



**PINECREST ACADEMY
OF NEVADA**

CHARTER

A.1 Mission, Vision and Educational Philosophy

Required Element 1. Purpose

The purpose of the charter is to improve the opportunities for pupils to learn.

Required Element 2. Educational Philosophy

The educational philosophy of Pinecrest Academy of Nevada is grounded on increasing learning opportunities, raising academic achievement, and promoting civic responsibility. To achieve this, the educational program will draw upon Dr. TheodoreSizer's Coalition of Essential Schools and its ten principles.

A sampling of the integration of the ten principles into Pinecrest Academy of Nevada's educational philosophy include:

- Principle 1. Learning to use one's mind well. Pinecrest will focus on helping its pupils learn to use their minds well.
- Principle 2: Less is more, depth over coverage. The Pinecrest faculty will transition to the Nevada Academic Content Standards to focus on each student mastering a limited number of essential skills and areas of knowledge. Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by effort to merely cover content.
- Principle 3: Goals apply to all students. The goals of Pinecrest apply to all students. While goals of each individual student may vary, Pinecrest will strive for each student to maximize his or her fullest potential.
- Principle 4. Personalization. Teaching and learning will be personalized to the maximum feasible extent. To capitalize on this personalization, the school principal and faculty will provide input into the decisions about the details of the

course of study, the use of students' and teachers' time, and the choice of teaching materials and specific pedagogies.

- Principle 5. Student-as-worker, teacher-as-coach. The governing practical metaphor of Pinecrest is the student as worker, rather than the more familiar unilateral teacher as deliverer of instruction. The Pinecrest faculty's role as coach is to provoke students to learn, how to learn, and thus be independent learners.
- Principle 6. Demonstration of mastery. Teaching and learning at Pinecrest will be documented and assessed with tools based on student performance of real tasks. Students not at appropriate levels of competence will be provided with intervention and support to assist them to meet grade level standards. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects will be incorporated to better understand the learner's strengths and needs. Students will also be recognized for their mastery through various award assemblies and activities.
- Principle 7. A tone of decency and trust. The tone of Pinecrest will explicitly and self-consciously stress values of un-anxious expectation, trust, and decency. Incentives appropriate for students and teachers will be emphasized. Parents will be key collaborators and vital members of the school community.
- Principle 8. Commitment to the entire school. The Pinecrest principal and teachers should perceive themselves as generalists first (teachers and scholars in general education) and specialists (experts in a particular discipline) second. Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school.

- Principle 9. Resources dedicated to teaching and learning. The Pinecrest budget targets will provide for student loads that promote personalization, time for collective planning by teachers, and competitive salaries for staff.
- Principle 10. Democracy and equity. Pinecrest will demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It will model democratic practices that involve all the school's stakeholders. Pinecrest will honor diversity and build on the strength of its community, deliberately and explicitly challenging all forms of inequity.

Required Element 3. Mission

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

Required Element 4. Vision

Scholars perform at the highest level on all academic measures.

A.2 School-Specific Goals and Objectives

Required Element 1. Educational performance goals

Goal 1 – Eighty-five (85) percent of students enrolled at the school for a three consecutive year period will achieve proficient or advanced status on the state's annual assessment. This goal is applicable to students who, upon the third consecutive year of enrollment, are registered in the third through eighth grade.

Goal 2 – Seventy (70) percent of students will improve 1.1 years growth in reading and mathematics skills annually.

Required Element 2. Organizational and Management Goals

Goal 3 – The School will demonstrate a ninety (90) percent satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the school each academic year.

Goal 4 – The School’s transiency rate will not exceed fifteen (15) percent on an annual basis.

Goal 5 – The School will generate a minimum of five (5) percent fund surplus each school year.

Goal 6 – Each Governing Board member will participate in a minimum of four (4) hours of professional development every two years. Board governance professional development targets will include open government, conflicts of interest, ethics, and financial responsibilities.

Goal 7 – The teacher retention rate will be at least 90% each year, not including separations for health or family reasons.

Required Element 3. Tools, data, or artifacts to measure goals

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 1.

Commercially available, standardized instruments such as AIMSweb Curriculum-Based Measurement or Renaissance Learning’s STAR assessments, will provide evidence to determine attainment of goal 2. Both instruments can be administered for grades K-8. The Nevada Department of Education’s Criterion Referenced Test (or other

standardized assessment subsequently adopted) may be utilized to evaluate fourth through eighth grade students' progress (Growth Model of Achievement).

School climate surveys with a Likert scale will provide evidence toward the attainment of goal 3.

Student records will provide evidence toward the attainment of goal 4.

Annual financial records will provide evidence toward the attainment of goal 5.

Professional development attendance records will be kept to provide evidence toward the attainment of goal 6.

Personnel records will provide evidence toward the attainment of goal 7.

Required Element 4. Evidence to suggest the goals are reasonable

The School expects to have a student population that is reflective of the community it will serve. Pinecrest's educational process relies on the partnership among the school, family and community. As evidenced in the mission, vision, and educational philosophy, Pinecrest Academy of Nevada is committed to providing an academically rigorous environment. Pinecrest Academy of Nevada is replicating the successful South Florida Pinecrest Academy charter school network. Each of the schools serving grades K-8 earned an "A" grade – the highest possible rank issued by the Florida Department of Education. The Florida School Accountability Report for these schools is included in attachment 14. The Pinecrest charter schools have implemented the educational philosophy herein and have academically succeeded with diverse learners, which parallel many of the Henderson schools.

A.3 Curriculum and Instruction

Required Element 1. The School's Proposed Curriculum

The school's English language arts, reading, and mathematics curriculum is based on the Nevada Academic Content Standards. The Nevada Academic Content Standards encompass all content areas, including science, social studies, music, visual arts, health, physical education, computer and technology, and Spanish. These standards provide a consistent, clear understanding of what students are expected to learn at each grade level. The framework is structured to prepare students for college, the workforce, and to be lifelong learners and responsible citizens.

The faculty of the school will develop a scope and sequence or pacing guide for each course. This tool serves as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner. The scope and sequence or pacing guide will largely be aligned to the basal text. Teachers will develop and/or provide additional resources such as novels of varying genres, as may be necessary, to teach benchmarks not adequately addressed in the basal text. The faculty of the school will also develop a reading and mathematics instructional focus calendar to provide a framework which enables all faculty and support staff to simultaneously address the same standards. For example, on the week of compare and contrast, the art teacher and food service cashier can pose compare and contrast questions (education philosophy, principle 8), which provides opportunities for pupils to learn concepts across the curriculum and real-life experiences. Both the scope and sequence and instructional focus calendars will be based on the Nevada Academic Content Standards. Multiple principles of the educational philosophy are applicable to this approach to curriculum.

Teachers will implement Common Board Configuration (CBC) which provide a uniform structured itinerary strategically located in the identical location in each classroom. The

CBC helps students adapt to instructional routines and procedures. Common Board Configuration includes: bellwork, the Essential Question, the measurable objective, activities, and homework.

