guest speakers and school assemblies

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

A.7 Target Population

Narrative A.7.1, School location

The proposed location for River Mountain Academy is within the City of Henderson. More specifically, the school is looking to primarily serve students residing in the zip codes 89015, 89011, 89002, and 89122 with the school being centrally located in the 89015 area. The City of Henderson is a growing and thriving community. According to the US Census Bureau Henderson has seen a 5.2% growth rate from 2010 to 2013.

Narrative A.7.2, Target population

Although River Mountain Academy will be open to all children residing in the state of Nevada, the target population will be children from pre-k age through fifth grade living near the proposed location of the school. The City of Henderson currently has 26 traditional elementary schools that serve approximately 18,728 students. Children living in Henderson have very limited charter school options in their surrounding community. The need for school choice is evident. According to the 2011-2012 Nevada Department of Education's Nevada Annual Reports of Accountability eleven elementary schools within the City of Henderson did not achieve adequate yearly progress (AYP). Furthermore, the Nevada Report

Card for the 2012-2013 school year revealed that out of 5 stars, eleven schools achieved a 3 star rating and one school achieved a 2 star rating. Only three schools have a full staff of highly qualified teachers. This leaves 23 schools within the city that are not fully staffed with qualified teachers. This established need across the board is not a result of fledgling schools: most of the schools in the Henderson area have operated for several years. School size is another concern for Henderson families. The average elementary school enrollment is 720 students, with some schools greatly exceeding that. The Clark County School District (CCSD) has not opened a new elementary school in Henderson since 2010. As the City of Henderson continues to grow student enrollment at these existing schools will increase and result in even more crowding.

In addition to the 26 CCSD elementary schools, there are 3 charter schools within Henderson serving approximately 1,000 elementary aged students: Coral Academy of Sciences (serving grades 3-5), Pinecrest Academy of Nevada (serving grades K-8), and Silver Sands Montessori Charter School (serving K-7). Of these three charter schools, two received a three out of five star rating on the 2012-2013 Nevada Report Card. In consideration of the aforesaid disconcerting demographics, it is fair to state that there is a clear and obvious need for educational opportunities in this community. The children residing in the growing City of Henderson are underserved and would do well to have more quality choice options.

Attachment A.7.3, Enrollment projections

Please see attachment 11.

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

Data from the 2010 US Census reveals that the City of Henderson is a predominantly white community with 68.7% of residents reporting to be white alone. However, the census also reveals that the community itself grew by about 13,000 residents during the years 2010 and 2013. Growth is expected to continue in Henderson as 14 new master planned communities, which are currently in

development, attract more families. As the community grows so does its diversity; in January 2014, the City of Henderson had over 16% of children living in single parent homes, 9.8% of families were living below the poverty level, 36% of households earned below \$50,000 per year, and 8% of high school aged students did not graduate or receive a diploma.

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

The school will utilize the surrounding community and its members to provide further support for its students. The City of Henderson has a strong community and has received several accolades over the years. The fire, police, and parks and recreation departments have received National Accreditation and provide programs to extend learning and extra services to assist students and families. Henderson is also home to an extensive parks network, the Henderson Bird Viewing Preserve, the Clark County Heritage Museum, and the Ethel M Chocolates & Cactus Garden. Students at River Mountain Academy will have the opportunity to visit these locales that offer safe places to play, exercise, and learn. Also, in an effort to support environmental awareness and school wide lessons in local ecology, students will take field trips to nearby places such as Lake Mead National Recreation Area, Red Rock Canyon National Conservation Area, Valley of Fire State Park, the Springs Preserve, and the Hoover Dam. Field trips and excursions away from school will serve to enhance and expand the learning that is taking place within the school. The school will work to provide students with many hands on learning opportunities

supported by the community in which they live. **RMA will continually reach out to local organizations to bring learning opportunities to students. The Desert Research Institute’s GreenPower program and the Educational Outreach division of the Lake Mead National Recreation Area are two organizations that will provide guest speakers and on site learning opportunities for the students at RMA.** These experiences will serve to better their understanding of how learning goes beyond the classroom and into real life.

Attachment A.7.5, Student recruitment plan

Please see attachment 12.

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

_____ Not applicable

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

Not applicable

A.8 Special Student Populations

Narrative A.8.1, Identification, etc. for ELL

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

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

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

Students whose home language surveys indicates they come from a home with another spoken language, ~~or students who~~ routinely use another language in other settings, or **students whose completed home language survey was in a language other than English** ~~will not be automatically identified as ELL. These students will be referred for further review by the school principal and the school's English language assessment specialist. within five (5) days of student enrollment and survey evaluation will occur within ten (10) days.~~ **Students will be screened within thirty (30) days of the start of school.** A preliminary evaluation will include a thorough assessment of a student's academic history including academic records from previous schools, course grades that indicate a lack of progress due to English language acquisition, and information on typical classroom performance. After reviewing academic history, the English language assessment specialist may also consult with a student's current classroom teacher taking note of teacher observations and grade level reading assessments.

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

~~Students identified as possible~~ English language learners, **identified** during the preliminary screening process, will be formally screened using the WIDA ACCESS Placement Test (W-APT). **This is an initial testing tool designed to give a W-APT score that** will be used to determine the initial tier placement for English language assessment and assist in determining the student's initial English language proficiency (ELP) level.

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

Attachment A.8.2, ELL Program

Please see attachment 13.

Attachment A.8.3, Plan to evaluate ELL Program

_____ Please see attachment 14.

Attachment A.8.4, Plan to monitor ELL students

Please see attachment 15.

Attachment A.8.5, Title III assurance

_____ Please see attachment 16.

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

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

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

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

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

concerns. The student's level of performance and rate of learning will be monitored over time so that data-based decisions can be made about the student's need for increasingly intensified services. A more detailed description of the RtI process the school will adhere to is described in Attachment A.8.8.

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

Assessment: Teachers will **primarily use data obtained from SI benchmarking assessments a combination of assessment tools such as portfolios, criterion-referenced tests, norm-referenced tests, computer adaptive assessments, diagnostic evaluations, formative, and summative assessments** to ensure ongoing student data analysis. **Teachers will also incorporate data from other classroom based formative and summative assessments.** Using a variety of tools establishes a more comprehensive and continuous picture of student achievement and long-term success. Frequent data collection, particularly

for students performing below grade level, is fundamental to improvement. The results from these ongoing assessments will be used to drive instruction and to differentiate instruction for all learners. Intervention programs will be developed for students to ensure appropriate remediation and advancement. Students identified as at risk, will have an intervention plan created by their teacher. This plan will follow the Nevada Response to Intervention (RtI) model.

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

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

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

Individual Education Program (IEP) Development: Developing an Individualized Education Program (IEP) is a team effort. The team that oversees the development of an IEP will consist of the following: parents, student, teacher, special education teacher/facilitator, and any other required related service

professionals. A smaller team of professionals consisting of the special education teacher/facilitator and related service professionals will initially review all assessment data and will meet with the student to discuss his/her goals, strengths, and interests. The initial team will then include the student's parents and teacher into discussions to address concerns and elicit input. Upon obtaining all the necessary assessments, data, input, and related information the special education teacher/facilitator can then write the IEP. A draft of the IEP will be reviewed and discussed by the entire team at a later date appropriate to time schedules. From there the IEP will be adjusted as needed or put into implementation.

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

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

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

Budget: The proposed budget includes the salary for a special education teacher in addition to classroom, curriculum, and assessment materials and supplies. These materials could include adapted

equipment and materials. The budget also includes funds for professional development and assistive technology access for students.

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

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

Students with special needs who commit more serious behavioral infractions require a special analysis to determine whether their disability played a part in their behavior. This is known as a manifestation determination. Students can be disciplined, suspended or expelled from school as long as

it doesn't interfere with a their placement or program. A special education student who brings drugs or weapons to school can be removed for up to 45 days without parental consent.

The school will provide an in-service training to instruct teachers on how to implement a BIP and inform them of the behavioral policies for special needs students. The in-service will be led by the special education teacher/facilitator and will be open to all staff members. Teachers who currently have students with IEPs in their classrooms will be required to attend the in-service training. The special education teacher will carefully review the steps in BIP implementation and documentation during the training. The special education teacher and the principal will provide ongoing support for all teachers to ensure that behavior problems are closely monitored and that all students are protected under state and federal laws.

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

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

Plan for Evaluation of Special Education and Rtl Programs: River Mountain Academy will set in place a comprehensive process to gather information from a variety of school members, analyze data, and create a written report that outlines major findings and recommendations with a focus on continuous improvement. Data collections will include a survey of all faculty related to the services of students and

their level of agreement with various aspects of service. Data will also include structured classroom observations to obtain information about instructional practices, enrollment, student performance, and staffing sufficiency. A focus group consisting of the school's principal, special education teachers/facilitators, general education teachers, and parents will review the findings and write a report of findings and recommendations.

Attachment A.8.7, Special Ed. Policy assurance

_____ Please see attachment 17.

Attachment A.8.8, Rtl referral packet and flowchart

Please see attachment 18.

Narrative A.8.9, Special Ed. Continuum of service

River Mountain Academy will provide a continuum of services for students with special needs that are eligible to receive special education services. Students will be placed in the least restrictive environment (LRE) within the continuum. Teachers and staff at RMA will hold all students to a high standard and support them through high quality instruction in the LRE.

Level 1 - Student is placed in general education classroom. The student does not need additional or specialized assistance. The classroom teacher is able to meet the student's needs through high quality differentiated instruction, interdisciplinary techniques, and gradual release. Student progress is closely monitored and reviewed during weekly PLC meetings.

Level 2 - Student is placed in general education classroom. The special education teacher has a consultative role and provides assistance to the classroom teacher. The special education teacher will guide the classroom teacher through the implementation of pertinent strategies, a behavior intervention plan (BIP), or the response to intervention (Rtl) process as needed for the success of the

student. Student progress is closely monitored and reviewed during weekly PLC meetings and also reviewed with the special education teacher.

Level 3 - Student is placed in the general education classroom for the majority of the day but will receive services outside of the general education classroom for some of the day. These services may include:

- **small academic intervention groups**
- **small behavioral intervention groups**
- **speech and language pathology, audiology**
- **occupational therapy**

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

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

challenged, all related staff and parents will have a minimum of one yearly meeting to review the program and make recommended changes to better the program.

Narrative A.8.11, Gifted and Talented Continuum of service

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

Attachment A.8.12, GT. Continuum of service flowchart

Please see attachment 19.

A.9 Records

Narrative A.9.1, Pupil records

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

In accordance with NRS 386.650, the school will install and use all hardware, software, and telecommunications compatible with the **Sponsor and local school district** ~~Clark County School District~~

(CCSD) to fulfill data transfer requirements. The school plans on using Infinite Campus, which is the student information system CCSD is using at this time.

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

Attachment A.9.2, Pupil record retention policy

_____ Please see attachment 20.

A.10 Career Education (if applicable)

Not applicable

B.1 Governing Body

Attachment B.1.1, Bylaws letter from counsel

_____ Please see attachment 21.

Attachment B.1.2, Bylaws

_____ Please see attachment 22.

Attachment B.1.3, Bylaws stipulations identification

Please see attachment 23.

Narrative B.1.4, Governance philosophy

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

- Governing board members add value to River Mountain Academy.
- We believe that at all times the board should know it has the right leader and the school is going in the right direction.
- The board must initially be involved in shared management, but River Mountain Academy is committed to a board that does not micromanage the school's day-to-day operations.
- The board functions best when all members engage in productive dialogue.
- That the traditional priorities for school boards must be our priorities—overseeing management and school finances and assuring quality school leadership.
- A 21st-century public school board must focus on accountability. The board should always know: 1) where we are now in meeting our goals, 2) where we need to be to meet our goals, and 3) the best strategy to meet our goals.
- That board, administrators, faculty, and the community should have a shared understanding of goals, options, risks, and threats, and that all energy should be focused on our productivity and success.
- All board members should freely ask questions and give opinions without any concern that this involvement is annoying or without value.

- The success of River Mountain Academy, in part, depends on building a trusting and supportive organizational culture, which is focused on results.

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

Narrative B.1.5, Governance structure and composition

The ~~current and~~ desired size of the Board should contain ~~five (5)~~ **seven (7)** members. **The current size of the Board includes five (5) members.** Two members who are either teachers or school administrators or who previously held licenses as teachers or school administrators and are retired, as long as his or her licenses were held in good standing; One parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or administrator at the charter school; ~~and~~ two members who possess knowledge and experience in either (1) Accounting; (2) Financial Services; (3) Law; or (4) Human resources; **and 2 members with strong community ties that support the mission and the vision of the school.** . The officers of the school shall consist of a President, Vice President, Secretary, Treasurer and such other officers as may be appointed by the board from time to time. Officers will have the powers and perform the duties customarily belonging to their respective offices. The governance structure and composition of the Board and the committees will ensure that the school will be an educational and operational success. The Academic Committee will continually evaluate the success of the school and the school leader and will ensure that key stakeholders (administration, faculty, board members, and the community) have a shared understanding of goals, options, risks, and threats. Please reference Attachment B.1.2 Bylaws for a full description of officer duties and board duties including the structure and composition of committees.

Narrative B.1.6, Increasing board capacity

To increase the number of members requires governing body action in an open meeting. However, at no time shall the board have less than (5) Members and at no time should the Board consist of an even number of Members. If and when the Board chooses to increase the capacity of the Governing Body, the Board must seek candidates which adhere to the statutory requirements of NRS 386.549. To ensure that the board represents key stakeholders equally, the first priority for recruitment will be a parent or legal guardian of a pupil enrolled in the school who possess knowledge of Accounting, Financial Services, Law, or Human resources. Newly elected Members shall be given an orientation by the President of the Board and are required to read the Charter in full. The Board will acquire membership and training through Charter Board Partners (www.charterboards.org). All members will be required to participate in the ongoing training/support program that Charter Board Partners offers. Support and development training include: monthly coaching sessions (via telephone or Skype), analyzing student performance data, access to a help desk, tools references and resources and access to the Charter Board Partners Consultancy. All Members shall be provided general training with respect to their duties as a Member, compliance with applicable Laws relating to the operations of a Charter School and other matters. Board Members will avail themselves of Charter School conferences which offer workshops on governance, financial oversight, budget, academic accountability, among others. Board Members are required to attend a Charter School Conference yearly and should present and demonstrate their knowledge of running an effective and successful board by becoming a presenter at said conference in year 2 of their second term.

Narrative B.1.7, Recruitment of board members

The governing body will solicit from parents, professional educators, and the community to fill vacancies as they may arise on the Board. The Board must seek candidates who adhere to the statutory

requirements of NRS 386.549. To assist in identifying the best qualified candidates, the Board shall advertise all vacancies on the School's website and through direct (email, letter, text, or phone, etc.) communication to the parents of all enrolled students. These notifications of a Board vacancy must contain a description of the qualifications a candidate must possess to maintain compliance with NRS 386.549 and instructions on how information regarding qualified candidates can be submitted to the Board of Directors for consideration.

