

## **Attachment 1**

Included in Attachment 1 are the letters of community support and partnership. It is possible that by the time of the capacity hearing there may be additional letters and partnerships to discuss. GALS Las Vegas is thankful for the support they have already received from the community.



# THE PINECREST FOUNDATION

May 8, 2019

Dr. Carrie Buck, Executive Director  
Pinecrest Academy of Nevada  
3039 West Horizon Ridge Parkway, Suite #120  
Henderson, NV 89015

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Authority Board Members,

I am writing this letter in support of the charter application for Girls Athletic Leadership School (GALS) Las Vegas. The mission of the school is to provide a personalized and holistic college preparatory education in a supportive environment that fosters the academic mastery and personal development necessary for every girl to become a powerful advocate for herself and a leader of her community. GALS strives to be intentionally inclusive of all backgrounds, socioeconomic, religious, ethnic, gender identify, sexual orientation and special learning needs.

GALS Las Vegas is replicating a proven education model from Denver, Colorado. The flagship school which has been in operation for a decade outperforms both the charter school system and Denver Public School System for growth in Language Arts and Math scores. The school is stemmed in the principles of equal rights, physical well-being and emotional safety for all. The model is based on brain science that shows exercising the brain and body together produces results.

GALS is also committed to community collaboration including learning from and adopting best practices. They have sought out my advice in that regard. I have committed myself and the staff here at Pinecrest Academy as a resource to them to share our instructional models, operations and management practices. We will provide support to help GALS Las Vegas establish as an additional school choice in our community.

Your attention and consideration to their application is appreciated.

Respectfully,

Dr. Carrie Buck,  
Executive Director  
Pinecrest Academy of Nevada

May 8, 2019

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Authority Board Members,

As an entrepreneur for over a decade, a published author, public speaker, Harley Davidson motorcycle enthusiast, postpartum support provider and mother, I know that women have many roles. We often stay in the background as the unsung heroes. I started Calamity Jane Photography to create luxury portrait experiences to use my skills to bring out the beauty in women. The Girls Athletic Leadership School (GALS) Las Vegas similarly is all about bringing out the best in girls in our community. I write this letter in support of the GALS Las Vegas charter application.

The GALS model is diverse by design and strives to be intentionally inclusive of all backgrounds, socioeconomic, religious, ethnic, gender identify, sexual orientation and special learning needs. The school will address the 'Whole Child' needs by integrating the science of human development into education. The school address a child's entire development needs including:

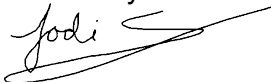
- Academic - skills and knowledge in math, science and English language arts.
- Cognitive - skills to learn and retain knowledge
- Social emotional -tools for emotional well-being such as stress management and resiliency
- Physical - movement of the body
- Mental - to achieve a state of well-being and productivity
- Identity - one's sense of self purpose

GALS Las Vegas is replicating a proven education model from Denver, Colorado. The flagship school which has been in operation for a decade outperforms both the charter school system and Denver Public School System for growth in Language Arts and Math scores. The school is stemmed in the principles of equal rights, physical well-being and emotional safety for all.

The addition of this school to our community provides for an innovative and positive educational choice tailored to girls in our community. Your attention and consideration to the GALS Las Vegas application is appreciated.

Respectfully,

Jodi Selander  
Owner  
Calamity Jane Photography





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## Charter School Association of Nevada

May 15, 2019

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada SPCSA Board Members,

This is a letter of support for the Girls Athletic Leadership School (GALS) Las Vegas charter application. I first met Jennifer McCloskey at the recent SPCSA/CSAN sponsored orientation seminar for new school applicants. There, and in subsequent meetings with Jennifer—I've observed not only a passion for her school project, but an attention to detail that is a prerequisite for starting and developing a new school.

While I have only worked with their school leader here in Nevada for the past few months, I recognize that she has the executive leadership skills to bring an innovative single gender education model to Nevada. She is actively collaborating with community partners, with CSAN and its member schools as well as with the staff at the Nevada State Public School Charter Authority.

I understand that GALS Las Vegas will be a replication of a proven education model that has been running in Denver, Colorado since 2010. In fact, GALS Denver outperforms both the charter school system and Denver Public School System for growth in Language Arts and Math scores. The school is stemmed in the principles of equal rights, physical well-being and emotional safety for all. If public charters are about innovation, then a "GALS" school, done properly, will indeed be an innovative model to add to our growing portfolio.

As an association member, GALS Las Vegas will benefit from the services the Charter School Association of Nevada provides. This includes sharing our knowledge of "best practices" regarding charter school applications and operations. I have personally committed my time to assist this school in getting established and being in a position to best serve the needs of girls in the Las Vegas area.

Your attention and consideration to the GALS Las Vegas application is appreciated.

**Pat Hickey**, Executive Director, Charter School Association of Nevada (775) 762-8006



June 18, 2019

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Authority Board Members,

The mission of DISCOVERY Children's Museum is to foster a welcoming, vibrant, and inclusive environment where all are invited to engage in playful and educational experiences that ignite a lifelong love of learning. We welcome unique educational opportunities for the children of this community and it is based on this that I write this letter in support of the charter application for Girls Athletic Leadership School (GALS) Las Vegas.

The GALS model is diverse by design and strives to be intentionally inclusive of all backgrounds, socioeconomic, religious, ethnic, gender identify, sexual orientation and special learning needs. The school will address the 'Whole Child' needs by integrating the science of human development into education. The school address a child's entire development needs including:

- o Academic - skills and knowledge in math, science and English language arts.
- o Cognitive - skills to learn and retain knowledge
- o Social emotional -tools for emotional well-being such as stress management and resiliency
- o Physical - movement of the body
- o Mental - to achieve a state of well-being and productivity
- o Identity - one's sense of self purpose

GALS Las Vegas is replicating a proven education model from Denver, Colorado. The flagship school which has been in operation for a decade outperforms both the charter school system and Denver Public School System for growth in Language Arts and Math scores. The school is stemmed in the principles of equal rights, physical well-being and emotional safety for all.

At DISCOVERY, we recognize the need to encourage young women to excel academically and we will champion collaboration that inspires every child to become an innovative thinker through the joy and wonder of hands-on learning.

Respectfully,



Jennifer White  
Director of Business Development  
DISCOVERY Children's Museum  
jwhite@discoverykidslv.org



July 8, 2019

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Authority Board Members,

I am the owner of Commercial Professionals, Inc. and I am also a proud member of the National Association of Women Business Owners (NAWBO), Southern Nevada and work together with other Women Business Owners to help women evolve their businesses by sharing resources and providing a united voice to shape public policy for women owned small businesses worldwide. It is from this experience that I whole heartedly support bringing a Girls Athletic Leadership School (GALS) to Las Vegas. GALS will be an important school choice in our community to develop confident, empowered girls as future women leaders.

The GALS model provides a safe environment for girls and a robust social emotional learning model that is supportive to girl development during their middle school years. Their commitment to diversity by design and approach to creating an inclusive community school will foster a rich peer learning environment. The GALS commitment to partner with the business community to bring resources to the school is also noteworthy.

The addition of this school provides for an innovative and positive educational choice that is desired by business owners and parents. Your attention and consideration to the GALS Las Vegas application is appreciated.

Respectfully,

Galit Ventura-Rozen  
Broker/Owner

5528 S. Fort Apache Road  
Las Vegas, NV 89148  
PH: 702.792.3440



July 11, 2019

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Authority Board Members,

I am the owner of Logistical Solutions, LLC a Women Owned Environmental Contracting firm in Las Vegas, Nevada. I am also a proud member of the National Association of Women Business Owners (NAWBO), Southern Nevada chapter and work together with other Women Business Owners to help women evolve their businesses by sharing resources and providing a united voice to shape public policy for women owned small businesses worldwide. It is from this experience that I whole heartedly support bringing a Girls Athletic Leadership School (GALS) to Las Vegas. GALS will be an important school choice in our community to develop confident, empowered girls as future women leaders.

The GALS model provides a safe environment for girls and a robust social emotional learning model that is supportive to girl development during their middle school years. Their commitment to diversity by design and approach to creating an inclusive community school will foster a rich peer learning environment. The GALS commitment to partner with the business community to bring resources to the school is also noteworthy.

The addition of this school provides for an innovative and positive educational choice that is desired by business owners and parents. Your attention and consideration to the GALS Las Vegas application is appreciated.

Respectfully,



Ginnie Salazar  
Executive Director  
(702) 596-2021

# GIRLS LEADERSHIP

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## BOARD OF DIRECTORS

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Mia Arakaki  
Chief Program Officer

Marissa Viray  
Chief Partnership Officer

6/19/19

To Whom It May Concern:

Girls Leadership is a big fan of the GALS Inc. schools theory of change. We are truly excited for the continued expansion of their work across the country. Their schools are distinct in their approach to serving girls from all backgrounds, and we are honored to be their partners in the work of supporting girls to succeed academically, lead confidently, live boldly and thrive physically.

Las Vegas is a terrific city in which to launch a GALS school. Girls Leadership looks forward to working with Jennifer McCloskey and the entire community in equipping girls with the skills to exercise the power of their voice.

Warmly,



Simone Marean  
Co-Founder and CEO



May 14, 2019

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Charter Authority Board Members,

Girls on the Run (GOTR) is a nonprofit organization dedicated to creating a world where every girl knows and activates her limitless potential and is free to boldly pursue her dreams. We provide an after- school program to middle school girls (Heart and Sole) that considers the whole girl- body, brain, heart, spirit and social connection- in a positive, structured space where girls can learn about themselves, explore new ideas, cultivate empathy and strengthen connections. Running is incorporated into each lesson to encourage physical wellness and teach life skills. The girls celebrate their involvement in the program with a celebratory 5k event.

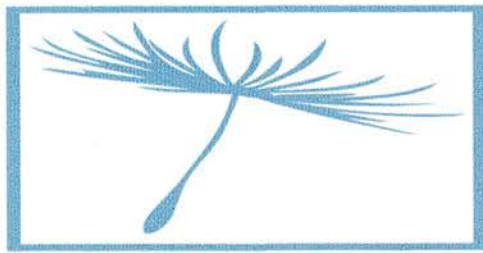
The Girls Athletic Leadership School (GALS) Las Vegas takes a very similar approach to developing girls. Their "Whole Child" education model based on the Chan Zuckerberg Initiative addresses the academic, cognitive, social emotional, physical, mental and identity needs of their students. GALS has approached GOTR to develop a partnership to develop ways to work together in our community to best serve and develop girls. GALS has expressed a desire to partner with Girls on the Run to find ways to work together to best serve the needs of girls in our community. This partnership could include offering a GOTR after-school program at GALS Las Vegas, sharing events for community outreach, sharing board development ideas and the opportunity for referrals to each other's programs. GOTR sees mutual benefit in this cooperative relationship and is committed to working in the future with GALS to develop strong, capable and courageous women for our community and world.

The addition of this school is a positive educational choice tailored to girls. Your attention and consideration to the GALS Las Vegas application is appreciated.

Respectfully,



Kim Boschee  
Council Manager  
Girls on the Run  
Las Vegas Council



# LIFE LAUNCH CENTERS

May 10, 2019

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Authority Board Members,

Ms. McCloskey, the founder of Girls Athletic Leadership School (GALS) Las Vegas, and I have a common mission to help our youth successfully "launch into life." I am the Executive Director of Life Launch Centers in Las Vegas where we provide a program to help children and young adults between 11 and 26 deal with anxiety, depression, self-harm, isolation, anger, trauma and school related issues. I know all too well the struggles the youth of today are dealing with between social media distortion, peer pressure, issues at home/school all in the context of trying to grow and develop.

Based on more than a decade of experience working in Behavioral Health I wholeheartedly support the creation of the Girls Athletic Leadership School Las Vegas. The school will employ the "Whole Child" education model, integrating science and human development into education. GALS Las Vegas will support not only the academic and physical needs of the girls but also the social emotional, mental and identity elements of their growth.

I write this letter in support of the GALS Las Vegas application for charter. Please give their application consideration and understand that this will be a school that creates a supportive and inclusive environment for girls to thrive in.

Respectfully,

Stephanie Laurent Johnson  
Executive Director  
Life Launch Centers  
3037 E. Warm Springs Road, Suite 400  
Las Vegas, NV 89120  
(949) 310-5046



**BOY SCOUTS OF AMERICA**  
LAS VEGAS AREA COUNCIL

May 10, 2019

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Joel Eacker

**Legal Counsel**  
James P.C. Silvestri

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Charter Authority Board Members,

The purpose of this letter is to ask each of you to consider the charter application for Girls Athletic Leadership School (GALS) Las Vegas. I have several decades of experience working in our communities to prepare young people to make ethical and moral choices over their lifetime by instilling in them the values of Boy Scouts of America (BSA). GALS has expressed a desire to establish an after-school Scouting Program. I am committed to working with GALS Las Vegas to achieve that.