Required Element 2. Schedule of courses for each grade level

Please see attachment 1.

Required Element 3. Course descriptions for each grade level

Please see attachment 2.

Required Element 4. Nevada State Standards alignment chart

Please see attachment 3.

Required Element 5. Promotion guidelines

Please see attachment 4.

Required Element 6. Typical daily schedule

Please see attachment 5.

Required Element 7. Designation of courses for graduation

Not applicable.

Required Element 8. List of courses and credits for graduation

Not applicable.

Required Element 9. Copy of proposed diploma

Not applicable.

Required Element 10. Copy of proposed transcript

Please see attachment 6.

Required Element 11. Transfer of credit policy

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

Required Element 12. Listing of textbooks

Please see attachment 7.

Required Element 13. Instructional Strategies

The curriculum will include strategies that have proven effective for students at all levels. It is expected that students will master reading, writing and verbal skills through continuous application of these strategies in all subject areas. These strategies which are aligned to the educational philosophy include but are not limited to:

- Teacher modeling- Direct, explicit instruction with elaboration and demonstration of skills to be learned.
- Scaffolding- Build from what students know, start instruction from prior knowledge and build up to the new skill.
- Group practice-After explicit instruction small groups or peers practice and share skills and knowledge.
- Peer teaching- Students become the teacher and talk to classmates about skills learned.
- Integration- Applying skills learned to other core subjects.
- Practice and review-New learning needs practice and spiral reviews for understanding and retention.

Additional strategies used in the writing curriculum will include:

- Oral language development-Brainstorming ideas through strategies like “Think, Pair, Share,” “Knee to Knee, Eye to Eye,” and whole class discussion.
- Modeled Writing-Teacher “think aloud” and using the pen to demonstrate writing strategies.
- Independent Writing- Students use the strategies taught to create their own writing piece.

The school’s educational program will also include learning methods and strategies which are aligned to the educational philosophy and that have proven successful in accelerating low-performing students in reading and mathematics.

These may include but are not limited to:

- Appropriate assessments for learning (screening, progress monitoring and diagnostic). A sampling of these is provided in A.2 (goal 2) and A.4 (element 2).
- Data-driven differentiated instruction
- Supplemental programs for student advancement
- Student Intervention plans (further addressed in A.4)
- Monthly Structured Teacher Planning Time
- Grade level, staff meetings and ongoing professional development (further addressed in element 14 below)
- Intervention Technology in Reading and Math includes ST Math, Study Island, and Fast ForWord.
- All strategies provide initial teacher support with a gradual release to independence.

Required Element 14. Framework for professional development

A framework for Professional Development to support effective implementation of curriculum will be established as follows:

Planning year- On-site and off-site professional development for all potential founding teachers provided by Pinecrest Academy, textbook publishers, administration and professional resources. Teachers will be encouraged to seek out professional development opportunities sponsored by Clark County School District and virtual professional development providers. The school principal will survey the faculty and conduct a needs assessment to determine which onsite professional development activities will take priority. Pinecrest Academy will provide onsite professional development based on the identified needs.

Year 1 - Development of a school leadership team to provide mentoring and support in implementation of curriculum will be provided. On-site coaching will be provided for all teachers in instructional strategies, effective assessment practices, Nevada Academic Content Standards, development of pacing guides and instructional focus calendars, Common Board Configuration, data disaggregation/analysis, and first aid/CPR (C.4, elements 2 and 4). Monthly teacher planning time will be provided for collaboration and sharing of successful implementations in classroom. This planning time will also be utilized to evaluate school data (A.4, element 6) and develop intervention strategies. Selected staff will be Crisis Prevention Institute (CPI) trained. New teachers will be paired with seasoned educators to provide mentorship opportunities for growth. Schoolwide professional development will occur onsite on designated professional development days. Teachers will be encouraged to seek out other professional

development opportunities based upon self-identified needs. Through its affiliation agreement, Pinecrest Academy principals and teachers will provide onsite professional development based on identified needs.

Year 2 and forward - On-site coaching and additional support based on specific needs through data-analysis will be provided. Monthly teacher planning time for collaboration and sharing of successful implementations in classrooms will be provided. This planning time will also be utilized to evaluate school data (A.4, element 6) and develop intervention strategies. New teachers will be paired with seasoned educators to provide mentorship opportunities for growth. Schoolwide professional development will occur onsite on designated professional development days. Teachers will be encouraged to seek other professional development opportunities based upon self-identified needs. As funds may be available, grade level lead teachers will be provided with opportunities to attend professional conferences. Through its affiliation agreement, Pinecrest Academy principals and teachers will provide onsite professional development based on identified needs.

A.4 Assessment and Accountability

Required Element 1. School assessment plan

STAR assessment, AIMSweb (for special education students)

Required Element 2. List of Instruments

Multiple school level assessments, both formative and summative, will be utilized to measure specific learning outcomes.

School-based assessments to be used in all courses may include:

- Weekly teacher-generated quizzes.
- Unit assessments and chapter tests.
- Class projects and/or investigations based on focus lessons.
- Class participation rubrics.

The School will select a commercially available standardized instrument, such as AIMSweb Curriculum- Based Measurement or Renaissance Learning's STAR Assessment to regularly monitor students. Should the School select AIMSweb, all students will be assessed three times per year for universal screening (early identification) and general education progress monitoring using the online computer program AIMSweb. This program will allow the School to monitor at-risk students monthly, evaluate the effectiveness of instructional strategies, write individualized student goals and provide a system to report results to students, parents, teachers and administrators. Should the School select Renaissance Learning's STAR Assessment, all students will be initially evaluated. Students who are performing above grade level will be subsequently assessed on a monthly basis. Students performing at grade level will be subsequently assessed every two weeks. Students performing below grade level will be subsequently assessed weekly. Both AIMSweb Curriculum-Based Measurement and Renaissance Learning's STAR Assessment track students over time and thus are appropriate instruments for the School to monitor its second goal listed in A.2.

The School will participate in the state assessment system (attachment 8) and will administer the assessment pursuant to the prescribed uniform procedures. The School will also participate in any other mandated assessment, such as the NAEP, if so selected for participation.

Required Element 3. School's approach to assessments

The results from these measurement tools will be used to identify improvement needs and demonstrate benchmark mastery (principle 6 of the educational philosophy). 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. In the classroom, teachers will differentiate instruction based on the needs of pupils (principle 4 of the educational philosophy). Schoolwide results will be utilized to target faculty professional development (A.3 element 14) and revise, as may be necessary, the instructional focus calendar (A.3 element 1). Data use and management is further discussed in elements 6 below.

Required Element 4. Longitudinal data analysis use

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

1. A student baseline developed during the first year using testing results.
2. A comparison of annual results with the baseline scores to assess progress.
3. Grade-level and school composite scores.
4. A graph of annual results showing year-to-year change.
5. A graph of school scores relative to state and national averages.
6. Sub-analysis of a variety of variables to identify areas for improvement.