Initially, the Committee to Form will become the Board of Directors during the first months of construction, approval, and enrollment. Two members of the Board, fully intend to take themselves off and teach at the school. These positions will need to be filled by teachers in order to adhere to the statutory requirements of NRS 386.549. The board will solicit from parents, professional educators, and the community to fill vacancies as soon as possible. The ideal number for the board capacity is seven (7) members and should never drop below five (5). In addition to removing members, the Board will add two (2) additional members that have strong community ties that support the mission and the vision of the school. A community member who is affiliated with one of our prospective partners is desired and a community member that as an expansive business background (such as a CEO or successful business owner). While previous board experience is preferred, it is not required. If at any time, the Sponsor feels that there is a conflict of interest or not enough diversity within the Board, then the Board will take measures to restructure.

B.2 Composition of the Committee to Form the School

Attachment B.2.1, Committee member names, resumes

Please see attachment 24.

Attachment B.2.2, Committee members' response to questionnaire

Please see attachment 25.

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

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

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

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

Attachment B.2.4, Assurances

Please see attachment 26.

B.3 Management and Operation

Narrative B.3.1, Organizational structure

The Governing Board is responsible for ensuring the school is structured in compliance with the charter, creating and approving the school's budget, and selecting and supervising the school's principal. The Governing Board and the principal will work together to hire the ~~business leader~~ and the operations leader. The principal will have the responsibility of implementing the vision of the board and will be the face of the school to the students, parents, and the community. The principal is responsible for hiring the instructional staff, setting the standard of expectations, meeting the parents, and representing the school to the chartering authority. The Governing Board and the principal should work together to

ensure a school culture that supports, reinforces, and reflects the well-being of everyone in it. In addition, they will assure that students and adults feel valued, respected, and cared for and are motivated to learn, lead, and teach. ~~The business leader will have a scope of responsibilities involving handling the financial and business side of the school including financial reporting and budgeting.~~ The operations leader will have a scope of responsibilities involving handling the operational and **business** side of the school including managing arrival, dismissal, student records, enrollment, withdrawal, attendance, meals, ~~and~~ transportation, **financial reporting and budgeting.**

Narrative B.3.2, Key management positions and responsibilities

The school's on site administration consists of the principal and/or administrative support staff that is responsible for the curriculum development, working with the instructional staff, addressing student-related issues, and overseeing the parental involvement agreements. The principal, with support of the administrative staff, will ensure that the operations of River Mountain Academy (resources, policies) are in accordance with the mission and vision of the school. The administrative staff will serve as instructional leaders, coaches, and mentors. They are also responsible for evaluating teachers and making school-based decisions such as establishing and implementing procedures for the day to day operations of the school.

Attachment B.3.3, Organizational chart

_____ Please see attachment 27.

Narrative B.3.4, How carry out laws

It is the responsibility of the Governing Board to carry out the provisions NRS 386.490 to 386.649. It should be the responsibility of the Governing Board to know the law and regulations governing River Mountain Academy, attend conferences and technical assistance meetings, avoid

conflicts of interest, assign students' interests and academic achievement as the top priority of the school, maintain a diverse governing body, ask for assistance when in doubt, maintain accountability and transparency in all operations, and cooperate with the school's sponsor and the Nevada Department of Education.

Narrative B.3.5, Dispute Resolution

In the event a dispute arises between a charter school sponsored by the State Public Charter School Authority and the Authority or its staff, the charter school shall submit, in writing, a statement outlining its complaint and proposed resolution to the Director of the Authority or his/her designee for review. The Director will respond to the complaint and proposed resolution, in writing, within 30 calendar days outlining whether or not he/she agrees with the complaint and whether he/she accepts the proposed resolution or offers an alternative resolution to the complaint. If the charter school is not satisfied with the response from the Director, it may request, in writing, a review by the President of the Authority. The President of the Authority will respond, in writing, within 15 calendar days stating whether or not he/she agrees with the complaint and if so, which resolution is proposed, or proposing an alternative resolution to the charter school. In the event these representatives are unable to resolve the dispute informally, pursuant to this procedure, the complaint and proposed resolution will be submitted to the State Public Charter School Authority at the next available meeting for its consideration. The Authority will decide whether or not it agrees with the complaint or any proposed resolution. Any decision by the Authority is final.

Attachment B.3.6, Kind of School

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

Attachment B.3.7, Lottery Description

Please see attachment 28.

Narrative B.3.8, Outside help with application

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

Narrative B.3.9, Limiting Enrollment

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

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

Not applicable

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

Not applicable

B.4 Staffing and Human Resources

Narrative B.4.1, Staffing plan

In the first year of operation, the School anticipates an initial enrollment of ~~360~~ **480** students. To staff for this enrollment, the school anticipates hiring one principal, ~~one business leader~~, one operations leader, **twenty-four teachers, and three teachers' aides**. This staffing level provides for

~~eighteen classroom teachers~~ with a student ratio of 20 to 1, ~~five~~ **four** specialists teaching courses such as, physical education, music, technology, art, etc., and ~~one~~ **two** special education teachers. This staffing structure is sufficient for accomplishing the educational programs planned for the school. Teachers' aides will assist in providing environmental education and conservation assistance labs in breakout groups and administering regular, individual assessments to track student progress.

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

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

Teacher retention will be a focus and responsibility of the Board and the Principal. Teachers will be paid salaries comparable to the local school district. A competitive benefits package will be offered to teachers and staff to ensure their retention. Teachers input will be valued and teachers will be provided ample opportunities to participate in shared decision making.

Narrative B.4.2, Employment contract negotiation

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

Narrative B.4.3, Instructor qualifications

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

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

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

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

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

The HOUSSE option requires teachers to submit evidence of:

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

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

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

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

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

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

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

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

Narrative B.4.4, Teacher evaluations

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

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

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

(a) An evaluation using The Marzano Teacher Evaluation Model

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

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

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

Narrative B.4.5, Administrator information, if applicable

Not applicable

Narrative B.4.6, Administrator position description

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

Narrative B.4.7, Employing administrators

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

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

- An earned Master's Degree from an accredited college or university;
- Possession or able to acquire a Nevada school administrative endorsement;
- Previously demonstrated at least three years of successful licensed teaching experience;

- Previously demonstrated at least one year experience as an assistant principal or in an equivalent-level position as non-school based licensed administrator;
- Knowledge of the needs of diverse student population;
- Letters of recommendation; and
- Excellent communication skills.

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

Narrative B.4.8, Employing instructors/others

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

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

Not applicable

C.1 Budget

Attachment C.1.1, Budget

Please see attachment 29.

Attachment C.1.2, Budget Narrative

Please see attachment 30.

Attachment C.1.3, Cash Flow Statement

Please see attachment 31.

Narrative C.1.4, Chart of Accounts Assurance

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

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

Attachment C.1.5, Pre-opening Budget

Please see attachment 32.

Narrative C.1.6, Contingency plan for financial challenges

The fiscal year is from July 1 to June 30. All money received by the school will be deposited into Silver State Schools Credit Union. If there are cash flow challenges, the instructional personnel will be reduced and teaching assistants will be eliminated. **It will also be highly likely that remaining staff will be put on a pay freeze until cash flow challenges are remedied.** The facility will also be downsized to match the number of students enrolled, thereby eliminating a fixed amount of rent. There will be a clause in the rental agreement to allow the school to reduce space as needed. **The purchase of new materials, other than those absolutely necessary, will be temporarily suspended.**

C.2 Financial Management

The governing board will oversee the financial management of the school. The accountant and auditor retained by the governing board will work with the principal and ~~office manager~~ **Operations Leader** to develop financial and accounting reports that are in compliance with state and federal guidelines. The financial team will ensure that all revenue and expenditure reporting requirements are

met and will provide necessary documentation to the state. The financial team will also ensure that accounting reports stay up to date and are reported to the governing board at each board meeting.

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

Narrative C.2.2, Closing Procedures

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

- 30 or more days before the closure of the school the governing board will submit a written notice regarding the closure to the Department of Education, the charter school sponsor, and the employees of the school. The written notice will include the reason for the closure, date of closure, and date of the meeting in which the governing body determined the school should close.
- 30 or more days before closure of the school the governing board will instruct the school registrar to complete the following: contact parents/legal guardians of currently enrolled students through regular mail, contact the board of trustees of each school district in which a student in the charter school resides, and ensure that all information required by NRS 386.650 to be included in the automated system of accountability information of Nevada is current to closure.
- 30 or more days before closure of the school the governing board will submit to the sponsor of the charter the following: all records of indebtedness return any remaining restricted assets to their source, create a current and projected payroll and payroll benefits commitment, report of

the income tax documentation, and ensure that outstanding obligations are settled after closure.

- Within 6 months after closure the governing board will provide an independent audit including, but not limited to, the net assets and net liabilities of the charter school and the annual report of budget required by NRS 386.600.
- The governing board will ensure that all additional money received by the school from the state of Nevada will be returned and placed in an escrow account for the purpose of satisfying any outstanding obligations. One year after the escrow account has been established, the remaining balance in the account will be transferred to the State Distributive School Account pursuant to NRS 387.030.
- The sponsor will conduct a physical inspection to confirm that all equipment, supplies, and textbooks are on the premises of the school. A current copy of the inventory will be provided to the sponsor of the school.
- The governing board will ensure that equipment or supplies purchased with money from the charter will remain on the premises of the school unless the school is directed to do otherwise.
- If a licensed teacher who is a member of the governing board fails to comply with the aforementioned policies, he/she may face suspension or revocation of license.

Narrative C.2.3, Audit Firm

The school anticipates using Ovist and Howard as the auditing firm. They are located at 7 Commerce Center Dr. Henderson Nevada 89014. The school will submit a bid to the firm upon charter approval. Audits will be conducted on a yearly basis in accordance with the Requirements of the Financial Accountability System Resource Guide (FASRG) as well as other state reporting requirements. The Financial Accounting Standards Board (FASB) defines the generally accepted accounting principles in

statements of financial accounting. Some of the FASB statements that apply specifically to charter schools are Statement of Financial Accounting Standards No. 93, No. 116, No. 117, No. 124, and No. 136.

Narrative C.2.4, Nevada Bank

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

Narrative C.2.5, Fees, Charges

The school plans to offer ~~Pre-Kindergarten (Pre-K) and~~ full day Kindergarten options for a fee. It is estimated that a ~~full day, 5 day a week Pre-K class will require a weekly charge of \$150 and~~ a full day, 5 day a week Kindergarten class will require a monthly charge of ~~\$300~~ **\$375.00**. The school will also charge a one time, yearly fee of \$10 per student for classroom subscriptions **and a one time, yearly fee for community service projects**. Should the school decide to offer a summer school program or an after school program then an appropriate fee will be charged.

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

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

Narrative C.2.7, Approving Payment of Money

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

C.3 Facilities

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

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

- a. The Committee members are currently working to identify a suitable location for the school. It is contemplated that the school will obtain a facility at the time it receives approval of its application.
- b. The School has secured a commercial realtor and is currently working to identify a suitable building or lot for the school to move into a facility by August 2015. There is no affiliation between the investors and any members of the formation committee.
 1. The Committee is currently considering pre-existing buildings for build out. The Committee will make a decision in the coming months which property to pursue based on considerations such as cost, time for build-out/construction, size and location.
 2. Given the state of the real estate market in Las Vegas it is very difficult to find existing facilities to lease that are zoned and school ready. Most existing facility owners are not willing to expend funds to build out and properly zone a facility

for a start-up charter school. Accordingly, the school will actively search for an investment group to assist in locating a facility that would house the school.

- c. The anticipated open date for River Mountain Academy is August 24, 2015.
- d. The equipment at the school will be typical of an elementary school.
 - 1. The school will have an administrative area with desks, phones and computers. Each class will have whiteboards, computers, desks for each student and the teacher. The cafeteria will have a warming room to serve lunch and the facility will retain space for storage of supplies.
 - 2. River Mountain Academy will have two computer labs. One designated for the Technology teacher and the other for class research projects. In addition, the School intends to have 3-5 computers in each classroom.
 - 3. The musical instruments at the school will be typical of those you will find in an elementary school music class. The Board will approve or deny the purchase of additional instruments as suggested by the music teacher.
 - 4. Not applicable
 - 5. Not applicable
- e. The School does not currently have a written estimate of insurance.
- f. Not applicable.

C.4. Transportation, Health Services and Emergency Services

Narrative C.4.1, Transportation

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

Narrative C.4.2, Health Services

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

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

Narrative C.4.3, Immunization records

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

Attachment C.4.4, Emergency drills

See Attachment 34

Attachment C.4.5, Emergency management plan

See Attachment 35

Attachment 1

Attachment A.3.2, Schedule of courses

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

According to NAC 389.195 Students in grades Kindergarten through fifth will have daily instruction in reading, writing, math, science, and social studies. In addition, they will also receive 50 minutes of daily instruction in one of the following: ~~Visual Arts, Music, Physical Education and Health, Spanish, and Library/~~ **Computer Technology.**

River Mountain Academy's provisional academic schedule for Kindergarten through fifth grade will run from ~~8:00am-2:45pm~~ **8:15am-2:45pm** Monday through Friday. Each student in these grades will have 90 minutes of reading instruction, 50 minutes of writing instruction, ~~55~~ 60 minutes of science/social studies/**outdoor education** instruction, 85 minutes of math instruction, 50 minutes of attending a specialist class, 30 minutes of recess time, and a 30 minute lunch.

RMA's provisional academic schedule for the ~~half day Kindergarten preschool and pre-kindergarten~~ classes will run from ~~8:00am-11:30am~~ **8:15am-11:15am** and **11:45am-2:45pm** Monday through Friday. ~~Each student in these classes will have 40 minutes of language arts instruction, 15 minutes of math instruction, 15 social studies instruction, 70 minutes of structured center learning and exploration, 40 minutes of recess time, and a 30 minute lunch.~~

Attachment 2

Attachment A.3.3, Course description and alignment with standards

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

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

Pre-K Fine Motor Skills: Fine motor skills involve the small muscles of the body that enable such functions as writing, grasping small objects, and fastening clothing. These skills are important in most school activities as well as in life in general. Weaknesses in fine motor skills can affect a child's ability to eat, write legibly, use a computer, turn pages in a book, and perform personal care tasks such as dressing and grooming. Students will develop these skills through stringing beads and laces, working with 10+ piece puzzles, holding crayons/pencils correctly, using scissors correctly, and reproducing shapes.

Pre-K Social and Emotional Development: Students will engage in caring relationships with adults who model prosocial skills and mirror them back to students who demonstrate these attitudes.

Students will be able to model and view development through center activities, group discussions, sharing and playing cooperatively, and working independently. By the end of Pre-K students will know their phone number, address, and demonstrate awareness of their environment.