A Scouting program at GALS will enrich an already robust education model that the school employs to address the "Whole Child" needs by integrating academic, cognitive, physical, mental and identity into their school model. A Scouting program at GALS creates an opportunity for career skill development, community service, leadership development, personal growth and instills a great sense of adventure and engagement in the outdoors.

As a community partner, GALS will also be granted access to our community events and activities to collaborate with our community and find ways to best serve our youth together.

GALS is committed to creating an inclusive environment with students of all backgrounds, socioeconomic, religious, ethnic, gender identify, sexual orientation and special learning needs. BSA shares this commitment and has designed a program to build teamwork and care and concern for our community and world.

Thank you for your consideration of their application.

Respectfully,

  
Michael R. Marchese  
Scout Executive/CEO

7220 S. Paradise Road  
Las Vegas, Nevada 89119  
Phone: 702.736.4366  
Fax: 702.736.0641  
[www.lvacbsa.org](http://www.lvacbsa.org)

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# MAGNUM COFFEE ROASTERY



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www.magnumcoffee.com



June 13, 2019

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Authority Board Members,

I am writing this letter in support of the charter application for Girls Athletic Leadership School (GALS) Las Vegas. Our business, Magnum Coffee Roastery is located in the area in which this school is much needed and is looking to serve. I believe that the children of this community deserve access to quality educational options regardless of the neighborhood where they live and their economic circumstances.

The GALS model is diverse by design and strives to be intentionally inclusive of all backgrounds, socioeconomic, religious, ethnic, gender identify, sexual orientation and special learning needs. The school will address the 'Whole Child' needs by integrating the science of human development into education. The school address a child's entire development needs including:

- o Academic - skills and knowledge in math, science and English language arts.
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- o Physical - movement of the body
- o Mental - to achieve a state of well-being and productivity
- o Identity - one's sense of self purpose

GALS Las Vegas is replicating a proven education model from Denver, Colorado. The flagship school which has been in operation for a decade outperforms both the charter school system and Denver Public School System for growth in Language Arts and Math scores. The school is stemmed in the principles of equal rights, physical well-being and emotional safety for all.

As a woman in the small business industry, I know it takes bravery, perseverance and passion to follow your dreams. It is my hope that GALS Las Vegas will foster the next generation of women who will soar past perceived limitations and be successful contributors to our community.

Respectfully,

Amy Johnson

May 9, 2019

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Authority Board Members,

I have own and operate a small business in Las Vegas to share the benefits the yoga lifestyle with as many people as I can reach. Yoga has played an important role in my own health and wellness and I am committed to helping others achieve those benefits. The Girls Athletic Leadership School (GALS) Las Vegas understands the connection between mind and body and incorporates movement into their curriculum for girls. Knowing the importance of physical well-being to brain development I write this letter in support of the GALS Las Vegas charter application.

The GALS model is diverse by design and strives to be intentionally inclusive of all backgrounds, socioeconomic, religious, ethnic, gender identify, sexual orientation and special learning needs. The school will address the 'Whole Child' needs by integrating the science of human development into education. The school address a child's entire development needs including:

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The addition of this school to our community provides for an innovative and positive educational choice tailored to girls in our community. Your attention and consideration to the GALS Las Vegas application is appreciated.

Respectfully,



Emily Rae Hedlund  
Owner  
Mint n Honey Yoga



July 1, 2019

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Authority Board Members,

My name is Jean Marie Munson and I currently am an advocate and activist in the Las Vegas area working towards empowering initiatives for women and leadership. Today, I am pledging my support for the GALS Las Vegas Charter School establishment. I am living proof that girls and women focused initiatives can help societies, leadership, and innovation thrive when young women are given an environment that helps provide resources.

I am best known for my work in the city for the many projects that I've had the pleasure to participate and now program. I hail from the island of Guam and graduated from an all girl college preparatory school the Academy of Our Lady of Guam. It is a school best known for producing professional women in every sector of business, politics, science, hospitality, and innovation. In that experience, I was able to make friendships that I still hold dear with my classmates and teachers. Again I had the opportunity to thrive in my college experience in the National Education for Women's (NEW) Leadership Nevada Program in 2009. After 10 years, I am the Program Manager of the Women's Research Institute of Nevada which houses that NEW Leadership Nevada. It has offered me the chance to see the importance of creating resources for young women and so I have been part of creating workshops with girl centered leadership on self esteem, story telling, and art with the Girl Scouts in the valley as well as being part of another non-profit Girls Reaching Radical Levels of Success (GRRLS). The conferences and workshops I lead at Girl Scouts and GRRLS were always at maximum capacity because there is definitely a need for creating comfortable environments for girls to thrive while providing parents in Southern Nevada with key resources for their children.

When it comes to these workshop opportunities, there is a lot of wonder and fascination at the visibility of a strong woman seen as a leader. There is also a lot of questions from students on how to pursue this kind of education and access. GALS would help fill this void that so many parents and guardians seek for their children in Southern Nevada Please consider what this would do for young student women leaders. I witness the growth at the college level when they attend NEW Leadership Nevada and so many of the alum wish they had the opportunity to know their strengths when they were younger. I am committed to the expanse and establishment of GALS Las Vegas.

Respectfully,

A handwritten signature in black ink that reads "Jean Munson". The signature is stylized with a large, looped "J" and a cursive "Munson".

Jean Munson  
Program Manager  
NEW Leadership Nevada  
Women's Research Institute of Nevada  
University of Nevada Las Vegas







Andrea Goeglein

# SERVINGSUCCESS

DEDICATED TO YOUR SUCCESS

June 17, 2019

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Authority Members,

On behalf of the ServingSuccess, I am pleased to write this letter in support of the charter application for Girls Athletic Leadership School (GALS) Las Vegas. The mission of the school is to provide a personalized and holistic college preparatory education in a supportive environment that fosters the academic mastery and personal development necessary for every girl to become a powerful advocate for herself and a leader of her community. GALS strives to be intentionally inclusive of all backgrounds, socioeconomic, religious, ethnic, gender identify, sexual orientation and special learning needs.

GALS Las Vegas is replicating a proven education model from Denver, Colorado. The flagship school which has been in operation for a decade outperforms both the charter school system and Denver Public School System for growth in Language Arts and Math scores. The school is stemmed in the principles of equal rights, physical well-being and emotional safety for all. The model is based on brain science that shows exercising the brain and body together produces results.

As the world of public education evolves, whole child learning is at the center of the conversation and GALS Inc. schools are leading the pack with its signature relational learning curriculum, with efficacy data to back it up. GALS Inc. is a model school as part of the Chan Zuckerberg Initiative around Whole Child Learning.

The addition of this school to our community offers a much needed additional educational choice. Your attention and consideration to their application is appreciated.

Respectfully,

  
Andrea T. Goeglein, PhD

[SERVINGSUCCESS.COM](http://SERVINGSUCCESS.COM)

Toll Free: 866 975 3777

Cell: 702 682 4759

[Andrea@ServingSuccess.com](mailto:Andrea@ServingSuccess.com)



May 23, 2019

State Public Charter School Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada Authority Board Members:

I am writing to express our organization's support of **Girls Athletic Leadership School's (GALS)** application for authorization under the State Public School Charter Authority.

We are impressed with GALS' positive track record of academic success, and their results developing girls into future community leaders. The flagship GALS school in Denver, Colorado outperforms both the charter school system and the Denver Public Schools system in Language Arts and Math growth.

The school's founder, Ms. McCloskey, demonstrates a willingness to partner with community stakeholders to ensure the school is responsive to the needs of students and reflective of the neighborhoods it will serve.

Opportunity 180 is committed to increasing the number of high-quality public school seats available to students in neighborhoods of greatest need. The GALS team and their approach in planning for the expansion of this school show great promise.

Sincerely,

A handwritten signature in black ink, appearing to read "Jana", written in a cursive style.

Jana Wilcox Lavin  
Executive Director, Opportunity 180





5/17/19

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

**Dear Nevada State Authority Members:**

I am a female Emergency Medical Technician currently employed with American Medical Transport. I preface my comments with my gender because the EMT profession is male-dominated yet I am comfortable as an equal among my male peers. I attribute this to being raised by a mother who never saw me as less than equal and to an education that viewed me similarly. As such, I am pleased to see that GALS is planning to open its doors with a curriculum and program that prepares young women to be empowered personally and in the professional world. My letter is intended to support the charter application for Girls Athletic Leadership School (GALS) Las Vegas.

The GALS mission aims to provide a personalized and holistic college preparatory education in a supportive environment that fosters the academic mastery and personal development necessary for every girl to become a powerful advocate for herself and a leader of her community.

GALS Las Vegas is replicating a proven education model from Denver, Colorado. The flagship school, which has been in operation for a decade, outperforms both the charter school system and Denver Public School System for growth in Language Arts and Math scores. The model is based on brain science that shows exercising the brain and body together produces results.

GALS strives to be intentionally inclusive of all backgrounds, socioeconomic, religious, ethnic, gender identity, sexual orientation and special learning needs and is committed to the principles of equal rights, physical well-being and emotional safety for all.

As the world of public education evolves, whole child learning is at the center of the conversation and GALS Inc. schools are leading the pack with its signature relational learning curriculum - with efficacy data to back it up. GALS Inc. is a model school as part of the Chan Zuckerberg Initiative around Whole Child Learning.

Your attention and consideration to their application is appreciated. The addition of GALS to our community offers a much needed educational choice.

Yours truly,

*Ariel Wexler*

**Emergency Medical Technician**





5/17/19

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706



Dear Nevada State Authority Members:

As the Director of Development at the Adelson Educational Campus in the Summerlin suburb of Las Vegas, I am pleased to write this letter in support of the charter application for Girls Athletic Leadership School (GALS) Las Vegas.

The GALS stated mission is to provide a personalized and holistic college preparatory education in a supportive environment that fosters the academic mastery and personal development necessary for every girl to become a powerful advocate for herself and a leader of her community. The model is based on brain science that shows exercising the brain and body together produces results.

GALS Las Vegas is replicating a proven education model from Denver, Colorado. The flagship school, which has been in operation for a decade, outperforms both the charter school system and Denver Public School System for growth in Language Arts and Math scores.

Stemmed in the principles of equal rights, physical well-being and emotional safety for all, GALS strives to be intentionally inclusive of all backgrounds, socioeconomic, religious, ethnic, gender identify, sexual orientation and special learning needs.

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The addition of GALS to our community offers a much needed educational choice and alternative. Your attention and consideration to their application is appreciated.

Sincerely,

*Lynn Wexler*

**Director of Development**  
Lynn.wexler@adelsoncampus.org  
Office: 702.255.4500  
Direct: 702.515.8393  
Cell: 702.875.5387

*The Adelson Educational Campus is a 501(c)(3) non-profit corporation as determined by the Internal Revenue Service. All donations are fully deductible to the extent allowed by law. Our non-profit tax ID# is 94-2701113. This letter is your receipt acknowledging your generous contribution for which no goods or services were offered or exchanged.*

**EDUCATION FOR LIFE**

970 Hillpointe Road • Las Vegas, Nevada 89134 • Phone (702) 875-5387 • Fax (702) 255-7232 • [www.adelsoncampus.org](http://www.adelsoncampus.org)



May 12<sup>th</sup>, 2019

Sonia Petkewich  
Taurean Consulting Group  
5215 Ponderosa Way, Suite D  
Las Vegas, NV 89118

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Authority Board Members,


I am the founder of Taurean Consulting Group a 100% Women Owned IT Staffing Firm, here in the great city of Las Vegas. I am also a wife and mother to three wonderful children. Being a Woman Business Owner in a male dominated field has really drawn out in me the desire to work as much as I can do everything I can to engage in the empowerment of girls in the STEM fields. At the same time, I am blessed to have an opportunity to raise a fierce and powerful daughter who loves both STEM and being a student athlete. I work very hard for her to find space to be accepted in both of these worlds and be able to exercise and hone her abilities as a leader. It is based on this experience and my personal passion to continue to enhance the educational services provided to Nevadans that I write this letter in support of the charter application for Girls Athletic Leadership School (GALS) Las Vegas.