Required Element 5. Strategies to close the achievement gap

Inherent to the vision statement of Pinecrest Academy is the elimination of the achievement gap. Implementation of regular assessments as listed above in elements 2 and 3, will ensure that no student is overlooked and all are identified with ample time for

remediation. As noted in the educational philosophy principle 3, goals apply to all students. Teachers will differentiate instruction and intervention programs will be developed for these students to ensure appropriate remediation. Students identified at risk, will have an intervention plan created by their teacher. This plan will follow Response to Intervention which has become a national best practice to improve student achievement and close achievement gaps of all groups of students. Tier 1 will include research based instruction in the general education classroom with core instructional interventions. Tier 2 will include small group intervention with intensive assistance for students who are performing below monitored progress expectations. Tier 3 students will have accommodations and/or modifications as established in an individual education plan. Additional RtI information is discussed in attachment 16.

Required Element 6. Data Management Plan

In Accordance with NRS 386.650, the School will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor (State Public Charter School Authority) to fulfill data transfer requirements to the sponsor. The School will report data required by NRS 386.650 to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the Nevada State Board of Education will use Infinite Campus that is hosted as an ASP (Application Service Provider) by the Department of Education. The 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. Monthly teacher planning time (A3, element 14) will be provided for collaboration and sharing of

successful differentiated instruction. This planning time will also be utilized to evaluate data and provide a forum for intervention strategies. For example, a third grade teacher who has a pupil reading at first grade level, can discuss best practices with a first grade teacher to ensure appropriate and targeted intervention and remediation. Student records and their maintenance are addressed in Section A.9.

Required Element 7. Promotion policies

Promotion requirements and guidelines are addressed in Section A.3 (attachment 4).

A.5 Tentative School Calendar and Daily Schedule

Required Element 1. School year calendar

Please see attachment 9.

Required Element 2. Proposed dates of enrollment

Please see attachment 10.

Required Element 3. Alternative schedule

Not applicable.

Required Element 4. Rationale for alternative schedule

Not applicable.

A.6 School Climate and Discipline

Required Element 1. How the school's policies support the educational goals of the school.

The School's policies have been developed and will continue to be developed with the goal of providing a learning environment that is safe and conducive to learning.

Upon the establishment of the School, the principal will further refine the discipline policy. The policy will provide for the progressive discipline of pupils and on-site review of disciplinary decisions. The policy will be developed with input and participation from the teachers, parents, and other School stakeholders. It shall be consistent with the rules of behavior prescribed in accordance with NRS 392.463; include provisions designed to address the specific disciplinary needs and concerns of the School; and provide for the temporary removal of a pupil from the classroom. The principal will collaborate with School stakeholders to annually revise the policy.

Required element 2. Narrative explaining the school's philosophy regarding student behavior

Education is a process which requires reasonable order and decorum. Such decorum provides a positive, nurturing educational environment that respects values and diversity. Students are expected to demonstrate positive character traits at all times. Most students come to school to learn and participate in school activities. They seldom have difficulty complying with school rules. However, some students experience difficulty in maintaining a positive attitude towards school which may result in inappropriate behavior. Such behavior creates problems for themselves, fellow students, parents, and school personnel. Behaviors which interfere with the instruction of students will not be tolerated. Issues of student behavior are not just school issues and they are not just home issues. Rather, they are issues which require mutual collaboration to correct before they become habitual.

Students will be expected to attend school daily and arrive on time. Student absences and tardiness will also be tracked to ensure that they are in class on time and in

attendance. The attendance policy will allow for appropriate make-up time for work missed. Attachments 12 and 13 respectively address the School's truancy and absence policies. The School's discipline policy/code of student conduct, attachment 11, includes additional expectations of student behavior.

The intent of the listed procedures is to: 1) get parents involved in the discipline process, at an early stage, and 2) to develop a school environment which is positive, safe for students, and communicates to all students that only appropriate behavior will be accepted.

Required element 3. School's discipline policy/code of conduct

Please see attachment 11.

Required element 4. School's truancy policy

Please see attachment 12.

Required element 5. School's absence policy

Please see attachment 13.

Required Element 6. School's plan for involving students' families

The school and the governing body of the school commit to establish relationships with local community organizations in order to have community support and engagement in school matters. As part of education philosophy, principle 7, the School will promote an environment that allows parents, teachers, and other community members to be actively engaged in the School. Examples of parent involvement include:

- Regular parent/teacher conferences – these conferences are held after school or in the evening and provide parents with opportunities to discuss educational progress with their child’s teacher;
- Open houses, career fairs, family picnic – these events are held annually to maintain communication and active involvement in the School;
- School Website, school newsletter, events calendar – updated monthly to disseminate information and maintain open lines in the community;
- PTO – Parent Teacher Organization provides invaluable support to the School leadership and faculty

Parent satisfaction is critical to the success of the School. Accordingly, goals 3 and 4 in section A.2 were designed to evaluate parent satisfaction.

A.7 Targeted Population

Required Element 1. Proposed Target Population.

The School is not intended to serve primarily at-risk pupils nor will the proposed charter school enroll pupils who are in a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580.

Although Pinecrest Academy of Nevada is open to all Nevada residents, the proposed target population is children who will be attending grades K-8 and living in the City of Henderson. A charter school application was submitted last year with more than 1,000 potential students to be enrolled. This is clear and compelling evidence of the need

for an educational option in this community as the purpose of the school is to improve the opportunities for pupils to learn.

Within the city of Henderson are 25 traditional public elementary schools and eight middle schools. Collectively, the elementary and middle schools respectively served 18,248 and 10,265 students. These 28,513 pupils have limited charter school options in their community. The need for school choice is self-evident. Three of the elementary schools were designated two or three- Star schools based on the Nevada School Performance Framework. Smalley Elementary and Treem Elementary are 2-Star schools, and Walker is a 3-Star school. Cortney Middle School is designated a 3-Star school. Only four of the 33 schools had 100% of their faculty highly qualified; one school had 19.7% of its teachers not highly qualified. School size is another concern. The average enrollment of the elementary and middle schools is 729 and 1283 respectively. In the middle schools, there were 346 violent incidents reported collectively. There are only three charter schools within Henderson: Coral Academy of Science (serving grades 3-5), Coral Academy of Science (serving grades 6-11), and Nevada State High School (serving grades 11-12). In consideration of the foregoing lackluster demographics, the children of this community are underserved and deserve more quality choice options.

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 those 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) 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).

The school does not discriminate in admissions on the basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law. Upon completion of the application the school will request a driver's license (to verify identification), a utility bill or other proof of residency, proof of immunization or exemption thereof, transcript or other form of school record, and a birth certificate.

Required Element 2. Explanation and evidence to support enrollment projections

Please see attachment 14.