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

Kindergarten Math: Kindergarten mathematics is a year-long course where the students will develop an understanding and insight of the patterns of mathematics through the use of concrete materials. This is an active course that involves daily lessons where the students are involved in kinesthetic, auditory, and visual modes. The activities are designed to help students see relationships and interconnections in mathematics and to enable them to solve mathematical problems by using manipulatives. Students will demonstrate and apply a knowledge and sense of numbers, including numeration and operations, patterns, ratios and proportions. Specifically, students will be able to solve one-step problems with whole numbers using addition and subtraction. Students will estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy. Specifically, students will measure length, volume, weight, temperature, and time by using appropriate measuring instruments. Students will use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems and predict results. Specifically, students will identify, describe and extend simple geometric and numeric patterns and solve simple number sentences. Students

will use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

Specifically, students will identify, sort, classify, and compare related two and three dimensional shapes. Students will collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability. Specifically, students will organize and display data using pictures, tallies, tables, charts and bar graphs and answer questions using the data. Students will be allowed to show mastery of skills through a variety of ways including, but not limited to; unit tests, completion of projects and one on one teacher observation. This course will prepare students for first grade mathematics.

Kindergarten Handwriting: Kindergarten handwriting is a year long course where the students will develop an awareness and mastery of basic pre-writing skills. This is an active course, which involves daily lessons where the students are involved in kinesthetic, auditory, and visual modes. Individual lessons are used for reinforcement of visual and auditory recognition of the letters of the alphabet and initial correspondence. Students will be able to write to communicate for a variety of purposes. Specifically, students will be able to use correct capitalization, punctuation, and spelling of age appropriate words. Students will be allowed to show mastery of skills through a variety of ways including, but not limited to; teach observations and performance skills. This course will prepare students for handwriting in first grade.

Kindergarten Writing: Students in kindergarten develop the foundation they need in order to become confident, competent writers. Beginning with dictation, students learn that spoken words can also be represented with printed symbols. As they develop fine motor skills and a working

knowledge of the alphabetic principle, children gradually begin to express their thoughts and ideas through writing. By the end of their kindergarten year, students are able to print their own first and last name, all upper and lower case letters and a number of high frequency words. They are able to dictate clear, well organized stories about their observations and experiences, and make appropriate attempts to encode phonemically regular words.

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

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

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

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

First Grade Math: First grade math is a course designed to expose students to a variety of mathematical concepts and numerical operations. In first grade, students learn basic addition and subtraction strategies and facts to 20. They demonstrate their knowledge of number facts by solving both one and two step problems as well as simple number sentences. Students develop the ability to compare numbers using the terms "less than", "greater than" or "equal to" and the symbols $<$, $>$, and $=$. Students learn to make reasonable estimations, measure lengths and weight using rulers, scales and measuring cups. Students will gain the ability to measure units of time using both a calendar and a clock. Specifically, telling time to the hour and half hour is taught in this course. We build on the basic addition and subtraction facts with other important mathematical concepts, such as place value, identification and completion of patterns, constructing and reading tallies marks, bar and picture graphs, fractions as well as adding and subtracting 2-digit numbers. In Geometry, students will gain an awareness of 2 and 3 dimensional shapes. Word problems are used to help students develop problem-solving skills and gain exposure of how to write extended responses. Most of these concepts are taught through a hands-on learning approach, using a variety of manipulatives. Students will be allowed to show mastery of skills through a variety of ways including but not limited to; assessment through review, projects, teacher observation, supplemental worksheets and unit tests. This course is designed to prepare students for second grade.

First Grade Handwriting: First grade handwriting is designed to expose students to the correct formation of all upper and lower case letters using the Traditional manuscript. Proper formation of letters and using tails when necessary is emphasized. After watching teacher demonstrations, students will be required to complete a Traditional manuscript packet, applying what they have

learned regarding correct letter formation. Using correct Traditional handwriting is practiced and expected throughout the first grade curriculum. This subject is designed to prepare students for second grade.

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

First Grade Reading: In first grade reading, students are taught to read with understanding through an interactive process. Students are taught to apply their phonics skills in order to sound out and read new words. Students learn how to integrate prior knowledge as well as using context clues in the text in order to read unfamiliar words within the text. The first grade reading program consists of the use of literature and non-fiction based selections. Students are continuously rereading texts and participating in a variety of comprehension activities to further develop their comprehension skills. Students not only apply reading skills while reading from the reading text, but they are also encouraged to use these skills while reading magazines, short stories, books, and articles. While analyzing texts, students must identify the value of the authors and illustrator's techniques and purposes. Plot, setting, characters, and setting are also identified as well as related to personal

experiences. The program stresses literature, vocabulary, comprehension, phonics skills, and the development of study skills. Students are continuously assessed informally through observation while participating in class lessons and discussions. Students will be allowed to show mastery of skills through a variety of ways including but not limited to; formal assessments, work book pages, unit tests and inquiry based projects. This subject is designed to prepare students for second grade.

First Grade Phonics: In first grade phonics students will learn various aspects of phonics. Students will learn long and short vowel sounds, blends (such as drip, crab, jump), r-controlled vowels (such as ar, er, ir, ur), digraphs (ch, wh, nk), and vowel digraphs (such as ou, oi, oo). Students will use analysis skills to analyze the phonics, word patterns, etc., of new words in order to recognize them. In order for students to comprehend unfamiliar words, students will use context clues, resource materials, and prior knowledge in order to verify the meaning of each word.

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

First Grade Science: First grade science is reinforced through hands-on learning opportunities that are designed to expose students to life science, physical science, Earth science, and the human

body. Through scientific experiments, students will begin to understand the concepts taught throughout this course. Students will be exposed to the principles and processes of scientific inquiry and technological design. They will also be exposed to concepts that explain how living things function, adapt, change and interact with each other and with their environment. Students will apply concepts that describe properties of matter and energy and the interactions between them, as well as concepts that describe force and motion and the principles that explain them. Students will gain knowledge about the features and processes of the Earth and its resources. As well as concepts that explain the composition and structure of the universe and the Earth's place in it. Students will be informed about the accepted practices of science and the inter- relations among, science, technology and society. Students will participate in a variety of experiments and hands-on learning activities to demonstrate their understanding. This subject is designed to prepare students for second grade.

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

Second Grade Math: The second grade math curriculum builds a strong foundation and understanding of basic mathematical concepts. The curriculum focuses on critical thinking skills, organization, mathematical accuracy, communication skills, and responsibility. Students will use problem-solving strategies; develop number sense; graph data, apply measurement, explore geometry, develop automaticity; and of basic addition and subtraction facts through 20. Students will learn through exploration of concepts by using materials and making connections to other mathematical concepts and to their world. A major goal of second grade is to develop life-long learners who love math and can use math in their daily lives.

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

Second Grade Reading: The second grade curriculum for Reading provides students with the ability to read with understanding and fluency. Students are instructed to apply word analysis skills to recognize new words and comprehend unfamiliar words using context clues and prior knowledge. Students use dictionaries and glossaries to verify word meanings. Students are instructed to

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

Second Grade Phonics: The second grade phonics program supports the mastery of letter-sound

relationships which enables the students to automatically recognize words and become fluent readers who read with understanding.

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

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

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

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

Third Grade Math: Third grade mathematics is a full year course that is taught on average for 90 minutes a day. The course involves lecture, use of manipulatives, and hands-on activities. Main areas of emphasis for the course are addition, subtraction, multiplication, division, number sense, measurement, and basic geometric concepts. Students will be able to compare and order whole numbers. Students will demonstrate number sense, expand on computational skills in addition and subtraction, and learn multiplication and division facts. Students will solve one and two-step problems and perform computational procedures. Students will estimate and use measurements of objects, quantities, and relationships. Students will also calculate, compare, and convert length,

perimeter, area, weight, mass and volume with customary and metric systems. Students will describe numerical relationships using variables and patterns. Students will also identify related two and three dimensional shapes and demonstrate geometric concepts involving points, lines, planes, and space. Students will display data using tallies, tables, charts, and graphs. Students will be allowed to show mastery of skills through a variety of ways including but not limited to; assessment through worksheets, tests, hands-on activities, oral discussion, and extended response essays.

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

Third Grade Writing: Third grade writing has students communicating for a variety of purposes and to a specific audience. They will strive to use correct grammar, punctuation, capitalization, and sentence structure. They will be expected to correctly spell the high frequency words. Students will construct complete sentences, which demonstrate subject/verb agreement. Writing assignments will be given every week such as giving directions, describing their world, persuading others, telling about themselves and giving information. These assignments will culminate in descriptive, informative, persuasive, explanative, and narrative essays. The writing process will be paced and follow a sequence. Third graders will be taught a variety of strategies to help them succeed as good writers. Prewriting strategies will be taught to help generate and organize ideas. Brainstorming and free writing will be used. Story maps, webs, and Venn diagrams will also be included. Students will focus on one topic and organize writing to include a beginning, middle, and end. They will elaborate when writing compositions. Students will use descriptive words when writing about people, places, things, and events. They will understand the importance of painting a picture in the reader's mind. They will learn to break down the writing process into a number of steps. They will draft, edit, and revise their work. Student confidence and enthusiasm will be developed to ensure great writers.

Third Grade Reading: Third grade reading is the process by which people gain information and ideas from a variety of materials. One goal of third grade reading is for students to be able to read with understanding and fluency. The first standard is for students to apply word analysis skills to recognize new patterns; comprehend unfamiliar words using context clues and prior knowledge; and verify meanings with resource materials. The second standard is for students to apply reading strategies to improve understanding and fluency. This standard includes: establishing purposes for reading, making predictions, connecting important ideas, and linking the text to previous experiences and knowledge. This standard also includes: identifying genres of fiction, nonfiction, and poetry; continuously checking and clarifying for understanding; and reading age-appropriate material aloud with fluency and accuracy. The third standard for third grade reading is that students will comprehend a broad range of reading materials. This standard includes: using information to form questions; verifying predictions; identifying important themes and topics; making comparisons across reading selections; identifying how authors and illustrators express their ideas in text and graphics; and using information presented in simple tables, maps, and charts to form an interpretation. The second goal for third grade is for students to read and understand literature representative of various societies, eras, and ideas. The first standard of this goal is for students to understand how literary elements and techniques are used to convey meaning. This standard includes identifying literary elements and classifying literary works as fiction or nonfiction. The second standard is that students will read and interpret a variety of literary works. This standard includes responding to literary materials by connecting them to their own experiences, communicating those responses to others, and relating character, setting and plot to real-life situations. The third goal for third grade reading is for students to be able to listen and speak

effectively in a variety of situations. The standard for this goal is that students will be able to listen effectively in formal and informal situations. This standard includes asking questions and responding to questions from the teacher and from group members to improve comprehension. Students will be allowed to show mastery of skills through a variety of ways including but not limited to; workbook pages, independent reading, group reading, inquiry projects and formal evaluations.

Third Grade Phonics: Third grade phonics is designed to increase student understanding of the sounds and spelling that make up our English language. Through a variety of tactics, students practice their skills in forming the different spellings of sounds in our language. The course also provides students with a general understanding of different words and word parts, such as suffixes and prefixes. Students begin by studying vowels and consonants, and continue on by learning to combine them into different sounds and words. Reading fluency is aided by student investigation of word analysis skills. Students analyze compounds, synonyms, and antonyms to improve vocabulary skills. The course is designed to supplement reading, language, and spelling courses. It is designed to provide all third graders with the knowledge necessary to improve skills at grade level. Students will be allowed to show mastery of skills through a variety of ways including but not limited to: assessments through a series of worksheets and oral discussion.

Third Grade Grammar: Third grade grammar is the study of words, their relation to each other, and their use in sentences. In third grade, students work on a variety of skills and concepts. One goal for third grade grammar is for students to write to communicate for a variety of purposes. This includes using correct grammar, spelling, punctuation, capitalization, and structure. This also includes constructing complete sentences which demonstrate subject/verb agreement and appropriate use

of the eight parts of speech. The final standard for this goal is for students to speak effectively using language appropriate to the situation and audience. This includes students following oral instructions accurately and participating in discussions around a common topic. Students will be allowed to show mastery of skills through a variety of ways including but not limited to: assessment through independent practice worksheets and class discussion.

Third Grade Science: In third grade the science curriculum will use the process of scientific inquiry to develop questions, describe an observed event, and solve problems. Hands-on science investigations will be provided in which student inquiry is an important goal. Relating science to the students' lives will be emphasized in third grade. Students will be encouraged to use their curiosity to ask questions. Students will describe an observed event. They will collect, record, and arrange data. Data will be arranged into logical patterns. It will be analyzed and conclusions drawn based on evidence obtained. We will work both individually and in groups always making comparisons. The course will be studied in three units: life science, physical science, and the human body. Students will understand how living things function and change. They will apply concepts that describe how living things interact with each other and their environment. Students will know and apply concepts that explain how living things function, adapt, change, and depend on one another. Life cycles of a plant, animal, and insects will be covered in life science. Physical science will include earthquakes, volcanoes, and a variety of landforms. Students will be able to describe the features and processes of the Earth and its resources. Students will analyze properties of matter and energy. The movement of Earth and the moon will be studied along with the planets. They will be able to identify and describe characteristics of the sun, moon, Earth, and eight other planets in our solar system. They will be able to explain days, years, and seasons and how they relate to the Earth's

rotation and revolution. They will identify forces in nature such as the moon's gravity is the cause of tides. The completion of a Space Book is required. The curriculum will cover patterns of weather and seasonal change. The importance of preserving nonrenewable resources will be discussed in both science and social studies. The unit on body systems and learning how to stay healthy will improve the students' lives. The students will learn to observe, classify, predict, measure, and record using scientific instruments such as thermometers, scales, rulers, and the computer. They will know and apply the accepted practices of science using basic safety practices. Another goal is for the students to enjoy science as a process of learning about the world and understand how it affects our everyday lives. Students will be allowed to show mastery of skills through a variety of ways including but not limited to: worksheets, quizzes, tests, paragraph writing, class discussion, observations, and participation.

Third Grade Social Studies: Third grade social studies focuses on a variety of topics designed to broaden student knowledge and understanding of history and the world around them. The course involves American and international history, sociological aspects of our world and history, along with geography and map/study skills. Through all of this, students are able to form a general understanding of the events, ideas, problems, etc. that have shaped the world of today. It aligns well with the current reading series in that stories often focus on the topics of discussion in social studies. The course is taught through a variety of lecture, discussion, videos, worksheets and overheads. There are times when hands-on materials may be brought in by teachers or other adults. The course is taught throughout the year, with each chapter consisting of several lessons, all ending with a chapter test. Throughout these chapters, students will analyze political systems, focusing on the United States, through discussions of government, the identification of the levels of

government, and the concept of citizenship. Students will design individual ideas of rights and freedom, and compare those beliefs to those in other parts of the world. Students will analyze economic systems of the United States and the world through the investigation of consumers and producers, the understanding of the economic importance of resources, and the discussion of the need for services. Students will analyze the concept of the exchange of money for goods. Students will investigate the events, trends, individuals, and movements that have shaped local and international history. The students will discuss the contributions of individuals throughout history, and compare the world of today to the past. Students will analyze Native American cultures and many customs from throughout the world. Students also analyze the development of our country through immigration, wars, etc. The struggles of minorities and immigrants are discussed. Students will investigate the geographical features of local and international lands, along with analyzing the effect of geography on economy and sociological systems. Students will develop an understanding of social systems through studies of melding of culture, social institutions in communities, folklore, and status. Students will be allowed to show mastery of skills through a variety of ways including but not limited to: worksheets, tests, oral discussion, and essays.