The mission of the school is to provide a personalized and holistic college preparatory education in a supportive environment that fosters the academic mastery and personal development necessary for every girl to become a powerful advocate for herself and a leader of her community. GALS strives to be intentionally inclusive of all backgrounds, socioeconomic, religious, ethnic, gender identify, sexual orientation and special learning needs.

GALS Las Vegas is replicating a proven education model from Denver, Colorado. The flagship school which has been in operation for a decade outperforms both the charter school system and Denver Public School System for growth in Language Arts and Math scores. The school is stemmed in the principles of equal rights, physical well-being and emotional safety for all. The model is based on brain science that shows exercising the brain and body together produces results.

The addition of this school to our community provides for an innovative and positive educational choice tailored to girls in our community. Your attention and consideration to their application is appreciated.

Respectfully,

  
Sonia Petkewich  
CEO – Taurean Consulting Group  
702-682-1899

# **Southwest Hydrology & Hydraulics, LLC**

**PO Box 62233**

**Boulder City, Nevada 89006 USA**

**Tel: 702-370-9852**

May 2, 2019

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Authority Board Members,

I have raised two daughters in our community and have experienced the importance of having girl centric development options for them. Without such options, the strong and talented young women my daughters have become wouldn't have been possible. The Girls Athletic School Las Vegas provides such an option and choice for girls in our community. I write this letter in support of the charter application for GALS Las Vegas and urge the Board to move forward with bringing this school to our community.

This school will provide a personalized and holistic college preparatory education in a supportive environment that fosters the academic mastery and personal development necessary for every girl to become a powerful advocate for herself and a leader of her community. GALS strives to be intentionally inclusive of all backgrounds, socioeconomic, religious, ethnic, gender identify, sexual orientation and special learning needs.

GALS Las Vegas is replicating a proven education model from Denver, Colorado. The flagship school which has been in operation for a decade outperforms both the charter school system and Denver Public School System for growth in Language Arts and Math scores. The school is stemmed in the principles of equal rights, physical well-being and emotional safety for all. The model is based on brain science that shows exercising the brain and body together produces results.

I have personally worked with Ms. McCloskey the school's founder and can assure you that she has the leadership capacity to develop a high quality school in our community. The addition of this school to our community provides for an innovative and positive educational choice tailored to girls in our community. Your attention and consideration to the GALS' application is appreciated.

Respectfully,

Douglas Blatchford  
President  
Southwest Hydrology and Hydraulics, LLC



June 24, 2019

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Authority Members,

I am pleased to write this letter in support of the charter application for Girls Athletic Leadership School (GALS) Las Vegas. The mission of the school is to provide a personalized and holistic college preparatory education in a supportive environment that fosters the academic mastery and personal development necessary for every girl to become a powerful advocate for herself and a leader of her community. GALS strives to be intentionally inclusive of all backgrounds, socioeconomic, religious, ethnic, gender identify, sexual orientation and special learning needs.

GALS Las Vegas is replicating a proven education model from Denver, Colorado. The flagship school which has been in operation for a decade outperforms both the charter school system and Denver Public School System for growth in Language Arts and Math scores. The school is stemmed in the principles of equal rights, physical well-being and emotional safety for all. The model is based on brain science that shows exercising the brain and body together produces results.

As the world of public education evolves, whole child learning is at the center of the conversation and GALS Inc. schools are leading the pack with its signature relational learning curriculum, with efficacy data to back it up. GALS Inc. is a model school as part of the Chan Zuckerberg Initiative around Whole Child Learning.

The addition of this school to our community offers a much needed additional educational choice. Your attention and consideration to their application is appreciated.

Sincerely,

A large, stylized handwritten signature in blue ink that reads 'Shelley Berkley'. The signature is fluid and extends across the width of the page, with a long horizontal stroke at the bottom.

Shelley Berkley  
CEO & Senior Provost  
Touro University Western Division



C A L I F O R N I A

1310 Club Drive, Mare Island, Vallejo, CA 94592  
707.638.5285 tu.edu



N E V A D A

874 American Pacific Drive, Henderson, NV 89014  
702.777.1775 tun.touro.edu



July 9, 2019

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Authority Board Members,

I am the owner of TuffSkin Surface Protection LLC, and our mission is to protect natural stone tops throughout the Hospitality industry worldwide. As a proud business owner in Las Vegas, NV over 28 years, I am also a proud member of the National Association of Women Business Owners (NAWBO), Southern Nevada. I actively work together with other Women Business Owners to help women evolve their businesses by sharing resources and providing a united voice to shape public policy for women owned small businesses worldwide. It is from this experience that I wholeheartedly support bringing a Girls Athletic Leadership School (GALS) to Las Vegas. GALS will be an important school choice in our community to develop confident, empowered girls as future women leaders.

The GALS model provides a safe environment for girls and a robust social emotional learning model that is supportive to girl development during their middle school years. Their commitment to diversity by design and approach to creating an inclusive community school will foster a rich peer learning environment. The GALS commitment to partner with the business community to bring resources to the school is also noteworthy.

The addition of this school provides for an innovative and positive educational choice that is desired by business owners and parents. Your attention and consideration to the GALS Las Vegas application is appreciated.

Respectfully,

Lelia Friedlander

Owner, TuffSkin Surface Protection LLC

# UNLV | WOMEN'S RESEARCH INSTITUTE *of* NEVADA

UNIVERSITY OF NEVADA, LAS VEGAS

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June 14, 2019

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Authority Board Members:

The Women's Research Institute of Nevada is in our twentieth year of providing research and education to improve the lives of women and girls in our state. We have produced oral histories and documentaries of women in our state, studied the role of STEM in girls' education, and run an annual leadership and civic engagement program for college women. From our years of work, it is clear to us that focused education and enrichment programs for girls is highly beneficial.

I have met with Jennifer McCloskey and have carefully studied the charter concept for Girls Athletic Leadership School (GALS) Las Vegas. As a proven education model already successful in the Denver area, I wholeheartedly support bringing this charter school model to the Las Vegas area. The Women's Research Institute of Nevada is ready to partner with GALS, providing institutional support and partnership with our vast network of college women.

It is important to support girls and young women at every developmental stage. With our institutional support and the launch of GALS Las Vegas, we can provide a continuum of educational enrichment for the young women in our state. The proposed charter school sites are in close proximity to our university, making collaborations very amenable.

I urge you to support this innovative and positive educational choice for young girls in our community. Thank you for this consideration.

Sincerely,



Dr. Caryll Batt Dziedziak  
Assistant Director, The Women's Research Institute of Nevada, UNLV  
Faculty-in-Residence, Department of History, UNLV

## **Attachment 2**

Leadership team job descriptions are included in this attachment.





## Leadership Team Job Descriptions

### **Executive Director**

The Executive Director bears primary responsibility for ensuring the organization meets annual revenue goals and generates an appropriate surplus without compromising the quality of the program, securing the school's long-term sustainability. The Executive Director reports to the Board of Directors and is responsible for the overall operations of the school, collaborating with the Head of School, who is the instructional leader of the school.

Responsibilities include:

#### *Planning and Operations:*

- Collaborate with the Board of Directors to plan and publicize all Board meetings, prepare agendas, arrange logistics, and attend all regularly scheduled Board meetings
- Facilitate strategic planning with the Board of Directors
- Diagnose the gaps between where the school is, versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps
- Oversee school compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions
- Recruit, develop, evaluate, and retain (and as needed, discipline and terminate) high-performing individuals who are passionate about our mission
- Recruit, hire (in collaboration with the Board), supervise, and evaluate the school's Head of School
- Collaborate with the Head of School to assist him/her in fulfilling the educational mission of the school, including working collectively to resolve any personnel issues or other disputes that may arise
- Assist Head of School with data analysis and oversee all reporting related to student performance
- Prepare and update as appropriate the Employee Handbook, Health and Safety Handbook, and Family Handbook, and ensure that all parties receive and acknowledge receipt
- Establish and oversee compliance with the school's emergency and safety plans
- Ensure that an effective performance management system is in place for all staff under his/her direct supervision and ensure that formal evaluations are conducted at least once annually
- Oversee self-evaluation efforts of the school relating to operations, including parent surveys
- Collaborate with Head of School to establish school computer systems, including classroom computers, data systems, records management and reporting, telecommunications, etc.

#### *Fundraising and Financial Oversight:*

- Develop appropriate budget projections, in collaboration with back-office services provider.



- Ensure that the annual fundraising target is met as well as additional funds to ensure long-term financial sustainability.
- Develop and maintain relationships with philanthropic, business, and public sectors to increase awareness of the school and increase its donor base within a competitive non-profit (specifically charter school) funding environment.
- Work with the Board on fundraising, including a capital campaign to secure and develop a permanent school site.
- Oversee and manage the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of back-office staff.

*Facilities:*

- Pursue appropriate temporary facilities for the school as needed.
- Secure permanent site for school.
- Oversee relevant planning, construction and other activities for school site and occupancy.
- Secure appropriate furnishing, materials, supplies and equipment for school operations.

*Outreach and Collaboration:*

- Develop and maintain effective relationships with the Colorado Department of Education, and oversee all aspects of charter renewal, review, and compliance.
- Oversee the accreditation process and any related activities.
- Represent the school as a leader in the Colorado charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as with community leaders to maintain support from the local community.
- Conduct outreach and serve as a liaison with local leadership, school faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters.
- Establish and maintain partnerships with community service organizations, businesses and local councils and resident.
- Assist Head of School as requested in coordinating parent involvement and volunteering.

*Communications:*

- Oversee the school's website, email/list-serves, newsletter and other means of communication with the parents, teachers, volunteers and other community members.
- Maintain open lines of communication between stakeholders and work to resolve conflicts and disputes that may arise.
- Assist Head of School in coordinating parent education workshops, Town Hall meetings and other forums to discuss the school's mission, vision and operations with parents and other stakeholders.

*Qualifications include:*

- The ideal candidate will have extensive experience in non-profit management, fundraising, budgeting, government relations, communications and marketing. S/he will have the ability to inspire excellence from a diverse staff and to leverage the talents of the Board of Directors. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork. The ability to multitask and handle a diverse array of responsibilities is key, including attention to numerous details with the ability to shift to big picture, long-term thinking.



The candidate must demonstrate an ability to communicate a genuine passion for GALC Las Vegas's mission and vision. Knowledge of Colorado's education, government, and nonprofit funding environment would be valuable in this position. The Executive Director must see building and maintaining relationships with parents, foundations, members of the private sector, community leaders, and government staff as an essential part of his/her role. Excellent oral and written communication skills are imperative. A Master's Degree in a relevant field is preferred.

### **Head of School**

The Head of School is the educational and instructional leader of our school, and also collaborates with the Executive Director on school operations and management. Responsibilities include:

#### *Educational Leadership:*

- Recruit, hire, train, and supervise talented instructional staff in implementing best practices consistent with GALC Las Vegas's educational philosophies
- Provide hands-on guidance to teachers as they create and implement a project-based learning curriculum
- Provide hands-on guidance to teachers in the development of multiple assessments
- Guide teachers in the use of various forms of movement in the classroom as it pertains to increasing academic performance and decreasing behavioral problems
- Use multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis, and utilization of this data in relation to specific students, teachers, and curricula
- Oversee teacher professional development via both in-house training sessions (including a two week summer teacher training and planning session), visiting lecturers, external professional development opportunities and other resources (articles, web-based resources, and development of a school professional resources library)
- Develop and implement an evaluation process for all instructional staff and ensure that formal evaluations are conducted at least twice annually
- Develop partnerships with university researchers, other area schools, and educational consultants to support teacher's professional development and personal research endeavors
- Create and oversee GALC Las Vegas's policies and programs relating to Special Education, English Language Learners, and Gifted and high-achieving students and other sub-groups
- Oversee and assist teachers with behavior management, including handling student suspension, expulsion, and other disciplinary issues as needed
- Promote the school's mission and philosophy throughout the school community

#### *Communications and Outreach:*

- Lead the School Advisory Council and oversee parent volunteer efforts
- Schedule and participate in regular family education and Town Hall meetings designed to communicate the school's mission, vision, and curricula to families, provide updates



on school progress and operations, and cover other areas of interest to community stakeholders

- Ensure open and clear lines of communication with all stakeholders, including working to resolve conflicts and disputes as they may arise between community members
- Collaborate with Executive Director in providing regular communications to families via email, the school's website, letters home, and other avenues
- Maintain positive relationships with the CDE and its related entities
- Actively participate in Charter organization activities and become an active leader in the Charter community
- Work effectively with the media

*School Management:*

- Oversee the day-to-day management of the school site with a commitment to ensuring the health and safety of students, faculty and staff, including supervision of janitorial/custodial staff
- Work with the Executive Director and Board in the strategic planning for school growth
- Attend all regularly scheduled Board meetings and give appropriate updates and reports on school activities
- Assist Executive Director with budgets, charter renewal, outreach, partnerships and other duties as required

*Qualifications include:*

- Our ideal Head of School is a visionary educational leader whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges and motivates our students, teachers, and families to achieve our ambitious mission and vision. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a new charter school leader. A commitment to the educational philosophy of our school and demonstrated passion about our ideals is imperative.