Required Element 3. How proposed mission et al. aligns with needs of target population

The School expects to have a student population that is reflective of the community it will serve. Pinecrest's educational process relies on the partnership among the school, family and community. The stakeholders of Pinecrest Academy of Nevada are committed to meet the needs of the target population by hiring staff that will mirror the diverse characteristics of the community it will serve and incorporate multiple perspectives in school development. Pinecrest Academy of Nevada is replicating the successful South Florida Pinecrest Academy charter school network. Each of the schools serving grades K-8 earned an "A" grade – the highest possible rank issued by the Florida

Department of Education. The Florida School Accountability Report for these schools is included in attachment 14. The Pinecrest charter schools have implemented the educational philosophy herein and have academically succeeded with diverse learners, which parallel the population of many of the Henderson schools. The Pinecrest affiliation will also provide opportunities for their leadership and faculty to provide onsite Pinecrest best practices professional development.

Required Element 4. Recruitment plan

Please see attachment 15.

Required Element 5. Measuring success of at-risk pupils

Not applicable

Required Element 6. Enrollment process for at-risk pupils

Not applicable

A.8 Special Student Populations

Required Element 1. Education plan for ELL, Special Education, GT, and special needs

When providing services and programs to pupils with disabilities, the School will remain in compliance with the policies and procedures of the federal government and the State of Nevada. (See attached Special Education Policies & Procedures Manual.) Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education 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 educational program for exceptional students will include the following:

- A Non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process;
- Free appropriate public education (FAPE) will be provided to every exceptional student enrolled in the School;
- Child Find Services – Child Find is the entry point for ESE services for children and their families in the school. The school will use Child Find Services to assure that all children who need special education and related services, receive a free appropriate education by locating, identifying, and obtaining services for children who have disabilities or special needs;
- Individual Education Plans (IEP)-designed to ensure students with disabilities are serviced according to their needs;
- Extended School Year (ESY) - for students needing specialized services as required by students' IEPs;
- Least Restrictive Environment: students with disabilities will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily;
- Federal and State Reports: Unless otherwise exempted by State of Nevada Statutes, the School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the Sponsor.

The school's "Child Find" program is responsible for locating, identifying and evaluating all individuals suspected of having a disability from the ages of birth through 21 who are not receiving early intervention or special education services.

When a child is having difficulty learning in a regular education classroom, it is often assumed that the child should be referred for a special education evaluation to determine any learning problems. But before a referral is made, the teacher should attempt a variety of strategies designed to facilitate the child's learning within that classroom. Response to Intervention (RtI) is the mechanism teachers will utilize to provide a variety of providing scientific, research-based interventions in general education environments to address academic and behavioral concerns. The Nevada Administrative Code (NAC) §388.325 defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability. The following procedures shall be used by the school whenever targeted scientific, research-based interventions are provided to a particular student who is experiencing academic or behavioral difficulty:

1. Develop an intervention plan for the student, to include:
 - a. A description of the academic or behavior concerns, and the degree to which the student's academic or behavior performance fails to meet the demands of the educational setting;
 - b. The interventions to be provided, which are targeted toward improving performance and increasing the rate of learning;
 - c. The data to be collected to measure the student's level of performance and rate of learning;
 - d. The frequency of data collection; a description of how the data will be summarized; a description of how intervention effectiveness will be evaluated; a schedule for evaluating intervention effectiveness.

2. Provide a copy of the intervention plan to the student's parents.
3. If the eligibility team intends to determine eligibility for SPECIFIC LEARNING DISABILITIES based upon the child's RESPONSE TO INTERVENTION, provide the "NEVADA DEPARTMENT OF EDUCATION POLICY STATEMENT – RESPONSE TO SCIENTIFIC, RESEARCH-BASED INTERVENTION" document to the student's parents. This Policy Statement is not required if the student's eligibility for SPECIFIC LEARNING DISABILITIES will be determined based upon the discrepancy analysis model.
4. Based in part on the results of the targeted, scientific, research-based intervention, determine whether the student is suspected of having a disability and should be evaluated for special education eligibility.
5. If the parent requests an initial evaluation for special education eligibility while interventions are being attempted, the school must:
 - a. Conduct the initial evaluation if the school agrees that the student is suspected of having a disability; or
 - b. Provide PARENTAL PRIOR WRITTEN NOTICE of its refusal to conduct the initial evaluation (if the school does not agree that the student is suspected of having a disability). Any proposed refusal to evaluate a student must be discussed with the principal or Special Education Designee.

If the school determines that the educational difficulty or behavior of the pupil is resistant to general education intervention, or if the school determines that the intervention requires continued and substantial effort and may require the provision of

special education and related services to be effective, the school may refer the student for an initial evaluation.

A student qualifies for all the rights and benefits of IDEA once he or she is determined to be a child with a disability as defined in the Nevada Administrative Code (NAC). Generally, students are evaluated when either the parents of the child request an evaluation, or when, as a result of the school's "child find" or general education intervention activities, school personnel recommend an evaluation.

If the school proposes to conduct an initial evaluation of a student, parents must be provided with prior written notice of the proposed evaluation and a copy of the Parent Rights document. Next, consent for the evaluation must be obtained before the evaluation may begin.

In conducting the evaluation, the school must use a variety of assessment tools and strategies to gather relevant functional and developmental information on the child, including information supplied by the child's parents. Further, the information gathered should relate to enabling the child to be involved in and progress in the general curriculum. If appropriate, because there are existing evaluation data (e.g., a student who moved to the school from out of state and evaluation information from the other state was available in a timely manner, or a student making the transition from infant/toddler early intervention services at age three), the school must review existing evaluation data and determine what, if any, additional assessments are necessary. Additional details on the evaluation process are provided in attachment 17.

Parents of students with disabilities will receive procedural guidelines and guidance in their native language. These will include the areas of notice and consent,

independent educational evaluations, confidentiality of student records, due process hearings, and surrogate parents. As early as possible in the planning/development stages, School staff will work closely with the Sponsor's staff to discuss the needed services (including all related services and programs) of the enrolled students with disabilities.

Services will be regularly and routinely monitored through the school principal or Special Education Designee to ensure that individual learning plans are being met. Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. The School may employ such personnel as necessary dependent on student need determined from actual enrollment. If necessary personnel are not employed at the school, the School will contract with Clark County Public Schools or a similar, approved Public Agency to provide these services.

The school principal or special education designee will serve as the point of contact for most special education service concerns. Similarly, the school principal or special education designee will ensure all students with disabilities are provided with the appropriate programs and services. Special education teachers who provide these services will be employed in compliance with the required policies of the State of Nevada for highly qualified teachers. Special education staffing will be aligned pursuant to the requirements of the law.

The School will complete federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the Nevada Department of Education.

A public agency shall provide a continuum of alternative placements to meet the needs of any pupil with a disability for special education and related services necessary to implement the individualized educational program for each pupil with a disability. This continuum must include, as appropriate:

(a) Consultative and supplementary services provided with regular class placement;
and

(b) Instructing the pupil in: a regular class; a special class; a special school; a community-based program; the pupil's home; a hospital; or an institution.