Fourth Grade Math: The fourth grade math curriculum is a combination of hands-on interaction and lecture-driven course designed to expose students to a variety of mathematical concepts while building upon knowledge they have already acquired. Students will demonstrate their knowledge of number facts by completing a variety of addition, subtraction, multiplication and division problems. They will be able to solve one and two-step problems using whole numbers, fractions and common denominators. Students will further develop estimation skills and measure or use measurements of objects to calculate length, perimeter, area, volume and weight. This course gives the students the

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

Fourth Grade Writing: Fourth grade English and Literature students will use correct grammar, spelling, punctuation, capitalization and structure when writing paragraphs and essays. Students will communicate ideas in writing to accomplish a variety of purposes and for specific audiences in a

variety of forms, including narrative, expository and persuasive writing. Through this course we will focus on thinking and integrating the language process to help students improve their written communication skills. English and Literature content and skills will be assessed through assignments related to lessons and concepts presented. Daily work, quizzes and tests will provide an assessment for evaluating students understanding of subject.

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

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

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

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

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

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

Fifth Grade Math: The fifth grade curriculum for Math provides students with the knowledge to demonstrate and apply a sense of numbers, including numeration and operations (addition, subtraction, multiplication, and division), patterns, ratios and proportions. Students are instructed

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

Fifth Grade Writing: In the fifth grade, students will generate and organize ideas using a variety of planning strategies (i.e. mapping, outlining, drafting, etc.). Students will integrate the skills learned

in Grammar, Spelling and Reading to compose well-organized and coherent writing for specific purposes and audiences. Students will be engaged in the editing and revision process as they organize and integrate information from a variety of sources such as books, internet and etc. The fifth grade will focus upon narrative, expository and persuasive writings while in the classroom.

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

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

Fifth Grade Grammar: The Fifth Grade Grammar curriculum provides the grammar fundamentals along with a strong focus upon improving student writing. Students will write paragraphs and sentences that include a variety of sentence types; appropriate use of eight parts of speech; accurate spelling capitalization and punctuation. Students will use and apply these skills to present

oral reports to an audience using correct language and nonverbal expressions for the intended purpose and message within a suggested organizational format.

Fifth Grade Science: Fifth grade science will provide the students with the understanding of the scientific inquiry to investigate questions and conduct experiments. Students are instructed to formulate questions, collect data, and construct charts to display data, to report and display the results. The course includes the fundamental concepts and interconnections of the life, physical and earth/space sciences. Students will be able to describe life cycles of plants and animals and categorize features as inherited or learned. They will have the ability to describe and identify relationships and physical features among various organisms and their environments. Students will demonstrate knowledge in describing and comparing types of energy and properties of matter. They will demonstrate and explain constant and periodic motions and learn ways forces cause actions and reactions. This course includes identification and explanation of the Earth's land, water and atmosphere. Knowledge of the Solar System including the planets, moon phases, orbits and seasons are demonstrated by the students. This course provides understanding of the relationships among science and technology and how they influence the lives and careers of people.

Fifth Grade Social Studies: The fifth grade social studies curriculum takes an in depth look at the events and figures that led to the development of our present day country. The students will understand the basic principles and functions of the United States government, the election process, and the development of political ideas and traditions. The students will also gain an understanding of economic systems. The concepts covered include the exchange of goods for service, trade, bartering, and the relationship between consumers and producers. The students will also understand the events, trends, individuals, and movements that shape the history of Illinois,

the United States, and other nations. The time line covered includes the colonization of America, American Revolution, expansion of the U.S., development of the Constitution and Bill of Rights, Civil War, World War I, World War II, to the present. The students will understand world geography and the effects geography has on society through the use of maps, charts, and other media resources. Lastly, the students will analyze social systems form and develop over time.

Art: Pre-K, Kinder, 1st and 2nd: Elementary Art is a yearlong course in which students will learn the basic components that make up a work of art. We will focus on the Elements of Art (line, shape, color, texture, and value) and will begin to learn about the Principles of Design (Pattern, Balance, Space, Variety, Repetition, and Proportion) and understand how to incorporate these elements and principles into a work of art. Students will develop their fine motor skills while they experiment with various types of media and materials to create art. Lessons will make connections to Math, Science, Language Arts, and Social Studies as we discuss both art from different time periods and art from other countries and then create projects inspired by the artwork we've seen.

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

Physical Education Pre-K, Kinder, 1st and 2nd: Elementary Physical Education in grades is a year-long course in which students will participate in a variety of health-enhancing physical activities. Social skills are being developed through the use of cooperative games. They will also begin to understand movement concepts involved in different individual and team sports. Emphasis will be placed on developing a positive attitude towards a lifetime of activity. Students will take part in the President's Physical Fitness Challenge to determine and understand their individual fitness levels. Great emphasis is placed on the development of team-building skill by participating in cooperative activities such as relays, parachute activities, bean bags, etc. We will develop an understanding of the human body systems and be able to identify their functions. Examples such as cardiovascular endurance will be covered in our track and field unit and our Jump Rope for Heart campaign. Muscular strength will be covered in our Presidents Fitness Challenge. Development of communication skills are essential at this age. Cooperative game play will force us to communicate and be responsible for ourselves and our actions.

Physical Education 3rd, 4th, and 5th: Elementary Physical Education in which sports skills and activities and the primary focus. Movement experiences are important and fundamental skills using manipulatives are emphasized. Students become more refined in their movements, such as balance, strength, and coordination. Selected lead-up games and variations of games are used as ways to reinforce sport-related movement concepts. Co-curricular learning is introduced through the use of word walls to reinforce basic reading and vocabulary skills. Math concepts are also taught through score keeping. Students will learn their own level of physical fitness using tools such as the President's Physical Fitness Challenge and gain an understanding of how to develop team building skills through cooperative games and team sports. Students will understand concepts of

health promotion and injury prevention through a series of sport-related demonstrations. Making proper choices, with regards to spatial awareness, rules interpretations and cooperation with classmates is also emphasized. Students will understand components of fitness and avoidance of childhood obesity. We will make this the major emphasis in our Jump Rope for Heart campaign. Students will promote the use of effective communication and decision-making skills by continuing to use our school-wide excellence program.

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

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

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

Spanish 3rd, 4th, and 5th: Students will continue to communicate their needs in greater detail.

Students will extend their vocabulary through fun activities such as games, songs, puppets, conversations, pantomime, and role playing activities. All these activities promote speaking skills, physical movement and creative drama techniques. This approach includes practice in speaking, listening, reading, and writing. The main objectives of Spanish class are to help each student attain an acceptable degree of proficiency in listening, speaking, and writing in a comfortable and relaxed school environment.

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

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

transferred to this new application. Students end the year researching online as they participate in a cross-curricular project.

Course Descriptions and Alignment Assurance

River Mountain Academy has selected curriculum aligned with the Nevada Academic Content Standards, the Common Core State Standards, and the Next Generation Science Standards. After extensive research and curriculum selection, no one curriculum will meet the needs of all learners. Course descriptions are based on the NVACS, CCSS and NGSS to ensure that all required standards are being met and the mission and the vision of River Mountain Academy are present in each course.

English Language Arts- aligned with NVACS
Kindergarten: This course is designed to help students understand the organization and basic features of text. Students will identify letter sounds and names, blend through simple CVC words and read decodable text. Students will build reading comprehension skills with prompting and support by identifying main topic and details, comparing and contrasting text, and exploring the relationship between illustrations and text. Students will begin to learn basic grammar skills such as printing uppercase and lowercase letters, proper sentence formation and naming ending punctuation. Students will begin to learn elements of the writing process using drawing, dictating, and writing to form opinion, narrative, and informative pieces and concentrate on listening and speaking skills.
1st grade: This course is designed to help students build and extend on the basic reading foundational skills from Kindergarten. Students will identify and blend through common consonant and vowel digraphs, and read through grade level text with purpose and understanding. Students will extend and build reading comprehension skills by independently identifying plot, comparing and contrasting fiction and nonfiction, and retelling stories. Students will continue to print upper and lowercase letters, and learn basic grammar skills such as capitalizing dates and names of people, using commas in dates, and know the difference between common and proper nouns. Students will continue to learn elements of the writing process by producing narrative, opinion and informative pieces and concentrate on listening and speaking skills.
2nd grade: This course is designed to build on the reading foundational skills from First Grade.

Students will identify and decode two syllable words with long vowels, decode words with common prefixes and suffixes, identify words with inconsistent spelling-sound correspondences, and read grade level text with sufficient accuracy and fluency to support comprehension. Students will continue to build reading comprehension skills by using illustrations to identify and describe plot, comparing and contrasting characters in stories, describing the connection between a series of historical events or scientific ideas, and identifying the main topic in multi-paragraph text. Students will build on basic grammar skills by capitalizing holidays, product names, and geographic names, using commas in greeting and closing in letters, using and forming collective nouns, plural nouns, reflex pronouns, adjectives, adverbs, and irregular verbs. Students will continue to learn elements of the writing process by producing narrative, opinion, and informative pieces, and with guidance and support strengthen writing by revising and editing. Students will continue to concentrate on speaking and listening skills.

3rd grade: This course is designed to build on the reading foundational skills from Second Grade. Students will identify and know the meaning of common prefixes and derivational suffixes, decode multisyllabic words, decode words with common Latin suffixes, and read with sufficient accuracy and fluency to support comprehension. Students will continue to build reading comprehension skills by recounting stories, fables, folktales, and myths to determine the central message, describing characters in stories, explaining how key details support the main idea, and comparing and contrasting the most important details presented in two texts on the same topic. Students will build on basic grammar skills by capitalizing appropriate words in titles, using commas in addresses, quotation marks in dialogue, and explaining the function of nouns, pronouns, verbs, adjectives, and adverbs. Students will continue to learn elements of the writing process by producing opinion, informative, and narrative pieces with a strong organizational structure and strengthen writing by revising and editing. Students will continue to concentrate on speaking and listening skills.

4th grade: This course is designed to build on the reading foundational skills from Third Grade. Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context and read with sufficient fluency and accuracy to support comprehension. Students will continue to build reading comprehension skills by using text evidence when explaining what the text says, comparing and contrasting the point of view from which different stories are narrated, interpreting and explaining information presented visually, orally, or quantitatively, and describing the overall structure of events, ideas, concepts or information in a text. Students will expand grammar skills by using correct capitalization, using commas before coordinating conjunction in a compound sentence, using commas and quotations to mark direct speech and quotations from a text, and forming and using relative pronouns, progressive verb tenses, and modal auxiliaries. Students will continue to learn elements of the writing process by producing opinion, informative, and narrative pieces with a strong organizational structure and strengthen writing through planning, revising and editing. Students will continue to concentrate on speaking and listening skills.

5th grade: This course is designed to build on the reading foundational skills from Fourth Grade.

Students will continue to use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context and read with sufficient fluency and accuracy to support comprehension. Students will build reading comprehension by comparing and contrasting two or more characters in a drama and explaining how those characters respond to challenges, explaining how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama or poem, quoting accurately from a text when citing text evidence, and determining two or more main ideas from a text and explaining how they are supported by key details. Students will expand grammar skills by using commas to separate items in a series, explain the function of conjunctions, prepositions, and interjections, and form and use perfect verb tenses. Students will continue to learn elements of the writing process by producing opinion, informative, and narrative pieces with a strong organizational structure and strengthen writing through planning, revising and editing. Students will continue to concentrate on speaking and listening skills.

Math- aligned with NVACS

Kindergarten: This course will focus on two critical areas: representing and comparing whole numbers; and describing shapes and space. Students will build number sense by knowing the number names and count sequence, understanding addition and subtraction as putting together and taking away, and working with numbers to gain foundations for place value. Students will be introduced to measurement and data by describing and comparing measurable attributes.

1st grade: This course will focus on four critical areas: developing understanding and strategies of addition and subtraction; developing an understanding of whole number relationships and place value; developing an understanding of linear measurement and measuring lengths in length units; and composing and decomposing shapes and reasoning with shape attributes. Students will build number sense by extending the counting sequence. Students will build on measurement and data by telling and writing time to the hour and half hour and conducting surveys to represent and interpret data with up to three categories and describe how many in each category.

2nd grade: This course will focus on four critical areas: extending an understanding of base ten notation; building fluency with addition and subtraction; using standard units of measure; and describing and analyzing shapes. Students will build on number sense by working with equal groups of objects to gain a foundation for multiplication. Students will build on measurement and data by working with time and money, relating addition and subtraction to length and conducting surveys to represent and interpret data with up to four categories by depicting information in a picture or bar graph.

3rd grade: This course will focus on four critical areas: developing an understanding of multiplication and division and strategies; developing and understanding of fractions; developing an understanding of rectangular arrays and area; and describing and analyzing two-dimensional shapes. Students will build on number sense by using place value to perform multi-digit arithmetic and understanding the relationship between multiplication and division. Students will build on measurement and data by measuring and estimating the intervals of time, liquid,

volumes, and masses of objects. Students will continue to conduct surveys to represent and interpret data by drawing a scaled picture graph or a scaled bar graph.

4th grade: This course will focus on three critical areas: developing an understanding and fluency with multi-digit multiplication and multi-digit dividends; developing an understanding of fraction equivalence, addition and subtraction of fractions and multiplication of fractions by whole numbers; and understanding that geometric figures can be analyzed and classified based on their properties. Students will build number sense by understanding decimal notation for fraction and ordering of fractions. Students will build on measurement and data by converting measurements from a larger unit to a smaller unit. Students will continue to conduct surveys to represent and interpret data by making a line plot to display a data set of measurements of fractions in a unit.

5th grade: This course will focus on three critical areas: developing fluency with addition and subtraction of fractions; extending division to two digit divisors, integrating decimal fractions into the place value system; and developing an understanding of volume. Students will build number sense by applying and extending multiplication and division to multiple and divide fractions. Students will build on measurement and data by converting like measurement units within a given measurement system and continue to conduct surveys to represent and interpret data by making a line plot to display a data set of measurements of fractions in a unit.

Science- aligned with NVACS

Kindergarten: The course concentrates on the concepts of Change, and Cause and Effect. Students will investigate Systems, Engineering, Motion and the Natural Environment. They will begin to relate causes for changes with their effects. They will develop and conduct experiments related to patterns and changes in weather, motions of objects, interaction of organisms and their environment.