*The ideal candidate will have:*

- At least five years of teaching experience, ideally in a single gender setting
- A Master's Degree in Education and/or Administrative Credential or equivalent
- Experience recruiting, hiring, training and supervising teachers, ideally in a charter, independent or public school that has a record of high achievement
- Significant experience with a project-based approach to teaching and learning, and student-centered/data driven instruction
- Knowledge of, or experience with, diverse populations, English learners, special education and GT students
- Excellent communication skills and experience motivating and working with a variety of diverse stakeholders and local community members
- Experience with school operations, budgets, and organizational management.

### **Assistant Principal**

The Assistant Principal is a key leader responsible for a strategic and tactical role in the cultural development of GALs Las Vegas. Responsibilities include:



### *Culture*

- Contribute towards a safe environment for learning ensuring that student conduct and culture is maintained and discipline is enforced fairly and consistently. The Dean will own the creation and refinement of the discipline program, which corresponds to the vision and mission.
- Use quantitative and qualitative data and work directly with the Head of School to develop behavioral and cultural goals for the school for the school year.
- Participate with the leadership team and model leadership and professionalism in support of the entire GALS Las Vegas community.
- Uphold school policies including dress code, food policy, and discipline with attention toward what is developmentally appropriate for middle school girls
- Ensure policies are included and up to date in the Family Handbook
- Ensure staff can explain and accurately describe purpose of policies and lead/manage staff to consistent implementation of policies
- Support Head of School in implementation of weekly community meetings as needed
- Oversee the House System providing point updates weekly as well as incentives
- Work directly with the Community Liaison to ensure students and families are informed, active, and involved participants in the school community; ensure that all members (leaders, families, and students) are aligned and held accountable to the same expectations
- Teach GALS Series classes, such as GALS 601, 701, and 801

### *Discipline*

- Serve as point person for all immediate discipline concerns
- Establish and uphold referral process for students (to and through being sent to the office)
- Maintain daily documentation of disciplinary incidents (clearly progress monitoring student behavior)
- Communicate with staff regarding behavioral incidents within 24 hours of incident
- Document all behavioral incidents in a Google doc and in Infinite Campus
- Communicate with families and students on an ongoing basis
- Work directly with the Community Liaison to ensure student accountability and maintain aligned expectations
- Monitor lunch detention on a daily basis --- track student attendance and behavior, ensure follow through of consequences for all disciplinary cases
- Manage additional structures necessary to enforce accountable consequences for disciplinary actions

### *Restorative Justice*

- Manage Restorative Justice as part of disciplinary process (in coordination with consequence system)
- Work with students, families, teachers, Head of School, and Community Liaison to ensure that the Restorative Justice program is indeed restorative rather than punitive

### *Organizational Commitment*

- Work directly alongside the Head of School to build the school. This includes, but is not limited to:
  - Recruiting students and families



- Writing curriculum
- Writing grants and attending grant interviews
- Doing school visits
- Hiring
- Preparing school space
- Attend weekly Student Support Team meetings and provide up-to-date data on relevant students
- Attend bi-monthly Leadership Team meetings
- Serve as an advisory team member to Head of School for short and long-term strategic as well as operational planning
- Report monthly to the Accountability Committee on discipline trends

#### *Professionalism*

- Model school leadership consistent with The GALS Las Vegas vision and in support of The GALS Las Vegas community – including but not limited to:
  - Participates fully and actively in Professional Development
  - Approaches leadership with issues before hitting crises level
  - Actively problem solves and handles issues and concerns immediately and calmly
  - Maintains personal space that is organized and professional

#### *Qualifications*

- Our ideal candidate will have:
  - At least 5 years of experience teaching in the classroom
  - A passion for Restorative Justice as it pertains to repairing relationships rather than handing out punishments for bad behavior
  - The ability to relate to students and connect with them on a personal level
  - A knowledge of teaching adolescent girls
  - Communication skills with both students and adults
  - Experience with building a culture in a school, especially as it relates to constructing a culture of inclusiveness and belonging

#### **Dean of Academics/Fellows Coordinator**

- The Dean of Academics/Fellows Coordinator is a key leader responsible for a strategic and tactical role in the academic and curricular development of GALS Las Vegas.
- Using quantitative and qualitative data, the Dean of Academics will work directly with the Head of School to develop the academic goals for GALS Las Vegas. The Dean of Academics will monitor progress and work with the HOS to revise as necessary in order to support 6th-8th grade teachers.
- The Dean of Academics will own the creation and refinement of all GALS Las Vegas curriculum documents (assessments, plans, data tracking), which correspond to Common Core Math and Language Arts standards and the Colorado Content Standards for Social Studies and Science, core instructional practices, and the interim assessment program
- Additionally, The Dean of Academics is a key member of the leadership team and models leadership and professionalism in support of the entire GALS Las Vegas community.



*Roles and Responsibilities:*

- GALS Las Vegas Scope and Sequence
  - Ensure the 6th-8th scope and sequence aligns with Common Core and state standards and is revised as needed prior to the beginning of each school year.
- Identified Teacher Coaching and Support
  - Work with new teachers before and during the summer institute to develop unit and lesson plans consistent with GALS Las Vegas scope and sequence.
  - Work with new and/or identified teachers on developing/editing their Interim Assessments.
  - Observe and debrief new and/or identified teachers weekly
  - Survey teachers once a quarter to gain feedback on coaching
- ELL Program Oversight
  - Teach 2-3 designated sections of ELL
  - Set goals specific to ELL support across curriculum
  - Design program that identifies, supports, assesses, and modifies program in response to data
  - Lead PD and work with all teachers to achieve stated goals
  - Oversee DPS ELL requirements
- Interim assessment (IA) creation/usage
  - Work with HOS to create an IA calendar in support of identifying student needs
  - Lead PD on IA data analysis and data-informed instruction
  - Hold staff accountable for IA creation and dissemination
- MAPS administration
  - Plan and implement MAPS administration for 6th-8th 3 times each year
  - Work with teachers to set interim and year NWEA goals
  - Analyze MAPS results collectively and individually with each teacher.
  - Identify trends and root causes; work with teachers to target student need.
  - Set class, grade and school-wide goals.
  - Synthesize results after each testing session for demographic, class, grade and school-wide trends. Provide HOS with data for academic scorecard.
- Logistical Support to HOS
  - Scheduling – build student schedules in IC and/or Illuminate 1 week prior to the beginning of each quarter. Fix scheduling problems as they occur.
  - Illuminate data entry and report card creation
- Student Support
  - 504 monitoring and 504 plan creation
  - GT monitoring and GT plan creation
- Professional Development
  - Plan and implement professional development for 6-8 staff as needed/as patterns emerge
  - Oversee and deliver DPS ELL curriculum
- Oversee the Teaching Fellows program, providing support as needed
  - Evaluate Fellows teachers on a regular basis





- Provide guidance at the end of the year for the Fellow's next step (job application, certifications, etc.)

*Organizational Commitment:*

- Serve as an advisory team member to Head of School for short and long-term strategic as well as operational planning

*Professionalism*

- Model school leadership consistent with GALS Las Vegas vision and in support of the school community – including but not limited to:
  - Full and active participation in Professional Development
  - Approaches GALS Las Vegas leadership with issues before hitting crises level
  - Actively problem solves and handles issues and concerns immediately and calmly
  - Personal space is organized and professional

### **Director of Finance and Administration**

Reporting directly to GALS Las Vegas Executive Director, the Director of Finance and Administration is a key leader responsible for a strategic role in the financial and organizational sustainability of GALS Las Vegas.

#### **Strategic Components:**

*Financial:*

- Oversee the financial health of the organization; manage financial planning and budget design for short and long-term goals; including school growth and facility planning.
- Work with the Executive Director to set short and long-term viable fundraising goals for the school.
- Design, in conjunction with the HOS and Executive Director and approval of the Finance committee of the board, short and long-term budgets and contingency budgets consistent with GALS Las Vegas vision; Manage GALS Las Vegas Finance Committee
- Define processes, templates, and financial structures for GALS Las Vegas Financial management and support staff to implement.

*Organizational Growth and Strategy:*

- Business planning and business model development:
- Responsible for supporting HOS with data analysis.
- Serve as a key member and serve as the primary financial liaison to GALS Las Vegas Facilities committee
- Attend all Nevada SPCSA trainings; represent GALS Las Vegas interests and concerns. Report industry trends to Executive Director and Finance committee.

#### **Tactical Management**



### *Financial*

- Manage the overall financial processes for GALS Las Vegas
- Develop of the annual budget and managing revenue and expenditure targets
- Submit monthly payroll, PERA, and 401K reports
- Reconcile bank accounts, expenses and revenues on a monthly basis
- Review and approve all payables
- Direct the cash management systems implemented by GALS Las Vegas office staff
- Provide and present appropriate reports of the school's financial condition for use by the Executive Director, Board of Directors, DPS, State and Federal Governments, auditors, and submit budgets for grant reports
- Work with HOS to ensure successful proposals for Title funding, submit reimbursement requests to DPS.
- Train HOS on budget understanding
- Submit annual tax reporting: 1099/W9 and 990
- Mill levy expense tracking
- Audit execution and report finalizing
- FTA compliance
- Maintain accurate financial records
- Maintain donor database

### *Human Resources:*

- Create framework for establishing HR support team for GALS Las Vegas; create the HR flow chart establishing contacts and procedures.
- Determine capacity of GALS Las Vegas support staff to assist in HR processes
- Ensure HOS and School Manager receive adequate training
- Serve as a resource to Head of School pertaining to legal requirements with hiring and dismissal
- Work with school leadership to modify a GALS Las Vegas specific salary-scale

### **Director of Operations**

The Director of Operations is a key leader responsible for the operational organizational sustainability of GALS Las Vegas. The Director of Operations is a key leader and a member of the leadership team.

### *Personnel Management:*

- Front office staff, contractors including technology and insurance vendors.

### *Primary Areas:*

- Front office management ----- designation of operational roles/responsibilities
- School Operations /Logistics
- School safety and security
- Facility liaison to DPS Facility Manager
- Business management
- Human Resources / Benefit Administration
- Communications

### *Responsibilities:*



- Administrative Support and Oversight
- Oversee, and manage the front office coordinators ----- determine and enforce segregation of duties/responsibilities
- Evaluate front office staff
- Maintain a welcoming environment and physical appearance of the front office and hallway of the school
- Ensure RFF/cash flow procedures are followed by office staff
- Enforce attendance and tardiness policies with HOS and Dean of Students
- Support school enrollment policies and procedures following district and school guidelines
- Manage October Count procedures and data reporting
- Oversee front office management of inventory process

#### *Building/Facilities*

- Serve as Facility Manager
- Oversee procurement and distribution of lockers
- Organize communal space use and special events
- Serve as liaison to DPS for facility use

#### *Logistics*

- Handle August needs for school year start: gear, registration night, etc.
- Gear ordering and online store
- Manage school security systems, emergency response and crisis management, and school access to staff and visitors
- Assist in student health issues, along with nurse
- Manage substitute teacher list and teacher sub requests, when applicable
- Manage school master calendar and bell schedule
- Find school picture vendor and arrange school picture day
- Handle volunteer coordination outside of parent council projects
- Oversee breakfast/lunch programming and any special schedules

### **Director of Enrollment and Partnerships**

#### *Strategy Goals*

- Meet Recruitment targets for GALS Las Vegas
- Growth of GALS Las Vegas 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade classes

#### *Enrollment Logistics*

- Communications with prospective students, parents
- Creation of promotional materials for GALS Las Vegas
- Scheduling and attending middle school choice nights at area elementary and middle schools and regional expos
- Managing the shadowing program (students from other schools coming to GALS Las Vegas for a ½ or full day) – identifying and training ambassadors, scheduling shadows, hosting de-brief sessions with parents
- Organizing enrollment events for GALS Las Vegas

#### *Partnerships*

- Manage community partnerships to bring resources to GALS Las Vegas
- Coordinate after school partners and programming

### **Attachment 3**

Resumes and letters of recommendation for school leader are included in this document.