If the governing body of Pinecrest Academy determines the school is unable to provide an appropriate special education program and related services for a particular disability of a pupil who is enrolled at the school, the governing body of Pinecrest Academy may request that the school district of residence of the student transfer the student to an appropriate school. Pinecrest Academy's governing body would request that the pupil be transferred pursuant to subsection 4 of NRS 386.580. The following would be undertaken: (1) the governing body of Pinecrest Academy shall submit the request to the district within 10 days after the governing body of Pinecrest Academy determines that the school is unable to provide an appropriate special education program and related services for the student; (2) the request to the district will be accompanied by an explanation of the facts and circumstances that led the governing board to determine that the school is unable to provide the appropriate special education program and related services for the student; and (3) a person employed by the governing body will be designated to verify to the district that the information submitted to the school district pursuant to NAC 386.605 is gathered in a format required by the school district.

The IEP Team will review the IEP and determine appropriate placement considerations. The IEP will determine percentage of time in the regular education environment. A statement of jurisdiction for placement involving removal from regular education environments will be developed and written. This jurisdiction will explain why the IEP goals and objectives cannot be implemented in the regular education environments, including the reasons why the team rejected a less restrictive placement. A final statement of recognized harmful effects on the learning of the IEP student of other students which will affect the placement will be written.

Parental Consent:

Initial provision of special education and related services must be signed before services are provided for the first time. Thereafter, consent is not necessary unless the student experiences a lapse in eligibility.

Students at the School who are of limited proficiency in English will be served by appropriately certified personnel who will follow the Sponsor's plan for Limited English Proficient Students (LEP) and the assurances therein. The mission of the LEP curriculum is to prepare and develop successful bilingual, bicultural and biliterate students in an ever-increasing multicultural setting, equipped to meet the challenges of the 21st century as participatory citizens in a global society.

Students who are gifted/talented will be challenged with a more rigorous curriculum than offered to the traditional student. Parents requesting that their child be identified and/or designated as gifted/talented will follow the provisions as indicated above for special education students.

All students will be regularly assessed to ensure that at-risk students are identified in a timely manner (section A.3, element 13; section A.4, elements 2 and 3). Teachers will implement an intervention plan (section A.4, element 5) utilizing RtI interventions for students not making appropriate academic or behavioral progress (attachment 16). The parent or guardian of a student at risk for retention, will be notified in a timely manner to provide opportunities for intervention and remediation (attachment 4).

Selected staff will be Crisis Prevention Institute (CPI) trained (A.3, element 14).

Required Element 2. Multi-tiered Response to Intervention Model.

Please see attachment 16.

Required Element 3. Special education revenues and expenditures identified in the budget.

For special education budget see budget attachment Schedules Code 100 under Special Education teachers and form #4, 200 special programs for years 2011-2012 and 2012-2013.

Required Element 4. Special education continuum of service delivery model.

Please see attachment 17.

Required Element 5. Special education policy assurance.

Please see attachment 18.

A.9 Records

Required Element 1. Information concerning records of pupils

The Governing Board of the School will delegate authority to the Principal of the School the task of ensuring student records are maintained accurately and up-to-date as well as safe and with limited access to only appropriate personnel. The Board will ensure

student records will be accurately maintained and kept in a safe, locked area of the school's main office in fire proof cabinets, and in accordance with all State of Nevada Laws.

In Accordance with NRS 386.650, the School will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The School will report data required by NRS 386.650 to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the Nevada State Board of Education will use Infinite Campus that is hosted as an ASP (Application Service Provider) by the Department of Education.

The governing body of the charter school will ensure that a permanent record for each pupil enrolled in the school is maintained in a separate file. The student records will be stored in the School's main office and only authorized staff and administration will have access to the files.

In addition, the governing body of the school will ensure that records are kept in a fireproof, locked cabinet in a location that is safe and secure and affords reasonable protection from:

- (a) Fire;
- (b) Misuse; and
- (c) Access by unauthorized persons.

The Governing Board of the School (and specifically the Governing Board Chair of the School) will be the person responsible for the records of pupils if the school is

dissolved or the written charter of the charter school is not renewed. Candace Friedmann has been selected as the Governing Board Chair.

The student records will be stored in the School's main office and only authorized staff and administration will have access to the files.

If a charter school closes, the School shall, for each pupil enrolled in the charter school, forward the permanent record of the pupil to the office of pupil records of the school district in which the pupil resides. Similarly, if a pupil withdraws from the School, the School shall forward the permanent record of the pupil to the office of pupil records of the school district in which the pupil resides. When a student graduates from the charter school, or completes the eighth grade year (the final year for which this school is chartered), the school shall forward the permanent record of the pupil(s) to the office of pupil records of the school district in which the pupil resides.

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

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;

- Other schools to which a student is transferring;

- Specified officials for audit or evaluation purposes;

- Appropriate parties in connection with financial aid to a student;

- Organizations conducting certain studies for or on behalf of the school;

Accrediting organizations;

To comply with a judicial order or lawfully issued subpoena;

Appropriate officials in cases of health and safety emergencies; and

State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Required Element 2. Policy regarding the retention of records

Please see attachment 19.

B.1 Governing Body

Required Element 1. Letter from legal counsel

Please see attachment 20

Required Element 2. Bylaws

Please see attachment 21

Required Element 3. Stipulations 1-16

Please see attachment 21

Required Element 4. Description of Governing Body recruiting procedures

The governing body will solicit from parents, professional educators, and the community to fill vacancies as they may arise on the Board. The Board of Directors must seek candidates which 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. The Board of Directors may not rely upon the School Administrator or any EMO contracted by the school to identify candidates for the Board of Directors.

B.2 Composition of the Committee to Form the School

Committee Member	Address	Affiliation with Charter
David H. Benavidez, Esq.	850 S. Boulder Highway, #375 Henderson, NV 89015	NO
LeRoy Don Chase NV License #0000036946	1005 Silver Retreat Court Henderson, NV 89002	NO**
Candace Friedman NV License #0000012204	690 Marina Drive Boulder City, NV 89005	YES*
Ellen E. Herring	1117 Devon Downs Henderson, NV 89015	NO
<u>Robert Ranney</u>	<u>1001 New Beginnings Dr.</u> <u>Henderson, NV 89011</u>	YES***
<u>Randall H. Walker</u>	<u>136 Austin Rose Avenue</u> <u>Henderson, NV 89002</u>	NO
<u>Jacob L. Snow</u>	<u>1006 Rose River Ct.</u> <u>Henderson, NV 89002</u>	NO

Required Element 1. Statement of members associated with other charter schools

* Candace Friedmann was a school teacher at Somerset Academy Emerson Campus.