1st grade: The course concentrates on the concepts of Patterns, Cause and Effect and Structure and Function. Students will investigate Sound, Light, Systems and the Natural Environment. They will begin to relate causes for changes with their effects. They will develop and conduct experiments related to patterns and changes of objects in the sky, interactions of vibrations, sound and light. In addition to exploring the interaction of organisms and their environment and parents with their offspring.

2nd grade: The course concentrates on the concepts of patterns; cause and effect; energy and matter; structure and function; stability and change; and influence of engineering, technology, and science on society and the natural world. Students will investigate Matter, Ecosystems, Earth Systems, and Engineering. They will begin to relate causes for changes with their effects; and compare and contrast different materials and environments. They will use models, develop and conduct experiments related to landforms and bodies of water on earth. In addition to exploring the interactions of plants and animals with their environment and plant pollination.

3rd grade: The course concentrates on the concepts of cause and effect; scale, proportion, and quantity; systems and system models; interdependence of science, engineering, and technology;

and influence of engineering, technology, and science on society and the natural world. Students will investigate Forces and Interactions; Life Cycles and Traits; Weather and Climate; Engineering and Design, and Ecosystems. They will begin to relate causes for changes with their effects; in their exploration of magnetism and force. They will develop and conduct experiments to determine patterns in heredity and inherited traits. In addition to exploring the interactions of plants and animals with their environment and adaptations over time.

4th grade: The course concentrates on the concepts of cause and effect; energy and matter; systems and system models; interdependence of science, engineering, and technology; and influence of engineering, technology, and science on society and the natural world. Students will investigate Energy, Waves; Structure and Function; Earth Systems and Processes and Engineering. They will model waves, erosion and systems. In addition they will explore and determine the function and interactions of various systems. They will identify patterns and impacts of weather and humans on the environment. Students will relate causes for changes with their effects; in their exploration of speed and energy.

5th grade: The course concentrates on the concepts of patterns; cause and effect; scale, proportion, and quantity; energy and matter; and systems and systems models. Students will investigate Matter, Organisms, Earth and Solar System, and Engineering. They will model different layers of the atmosphere and other systems in the natural environment. In addition they will explore and determine the function and interactions of various systems. They will identify the structure and changes in matter. Students will relate causes for changes with their effects; in light, shadow and seasons.

Social Studies- aligned with NVACS

Kindergarten: This course is designed to help students learn about the community around them. Emphasis is placed on students being able to name their school, address, recognizing differences between home and school, identifying jobs within the community and at school, and knowing rights within the classroom. Students will share events that are important to their families and listen to stories about people and families around the world. Students will become aware of U.S. currency and be able to recite the pledge of allegiance. Unit examples include: Rules for Safe Living, America the Beautiful, Working Together at School, Our Earth, People Change the Land, and Hooray for Holidays.

1st grade: This course is designed to help students learn about the local area, such as the school and neighborhood and how it is connected to the larger world. Students will be able to name their school, home address, phone number, and the current President of the United States. Basic work with history and geography begins. Students will be able to describe local life from long ago and listen to stories of important local landmarks that create a sense of community. Students will be introduced to maps and give examples of ways people earn money and what money is and how it is used. Unit examples include: Who We Are and Where We Live, Families at Work, Families Around the World, Our Country Now and Long Ago, Explorations Near and Far, and Cities, Islands, Jungles.

2nd grade: This course is designed to help students learn about the frequent and systematic contact with the world beyond the neighborhood. Students will be able to name their school and community, and the current President of the United States. Students will compare local community to other communities around the nation. Students will be able to locate city and state on a map and identify reasons for saving money. Students will study transportation, communication, food distribution, and travel. Students begin to learn how their part of the world is connected to other places on Earth. Unit examples include: Comparing Holidays, Exploring Our Past, We the People: Elections, Food, Clothing, and Shelter (cultural universals), Transportation and Communication, and How Neighborhoods Change.

3rd grade: This course is designed to emphasize the larger community concept: what a community is, types of communities, how communities provide for basic needs, how they are governed, their history, and their variety around the world. Students will compare and contrast local communities to communities around the world. Students will be able to name their city, state, country and the current President of the United States. Students will recognize different types of maps and describe why people use banks and define banking terms. Unit Examples include: Rural and Urban Communities, Native and Newcomer Communities, Washington, DC: Our Nation's Capital, Community Workers, Our City's Government, Tokyo: Japan's Capital

4th grade: This course is designed to explore the geographic regions of the United States and Nevada State history. Students will compare Nevada with other states and the Nevada region with other regions in the United States. Students will be able to name the current governor of Nevada, the current President of the United States, their county, city, state, and country. Students will construct a map of Nevada using human and physical features. Unit examples include: History and People of Nevada, Regions of the United States: The West, Southwest, Midwest, Northeast, and South, Deserts and Forests of the World, Rivers of the World, and the Three Branches of Democratic Government.

5th grade: This course is designed to emphasize the geography and history of the United States. Students will be able to name the three branches of government, the two houses of the United States, and the two major political parties. Students will be able to explain interest rates and construct maps, graphs and charts to display information about the physical and human features of the United States. Example Units include: The American Land, The Native Americans, European-Native Encounters, The American Colonies, War for Independence, Creating a New Nation, The Institution of Slavery, The Civil War, The New Nation's' Westward Expansion, The Industrial Revolution, The World Wars, and The Civil Rights Movement.

Art: The standards are the same for K-3 and grade 4-5. This is why the course descriptions are duplicated. Each year, students will be working towards the same standards, but using a developmentally appropriate approach for each grade. By the time students reach 4th grade, they should be proficient in K-3 standards. - Aligned with NVACS

Kindergarten: Elementary Art is a yearlong course in which students will learn the basic components that make up a work of art. Students will focus on the Elements of Art (line,

shape, color, texture, and value) and will begin to learn about the Principles of Design (Pattern, Balance, Space, Variety, Repetition, and Proportion) and understand how to incorporate these elements and principles into a work of art. Students will develop their fine motor skills while they experiment with various types of media and materials to create art. Lessons will make cross curricular connections to Math, Science, Language Arts, and Social Studies as students discuss both art from different time periods and art from other countries and then create projects inspired by the artwork we've seen.

1st grade: Elementary Art is a yearlong course in which students will continue to learn the basic components that make up a work of art. Students will focus on the Elements of Art (line, shape, color, texture, and value) and will continue to learn about the Principles of Design (Pattern, Balance, Space, Variety, Repetition, and Proportion) and understand how to incorporate these elements and principles into a work of art. Students will continue to develop their fine motor skills while they experiment with various types of media and materials to create art. Lessons will make cross curricular connections to Math, Science, Language Arts, and Social Studies as students discuss both art from different time periods and art from other countries and then create projects inspired by the artwork we've seen.

2nd grade: Elementary Art is a yearlong course in which students will continue to learn the basic components that make up a work of art. Students will focus on the Elements of Art (line, shape, color, texture, and value) and will continue to learn about the Principles of Design (Pattern, Balance, Space, Variety, Repetition, and Proportion) and understand how to incorporate these elements and principles into a work of art. Students will continue to develop their fine motor skills while they experiment with various types of media and materials to create art. Lessons will make cross curricular connections to Math, Science, Language Arts, and Social Studies as students discuss both art from different time periods and art from other countries and then create projects inspired by the artwork we've seen.

3rd grade: Elementary Art is a yearlong course in which students will expand their knowledge with the basic components that make up a work of art. Students will expand on the Elements of Art (line, shape, color, texture, and value) and will continue to learn about the Principles of Design (Pattern, Balance, Space, Variety, Repetition, and Proportion) and understand how to incorporate these elements and principles into a work of art. Students will develop their fine motor skills while they experiment with various types of media and materials to create art. Lessons will make cross curricular connections to Math, Science, Language Arts, and Social Studies as students discuss both art from different time periods and art from other countries and then create projects inspired by the artwork we've seen.

4th grade: Elementary Art is a yearlong course in which students will expand on the basic components that make up a work of art. At this point, students should be proficient in Elements of Art and the Principles of Design. Students will experiment with different types of media and materials to create art. Students will delve into various characteristics of art such as sensory, formal, technical, and expressive forms. Students will be able to describe

meanings of art, compare and contrast artworks, create works of art that demonstrate historical and culture influence.

5th grade: Elementary Art is a yearlong course in which students will continue expand on the basic components that make up a work of art. At this point, students should be proficient in Elements of Art and the Principles of Design. Students will continue to experiment with different types of media and materials to create art. Students will delve into various characteristics of art such as sensory, formal, technical, and expressive forms. Students will be able to describe meanings of art, compare and contrast artworks, create works of art that demonstrate historical and cultural influence.

Physical Education The standards are the same for K-3 and grade 4-5. This is why the course descriptions are duplicated. Each year, students will be working towards the same standards, but using a developmentally appropriate approach for each grade. By the time students reach 4th grade, they should be proficient in K-2 standards. Aligned with NVACS

Kindergarten: This is a year-long course in which students will participate in a variety of health-enhancing physical activities. Social skills are being developed through the use of cooperative games. They will also begin to understand movement concepts involved in different individual and team sports. Emphasis will be placed on developing a positive attitude towards a lifetime of activity. Great emphasis is placed on the development of team-building skill by participating in cooperative activities such as relays, parachute activities, bean bags, etc. Development of communication skills are essential at this age. Cooperative game play will force us to communicate and be responsible for ourselves and our actions.

1st grade: This is a year-long course in which students will participate in a variety of health-enhancing physical activities. Social skills are being developed through the use of cooperative games. They will also begin to understand movement concepts involved in different individual and team sports. Emphasis will be placed on developing a positive attitude towards a lifetime of activity. Great emphasis is placed on the development of team-building skill by participating in cooperative activities such as relays, parachute activities, bean bags, etc. Development of communication skills are essential at this age. Cooperative game play will force us to communicate and be responsible for ourselves and our actions.

2nd grade: This is a year-long course in which students will participate in a variety of health-enhancing physical activities. Social skills are being developed through the use of cooperative games. They will also begin to understand movement concepts involved in different individual and team sports. Emphasis will be placed on developing a positive attitude towards a lifetime of activity. Great emphasis is placed on the development of team-building skill by participating in cooperative activities such as relays, parachute activities, bean bags, etc. Development of communication skills are essential at this age. Cooperative game play will force us to communicate and be responsible for ourselves and our actions.

3rd grade: This course utilizes sports skills and activities. Movement experiences are important and fundamental skills using manipulatives are emphasized. Students become more refined in their movements, such as balance, strength, and coordination. Selected lead-up games and variations of games are used as ways to reinforce sport-related movement concepts. Co-curricular learning is introduced through the use of word walls to reinforce basic reading and vocabulary skills. Math concepts are also taught through score keeping. Students gain an understanding of how to develop team building skills through cooperative games and team sports. Students will understand concepts of health promotion and injury prevention through a series of sport-related demonstrations. Making proper choices, with regards to spatial awareness, rules interpretations and cooperation with classmates is also emphasized.

4th grade: This course utilizes sports skills and activities. Movement experiences are important and fundamental skills using manipulatives are emphasized. Students become more refined in their movements, such as balance, strength, and coordination. Selected lead-up games and variations of games are used as ways to reinforce sport-related movement concepts. Co-curricular learning is introduced through the use of word walls to reinforce basic reading and vocabulary skills. Math concepts are also taught through score keeping. Students gain an understanding of how to develop team building skills through cooperative games and team sports. Students will understand concepts of health promotion and injury prevention through a series of sport-related demonstrations. Making proper choices, with regards to spatial awareness, rules interpretations and cooperation with classmates is also emphasized.

5th grade: This course utilizes sports skills and activities. Movement experiences are important and fundamental skills using manipulatives are emphasized. Students become more refined in their movements, such as balance, strength, and coordination. Selected lead-up games and variations of games are used as ways to reinforce sport-related movement concepts. Co-curricular learning is introduced through the use of word walls to reinforce basic reading and vocabulary skills. Math concepts are also taught through scorekeeping. Students gain an understanding of how to develop team building skills through cooperative games and team sports. Students will understand concepts of health promotion and injury prevention through a series of sport-related demonstrations. Making proper choices, with regards to spatial awareness, rules interpretations and cooperation with classmates is also emphasized.

Music The standards are the same for K-3 and grade 4-5. This is why the course descriptions are duplicated. Each year, students will be working towards the same standards, but using a developmentally appropriate approach for each grade. By the time students reach 3rd grade, they should be proficient in K-3 standards. - Aligned with NVACS

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

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

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

3rd grade: Music class will involve activities including singing, playing instruments using proper technique, movement to music, reading music through sign, symbols and letters, and musical games. The students will learn to sing on pitch and balance their voices with others in a group. Several songs will be memorized for group performances. Students will compose short phrases of music. Students should be able to describe musical concepts using opposites.

4th grade: This course is designed to expose students to more complex songs, multicultural selections, rhythmic, melodic, and chordal patterns. Students will be creating and performing songs and instrumental pieces and have an understanding of the role of musicians in various settings or cultures.

5th grade: This course is designed to expose students to more complex songs, multicultural selections, rhythmic, melodic, and chordal patterns. Students will be creating and performing songs and instrumental pieces and have an understanding of the role of musicians in various settings or cultures.

Spanish - Aligned with NVACS

Kindergarten: Students will study vocabulary of objects, numbers, and colors. Through interactive games and daily conversations, students will practice and develop the skills to acquire the Spanish language. Students will describe perspectives and products of Spanish cultures.

1st grade: Students will study vocabulary of numbers, colors, animals, clothing and songs. Through interactive games and daily conversations, students will practice and develop the skills to acquire the Spanish language. Students will describe perspectives and products of Spanish cultures.

2nd grade: Students will learn basic phrases. Through interactive games and daily conversations, students will practice and develop the skills to acquire the Spanish language. Students will describe perspectives and products of Spanish cultures.

3rd grade: Students will learn basic phrases, transportation words, and explore Spanish children’s books. Through interactive games and daily conversations, students will practice and develop the skills to acquire the Spanish language. Students will describe perspectives and products of Spanish cultures.

4th grade: Students will cultivate past years’ experience from the course and should be communicating in Spanish. Students will continue to play interactive games and daily conversations; students will practice and develop the skills to acquire the Spanish language. Students will describe perspectives and products of Spanish cultures.

5th grade: This course is designed to further develop the student’s ability to speak Spanish and the concept of Spanish culture. Students will be participating in structured conversations, give and follow simple oral and written instructions, and describe the concept of culture.