## **SARAH SHERMAN**

EDUCATIONAL

ADMINISTRATOR/CONSULTANT

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### **SUMMARY**

Passionate school administrator bringing close to 20 years as an accomplished educator and devoted advocate for the success of both the students and the school. Experienced in close coordination with staff, students and parents to enable students to maximize their potential and excel at their personal levels and goals.

### **SKILLS & ABILITIES**

- Organized and efficient administration
- Strong written and verbal communication
- Effective conflict resolution
- Guidance counseling and mentoring
- Curriculum coordination
- Staff skill development
- Implementation of creative solutions
- Compassionate and empathetic

### **VITALS**

████████████████████  
████████████████  
██

## **EXPERIENCE**

### **LAS VEGAS JEWISH HIGH, LAS VEGAS, NEVADA**

JULY 2012 – JUNE 2019

Director/Principal

Founded high school for Jewish observant girls and directed all aspects of institution \* Developed and implemented academic and disciplinary policies \* Researched and developed Judaic curriculum \* Personalized curriculum to accommodate broad variation of academic levels including diverse learners with 504 plans, IEP students and FRL students \* Worked on private programs to assist FRL students outside of school \* Interfaced and coordinated with chartered secular academic programs \* Formed and consulted with supporting advisory board \* Coordinated summer opportunities and programs for students, as well as post-high school college placement \* Served as liaison between students, parents and staff \* Provided direct instruction in specific courses to junior and senior grades \* Directed and collaborated with community and parent body in various scholarship fundraisers \* Organized extracurricular activities designed to enhance the students' emotional and social growth

### **DESERT TORAH ACADEMY, LAS VEGAS, NEVADA**

SEPTEMBER 2005 – JUNE 2015

Teacher/Guidance Counselor

Taught variety of Judaic subjects to various elementary and middle-school grades \* Provided personal guidance and mentoring to adolescent girls \* Developed personalized curriculum to accommodate disparity of academic levels including that of diverse learners\* Organized extracurricular activities, including weekend retreats, and holiday parties

### **YESHIVA UNIVERSITY OF LOS ANGELES GIRLS HIGH**

SEPTEMBER 2003 – JUNE 2005

Teacher/Guidance Counselor

Taught specified Judaic subjects to junior and senior grades \* Developed personalized curriculum to accommodate disparity of academic levels – in this case honor students and students needing more challenging instruction \* provided personal guidance and mentoring to tenth grade students

### **OTHER EXPERIENCES**

CONTINUOUS

Directed elementary age girls' summer camp for two months (2001, 2002) \* Created and ran a Jewish teen girls youth group after school

## SARAH SHERMAN

EDUCATIONAL

ADMINISTRATOR/CONSULTANT

(2010-2018) \* Taught Jewish adult education for Melton Institute  
(2015, 2016) \* Directed an international teen girls' camp to Poland and Israel for three weeks (2017, 2018, 2019) \* Experience working with curriculum to accommodate broad variation of academic levels including diverse learners with 504 plans, IEP students and FRL students \* Worked on private programs to assist FRL students outside of school \* Teach private classes to teen students in various Jewish subjects as well as coaching (2006- present)

\* Application for Administrator's license with Nevada Board of Education is in progress

## LEADERSHIP AND HONORS

Treasurer of Beacon Academy of Nevada's Governing Board  
June 2018 – Present

Parent Member of Beacon Academy of Nevada's Governing Board  
June 2015 – May 2018

International Principal's License for Jewish Educational Institutions  
September 2016 - Present

Member of Board of CTeens, an international organization devoted to the heritage of Jewish teens  
September 2013 – Present

Founder and Director of Las Vegas Jewish High  
(2012-present)

Founder of 'Life n Choices' Coaching/Consulting Business  
(2018 – Present)

## EDUCATION

### ASPEN UNIVERSITY, DENVER, COLORADO

#### MASTERS IN EDUCATION

Specialized in Curriculum Development and Outcomes Assessment \* Member of International Honor Society - Delta Epsilon Tau

### ASPEN UNIVERSITY, DENVER, COLORADO

#### BACHELOR OF ARTS

Credits were accrued through various online universities culminating at Aspen University with a bachelor's equivalence



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## SARAH SHERMAN

EDUCATIONAL  
ADMINISTRATOR/CONSULTANT

## REFERENCES

Mrs. Tambre Tondryk – Executive Director of Beacon Academy of Nevada (702) 726-8600

Mrs. Andrea Damore – Principal of Academics at Beacon Academy of Nevada (702) 726-8600

Mrs. Nehama Nadler – Staff member at LVJH and friend (702) 578-8860

**Nechama Dina Nadler**



June 20, 2019

Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Authority Members,

I am pleased to write this letter in support of the charter application for Girls Athletic Leadership School (GALS) Las Vegas. The mission of the school is to provide a personalized and holistic college preparatory education in a supportive environment that fosters the academic mastery and personal development necessary for every girl to become a powerful advocate for herself and a leader of her community. GALS strives to be intentionally inclusive of all backgrounds, socioeconomic, religious, ethnic, gender identify, sexual orientation and special learning needs.

I would especially like to recommend a woman whom I feel would be an outstanding choice for **Principal** of this school, **Sarah Sherman, M.Ed.** Sarah has been a teacher, a leader, a coach, and a mentor to young women most of her life. She is the Founder and Principal of Las Vegas Jewish High School, a private high school for girls that offers quality religious and secular studies exclusively for girls. As founder, Sarah knows first-hand what it takes to launch a school, as well as how to direct it specifically to meet the needs and empowerment of girls. I had the opportunity to work with her on many projects for the students and I also taught Art classes in her school. She is a woman of outstanding character and vision. Her dedication and devotion to helping young women find their power and their path is only strengthened by her kindness and true desire to inspire

GALS Las Vegas is replicating a proven education model from Denver, Colorado. The flagship school which has been in operation for a decade outperforms both the charter school system and Denver Public School System for growth in Language Arts and Math scores. The school is stemmed in the principles of equal rights, physical well-being and emotional safety for all. The

model is based on brain science that shows exercising the brain and body together produces results.

As the world of public education evolves, whole child learning is at the center of the conversation and GALS Inc. schools are leading the pack with its signature relational learning curriculum, with efficacy data to back it up. GALS Inc. is a model school as part of the Chan Zuckerberg Initiative around Whole Child Learning.

The addition of this school to our community offers a much-needed additional educational choice. Your attention and consideration to their application is appreciated.

Respectfully,

A handwritten signature in black ink, appearing to read 'Nechama', followed by a long, horizontal, wavy line that extends to the right.

Nechama Dina Levin

**Dr. Laura Jaget**



June 6, 2019

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1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

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Dr. Laura Jaget

***Rivka Wax***



June 20, 2019

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1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

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The addition of this school to our community offers a much-needed additional educational choice. Your attention and consideration to their application is appreciated.

Respectfully,

A handwritten signature in blue ink that reads "Rivka Wax". The signature is fluid and cursive, with the first name "Rivka" and the last name "Wax" clearly distinguishable.

Rivka Wax

## **Attachment 4**

Competencies used for school leader selection are included in this attachment.

## Attachment 4

### School Leader Competencies

Selection of the Head of School will be driven by the following areas of expertise and competencies as outlined in the job description. Considerations for core competencies of evaluation of the Head of School over the term of employment is described in Attachment 6.

#### **Head of School**

The Head of School is the educational and instructional leader of our school, and also collaborates with the Executive Director on school operations and management.

Responsibilities include:

##### *Educational Leadership:*

- Recruit, hire, train, and supervise talented instructional staff in implementing best practices consistent with GALS Las Vegas's educational philosophies
- Provide hands-on guidance to teachers as they create and implement a project-based learning curriculum
- Provide hands-on guidance to teachers in the development of multiple assessments
- Guide teachers in the use of various forms of movement in the classroom as it pertains to increasing academic performance and decreasing behavioral problems
- Use multiple sources of data to develop a plan for the improvement of student achievement and oversee the collection, analysis, and utilization of this data in relation to specific students, teachers, and curricula
- Oversee teacher professional development via both in-house training sessions (including a two-week summer teacher training and planning session), visiting lecturers, external professional development opportunities and other resources (articles, web-based resources, and development of a school professional resources library)
- Develop and implement an evaluation process for all instructional staff and ensure that formal evaluations are conducted at least twice annually
- Develop partnerships with university researchers, other area schools, and educational consultants to support teacher's professional development and personal research endeavors
- Create and oversee GALS Las Vegas's policies and programs relating to Special Education, English Language Learners, and Gifted and high-achieving students and other sub-groups
- Oversee and assist teachers with behavior management, including handling student suspension, expulsion, and other disciplinary issues as needed
- Promote the school's mission and philosophy throughout the school community

##### *Communications and Outreach:*

- Lead the School Advisory Council and oversee parent volunteer efforts on school progress and operations, and cover other areas of interest to community stakeholders
- Ensure open and clear lines of communication with all stakeholders, including working to resolve conflicts and disputes as they may arise between community members
- Collaborate with Executive Director in providing regular communications to families via

- email, the school's website, letters home, and other avenues
- Maintain positive relationships with the CDE and its related entities
- Actively participate in Charter organization activities and become an active leader in the Charter community
- Work effectively with the media

*School Management:*

- Oversee the day-to-day management of the school site with a commitment to ensuring the health and safety of students, faculty and staff, including supervision of janitorial/custodial staff
- Work with the Executive Director and Board in the strategic planning for school growth
- Attend all regularly scheduled Board meetings and give appropriate updates and reports on school activities
- Assist Executive Director with budgets, charter renewal, outreach, partnerships and other duties as required

*Qualifications include:*

- Our ideal Head of School is a visionary educational leader whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges and motivates our students, teachers, and families to achieve our ambitious mission and vision. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a new charter school leader. A commitment to the educational philosophy of our school and demonstrated passion about our ideals is imperative.

*The ideal candidate will have:*

- At least five years of teaching experience, ideally in a single gender setting
- A Master's Degree in Education and/or Administrative Credential or equivalent
- Experience recruiting, hiring, training and supervising teachers, ideally in a charter, independent or public school that has a record of high achievement
- Significant experience with a project-based approach to teaching and learning, and student-centered/data driven instruction
- Knowledge of, or experience with, diverse populations, English learners, special education and GT students
- Excellent communication skills and experience motivating and working with a variety of diverse stakeholders and local community members
- Experience with school operations, budgets, and organizational management.





## **Attachment 5**

The GALS Network teacher evaluation tool is included as attachment 15.



## GALS Las Vegas: EVALUATION FRAMEWORK

*\*\*Note: Only the first “Indicator” for each “Expectation” is included in detail due to page limitations.*

DOMAIN	EXPECTATION	INDICATOR	
LEARNING ENVIRONMENT	Positive Classroom Culture and Climate	LE.1	Demonstrates knowledge of, interest in, and respect for students’ diverse communities and cultures in a manner that increases equity
		LE.2	Fosters a motivational and respectful classroom environment
	Effective Classroom Management	LE.3	Implements high, clear expectations for students’ behavior and routines
		LE.4	Classroom resources and physical environment support students and their learning
INSTRUCTION	Masterful Planning and Content Delivery	I.1	Clearly communicates standards-based objectives (learning targets) and habit targets for the lesson, connecting to larger rationales
		I.2	Provides rigorous and intentional tasks that require critical thinking with appropriate supports to ensure students’ success
		I.3	Intentionally plans and uses instructional methods and pacing to teach objectives
		I.4	Ensures all students’ active and appropriate use of academic language
	High Impact Instructional Moves	I.5	Checks for understanding of objectives
		I.6	Provides differentiation that addresses students’ instructional needs and supports mastery of objectives
		I.7	Provides students with academically focused descriptive feedback aligned to objectives
		I.8	Promotes students’ communication and collaboration utilizing appropriate resources
		I.9	Leverages movement to improve focus (brain breaks), increase engagement, and enhance content mastery
Self and Others	School Responsibilities	SO.1	Actively serves community via roles other than the primary teaching role that demonstrate awareness of and value-add of said roles (Wellness Coach, Movement Teacher, etc.)
		SO.2	Executes School duties (arrival/dismissal duty, lunch duty, taking attendance with accuracy) and follows through with commitments to students, parents, staff, and self
	Professionalism	SO.3	Holds self and others to high professional standards
		SO.4	Takes ownership over own development
	Relationships, Communication, and Engagement	SO.5	Consistently builds strong relationships with students, staff, and parents
		SO.6	Actively models and develops a growth mindset by taking risks, admitting confusion, making and learning from mistakes
		SO.7	Models the school’s values and norms