The address of the school is 2525 Emerson Avenue, Las Vegas, Nevada 89121. Her employment at the school began on August 15, 2011. Candace Friedmann resigned from her teaching position at Somerset Academy of Las Vegas, Emerson Campus, on October 7th, 2011.

Mrs. Friedmann was never an employee of Academica Nevada and has no intention of ever seeking employment with Academica Nevada or any other EMO. Academica does not directly employ any teachers or administrators at the schools they manage.

The membership of the Committee to Form Pinecrest Academy has changed following the initial submission of this Application. Jodi Mecham has resigned from the Committee. In addition, the Committee elected to expand to seven members. The three new members bring the Board into compliance with Post-AB 171 Committee Membership requirements as follows: David Benavidez is the parent of an enrolled student, Leroy Chase is a Nevada licensed teacher, Candace Friedmann is a licensed teacher, Robert Ranney is a retired, licensed administrator, Randall Walker holds a degree in accounting with extensive business experience in financial and human resources matters, Jacob Snow has extensive business experience in financial services and human resources matters.

**Mr. Chase has no affiliations with any other Charter Schools and has never served on a Charter School Board of Directors. Mr. Chase mistakenly states in Item 5 of his Questionnaire that he served on the Board of Directors of a Charter School which opened two Campuses in 2011. Mr. Chase was the Committee Chair of the Committee to Form Black Mountain Preparatory Academy. The Nevada Board of Education denied the application for Black Mountain Preparatory Academy in January, 2011. After that application was declined, parents and committee members who were working with Mr. Chase chose to enroll their children in Somerset Academy of Las Vegas, a charter school which did open two campuses in 2011. However, Mr. Chase was never part of the Committee to Form Somerset Academy of Las Vegas, nor did he ever seek a position with Somerset Academy of Las Vegas. Thus, Mr. Chase has no affiliation with any other Charter Schools.

Mr. Chase has continued to be involved with the effort to create a Charter School. Mr. Chase remains dedicated to establishing a Charter School to better serve the student population which he has dedicated himself to teaching for more than 40 years.

***Robert Ranney is a former Board Member with Agassi Preparatory Academy.

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

Required Element 2. Statement of Assurances

Please see attachment 22

Required Element 3. Résumés and License for Educational Personnel

Please see attachments 23 and 24

Required Element 4. Request for Information from prospective charter school board members

Please see Attachment 25

B.3 Management and Operations

Required Element 1. Description of 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 school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The Principal will maintain the day-to-day operations of the School and serve as the instructional leader of the School. As such, the Board will recruit talented individuals who have knowledge of and experience with instructional, educational, and school site matters.

Required Element 2. Description of Responsibilities for Key Management Positions

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 teaching staff, addressing student-related issues, and overseeing the parental involvement agreements. The principal, with the support of the administrative staff, will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the school. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school. The principal will be an employee of the school, not an employee of the Educational Management Organization.

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

Applicants will be screened by a team of professionals, including the governing board, trained 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:

- extensive administrative (preferably in a school setting) and teaching experience;
- a current Nevada professional administrator endorsement/license;
- experience working with school or advisory educational boards;
- strong managerial capabilities;
- knowledge of the needs of diverse student population;
- positive evaluations from previous administrative position(s);
- letters of recommendation; and
- excellent communication skills.

Required Element 3. Organizational chart for the proposed school

Please see attachment 26.

Required Element 4. Description of Carrying Out Charter School Laws

It is the responsibility of the Board of Directors to carry out the provisions of NRS 386.500 to 386.610. It shall be the responsibility of the Board of Directors to know the law and regulations governing the school, 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, maintain accountability and transparency in all operations, and cooperate with the Board's Sponsor. The Chair of the Board of Directors will assure that the training and orientation set forth in the Bylaws of Pinecrest Academy of Nevada, Article III, Section 3, Part (g), will focus on preparing the Board of Directors to fulfill these responsibilities. The Board will retain independent legal counsel and seek advice and assistance from legal counsel when any issue is in doubt.

Required Element 5. Method for 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.

Required Element 6. Type of School to be Operated

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.

Required Element 7. Description of the Lottery System

The lottery system is addressed in section A.7 of this application.

Requirement Element 8. Statement of Assistance in Preparing the Charter Application

The application was prepared by the committee to form the school and with the assistance of David Calvo, (Academica California) Ryan Reeves and Robert Howell of Academica Nevada.

Required Element 9. Statement Regarding Fees, Charges and/or Deposits

The School does not anticipate charging any fees, charges, and/or deposits for course materials or equipment.

Required Element 10. Statement Regarding Limiting Enrollment of Pupils

School enrollment will not be limited, except as necessary to conform to the capacity of the school's facility 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). See section A.7.

B.3.1 Educational Management Organizations (EMO)

Required Element 1

1.a Decisions to Hire an EMO

The applicant intends to contract with an educational management organization. The Committee to form Pinecrest Academy of Nevada believed that it would be prudent and responsible to hire an experienced and successful management company to assist in the planning and creation of a new charter school.

As a committee we sought a professional organization that has a history of success in providing the services listed below (in Part 1(b)) to other start-up charter schools. We chose Academica because they are a proven and experienced national organization with successful operations in many states, including Nevada. The Pinecrest Academy of Nevada Committee Chairperson, Candace Friedmann, toured Pinecrest Academy South Charter School in Miami, Florida and spoke with the Principal of that Academica managed school. Mrs. Friedmann and Committee Member Leroy Chase have both spoken with the Board Chair of Pinecrest Academy, Inc., Judy Marty, regarding the quality of services provided by Academica and her satisfaction with Academica's performance. Finally, Mrs. Friedmann briefly worked at Somerset Academy of Las Vegas, a Nevada Public Charter School managed by Academica Nevada, and personally interacted with the staff of Academica Nevada. Those visits, experiences and conversations confirmed the high quality of services we can expect from Academica.

Accordingly, the committee to form a school intends to engage Academica Nevada as its educational management organization.

The Board has also elected to affiliate with Pinecrest Academy, Inc. Pinecrest Academy, Inc. is a system of high performing schools that serve a racially and demographically diverse group of students. By replicating their best practices and procedures the school expects to attain similar educational results in Henderson.

1.b Planned Relationship Between School and EMO

The school will hire Academica Nevada to provide specific business support services thereby freeing up the school administrator to focus on the educational goals set by the governing board. Support services that Academica Nevada will provide include, but are not limited to, the following:

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

As part of the commitment and relationship between Pinecrest Academy of Nevada and Academica Nevada, it is understood and agreed that Academica Nevada will NOT do the following:

- Employ the School Administrator or any other licensed personnel.
- Draw orders for the payment of money, as that responsibility is limited strictly to the School's Board and Principal.
- Use fees paid by Pinecrest Academy of Nevada to benefit or subsidize schools located outside of Nevada.
- Permit the School's Lease and Management Contract to be conditioned one upon the other.

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

The school will affiliate with Pinecrest Academy, Inc. to provide the following services:

- On site principal training and professional development;
- On site teacher training and professional development;
- Classroom critique and assessment;
- Technology training;
- Help attain accreditation.