Computer Technology- Computer Technology descriptions are based off of Nevada Computer and Technology Standards 2010 The standards are the same for K-2 and grade 3-5. This is why the course descriptions are duplicated. Each year, students will be working towards the same standards, but using a developmentally appropriate approach for each grade. By the time students reach 3rd grade, they should be proficient in K-2 standards. Aligned with NVACS

Kindergarten: Students will explore the features of a draw and paint program as a tool to support emerging reading, writing, and mathematics and fine motor control skills. They will locate letters and numbers on the keyboard as well as differentiate the button uses on a standard mouse. A study skills unit will introduce them to listening and visualization skills that will support learning across the school day. Students will recognize safe and responsible use of technology resources so that they can become model digital citizens. Starting in first grade, students begin to learn how to type using correct finger position. This is practiced within a keyboarding program and while completing their work. Microsoft Word is introduced in second grade as we become familiar with basic word processing skills and begin to discuss the basic components that make a computer work.

1st grade: Students will explore the features of a draw and paint program as a tool to support emerging reading, writing, and mathematics and fine motor control skills. They will locate letters and numbers on the keyboard as well as differentiate the button uses on a standard mouse. A study skills unit will introduce them to listening and visualization skills that will support learning across the school day. Students will recognize safe and responsible use of technology resources so that they can become model digital citizens. Starting in first grade, students begin to learn how to type using correct finger position. This is practiced within a keyboarding program and while completing their work. Microsoft Word is introduced in second grade as we become familiar with basic word processing skills and begin to discuss the basic components that make a computer work.

2nd grade: Students will explore the features of a draw and paint program as a tool to support

emerging reading, writing, and mathematics and fine motor control skills. They will locate letters and numbers on the keyboard as well as differentiate the button uses on a standard mouse. A study skills unit will introduce them to listening and visualization skills that will support learning across the school day. Students will recognize safe and responsible use of technology resources so that they can become model digital citizens. Starting in first grade, students begin to learn how to type using correct finger position. This is practiced within a keyboarding program and while completing their work. Microsoft Word is introduced in second grade as we become familiar with basic word processing skills and begin to discuss the basic components that make a computer work.

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

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

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

Health The standards are the same for K-2 and grade 4-5. This is why the course descriptions are duplicated. Each year, students will be working towards the same standards, but using a developmentally appropriate approach for each grade. By the time students reach 4th grade, they should be proficient and completed all standards required from the previous years. –Aligned with NVACS

Kindergarten: The course is designed to promote nutrition and physical activity. Students will recognize basic prevention strategies for common illness and identify trusted individuals that can help promote health. Topics in this course include: basic anatomy, healthy eating and physical activity habits, identifying harmful and helpful substances, personal hygiene, and sun safety.

1st grade: The course is designed to promote nutrition and physical activity. Students will recognize basic prevention strategies for common illness and identify trusted individuals that can

help promote health. Topics in this course include: basic anatomy, healthy eating and physical activity habits, identifying harmful and helpful substances, personal hygiene, and sun safety.

2nd grade: The course is designed to promote nutrition and physical activity. Students will recognize basic prevention strategies for common illness and identify trusted individuals that can help promote health. Topics in this course include: basic anatomy, healthy eating and physical activity habits, identifying harmful and helpful substances, personal hygiene, and sun safety.

3rd grade: This course is designed to promote a deeper understanding of nutrition and physical activity. Students will recognize health related components of an active lifestyle and ways to prevent childhood injuries. Topics in this course include: developmental processes of human body systems, substances, safety procedures, refusal skills when confronted with unhealthy situations including alcohol, drugs, and tobacco, and how to implement goals to enhance daily health habits.

4th grade: This course is designed to promote a deeper understanding of nutrition and physical activity. Students will recognize health related components of an active lifestyle and ways to prevent childhood injuries. Topics in this course include: developmental processes of human body systems, substances, safety procedures, refusal skills when confronted with unhealthy situations including alcohol, drugs, and tobacco, and how to implement goals to enhance daily health habits.

5th grade: This course is designed to promote a deeper understanding of nutrition and physical activity. Students will recognize health related components of an active lifestyle and ways to prevent childhood injuries. Topics in this course include: developmental processes of human body systems, substances, safety procedures, refusal skills when confronted with unhealthy situations including alcohol, drugs, and tobacco, and how to implement goals to enhance daily health habits.

Attachment 3

Attachment A.3.4, Typical Daily Schedule

Time	Subject
7:45-8:00am	Arrival
8:00-8:15am	
8:00-9:30am	Reading
8:15-9:45am	
9:30-10:20am	Writing
9:45-10:35am	
10:20-11:20am	Science/Social Studies
10:35-11:30am	Outdoor Education
11:20-11:35	Recess
11:30-11:45am	

Time	<u>Subject</u>
11:35-12:05	Lunch
11:45-12:15pm	
12:05-1:30pm	Math
12:15-1:40pm	
1:30-1:45	Recess
1:40-1:55pm	
1:45-2:35	Specials
1:55-2:45	
2:35-2:45	Dismissal

Attachment 4

Attachment A.3.5, Courses to complete for promotion

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

Attachment 5

Attachment A.3.9, Transcript

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

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

Attachment 6

Attachment A.3.11, Textbooks

As outlined in the Curriculum Model Narrative (page 4 of regular application) the content selection chosen is based on research based evidence. All content selected is aligned with the Common Core State Standards (CCSS). Nevada has currently adopted the Nevada Academic Content Standards (NVACS) which are based on the CCSS. Teachers are required to develop curriculum maps outlining the scope and sequence of the NVACS throughout the year. If the chosen curriculum falls short or is not aligned, teachers will ensure that the NVACS are the primary focus to drive instruction. Green Boxes are provided from The Desert Research Institute and provide hands-on learning activities for students that are aligned with the NVACS and follow the Place Based Education Approach. No text is selected for Social Studies, Spanish, Music, Art, Health, or Computer Technology. Teachers will use the NVACS and work with their Professional Learning Committee to create curriculum maps for the year that align vertically and horizontally.

Kindergarten			
Math	Investigations	Pearson Prentice Hall	2014 2016
Reading/English Language Arts	Reading Wonders	McGraw-Hill	2014
Writing	Being a Writer 2nd Ed. Write From the Beginning and Beyond	Developmental Studies Center Thinking Maps Learning Community Inc.	2012
Science	FOSS Green Boxes and Alignment with NVACS	University of California, Berkeley	2014

	and our place based education model. No specific text Selected.	Desert Research Institute	
Social Studies	Our World Now and Long Ago Alignment with NVACS and our place based education model. No specific text Selected.	Houghton Mifflin	2011 2014
Physical Education	SPARK	SPARK	2014

First Grade			
Math	Investigations	Pearson Prentice Hall	2012 2016
Reading/English Language Arts	Reading Wonders	McGraw-Hill	2014
Writing	Being a Writer 2nd Ed. Write From the Beginning and Beyond	Developmental Studies Center Thinking Maps Learning Community, Inc.	2012
Science	FOSS Green Boxes and Alignment with NVACS and our place based education model. No specific text Selected.	University of California, Berkley Desert Research Institute	2014
Social Studies	A Child's View Alignment with NVACS and our place based education model. No Specific text selected.	Houghton Mifflin	2011 2014
Physical Education	SPARK	SPARK	2014

Second Grade			
Math	Investigations	Pearson Prentice Hall	2012 2016
Reading/English	Reading Wonders	McGraw-Hill	2014

Language Arts			
Writing	Being a Writer 2nd Ed. Write From the Beginning and Beyond	Developmental Studies Center Thinking Maps Learning Community, Inc.	2012
Science	FOSS Green Boxes and Alignment with NVACS and our place based education model. No specific text Selected.	University of California, Berkley Desert Research Institute	2014
Social Studies	People We Know Alignment with NVACS and our place based education model. No Specific text selected.	Houghton Mifflin	2011 2014
Physical Education	SPARK	SPARK	2014

Third Grade			
Math	Investigations	Pearson Prentice Hall	2012 2016
Reading/English Language Arts	Reading Wonders	McGraw-Hill	2014
Writing	Being a Writer 2nd Ed. Write From the Beginning and Beyond	Developmental Studies Center Thinking Maps Learning Community, Inc.	2012
Science	FOSS Green Boxes and Alignment with NVACS and our place based education model. No specific text Selected.	University of California, Berkley Desert Research Institute	2014
Social Studies	Our Communities Alignment with NVACS and our place based education model. No Specific text selected.	Houghton Mifflin	2011 2014

Physical Education	SPARK	SPARK	2014
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Fourth Grade			
Math	Investigations	Pearson Prentice Hall	2012 2016
Reading/English Language Arts	Reading Wonders	McGraw-Hill	2014
Writing	Being a Writer 2nd Ed. Write From the Beginning and Beyond	Developmental Studies Center Thinking Maps Learning Community, Inc.	2012
Science	FOSS Green Boxes and Alignment with NVACS and our place based education model. No specific text Selected.	University of California, Berkley Desert Research Institute	2014
Social Studies	States and Regions Alignment with NVACS and our place based education model. No Specific text selected.	Houghton Mifflin	2011
Physical Education	SPARK	SPARK	2014

Fifth Grade			
Math	Investigations	Pearson Prentice Hall	2012 2016
Reading/English Language Arts	Reading Wonders	McGraw-Hill	2014
Writing	Being a Writer 2nd Ed. Write From the Beginning and Beyond	Developmental Studies Center Thinking Maps Learning Community, Inc.	2012
Science	FOSS	University of California,	2014

	Green Boxes and Alignment with NVACS and our place based education model. No specific text Selected.	Berkley Desert Research Institute	
Social Studies	The United States Alignment with NVACS and our place based education model. No Specific text selected.	Houghton Mifflin	2011
Physical Education	SPARK	SPARK	2014

Attachment 7

Attachment A.4.1, Assessment plan and instruments

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

Nevada Testing Calendar for the 2015-2016 School Year TBD

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

Smarter Balanced Assessment Consortium (SBAC)	3-5	March-June (Specific dates to be determined).
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Classroom Based Assessments: River Mountain Academy and all our partners will consistently assess and monitor our progress on all indicators of student success to ensure progress and make necessary changes in a timely manner. The school will use a balanced approach to formative and summative assessments that provide reliable, developmentally appropriate information about student learning. Multiple school level assessments, both formative and summative, will be utilized to measure specific learning outcomes. School-based assessments to be used in all courses may include:

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

School Level Assessments: At the beginning of the 2014-2015 school year, results from the Smarter Balanced Assessment Consortium will be available for Nevada students in tested grades. Those incoming student results will be used as RMA establishes its database. During the first two weeks, all students will take the Diagnostic Assessment from Study Island. Study Island’s format more closely replicates the format of the SBAC test items. This The Diagnostic Benchmark assessments give a general view of student knowledge of standards. Results from the Diagnostic will be used twofold: 1) to inform current instruction and 2) to regressively analyze the

Diagnostic results with SBAC incoming results. For example, if a student shows mastery of 80% of standards based on Study Island Diagnostic, student records should show a score the equivalence of Proficient on the state assessment. In the fifth week students will be assessed on the standards reflected in lesson plans. These assessments will be referred to as “cold”, since the staff will not pick the items to be used. It is expected for about four major standards to have been learned by the fifth week. Five questions will be chosen for each standard, three of medium difficulty, one each of higher and lower difficulty. At the ninth week, another cumulative cold assessment will be administered. Those results will indicate student mastery of recently instructed standards, and will give RMA data for intervention or for varying tiers of instruction. At the trimester mark, students will take the Benchmark assessment, similar to the Diagnostic assessment in the coverage of all standards.

The planned assessment schedule is outlined below.

Week	Assessment Type	Action Plan
1	Diagnostic	Adjustment of lesson plans
5	Cold	Review of observations and classroom instruction
9	Cold	Review of observations and classroom instruction
12	Benchmark	Adjustment of lesson plans
16	Cold	Review of observations and classroom instruction
20	Diagnostic	Adjustment of lesson plans
24	Cold	Review of observations and classroom instruction
28	Cold	Review of observations and classroom instruction.
32	Benchmark	Adjustment of lesson plans

The school will use a commercially available standardized instrument, such as Renaissance Learning's STAR Assessment to regularly monitor students in mathematics and reading. All students will be initially evaluated. Students who are performing above grade level will be assessed every eight weeks. Students who are performing at grade level will be assessed every six weeks. Students performing below grade level will be assessed weekly. Renaissance Learning's STAR Assessment tracks students over time and thus is an appropriate instrument for the school to monitor its second goal listed in A.2.1. Implementation of regular assessments will ensure that no student is overlooked and identified with ample time for remediation. The school will regularly review the alignment of the policies and practices to ensure the health, safety, engagement, support, and challenge of all students.

Attachment 8

Attachment A.5.1, Calendar

Start Date: August 24, 2015

End Date: June 1, 2016

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

-	5	6	7	8	9	5	-	6120	13770
-	12	13	14	15	16	5	-	7020	15795
-	19	20	21	22	23	5	-	7920	17820
-	26	27	28	29	DH-30	4	-	8640	19440
-	-	-	-	-	-	21	48	-	-
Nov									
201									
5	2	3	4	5	6	5	-	9540	21465
-	9	10	DH-11	12	13	4	-	10260	23085
-	16	17	18	19	20	5	-	11160	25110
-	23	24	25	DH-26	DH-27	3	-	11700	26325
-	30	-	-	-	-	1	-	11880	26730
-	-	-	-	-	-	18	66	-	-
Dec.									
201									
5	-	1	2	3	4	4	-	12600	28350
-	7	8	9	10	11	5	-	13500	30375
-	14	15	16	17	18	5	-	14400	32400
-	WB-21	WB-22	WB-23	WB-24	WB-25	0	-	14400	32400
-	WB-28	WB-29	WB-30	WB-31	-	0	-	14400	32400
-	-	-	-	-	-	14	80	-	-
Jan.									
201									
6	-	-	-	-	WB-1	0	-	14400	32400
-	4	5	6	7	8	5	-	15300	34425
-	11	12	13	14	15	5	-	16200	36450

-	DH-18	19	20	21	22	4	-	16920	38070
-	25	26	27	28	29	5	-	17820	40095
-	-	-	-	-	-	19	99	-	-
Feb. 201 6	1	2	3	4	5	5	-	18720	42120
-	8	9	10	11	12	5	-	19620	44145
-	DH-15	16	17	18	19	4	-	20340	45765
-	22	23	24	25	26	5	-	21240	47790
-	29	-	-	-	-	1	-	21420	48195
-	-	-	-	-	-	20	119	-	-
Mar r 201 6	-	1	2	3	4	4	-	22140	49815
-	7	8	9	10	11	5	-	23040	51840
-	14	15	16	17	18	5	-	23940	53865
-	SB-21	SB-22	SB-23	SB-24	SB-25	0	-	23940	53865
-	28	29	30	31	-	4	-	24660	55485
-	-	-	-	-	-	18	137	-	-
Apr. 201 6	-	-	-	-	1	1	-	24840	55890
-	4	5	6	7	8	5	-	25740	57915
-	11	12	13	14	15	5	-	26640	59940
-	18	19	20	21	22	5	-	27540	61965
-	25	26	27	28	29	5	-	28440	63990

-	-	-	-	-	-	21	158	-	-
May 201 6	2	3	4	5	6	5	-	29340	66015
-	9	10	11	12	13	5	-	30240	68040
-	16	17	18	19	20	5	-	31140	70065
-	23	24	25	26	27	5	-	32040	72090
-	DH-30	31	-	-	-	1	-	32220	72495
-	-	-	-	-	-	21	179	-	-
Jun 201 6	-	-	1— Classe s-End	CD-2	CD-3	1	-	32400	72900
-	CD-6	-	-	-	-	-	-	-	-
-	-	-	-	-	-	1	180	-	-

Key

PD-Professional Development days to be determined

WB-Winter Break

SB-Spring Break

CD-Contingency Day

DH-District Holiday

School Holidays

Labor Day 9/7/2015

Nevada Day 10/30/2015

Veterans Day 11/11/2015

Thanksgiving Day 11/26/2015

Family Day 11/27/2015

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

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

Presidents' Day 02/15/2016

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

Memorial Day 05/30/2016

Notable Days

Start of school year: 08/24/2015

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

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

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

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

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

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

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

NAC. 387.120 states that a school calendar must contain at least 180 school days in session, not to be exceeded by 10 months and 20 days per month. The following school calendar shows 185 school days, 10 months and 20 or less school days per month. A typical daily schedule can be seen in Attachment 3. River Mountain daily hours of operation would be from 7:30-3:30pm.