**DOMAIN: LEARNING ENVIRONMENT**
**EXPECTATION: POSITIVE CLASSROOM CULTURE AND CLIMATE**
**INDICATOR LE.1:** Demonstrates knowledge of, interest in, and respect for students' diverse communities and cultures in a manner that increases equity

Observable Evidence	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>Does not facilitate students' equitable access to content, participation, peer interaction and teacher attention.</li> <li>Does not demonstrate understanding of differences between native and school cultures; native language is discouraged and/or teacher insists on students' assimilation to school culture without support or respect for native cultures.</li> <li>Does not provide representation of students' culture, the culture of disability, community, family and/or background.</li> <li>Dismisses, ignores or inappropriately handles cultural and diversity** issues.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently facilitates students' equitable access to content, participation, peer interaction and/or teacher attention.</li> <li>Interacts with students in ways that accept students' cultural preferences and native languages that may be different from the teacher's own.</li> <li>Limited evidence of students' culture, the culture of disability, community, family and/or background is present.</li> <li>Attempts to address cultural and diversity issues.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently facilitates students' equitable access to rigorous content, participation, peer interaction, and teacher attention.</li> <li>Interacts with students in ways that validate, respect and encourage their cultural preferences and native languages that may be different from the teacher's own.</li> <li>Varied cultural perspectives (e.g., students' culture, the culture of disability, community, family, background) are represented in the classroom through lesson examples, curricular resources, visuals and/or artifacts</li> <li>Addresses cultural and diversity issues in ways that reduce the negative impact of biased behaviors, should those situations arise (uses effective teacher talk).</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Encourages students to think critically about dissenting and diverse viewpoints, equity and bias in society and/or understand and question historic and prevailing currents of thought.</li> <li>Cultivates students' ability to understand and openly discuss drivers of, and barriers to, opportunity and equity in society.</li> <li>Utilizes visuals and artifacts representing various cultures/world groups other than students' own.</li> </ul>
<b>Student Behaviors</b>	<ul style="list-style-type: none"> <li>Students display apathy, isolation, embarrassment or fear, indicating they do not feel comfortable and/or safe in this classroom.</li> <li>Students do not make positive connections between school and personal experiences.</li> <li>Students raise cultural or diversity issues in a derogatory or dismissive way</li> </ul>	<ul style="list-style-type: none"> <li>The level of student participation and engagement indicates that some students feel comfortable and/or safe in this classroom.</li> <li>Students make occasional, positive connections between school and personal experiences.</li> <li>Some students recognize, discuss and/or acknowledge cultural perspectives other than their own.</li> <li>Students utilize native languages.</li> </ul>	<ul style="list-style-type: none"> <li>High level of student participation and engagement (body language, attention, interest) indicates that students feel comfortable and safe in this classroom.</li> <li>Students are secure being themselves, evidenced in sharing artifacts from home, interests, viewpoints and/or personal experiences.</li> <li>Students recognize, discuss and/or acknowledge cultural perspectives other than their own.</li> <li>Students intentionally utilize native languages to enhance their learning</li> </ul>	<p><i>In addition to "Effective":</i></p> <ul style="list-style-type: none"> <li>Students explore, share and apply their cultural perspectives.</li> <li>Students demonstrate critical thinking and appear comfortable questioning prevailing currents of thought and expressing dissenting and diverse viewpoints in respectful ways.</li> </ul>

**DOMAIN: LEARNING ENVIRONMENT****EXPECTATION: EFFECTIVE CLASSROOM MANAGEMENT****INDICATOR LE.3:** Implements high, clear expectations for students' behavior and routines

Observable Evidence	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"><li>• Expectations for students' behavior are not stated and responses to misbehavior seem random.</li><li>• Focuses only on correcting misbehavior of students.</li><li>• Responses to misbehavior are ineffective or inequitable and do not respect students' dignity.</li><li>• Instruction is frequently interrupted to address misbehavior or misbehavior that detracts from students' learning goes unaddressed.</li><li>• Rituals and routines do not exist, resulting in mishandling of resources* and/or loss of instructional time.</li></ul>	<ul style="list-style-type: none"><li>• Expectations for students' behavior are either inconsistently stated or applied.</li><li>• Focuses on misbehavior of students, but occasionally recognizes positive behavior.</li><li>• Some responses to misbehavior are ineffective or inequitable from student to student but effort is made to respect students' dignity.</li><li>• Instruction is occasionally interrupted to address misbehavior or some misbehavior that detracts from students' learning goes unaddressed.</li><li>• Rituals and routines are somewhat clear to students; teacher needs to remind students of these routines, resulting in occasional mishandling of resources and/or loss of instructional time.</li></ul>	<ul style="list-style-type: none"><li>• High expectations for students' behavior are clearly taught, consistently communicated, equitably applied to all students (universal expectations).</li><li>• Focuses on the positive behavior of students and intentionally recognizes positive behavior to reinforce expectations.</li><li>• Responses to misbehavior are equitable, respect students' dignity/cultural differences and are sensitive to students' needs (including any disabilities).</li><li>• Instruction is rarely interrupted to address misbehavior, but misbehavior that detracts from students' learning is addressed.</li><li>• Clear rituals and routines make transitions and handling of resources efficient, maximizing instructional time.</li><li>• Provides precise directions in ways that are accessible to all learners.</li></ul>	<i>In addition to "Effective":</i> <ul style="list-style-type: none"><li>• Provides minimal management or reminders to handle groups, transitions and resources because students have internalized procedures and routines.</li></ul>
<b>Student Behaviors</b>	<ul style="list-style-type: none"><li>• Students' misbehavior consistently detracts from others' learning.</li><li>• Few students exhibit appropriate behavior and/or do not change their behavior when prompted by the teacher.</li><li>• Students display anger, embarrassment, sadness or fear due to teacher's disrespectful or unfair response to their behavior.</li></ul>	<ul style="list-style-type: none"><li>• Students' misbehavior sometimes detracts from others' learning.</li><li>• Some students exhibit appropriate behavior while others change their behavior when prompted multiple times by the teacher.</li><li>• Students follow classroom rituals and routines with teacher prompting.</li></ul>	<ul style="list-style-type: none"><li>• Students' misbehavior rarely detracts from others' learning.</li><li>• Most students exhibit appropriate behavior, while others immediately change their behavior when prompted by the teacher.</li><li>• Most students exhibit appropriate behavior, while others immediately change their behavior when prompted by the teacher.</li></ul>	<i>In addition to "Effective":</i> <ul style="list-style-type: none"><li>• Students self-manage their behavior and manage others' behavior.</li><li>• Students prompt each other to follow classroom rituals and routines.</li></ul>

**DOMAIN: INSTRUCTION****EXPECTATION: MASTERFUL PLANNING AND CONTENT DELIVERY****INDICATOR I.1:** Clearly communicates standards-based objectives (learning targets) and habit targets for the lesson, connecting to larger rationales

Observable Evidence	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"><li>● Objective(s) are not evident or clear. Agenda may be used in place of objective(s).</li><li>● Objective(s) are unrelated to the specific lesson and/or not appropriate.</li><li>● Missed opportunities to connect content activities or tasks to the objective(s); activities or tasks are more lesson focused.</li></ul>	<ul style="list-style-type: none"><li>● Objective(s) are evident at the beginning of the lesson, but the teacher does not make connections to objective(s) throughout the lesson.</li><li>● Objective(s) are appropriate for content, grade level and/or student needs.</li><li>● Connects content activities or tasks to objective(s); but connections to big ideas, essential questions, unit goals, previous learning, standards and/or real-world situations are not made.</li><li>● Stated language objective(s) do not support students' practice and application of the content.</li></ul>	<ul style="list-style-type: none"><li>● Clearly communicates the objective(s) throughout the lesson.</li><li>● Objective(s) are standards-based and appropriately rigorous for grade-level content and students' needs.</li><li>● Explicitly connects content activities or tasks to objective(s) and to discipline's big ideas, essential questions, unit goals, previous learning, standards and/or real-world situations.</li><li>● Provides a meaningful connection between the objective(s) that facilitates student mastery of the content.</li></ul>	<i>In addition to "Effective":</i> <ul style="list-style-type: none"><li>● Invites students to collaboratively generate learning goals with the teacher</li></ul>
<b>Student Behaviors</b>	<ul style="list-style-type: none"><li>● Students struggle to articulate what they are learning. They may be able to describe tasks, but not objective(s).</li><li>● Few students demonstrate progress toward mastery of objective(s).</li><li>● Students are unable to explain how lesson tasks connect to objective(s).</li></ul>	<ul style="list-style-type: none"><li>● Students read or state objective(s), but demonstrate limited understanding of the objective(s) as evidenced through their questions, comments and work.</li><li>● Some students demonstrate progress toward mastery of objective(s).</li><li>● Students explain how tasks connect to objective(s) but cannot connect to previous learning, unit goals, and/or real-world situations.</li></ul>	<ul style="list-style-type: none"><li>● Students demonstrate understanding of objective(s) as evidenced through their questions, comments and work.</li><li>● Most students demonstrate progress toward mastering the objective(s).</li><li>● Students connect objective(s) to previous learning, unit goals and/or real-world situations,</li></ul>	<i>In addition to "Effective":</i> <ul style="list-style-type: none"><li>● Students to expand on the larger picture that the teacher outlines for them (e.g., they make their own connections between objective(s) and units or life).</li></ul>



**DOMAIN: INSTRUCTION****EXPECTATION: HIGH IMPACT INSTRUCTIONAL MOVES****INDICATOR I.5:** Checks for understanding of objectives

Observable Evidence	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"><li>• Checks for completion of tasks but not on student progress toward mastery of objective(s).</li><li>• Does not adjust instruction or supports based on results of checks for understanding.</li><li>• Does not monitor student access to content.</li><li>• Questions hold few students accountable for formulating responses; predominately calls on volunteers and, at times, teacher answers own questions.</li></ul>	<ul style="list-style-type: none"><li>• Monitors progress toward the objective(s) but the checks for understanding are infrequent, not varied and/or do not assess some students.</li><li>• Occasionally adjusts instruction or supports based on results of checks for understanding.</li><li>• Sometimes monitors student access to content but may not determine if misunderstandings are due to language.</li><li>• Questions hold some students accountable to formulate responses.</li></ul>	<ul style="list-style-type: none"><li>• Monitors all students' progress toward the objective(s) throughout the lesson using varied, frequent checks for understanding.</li><li>• Frequently adjusts instruction or supports in real time based on results of checks for understanding.</li><li>• Frequently monitors student access to content and, if necessary, determines the source (e.g., language) of misunderstandings and/or misconceptions.</li><li>• Questions require most students to formulate responses and be accountable for their learning in both verbal and written responses.</li></ul>	<i>In addition to "Effective":</i> <ul style="list-style-type: none"><li>• Provides criteria and structures for students to assess their own and/or peers' mastery of objective(s).</li><li>• Provides opportunities for students to reflect on their learning.</li></ul>
<b>Student Behaviors</b>	<ul style="list-style-type: none"><li>• Few students respond to questions.</li><li>• Students do not correct misconceptions because teacher does not provide feedback.</li></ul>	<ul style="list-style-type: none"><li>• Some students respond to questions and/or questions may be consistently answered by the same students.</li><li>• Students occasionally correct misconceptions based on teacher feedback/adjusted instruction.</li></ul>	<ul style="list-style-type: none"><li>• Students correct misconceptions through peers' critique and questioning.</li><li>• Students monitor their own progress and reflect on their growth.</li></ul>	<i>In addition to "Effective":</i> <ul style="list-style-type: none"><li>• Students correct misconceptions through peers' critique and questioning.</li><li>• Students monitor their own progress and reflect on their growth.</li></ul>

**DOMAIN: SELF AND OTHERS****EXPECTATION: SCHOOL RESPONSIBILITIES****INDICATOR SO.1:** Actively serves community via roles other than the primary teaching role that demonstrates awareness of and value-add of said roles

(Wellness Coach, Movement Coach, Seminar Teacher, other extracurricular responsibilities)

Observable Evidence	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>Does not hold students to consistent academic and behavioral standards</li> <li>Misuses or wastes time in Wellness Team/Advising, Movement and Seminar</li> </ul>	<ul style="list-style-type: none"> <li>Holds students to some academic and behavioral standards but expectations are noticeably lower than the classroom setting</li> <li>Inconsistently utilizes time in Wellness Team/Advising, Movement, Seminar; time spent is not always aligned to outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Holds students to consistent academic and behavioral standards across settings</li> <li>Consistently utilizes time in Wellness Team/Advising, Movement, Seminar to optimize student growth and achievement</li> </ul>	<i>In addition to "Effective":</i> <ul style="list-style-type: none"> <li>Serves as a teacher of teachers in said roles</li> <li>Actively works to improve current systems to better achieve intended outcomes</li> </ul>