None of the services provided by Pinecrest Academy, Inc. will overlap those provided by Academica Nevada.

1.c EMO's Role and Responsibility

As described in 1.(b), the role of Academica Nevada is to serve at the will and guidance of the board. We expect Academica Nevada and Pinecrest Academy, Inc. to carry out the defined responsibilities in a manner that is consistent and assists the Board in meeting its vision.

1.d School's Performance Expectations

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

The Board expects Pinecrest Academy, Inc. to provide regular and effective professional development resources which result in improved instruction and academic performance, as measured by the administrator's teacher evaluations and the student assessments set forth in Part A of this application. We expect Pinecrest Academy, Inc. to successfully assist Pinecrest Academy of Nevada in completing the accreditation process. We expect Pinecrest Academy, Inc. to work closely with the Principals and Instructors in developing open and ongoing communication which includes assistance in

problem solving, successful planning strategies, and shared technology programs and training.

1.e Disclosure of Potential Conflicts

There is no existing or potential conflict of interest between the committee to form/governing body and the proposed EMO or any affiliated business entity. The only relationship which poses a potential conflict of interest, and an explanation of the relationship between Academica, Inc. and Pinecrest, Inc., is discussed in Part C.3 Facilities.

The fee that Academica Nevada charges is per pupil based. As the number of pupils enrolled increases, Academica's services necessarily increase as well. For example, a larger student body requires a larger facility and a consequential increase in facilities management services. A larger student body requires more staff and an increase in Human Resources related services. Additionally, a larger student body requires more equipment and fixtures which creates an increase in procurement, budget management and bookkeeping services. As a result, basing a fee on a fixed per pupil charge is "attributable to the actual services provided" and compliant with State law. Furthermore, since the fee is not a percentage of income, the fee does not increase with any increase in school funding which may be passed by the State legislature. Finally, the Academica contract contains a provision that allows the fee to be adjusted if the school is facing financial hardship.

1.f Relevant evidence of EMO's educational and management success

Please see Attachment 28

Required Element 2. Information related to the EMO

Please see attachment 29

Required Element 3. A draft contract with the EMO

Please see attachment 30

B.4 Staffing and Human Resources

Required Element 1. Staffing Plan

In the first year of operation, the School anticipates an initial enrollment of 300 students. To staff for this enrollment, the school anticipates hiring a principal, one administrative office manager, fourteen teachers, and three teachers' aides. This staffing level provides for 12 classroom teachers with a student ratio of 25 to 1, three specialists teaching courses such as physical education, technology, etc., and one special education teacher. This staffing structure is sufficient for accomplishing the educational programs planned for the school. Teacher's aides will assist in providing differentiated instruction in break-out groups and administering regular, individual assessments to track student progress.

The second year, the school anticipates an increase in enrollment to a total of 400 students. The increased enrollment will require one additional office-staff person, five additional teachers and one additional part-time aide. This maintains a teacher student ratio of 25 to 1 and enables the school to continue the same specialist class and teacher's aide schedule.

In subsequent years, the School hopes to continue to increase enrollment until it reaches the capacity of the school facility, which is around 950 students.

In order to recruit highly qualified and successful teachers, the School will:

- Recruit teachers through the Nevada Department of Education and (if possible) Clark County School District websites
- Place ads in local publications
- Coordinate efforts to partner with postsecondary educational institutions to serve as host school for interns, whenever possible (as a means to train and recruit potential future staff).

Recruitment efforts will also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth.

Teacher retention will be a focus and responsibility of both the Board and the School Administrator. Teachers will be paid salaries commensurate with their experience and comparable to the local school district. A competitive benefits program will be offered to teachers and staff to ensure their retention and employment satisfaction. Teachers' input will be valued. Accordingly, they will be provided opportunities for shared decision making with the school principal. All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Required Element 2. Contract Negotiation

Pinecrest Academy of Nevada will comply with NRS 386.595 in the negotiation of all contracts for employment with the School.

Required Element 3. Qualifications of Instructors

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
- Middle school special education teachers must provide proof of passing the middle school or secondary specialty area test in the appropriate core area(s), or
- Meet HOUSSE requirements.

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.

Required Element 4. Teacher Evaluation Procedure

Teachers at the school will be regularly evaluated both formatively and with a summative evaluation. The teacher evaluation practices and procedures will comply with NRS 391.3125. The primary purpose of an evaluation is to provide a format for constructive assistance. 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 of the classroom management skills of the teacher;

(b) A review of the lesson plans and the work log or grade book of pupils prepared by the teacher;

(c) 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;

(d) 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, the needs of pupils enrolled in advanced courses of study and the needs of pupils who are limited English proficient;

(e) If necessary, recommendations for improvements in the performance of the teacher;

(f) A description of the action that will be taken to assist the teacher in correcting any deficiencies reported in the evaluation; and

(g) 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.

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.

Required Element 5. Administrator

Dr. Carrie Buck has been selected to lead Pinecrest Academy of Nevada.

Required Element 6. Administrator Position Description

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. The principal will maintain the day-to-day operations of the School and serve as the instructional leader of the School. As such, the board will recruit talented individuals who have knowledge of and experience with instructional, educational, and school site matters.

The school's principal and/or administrative support staff are responsible for the curriculum development, working with the teaching staff, addressing student-related issues, and overseeing the parental involvement agreements. The principal, with the support of the administrative staff, will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school.

Require Element 7. Process for Employing Administrators

The principal will be an employee of the school, not an employee of the Educational Management Organization.

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

Applicants will be screened by a team of professionals, including the governing board, trained 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:

- extensive administrative (preferably in a school setting) and teaching experience;
- a current Nevada professional administrator endorsement/license;
- experience working with school or advisory educational boards;
- strong managerial capabilities;
- knowledge of the needs of diverse student population;
- positive evaluations from previous administrative position(s);
- 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.

All administrators at the charter school will hold current Nevada licensure and have gone through the screening process. The board interviews and hires the school principal and will ensure that all administrators are highly qualified and match the needs of the school and its students.

Required Element 8. Process for Employing Instructors

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. Considerable effort will be taken during interviews to hire the most qualified candidates who cumulatively represent the diverse racial/ethnic background of the local community and county that the School will serve.

Required Element 9. Information About Licensed and Non-Licensed Staff

The School will seek to employ individuals who are well-qualified, and also appropriately licensed, whenever applicable, with any or all State of Nevada Laws and/or licensure requirements, as applicable to the positions for which they are being hired.