Students would attend school from 8:15am to 2:45pm allowing for 360 minutes of instructional time and a 30 minute lunch period, totaling 390 minutes per day. This is in compliance with NAC 387.131 which states that a typical day for kindergarten should include 120 minutes, a typical day for first and second grade should be 240 minutes, and a typical day for grades 3-6 should include 300 minutes. According to the typical daily schedule (Attachment 3) We have allotted time for core instruction daily: 90 minutes for reading, 50 minutes for writing, 85 minutes for math, 50

minutes for specials (art, music, physical education, health, Spanish, computer technology), and a combined 55 minutes for social studies, science and outdoor education. Social studies and science have strong cross curricular elements that will allow additional time to roll into the reading, writing, and math blocks.

Attachment 9

Attachment A.6.3, Discipline policy/code of conduct

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

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

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

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

- Initiating, participating in, or failing to report acts of bullying (physical, verbal, relational) including cyber bullying

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

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

The teachers and staff of River Mountain Academy will respond to inappropriate and unacceptable behaviors in a thoughtful, consistent, and fair way. It is the goal that discipline will strengthen students and teach them that their problems are opportunities to learn a better way to problem solve. The focus of any intervention will be preventative and restorative in nature, rather than just punitive. Whenever possible students will have time to reflect on their behavior choice, discuss logical and relevant consequences of that behavior with a trusted and caring adult, have an opportunity to fix their mistake, and return to the group strengthened by what they have learned. In order to respond fairly and consistently to infractions, a progressive discipline plan will also be used to monitor student misbehavior. The plan will outline a student's infractions, steps taken by the student and staff to rectify the behavior, parent communication, and next steps in discipline. All

members of the school community will be clear about the progressive discipline plan and the steps it follows.

All discipline decisions will be made with respect to the individual and interventions will not discriminate against a student who cannot meet an expectation due to a disability (NRS 392.4643). Responses to misconduct will take into account a student's age, maturity, and past conduct. Every effort will be made to support students. However, if there are ongoing conduct issues after having implemented interventions, ~~or a student commits a serious or harmful act~~, progressive discipline may include, but is not limited to, removal from classroom, removal from school, required parent conference, **and/or** suspension. ~~or police involvement.~~ **Should a student commit a serious or harmful act, the school leader would comply with all state and federal safe school regulations in contacting the Henderson Police Department, expelling the student where required by state statute. The school leader will also provide necessary supports to ensure that the family of the student has access to counseling and alternative educational services.**

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

Attachment 10

Attachment A.6.4, Truancy policy

According to NRS 392.130 a student is considered truant when:

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

The staff at River Mountain Academy shall make every effort to encourage families to bring children to school daily and to work with families to rectify any truant behavior. **Should a student be determined truant, a written notice will be delivered to the student's parent or guardian. The written notice will include all documented truancies from the school year and will remind families of the school's policy on truancies and habitual truancies. In addition to the written notice, the school's operations leader will contact the family to schedule an attendance meeting with the school leader.** However, once a student who has been declared a truant three (3) or more times in one school year, he/she will be considered a habitual truant. Once a student has been declared a habitual truant the principal of the school will be forced to ~~take one of these actions:~~ report **the** student to ~~an attendance officer, school police, or a local law enforcement agency.~~

- ~~submit a written referral of the pupil to an advisory board to review school attendance~~

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

Attachment A.7.3, Enrollment projections

Attachment 12

Attachment A.7.5, Student recruitment plan

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

Attachment A.8.2, ELL Program

Pursuant to NAC 388.615, River Mountain Academy will provide a program of instruction that teaches English as a second language (ESL) for students identified as English language learners (ELL) **and have received a W-APT grade adjusted composite proficiency level that is less than ELP 6**. The program of instruction will provide instruction in the English language and other courses of study using teaching techniques for acquiring English and incorporate the cultural aspects of the student's experiences in his or her instruction

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

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

Content-Based instruction for ELL students will be implemented by ~~all the~~ **ESL teachers with ELL students. These teachers will be trained on this approach with an online training through ASCD and will receive continued onsite support from the leadership team and the ESL program liason (TBD).** Successful implementation of this approach requires the ~~ESL teacher~~ **ESL program liason** and the classroom teacher to work closely and collaborate regularly. The ~~ESL teacher~~ **ESL program liason** will meet with the classroom teacher monthly to identify upcoming units of study, learning goals, and standards mastery expected of the student. This will help guide the ~~ESL teacher~~ **ESL program liason** in choosing level appropriate texts and other materials to support learning in all content areas.

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

ample opportunities for students to demonstrate knowledge through reading, writing, and speaking activities.

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

Attachment A.8.3, Plan to evaluate ELL Program

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

- teacher observations of student progress
- student portfolios containing work samples
- formative and summative assessments
- state standardized tests (CRTs or others implemented by the state)
- inclusion of students in school programs and clubs
- student/parent satisfaction surveys
- student progress reports
- standards mastery by student
- ~~ESL teacher~~ **ESL program liason** evaluations
- **student performance based on the annual assessment tool, WIDA MODEL, to be used to progress monitor ELL students**

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

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

Attachment A.8.4, Plan to monitor ELL students

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

Attachment 16

Attachment A.8.5, Title III assurance

Attachment 17

Attachment A.8.7, Special Ed. Policy assurance

Attachment 18

Attachment A.8.8, Rtl referral packet and flowchart

Attachment A.8.12, GT. Continuum of service flowchart

Students identified as being gifted and talented will continue to receive services in the general education classroom. Teachers will make accommodations to the regular curriculum to extend and accelerate learning. Teachers will consult with the special education teacher to learn new strategies for engagement and will be afforded time for professional development if the need should arise.

Attachment 20

Attachment A.9.2, Pupil record retention policy

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

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

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

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

Attachment B.1.1, Bylaws letter from the counsel

Attachment B.1.2, Bylaws

BYLAWS FOR

RIVER MOUNTAIN ACADEMY

ARTICLE I

INTRODUCTION

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

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

ARTICLE II

PURPOSE AND MISSION

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

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

applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the School.

ARTICLE III

BOARD

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

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

3.2 **Composition & Qualifications.** The Board of Directors should consist initially of five (5) members (hereinafter "Members") unless and until changed by amendment of these Bylaws. To change the number of members requires governing body action in an open meeting. However, at no time shall the board have less than (5) Members. The Board shall adhere to the statutory requirements of NRS 386.549. The Board must be comprised of: Two members who are either teachers or school administrators or who previously held licenses as teachers or school administrators and are retired, as long as his or her licenses were held in good standing; One parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or administrator at the charter school; and Two members who possess knowledge and experience in either (1) Accounting; (2) Financial Services; (3) Law; or (4) Human resources. (Stipulation 1 and Stipulation 4).

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

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

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

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

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

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

3.5 **Election and Tenure of Members.**

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

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

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

(d) *Training.* Newly elected Members shall be given an orientation by the President of the BOARD. All Members shall be provided general training with respect to their duties as a Member, compliance with applicable Laws relating to the operations of a Charter School and other matters. Board Members will avail themselves of Charter School conferences which offer workshops on governance, financial oversight, budget, academic accountability, among others. (Stipulation 3).

3.6 **Resignation & Removal.**

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

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

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

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

(a) Any vacancy on the BOARD created by a resignation, death or other incapacity of a Member or any removal will be filled as soon as is reasonably practicable by majority vote of the Members remaining in office. A new Member so elected will hold office only for the unexpired term created by the vacancy but will be eligible for a subsequent full-term appointment. The months of service of the Member filling the unexpired term will not be counted toward the term limit of the Member should he or she be elected to a subsequent full term(s). If the Member is taking over the term vacancy with more than fifty percent 50% left in the term then the term will be counted towards the term limit(s).

(b) When the term of a Board Member has expired or when a Board Member resigns, the remaining Directors shall elect a new Director to fill the vacancy. No actions will be taken by a Governing Board that lacks the membership required by statute, and no actions will be taken by a government body that lacks the number of Members required by the Governing Body's bylaws. The only action that may be taken by a Governing Body lacking the required number or type of members is action to add members who will bring the Governing Body back into compliance with statute and its bylaws. (Stipulation 12).

3.8 **Board Meetings.**

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

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

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

(d) *Participation by Telephone.* To the extent permitted by law, any Member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

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

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

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

(h) *Agenda.* The President will be responsible for preparing the meeting agenda in accordance with NRS Section 241.020(2) and for the distribution of the agenda to all Members, along with other relevant meeting information, by at least 9 a.m. (Pacific Standard Time) three business days prior to each meeting, not counting the day the notice is provided. In addition to previously requested agenda items, any Member may provide additional agenda items for a meeting by providing, via text message, email, or regular mail the requested agenda items, setting forth the appropriate place on the agenda format (as set forth below in this Section), and a realistic time requirement for such item to the President. Such request must be received at least 24 hours prior to the posting deadline pursuant to the Open Meeting Law and the President shall have the final decision as to whether to include the item in the agenda.

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

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

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

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

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

on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(l) Upload and enforce all laws relating to the operations of the School;

(m) Ensure adequate funding for the operations of the School, the academic progress and success of the School and Charter renewal; and

(n) Take any other reasonable action necessary to carry out the duties set forth in the Charter; provided that such action shall not conflict with applicable Law relating to the operations of the School.

ARTICLE IV

OFFICERS

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

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

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

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

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

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

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

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

resignation from the Secretary. The Secretary will send such written confirmation promptly following any such verbal resignation.

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

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

ARTICLE V

CHARTER MANAGEMENT ORGANIZATIONS, EMPLOYEES AND STAFF

5. **Charter Management Organization.** In the event that the Governing Body hires a Charter Management Organization "CMO", which is defined as a non-profit corporation, business, organization or other entity that directly employs and provides personnel to a charter school to assist with the operation, management or provision and implementation of educational services and programs of the charter school. The CMO will assist the Board with the operation, management or provision and implementation of educational services and programs of the Charter School. Subject to the contract approved by the State Public Charter School Authority. Such contract will delineate the specific terms and conditions of services. At a minimum, and with the approval and oversight of the BOARD, the CMO will:

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

5.1 **Staff.** The BOARD shall hire one employee to function as the administrator of the School ("*the Administrator*"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Charter.

ARTICLE VI

TRANSACTION, CONTRACTS, LOANS, DEPOSITS & RECORDS

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

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

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

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

6.5 **Gifts.** To the extent permitted by Law, the BOARD may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

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

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

ARTICLE VII

LIABILITY, INSURANCE & INDEMNIFICATION

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

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

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

The Members and Officers will not be personally liable for any debt, liability or obligation of the School. All persons extending credit to, contracting with or having any claim against the School may

look only to the funds and property of the School for the payment of any such contract or claim, for any money that may otherwise become due or payable to them from the School.

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

ARTICLE VIII

REVOCATION & DISSOLUTION

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

8.2 Assets. If, at any time and for any reason, the Charter of the School is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of and delivered to such person as required by the laws and regulations of the State of Nevada.

ARTICLE IX

MISCELLANEOUS PROVISION

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

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

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

ARTICLE X

PURPOSE OF THE BYLAWS

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

CERTIFICATION

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

_____, Secretary

Attachment B.1.3, Bylaws stipulations identification

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

ARTICLE III 3.2 COMPOSITION & QUALIFICATIONS

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

MEMBERS

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

ARTICLE III 3.8b PROTOCOL

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

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

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

ARTICLE IV 4.2 ELECTION AND TENURE OF OFFICERS

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

ARTICLE III 3.5a ELECTION OF MEMBERS

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

6.4 DEPOSITS

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

12. Clarify that no actions will be taken by a governing body that lacks the number of members required by the governing body's bylaws. The only action that may be taken by a governing body lacking the required number or type of members is action to add

members who will bring the governing body back into compliance with statute and its bylaws. **ARTICLE III 3.7b VACANY(IES) ON GOVERNING BOARD**

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

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

ARTICLE III 3.5a ELECTION OF MEMBERS

15. Assure that all governing body meetings will be audio recorded in compliance with Nevada's Open Meeting Law, and that the recordings will be available to the school's sponsor. **ARTICLE III 3.8g REGUALR MEETINGS AND SPECIAL MEETINGS**

16. Include a mission statement that matches all other statements of the school's "mission" in the school's charter. **ARTICLE II-2. PURPOSE AND MISSION**

17. Clarify that at least three board committees will be designated and operate: Academic, Governance, and Financial. Provide a brief description of each committee's membership, purpose and operation. **ARTICLE III 3.10a-iii BOARD COMMITTEES**

18. Identify the type and number of officers, and provide a brief job description of both.

ARTICLE IV 4.1 COMPOSITION and ARTICLE IV 4.3a-d POWER OF OFFCIERS

Attachment B.2.1, Committee member names, resumes

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

Resumes

Attachment B.2.2, Committee members' response to questionnaire

Sarah Ter Avest

I. Background

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

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

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

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

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

The vision for River Mountain Academy is extremely unique. It encompasses environmental studies through placed based education. The vision connects students directly to the community around them. I would like to serve on the board so that I can ensure the charter is being followed and always promoting this.

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

No.

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

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

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

I have 5 years of teaching experience in grades K and 1. 3 years of my teaching experience has been through a charter school that is currently ran through an EMO. I believe in the charter school environment and the autonomy that it brings, but I do not believe in an EMO making money off of childrens education. While writing this charter, I have done extensive research on Placed Based Education, Whole Child Education, and how to incorporate Environmental Education and Conservation into everyday activities. I have received Masters (the highest ranking) on my teacher evaluations for the last three years. I will be able to help coach staff when needed, provide support and ensure that the mission and vision are being followed.