**DOMAIN: SELF AND OTHERS****EXPECTATION: PROFESSIONALISM****INDICATOR SO.3:** Holds self and others to high professional standards

Observable Evidence	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"> <li>Does not communicate well with students, families, or colleagues; does not take feedback to appropriate sources</li> <li>Frequently allows emotional state to interfere with professionalism/job requirements</li> <li>Demonstrates lack of awareness of bigger picture and demonstrates significant difficulty handling road blocks and/or prioritizing time and energy</li> <li>Allows conflict to interfere with ability to do job well</li> </ul>	<ul style="list-style-type: none"> <li>Communicates feedback directly or clearly but does not reach intended impact because of a mismatch in delivery or content; does not always take feedback to appropriate source</li> <li>Sometimes able to maintain emotional constancy but emotional state interferes with professionalism at times</li> <li>Demonstrates awareness of bigger picture, manages roadblocks, and shows ability to prioritize time and energy in most situations</li> <li>Willing to resolve conflict so that it does not interfere with ability to do job well</li> </ul>	<ul style="list-style-type: none"> <li>Communicates feedback/questions/concerns directly and clearly to students, families, and colleagues</li> <li>Able to maintain emotional constancy (using appropriate support) in difficult situations</li> <li>Understands and acts on behalf of the bigger picture, anticipates road blocks, and prioritizes time and energy</li> <li>Appropriately resolves conflicts with students, families, and colleagues so that it does not interfere with ability to do job well (proactively or timely)</li> </ul>	<i>In addition to "Effective":</i> <ul style="list-style-type: none"> <li>Serves as a professional support to others</li> <li>Moves others from difficult situations to more productive situations</li> </ul>

**DOMAIN: SELF AND OTHERS****EXPECTATION: RELATIONSHIPS, COMMUNICATION, ENGAGEMENT****INDICATOR SO.5:** Consistently builds strong relationships with students, staff, and parents

Observable Evidence	Not Meeting (1-2)	Approaching (3-4)	Effective (5-6)	Distinguished (7)
<b>Teacher Behaviors</b>	<ul style="list-style-type: none"><li>• Does not treat others as people first; does not support others feeling known or valued</li><li>• Does not make effort to know others or let others know them</li><li>• Does not engage in genuine conversations with families or relationships with students OR is unwilling to address problems in relationships when they arise</li></ul>	<ul style="list-style-type: none"><li>• Treats others as people first but does not necessarily support them feeling known and/or valued</li><li>• Does not intentionally seek opportunities to know others and let others know them</li><li>• Willing to engage in difficult conversations but may struggle to utilize opportunities to strengthen relationships or identify and solve problems in relationships when they arise</li></ul>	<ul style="list-style-type: none"><li>• Treats colleagues, students, and families as people first and works to make them feel known and valued</li><li>• Intentionally seeks to know others and let others know them</li><li>• Engages in genuine conversations with colleagues and families even when difficult</li><li>• Identifies and intentionally utilizes opportunities to strengthen relationships</li><li>• Anticipates/identifies problems in relationships and generates multiple approaches to addressing them</li></ul>	<i>In addition to "Effective":</i> <ul style="list-style-type: none"><li>• Supports others in facilitating relationships</li><li>• Leverages the intersection of relationships between students, staff, and families in creating an optimal school culture</li></ul>

# MID & FINAL YEAR EVALUATION

*INSTRUCTIONS: Please provide a self-rating for each of the indicators below using the scale provided, and cite evidence to support your rating. Feel free to reflect on your strengths and areas of focus in each of the categories. Your self-rating will be used to guide our debrief and to identify areas in which you wish to grow. HOS rating will reflect a cumulative score from informal and formal observations as well as ongoing input from your coach; these scores reflect your present status on each indicator and highlight areas for continued improvement. Please also fill in the data tables below.*

**Not Meeting (1 – 2)   Approaching (3 – 4)   Effective (5-6)   Distinguished (7)   Not Applicable (NA)**

*\*\*\*Detailed descriptions of potential observable teacher and student behaviors for each indicator are listed in the Evaluation Framework.*

	Fall MAPS	Winter MAPS	Spring MAPS
Average RIT score			
# of students making predicted growth			

**For this table, please consider an average of the standards on your report card. An average of less than 2.0 = failing. For each percentage, please also list the fraction.**

Classroom Grades									
	Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4
# of students with average standards grade <2.0					% of IEP students passing				
# of students with a classwork/homework grade <2.0					% of ELL students passing				
# of students with a habits grade <2.0					% of Hispanic students passing				
% of students passing					% of black students passing				
					% of other students passing				

## LEARNING ENVIRONMENT

DOMAIN	EXPECTATION	INDICATOR		Self Rating	HOS Rating	Comments/Evidence
LEARNING ENVIRONMENT	Positive Classroom Culture and Climate	LE.1	Demonstrates knowledge of, interest in, and respect for students' diverse communities and cultures in a manner that increases equity			
		LE.2	Fosters a motivational and respectful classroom environment			
	Effective Classroom Management	LE.3	Implements high, clear expectations for students' behavior and routines			
		LE.4	Classroom resources and physical environment support students and their learning			

## INSTRUCTION

DOMAIN	EXPECTATION	INDICATOR		Self Rating	HOS Rating	Comments/Evidence
INSTRUCTION	Masterful Planning and Content Delivery	I.1	Clearly communicates standards-based objectives (learning targets) and habit targets for the lesson, connecting to larger rationales			
		I.2	Provides rigorous and intentional tasks that require critical thinking with appropriate supports to ensure students' success			
		I.3	Intentionally plans and uses instructional methods and pacing to teach objectives			
		I.4	Ensures all students' active and appropriate use of academic language			
	Effective Classroom Management	I.5	Checks for understanding of objectives			
		I.6	Provides differentiation that addresses students' instructional needs and supports			

			mastery of objectives			
		I.7	Provides students with academically focused descriptive feedback aligned to objectives			
		I.8	Promotes students' communication and collaboration utilizing appropriate resources			
		I.9	Leverages movement to improve focus (brain breaks), increase engagement, and enhance content mastery			

## SELF AND OTHERS

DOMAIN	EXPECTATION	INDICATOR		Self Rating	HOS Rating	Comments/Evidence
Self and Others	School Responsibilities	SO.1	Actively serves community via roles other than the primary teaching role that demonstrate awareness of and value-add of said roles <ul style="list-style-type: none"> <li>Wellness Team/Advising</li> <li>Movement</li> <li>Seminar</li> </ul>			
		SO.2	Executes responsibilities and follows through with commitments to students, parents, staff, and self			
	Professionalism	SO.3	Holds self and others to high professional standards			



		SO.4	Takes ownership over own development and well-being			
	Relationships, Communication, and Engagement	SO.5	Consistently builds strong relationships with students, staff, and parents			
		SO.6	Actively models and develops a growth mindset by taking risks, admitting confusion, making and learning from mistakes			
		SO.7	Models the GALS values and norms			

**EVALUATION RATING & TEACHER SELF-REFLECTION** *(To be completed prior to formal evaluation meeting)*

**Overall Rating (Self Mid):**

**Overall Rating (Self EOY):**

**Overall Rating (HOS Mid):**

**Overall Rating (HOS EOY):**

Identify the area(s) of greatest strength in your practice. Describe how they show up as strengths in your classroom.

Identify the area(s) you are most interested in developing. Describe why they are the most important for your continued growth.

How have you grown this semester as an educator? What has supported this?

What would be most beneficial for your development as an educator and as a professional throughout this next semester?

## **Attachment 6**

School leader evaluation tool is included at attachment 6.

# HEAD OF SCHOOL **EVALUATION** TOOLKIT



edfuel

EducationBoardPartners

# INTRO

One of the most important responsibilities of the board of a public charter school board is to evaluate the Head of School. For the purposes of this tool, we define the Head of School as the individual who reports directly to the Board of Directors (e.g., Chief Executive Officer, Executive Director, Head of School).<sup>1</sup>

This evaluation is the board's most powerful opportunity to exercise effective oversight and hold the school accountable for academic, financial, and operational success. The Head of School is responsible for managing the school, setting ambitious goals, and meeting those goals. The board, in turn, is responsible for making sure the leader is doing so, offering them feedback to help them improve, providing professional support and development as needed, and recognizing excellent performance.

This is not easy. Boards often struggle to conduct a professional, thorough, comprehensive evaluation that provides a clear and accurate picture of how well the leader is performing in their job. This toolkit is designed to help.

The relationship between the board and the Head of School is the backbone of a good school and an effective board. The annual evaluation process should be the foundation of that relationship. Evaluation should be embraced as a positive, productive process, and the Head of School should be encouraged, and required, to ensure that the board has accurate and full information throughout the year about the school's performance. The evaluation process allows the board to engage formally with the Head of School about their strengths, challenges, and development opportunities in ways that ensure the school has the leadership it needs to drive student success.

## **An effective Head of School evaluation process allows the board to:**

- Develop clear performance measures and goals every year so the Head of School's work is aligned with and supports the school's strategic direction
- Assess the Head of School's ability to perform the core competencies of the position and to meet agreed-upon annual goals
- Identify proactively when the leader is not on track to meet their goals, and provide support, professional development, and timely feedback to help them improve
- Recognize and reward successes, which helps retain strong leaders
- Provide an opportunity for the Head of School to reflect on their performance
- Create a transparent structure for communicating with the Head of School about their performance regularly and routinely throughout the year
- Ensure that the board brings an equity lens to its oversight role by monitoring the Head of School's leadership with regard to equity and diversity among the school staff; equitable policies and processes; a clear focus on differences in student outcomes between students of different races, socio-economic backgrounds, genders, and special education needs; and the existence of an equity-focused school culture

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<sup>1</sup> This toolkit is meant for boards to use in evaluating the executive leader of the school/organization. It is not meant for school leaders to use in evaluating their direct reports (e.g., principals, instructional leaders, chief academic, finance, or operational officers, etc.)

### **This toolkit offers:**

- A clear and streamlined process for boards to use in evaluating the Head of School's performance
- A list of data sources boards should tap to ensure they have full information about Head of School performance
- Templates for the board's evaluation and the leader's self evaluation
- Guidance around gathering input from parents, staff, and stakeholders
- FAQs
- Links to helpful resources/organizations

### **The toolkit is divided into three sections:**

1. **The Evaluation Process**
2. **Head of School Evaluation Tools and Resources**
3. **Frequently Asked Questions**

**For more information about our work, and for an editable version of this toolkit, please visit [www.edfuel.org](http://www.edfuel.org) and [www.edboards.org](http://www.edboards.org).**



# THE PERFORMANCE EVALUATION PROCESS

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**The evaluation process includes six main steps:**

1. Goal Setting
2. Regular Monitoring and Feedback
3. Data Gathering and Review
4. Head of School Self Evaluation
5. Board Review Discussion
6. Performance Evaluation Delivery

Each of these steps is explained in further detail below.