C.1 Charter Schools Contingency Cash Flow Plan

Required Element 1. Proposed budget FY 2012-2014

Please see attachments 32 and 33

Required Element 2. Budget Narrative FY 2012-2014

Please see attachments 34 and 35

Required Element 3. Proposed cashflow statements 2012-2014

Please see attachments 32 and 33

Required Element 4. Assurance that the school will adhere to the NDE chart of accounts

Please see attachment 36

Required Element 5. Pre-Opening Budget

Please see attachment 37

Required Element 6. Contingency plans for cash flow challenges

The fiscal year is from July 1 to June 30. All money received by the School will be deposited in Nevada State Bank. The absolute minimum number of students the school needs to operate is 125. Should there be cash flow challenges, instructional personnel would be reduced and instructional assistants would be eliminated. The average teacher salary would be reduced from \$43,500 to \$40,000 annually. The EMO would reduce their fee to \$300 per student. The EMO charge increased \$50 in year two because the school could financially sustain the full \$450 fee once it enrolled 400 students. The fees have been adjusted further to \$367 in year one and \$425 in year two to make up for the increase in the school's insurance premium per the new quote. The rented space would be reduced from 15,000 square feet to 12,000 square feet. The lease will contain a clause to allow the school to reduce the leasable square footage if necessary. Insofar as is practical, all purchases and contracts will be reduced – from texts to technology to furniture.

By reducing most costs to reflect a true enrollment number, the school would be able to maintain a small surplus at the end of the year.

The affiliation fee that Pinecrest Academy Nevada will pay to Pinecrest Academy, Inc. will be 1% of revenues. The purpose of the affiliation is to receive the following services: (a) to share best practices, (b) on-site principal training, (c) on-site teacher training, (d) classroom assessment and evaluation, (e) technology training and other services as deemed necessary.

C.2 Financial Management

The governing body will oversee all aspects of the fiscal management of the school. The auditors, accountants and educational management company retained by the board, will work as a team to develop financial statement and accounting reporting templates to ensure compliance with state and federal reporting guidelines.

For example, the principal and management company will prepare a calendar which will include the deliverables to be provided to the State to meet all revenue and expenditure reporting requirements. The principal, accountants and the management company will provide mid-year and/or final accounting reports to the governing board in a timely manner. Reports on such matters will also be presented at each meeting of the governing board.

Sound fiscal management begins with the accurate reporting and assessment of current information. For each reporting period required by the state, the governing body will review and assess the following information:

- Total enrollment and attendance
- Teacher/student ratios
- Recurring expenditures
- One time expenditures
- Operating revenues and grant revenues
- Delivery of the curriculum

- Teacher and staff performance
- Impact of teaching strategies
- Student performance
- Feedback from parents and the community

Periodic review of this information will be necessary to ensure that the School is on the proper path to success. Successful schools are ones that deliver good education services and such success breeds greater success by increasing enrollment and increasing financial stability. Nevertheless there must be constant review, adherence and reevaluation of the mission and vision if the indicators are not trending as desired. The annual audit will be the culmination of the constant and periodic review undertaken by the governing board.

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 required state reporting requirements. Guidelines for financial accounting and reporting to be followed are derived from generally accepted accounting principles (GAAP). The Financial Accounting Standards Board (FASB) defines GAAP in statements of financial accounting standards and other pronouncements. Some of the FASB statements that apply specifically to charter schools are identified below. Other FASB statements, as applicable, may also apply to the school's financial accounting and reporting structure. Noted below are some of the applicable standards and is not all-inclusive:

- Statement of Financial Accounting Standards No. 93, Recognition of Depreciation by Not-for-Profit Organizations.

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

In the absence of other specific guidance, the charter holder will follow generally accepted accounting principles.

A charter school management company will be the liaison and work with entities selected by the governing board to ensure completion of the annual audit of the financial and programmatic operations of the school.

In preparing budgets for grant application, particular attention will be paid to proper coding to ensure that all expenses are allowable. There will be strict adherence to the designated use of restricted and temporarily restricted funds. There will be timely draw down of funds, report generation and filing. All parties will be held accountable for the results of the external audit. Exceptions noted by external auditor will be reported to the governing board and will be considered during the annual review of performance of the principal and contractors.

The primary aim of this collaborative work will be to ensure that generally accepted accounting principles and standards are adhered to. The governing board will

use the information received from the annual audit to assess the performance of the school, the principal, and all other parties involved in providing services to the school. They will also use such information to ensure that such reporting is in compliance with generally accepted accounting principles and generally accepted standards of fiscal management. The audit will be presented no later than four months after the school's fiscal year-end.

Required Element 1. Contacts for financial liability

Please see attachment 38

Required Element 2. Closing procedures for the school

Please see attachment 39

Required Element 3. Audit Firm

Please see attachment 38

Required Element 4. Local Bank School Will Use

The School will utilize Nevada State Bank, a Nevada-based financial institution, as the School's banking institution.

Required Element 5. List of Fees Charged to Students

There will not be any tuition fees charged to students attending this charter school. Should the School Board determine to offer summer school, all day kindergarten, or other after school programs not funded by the state then an appropriate fee will be charged.

Required Element 6. Person Designated to Draw Orders

The person designated to draw all orders in pursuant to NRS386.573 for the payment of monies belonging to the charter school is to be determined by the governing

body. It is contemplated that such person will be the Principal. It is the intent of the School to engage Academica Nevada to help handle the school's financial liabilities. The School also intends to hire as part of the office staff, an individual with business experience who would interface with the EMO. The School has not yet contracted with an auditor but anticipates to do so with the firm listed on attachment 37. The EMO, school-site person, and accounting firm will work at the direction of the board to handle the financial liabilities. The absolute minimum number of students the school needs to operate is 125.

C.3 Facilities

Required Element 1. Existing Facility

Not applicable

Required Element 2. Existing Facility to be used as Public School

Not applicable

Required Element 3. Facilities Plan

Please see attachment 40.

C.4 Transportation and Health Services and Emergency Services

Required Element 1. Provisions for transportation

The charter school will not provide transportation for the students to and from school. The charter school will work with the parents and guardians of pupils enrolled in the charter school to facilitate parents interested in creating carpooling groups to ensure that pupils have access to transportation to and from the charter school.

Required Element 2. Provisions for 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.3, element 14). A FASA (First Aid and Safety Assistant) will be responsible for planning and carrying out health examinations required by law. In accordance with NRS 392.420(1)(b), a school nurse will be contracted from Clark County School District or the Southern Nevada Health District to train the FASA.

State required examinations will be conducted by the FASA as follows. Students will be screened for auditory and visual problems in Kindergarten, third grade, and sixth grade. Scoliosis screenings will be held in seventh grade. Height and weight evaluations will be conducted in fourth and seventh 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. Pursuant to NRS 392.420(9), the FASA will also report these findings to the State Health Officer, in the format prescribed by the State Health Officer.

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 439.550.

Required Element 3. Provisions for immunization records maintenance

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. The principal will schedule parent conferences with students who are still not in compliance with state immunization laws after the first month of school. A student will be excluded from school until he/she has the proper immunizations, if the student has not provided the school with proof of immunization by the end of October. 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. Additional maintenance of student records is address in section A.9.

Required Element 4. Provisions for drills

Please see attachments 42 and 43.