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

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

II. Educational Philosophy

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

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

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

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

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

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

III. Conflict of Interest Disclosure

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

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

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

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

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

NO

14. If the school proposes to partner with an educational service provider (ESP), educational management organization (EMO), or a Charter Management Organization, (CMO) do you or your spouse know any employees, owners, or agents of that provider? If so, please indicate the

individuals you know and the nature of the relationship. (If the school does not intend to partner with an EMO/CMO/ESP, write "N/A").

N/A

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

N/A

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

NO

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

NO

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

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

Jessica Petersen Questionnaire

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. **Yes, I am over the age of 18**

2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? **My office manager referred Mrs. TerAvest to me due to my prior knowledge as counsel for both a Governing Board of a Charter School and an EMO.**

3. Explain why you would like to serve on the board? **I am currently a volunteer Judge for the Clark County School District. I see how personal issues can impact the education of children. This school is specifically focused on educating a nurturing the entire individual, which I believe is essential for success.**

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

5. What is your understanding of the appropriate role of a public charter school board member? **The role of a Board Member is to effectively promote the schools vision and mission; plan for the future of the school by ensuring sound fiscal and management policies, modeling professionalism and work together to ensure that the school thrives. Board Members must comply with Open Meetings Laws, must understand the community and the needs of the students and teachers, be**

willing to devote the time and energy needed to see that the school thrives all while abiding by the laws and regulations applicable to charter schools.

6. What relevant knowledge and experience will you bring to the board? **I have served as counsel for both an EMO and a Governing Board. I also assisted in drafting some of the legislation that was submitted to expand the requirements for Board Members for charter schools. I am also currently serving on a Board of Directors and am familiar with Roberts Rules of Order and governance.**

7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years? After its first year we will have a group of children and teachers who are excited to come to school every day because it is a place that builds individuals up and focuses on teaching them all aspects of life so that they will succeed as responsible individuals in our society.

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? The schools philosophy is a focus on teaching the whole child

9. Are you familiar with the school's proposed educational program? How would you describe it? Again it is a focus on educating the whole child and will draw on the ASCD Whole Child Initiative in combination with the Nevada Academic Content Standards

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

has parents and children who are engaged and interested in seeing the school succeed. A successful school also has a sound fiscal program, a strong Administrator and teachers that are challenged and want to work at the school. As a Board Member we are responsible for interviewing and choosing teachers and administrators, I will help to insure that we hire only those individuals who are attuned with what the mission and vision is. Additionally, we may have to obtain start up funds and or grants, I will assist in trying to raise funds so that the school will succeed. If everyone is working toward a common goal there is no way to fail.

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please indicate the name of the person and the relationship. **I have met Sarah TerAvest, when she asked if I would like to on the Committee to Form.**

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship. **No**

13. Do you or your spouse know anyone that plans to do business with the school? If so, please indicate and describe the nature of the potential business. **No**

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

N/A

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

N/A

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

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

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member; his or her friends. **This should not occur as it would be a policy within the Bylaws/Operating Agreement that Board Members shall not engage in this type of behavior and would have a duty to self report. If it did in fact happen though, I would ask the Board Member to explain themselves at a Board Meeting and then ask for their resignation. If the Board Member did not voluntarily resign I would act in accordance with the requirements of the Open Meeting Lw regarding removal of Board Members.**

In the capacity interview, Jessica Petersen indicated, she was provided pro bono legal services to the Committee to Form, and she or a member of her firm would become the attorney of record

for the school upon charter approval. After further discussion, she indicated that the arrangement could change if it was viewed as a conflict of interest.

To clarify: Jessica Petersen is naturally providing pro bono legal services to the Committee to Form, as she is an active member of the current Board and her speciality is law. She currently guides the Board in decisions, making sure that the Committee to Form is adhering to all Nevada Statutes and looks over contracts and letters of commitment sent over from prospective vendors. Upon approval, the Board intends to use a member of her law firm as the attorney on record. If the Sponsor sees this partnership as a conflict of interest, then the Committee to form will partner with another law firm.

Jeremy Howard Questionnaire

I. Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

II. Educational Philosophy

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

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

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

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

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

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

III. Conflict of Interest Disclosure

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

I know one board member, Jennifer Snider.

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

No prospective employees have been named at this time.

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

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

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

N/A

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

N/A

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

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

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

No

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

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

Despite multiple questions related to the proposed budget and expense assumptions, the CPA did not actively participate in the discussion except when asked direct questions. There is little evidence that he has been actively engaged in planning efforts for the school.

When we first submitted the original application, Jeremy had only been a member of the Board for about 2 weeks. Due to the lack of time he had been with us, we did not have ample opportunities to work closely together. He took extensive notes during the interview and since then has had an active role in the rewrite as it pertains to the budget. We have been working together and he has a full understanding now of the school's mission, vision, and purpose.

Jennifer Snider Questionnaire

I. Background

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

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

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

I co-wrote the charter application with Sarah TerAvest.

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

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

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

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

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

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

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

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

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

I expect the first year to bring a high amount of overall satisfaction amongst students, parents, and staff members with the understanding that there is always room to grow and improve. I also expect that at least 75% of students will be meeting or exceeding grade level standards. The school facility will be complete and the grounds will be undergoing expansion of it's outdoor learning spaces.

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

qualified teachers. Beautification and expansion projects within the school or it's grounds will be complete and fully functional.

II. Educational Philosophy

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

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

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

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

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

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

III. Conflict of Interest Disclosure

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

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

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

We have not identified any prospective school employees.

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

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

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

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

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

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

N/A

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

N/A

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

There are no potential ethical or legal conflicts.

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

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

Darci Jacobs Questionnaire

I. Background

1. If true, please affirm that you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open. **TRUE**
2. How did you become aware of the proposed charter school and the opportunity to serve as a member of its board? **From a friend and current educator at Pinecrest, Sarah TerAvest.**
3. Explain why you would like to serve on the board? **My son will be starting kindergarten in fall of 2016 and based on the school stats and opportunity it scares me. He has been in a private school to date and my expectations are high, however with the options now I am thinking about either leaving him in the private school and paying extra or going the Charter route. By sitting on the board my voice can be heard representing all parents and their concerns to make a difference and positive changes of future education.**
4. Have you previously served on a board of a school district or a not-for-profit corporation (including the board of a parochial or independent private school)? If so, describe any relevant experience. If you have not had any previous service, discuss why you wish to serve in this capacity. **NO**
5. What is your understanding of the appropriate role of a public charter school board member? **The role of a Board Member is to support the mission statement and goals of the Charter school. Board Members must be fiscally responsible in order to sustain the school and its everyday function. It's important to individually provide input on thoughts and views from every angle and ultimately working with other Board Members to create the best environment while meeting the needs of the students and teachers alike.**
6. What relevant knowledge and experience will you bring to the board? **As stated before I have a son and daughter that have been in the private school sector and as a parent can represent for all parents our needs for our children to be successful.**
7. Assuming the school is successful, what is your image of how the school will look towards the end of its first year? What will it be like after four years? **The environment of starting a new school is always positive and exciting for students and teachers. I envision seeing a lot of growth from the first to the last day of school, which will provide a "family" atmosphere allowing children to feel safe while gaining individual and educational values. In four years the initial students will be flourishing at great length with their amazing educational opportunity, which in time will lead the path to responsible young men and women.**

II. Educational Philosophy

8. What is your understanding of the school's mission and/or philosophy? **The opportunity to teach the whole child through challenges and opportunities presented**

9. Are you familiar with the school's proposed educational program? How would you describe it? **The program will put children first by using the main curriculum based on the Nevada Academic Content Standards and incorporating The Nevada State Standards along with the Next Generation Science Standards. This will allow a vast world of education for all students.**

10. What are the characteristics of a successful school? What specific steps do you think the board will need to take in the first year or two to ensure that this school is successful? **A successful school starts with a grassroots approach a strong administration and support staff, which creates foundation allowing the teachers to feel like they have a voice. Teachers wanting to educate and coming up with creative ways to do so while staying within the Standards. We can't forget the students who are excited to learn at any level. This in itself will measure to great success. The board has a lot cut out for them from finding that perfect fit of admin and support staff based on the vision of the school to selecting teachers that are ready to make a difference. This will be a long process with a lot of kinks to work out. Whether grants need to be written or having to assist in obtaining start up funds, I plan to be a voice in this process. As a Board Member we all have a commonality of success for the school.**

III. Conflict of Interest Disclosure

11. Do you or your spouse know any of the other prospective Board/CFS members? If so, please indicate the name of the person and the relationship. **I have been friends with Sarah TerAvest for about 4 years through my boyfriend.**

12. Do you or your spouse have a pre-existing relationship with any people already identified as prospective school employees? If so, please indicate and describe the relationship. **I have been friends with Sarah TerAvest for about 4 years through my boyfriend.**

13. Do you or your spouse know anyone that plans to do business with the school? If so, please indicate and describe the nature of the potential business. **NO**

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

N/A

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

N/A

16. Do you anticipate conducting any business with the EMO/CMO/ESP, the school, or both? If so, describe the potential relationship. **NO**

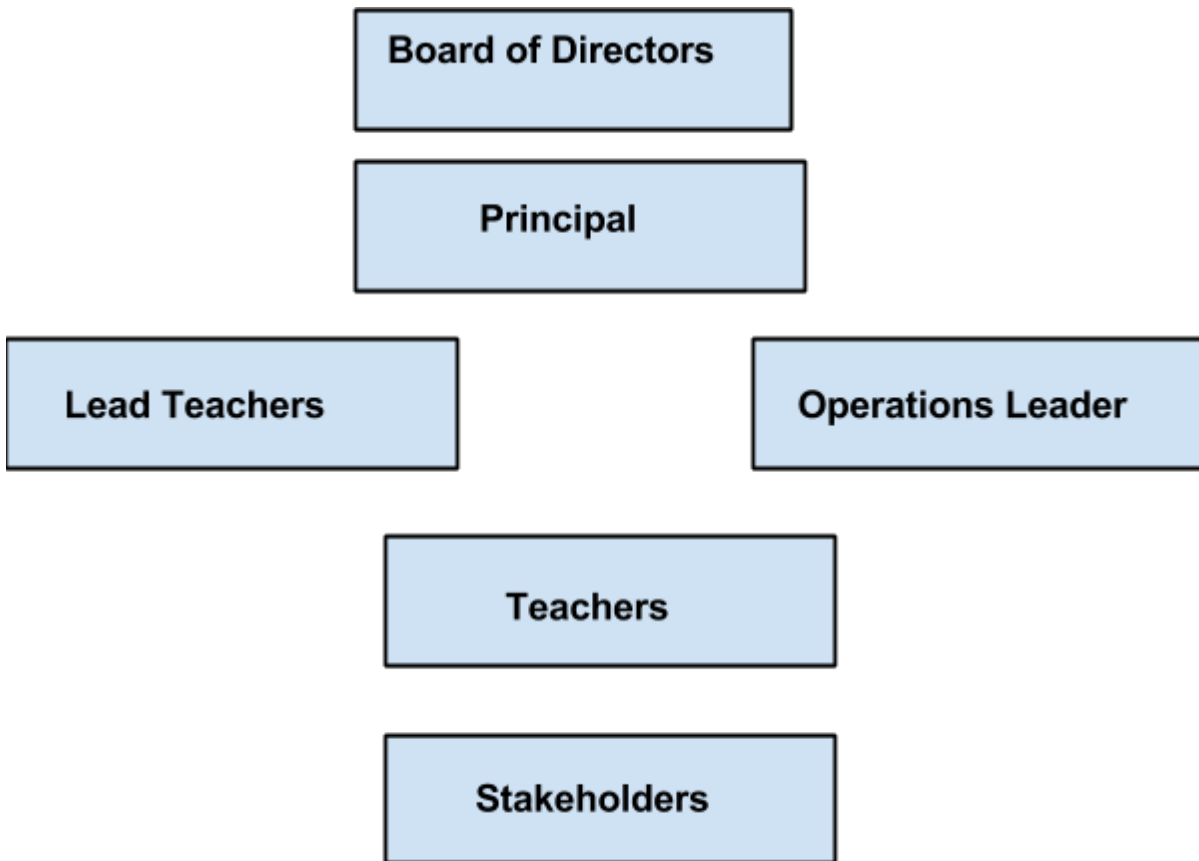
17. Are there any potential ethical or legal conflicts of interest that you can foresee in the context of your service on the school's board? If so, explain. **NO**

18. How would you handle a situation in which you believe one or more members of the school's board to be engaged in self-dealing (i.e., making arrangements involving the school that materially benefit the board member; his or her friends. **This would not become an issue due to the Bylaws being in place identifying such a situation. However, before partaking extreme measures I would question the individual(s) involved to assess whether or not the allegations are factual then figure it out referencing the Bylaws.**

Attachment B.2.4, Assurances

Attachment B.3.3, Organizational chart

Board of Directors
Principal — Operations Leader — Business Leader
Teachers
Stakeholders



Attachment B.3.7, Lottery Description

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

Attachment C.1.1, Budget

Attachment C.1.2, Budget Narrative

RMA will apply for Federal funds to help offset costs incurred by the school to support the special education, ELL, and in class GATE programs. Since no funds have been secured at this time, RMA has factored the full amount of those costs into the school's budget for the 2015-2016 and 2016-2017 school year. With enrollment projections for the first two years set at 480 students, the school will employ two full time special education teachers. RMA also plans to hire a highly qualified Spanish teacher, endorsed to be the school's ELL program liaison. GATE will be offered to qualifying students in their regular education classroom setting. RMA has budgeted for testing supplies and additional instructional materials to support these programs.

Attachment 31

Attachment C.1.3, Cash Flow Statement

Attachment C.1.5, Pre-opening Budget

The school will apply for Federal funding and will seek the help of **4th Sector Solutions to secure partnerships to help with building selection, building improvements and a lease agreement that fits the needs of our school and is within budgeted costs.** ~~the Charter Schools Development Corporation to obtain startup funds for the school.~~ No prospective staff members will be paid until funds are secured. Startup funds will first be used to purchase classroom supplies, curriculum, and furniture.

Attachment 33

Attachment C.2.8, Minimum number of pupils necessary

The minimum number of students the school needs to operate is ~~335~~ **380** students from the first through fifth grade. The minimum number does not include ~~any Pre-K or Kindergarten students~~ as their enrollment is partially or fully fee based.

Attachment C.4.4, Emergency drills

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

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

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

All Staff members will be trained regarding procedures for disaster preparedness plans outlining procedures for emergency situations and natural disasters. Accordingly, faculty and staff will be trained on the administration of first aid and CPR. Staff will also be trained to implement an action plan within an emergency situation. Both students and staff will be trained in planning for these events through routine drills and practice. Procedures and plans will be provided to teachers and

the staff through the employee handbook, and parents and community members will receive information regarding emergency procedures via newsletters and parent meetings.

Attachment C.4.5, Emergency management plan