## STEP 1: GOAL SETTING

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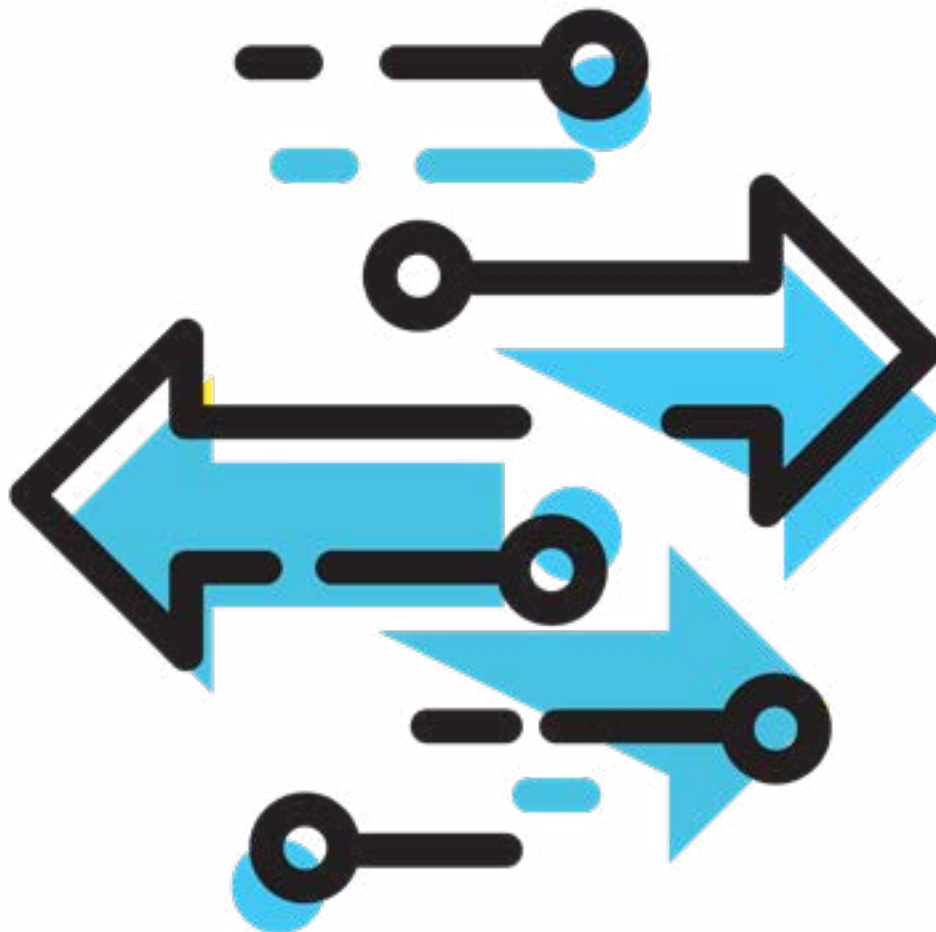
- The board and the Head of School ensure they are clear about what the Head of School will be evaluated on, what excellence looks like, and what data the board will use to evaluate performance, including both qualitative and quantitative data.
  - The entails reviewing the Head of School's job description and updating it each year to reflect any changes (e.g., moving to multiple campuses, launching new initiatives, etc.)
- The Head of School drafts three to five goals focused on improving academic outcomes and ensuring financial and operational health of the school. These should include professional development goals, and they should be aligned with the long-term strategy for the school. For examples of goals, please refer to the **Sample Goals** section below.
  - The board chair and the Head of School agree to the goals and share with the full board, for discussion and revision. The full board approves the goals.
- In addition to the goals, the Head of School and board should agree to a set of competencies that are required to accomplish the goals. These competencies should reflect the most important skills needed to achieve the goals.
  - The board should decide whether the full set of competencies required for the Head of School position will be included in the evaluation, or if the board will select a subset of competencies with the Head of School each year. For more information on how to make that decision, and for competency resources, please see the **Competency Resources** section below.
- The board and Head of School agree upon a tool to use to evaluate the Head of School, which should include assessment of meeting both goals and competencies
- The board selects one member to lead the Head of School evaluation process. This designated board member should not be the board chair, to ensure that more than one board member is involved in performance evaluation, monitoring progress, and providing feedback to the Head of School; this protects both the board and the Head of School from overreliance on the board chair, is a more inclusive approach to governance, increases board engagement, and limits the influence of one board member in performance evaluation.



## STEP 2: REGULAR MONITORING AND FEEDBACK

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- Throughout the year, the board holds itself accountable for always having an eye on what information will help inform their evaluation, what data is already being collected that the board can access (such as teacher and parent surveys), the timeline for information (such as when student test scores are released, and how difficult it is to administer surveys in the summer), and how the board can gain important insights throughout the year.
  - The designated board member should keep notes about Head of School performance as the school year unfolds, not just at the end of the year. This approach will help ensure that the board has a full and fair picture of the Head of School's performance.
- At regular, planned intervals throughout the year, the board provides concrete, direct feedback to the Head of School on their performance, progress towards goals, and management of ongoing school operations.
  - The board chair meets regularly and routinely with the Head of School to deliver this feedback, organized around progress towards goals
  - The board chair shares information with the full board at least quarterly to keep the board informed about ongoing performance
  - The Head of School presents a formal midyear report to the board on progress to goals and any other issues related to performance management and professional development



## STEP 3: DATA GATHERING AND REVIEW

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- The designated board member reviews relevant and accurate information related to Head of School performance, including:
  - Data that provides a complete picture of the overall academic performance of the organization, as measured by indicators of student academic performance, school culture, discipline, enrollment, graduation, social/emotional learning, etc.
  - Data that provides a clear picture of the overall financial performance of the organization, as measured by monthly financial statements, balance sheet, and the annual audit.
  - Data that provides comprehensive insight into the overall operational health of the organization, as measured by indicators such as the existence and quality of policies and procedures, staff retention/attrition data, etc.
  - Staff and direct report input
  - Parent and stakeholder input
  - Board member input
  - The Head of School's self evaluation
- The designated board member works with others on the board to be sure that the board is gathering and reviewing this information with an equity lens. Depending on the goals set by the board and the Head of School, some potential questions that assess for equity may include:
  - Do families of color re-enroll at different rates than white families?
  - Are white teachers promoted more often, paid more, or disciplined less than teachers of color?
  - Are there gaps in academic performance, discipline incidents, referral to special education or gifted programs etc., between students of different races, genders, socio-economic background, etc?
  - Does the Head of School display evidence of bias (conscious or subconscious) in their self-evaluation?
- The designated board member drafts a performance evaluation based on a detailed review of this data and sends it to the full Board of Directors, attaching key data (this toolkit provides a template for the report).

## STEP 4: HEAD OF SCHOOL SELF-EVALUATION

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- The board shares the self-evaluation tool with the Head of School and provides an overall timeline for the evaluation process (and then sticks to that timeline). The Head of School completes the same evaluation questions as the board will complete.
- The Head of School completes the self-evaluation and sends it to the designated board member.

## STEP 5: BOARD REVIEW DISCUSSION

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- The designated board member sends the draft performance evaluation and the Head of School's self-evaluation to the full board, confidentially, at least 72 hours in advance of the meeting at which it will be discussed.
- During an executive session at a full board meeting, board members discuss the evaluation and share feedback with the designated board member on the evaluation.
- The designated board member incorporates any changes based on the feedback from the full board and sends the evaluation to the Head of School.

## STEP 6: PERFORMANCE EVALUATION DELIVERY

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- The Head of School, the board chair, and the designated board member meet to review each section of the evaluation, highlighting key points, discussing questions, and summarizing conclusions.
  - It is important to have an eye to who is in the room; for example, if the board chair and the designated board member are both white and the Head of School is a person of color, the board might consider adding another board member to this meeting, talking with the Head of School about whether she feels comfortable with the situation, and using this as an opportunity to discuss board diversity and inclusiveness.
  - It is essential that this discussion including both positive and constructive negative feedback, so the Head of School is both recognized for strong performance and given the opportunity for feedback on areas for growth and improvement.
- The Head of School, the board chair, and the designated board member draft next steps:
  - If necessary, agree on a performance improvement plan and assess progress against this plan in the coming weeks and months.
  - Set 3-5 goals to guide the Head of School's work for the next year.
- The evaluation is sent to the full Board of Directors and placed in the leader's personnel file.



# CYCLE OF HEAD OF SCHOOL EVALUATION



## HEAD OF SCHOOL EVALUATION TOOLS AND RESOURCES

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This section includes a set of sample tools and resources for use in Head of School evaluations:

1. [Sample Timeline](#)
2. [Sample Goals](#)
3. [Evaluation Tools and Templates](#)
4. [Competency Resources](#)
5. [Sample 360 Survey Questions & Resources](#)
6. [Sample Professional Development Plans](#)

# 1 SAMPLE TIMELINE

The sample timeline below follows an academic year, but could be modified to follow a calendar year if preferable. The main point here is that evaluating the Head of School is an ongoing process that is part of the board's work all year long. The board should always have an eye on what information will help inform their evaluation, what data is already being collected that the board can access (such as teacher and parent surveys), the timeline for information (such as when student test scores are released, and how difficult it is to administer surveys in the summer), and how the board can gain important insights throughout the year. The designated board member should keep notes about Head of School performance as the school year unfolds, not just at the end of the year. This approach will help ensure that the board has a full and fair picture of the Head of School's performance.

## APRIL-JUNE: GOAL SETTING

- Select designated board member
- Finalize evaluation instrument.
- Set goals
- Board approves goals

## JULY-MAY: REGULAR MONITORING AND FEEDBACK

- Regular check-ins between board chair and Head of School
- Quarterly reports to board on progress towards goals
- Formal midyear report

## MAY-JUNE: DATA GATHERING AND REVIEW

- Designated board member oversees gathering of information from board members, parents, staff/faculty, stakeholders, etc.
- Designated board member drafts evaluation report and shares it with full board at least 1 week prior to board meeting
- *Note that this is the most time-intensive part of the evaluation process, and the designated board member, and all board members, should plan ahead to invest the necessary time over these 4-6 weeks*

## JUNE: HEAD OF SCHOOL SELF-EVALUATION

- Head of School completes self-evaluation
- Self-evaluation shared with full board

## JUNE: BOARD REVIEW DISCUSSION

- Board holds formal evaluation discussion in executive session

## JUNE-AUGUST: PERFORMANCE EVALUATION DELIVERY

- Board formally delivers evaluation to Head of School

## 2 SAMPLE GOALS

The following are example goals to provide a more concrete understanding of what the goals set by the board and Head of School should include. They are not meant to be comprehensive or a template for ideal goals.

### STUDENT PERFORMANCE AND ACADEMIC GOALS

- Based on the results of an internally developed assessment administered by October 31, at least 85% of students will show a 15% improvement in their test scores.
- Reduce the gap in standardized test scores between white students and students of color by at least 5%.
- By EOY 2019-2020: Student Growth/performance -Standardized Test Goal (80% proficient) -PreK-2 (80% would show sufficient growth on school benchmark)
  - By EOY, 80% of SpED and ELL subgroups meet growth targets on standardized tests.
  - Reduce student performance gap of economically disadvantaged students by X%.
- By the end of the school year, 90% of seniors will graduate and 100% of graduates will be accepted into college
- By April 15, XYZ Public Charter School will complete the English Language Arts and math curriculum for the fifth grade that will open in the fall.

### FINANCIAL GOALS

- By June 30, increase individual giving revenue by 20% over the fiscal year and the number of individual donors by 10%.
- By May 15, 2015, XYZ Public Charter School will be operating with a balanced budget for FY '20 including three months of operating cash on hand (\$500k) and \$2m in cash reserves to fund future capital expenditures.

### OPERATIONAL GOALS

- By January 5, ensure that the renovation of the middle school science lab is completed and that the temporary classrooms are dismantled, all while ensuring that the cost of the project remains within the board-approved budget.
- By March 31, present to the board the project plan for completing the renewal application, specifically highlighting the role of the Board in renewal.
- By September 1, 2019, meet or exceed annual enrollment projection (800 in SY19-20)

### SCHOOL CULTURE GOALS

- By mid year, parents are actively engaged and satisfied with school, as evidenced by 70% participation in school wide events, and 80% participation on parent survey with 60% satisfaction rates.
- By June 30, school culture will rank among the top Tier Schools (25%) when measured using the Insight Survey Metric System.



## PERSONNEL GOALS

- By December 2019, create and implement a new teacher recruitment and retention plan, including a new compensation model, to ensure retention of 80% of teachers rated effective or highly effective by their principal.
- By August 2020, complete individual principal evaluation processes that include formal and informal evaluations that hold principals accountable for achieving pre-determined goals and identify opportunities for ongoing support and professional development.
- By June 2020, reduce the preventable staff attrition rate by 10%.
  - *Note: preventable attrition includes any reasons that are within the school's control. Unpreventable attrition includes such actions as moving to another state for family reasons, etc.*
  - *“Desired” attrition (e.g. staff members who are not performing) should also be counted as unpreventable, although the board needs to assess the extent to which the school has a set of criteria for performance that ensures a lack of bias in who is considered high-performing. We recommend in absence of this criteria, the board should consider unpreventable reasons such as the ones listed above due to potential equity issues.*
- By June 2020, ensure the preventable staff attrition rates are consistent (within 5%) across subgroups by race and gender.

## 3 EVALUATION TOOLS AND TEMPLATES

**An effective Head of School evaluation should cover three areas:**

- 1. Goals (what you got done)**  
*What was your progress in reaching key goals for the year?*
- 2. Competencies (how you got it done)**  
*How are you demonstrating the skills essential to the position?*
- 3. Overall Performance Assessment (overall, how well you did and next steps)**  
*How did you do overall? What does the path forward look like?*

**In addition, we recommend adding a fourth aspect:**

- 4. Feedback to the Board**  
This section solicits input on how well the board worked with the Head of School.

## RATINGS

**The following scale is used for all ratings in the review:**

**Exceeds expectations** – consistently delivers exceptional results, is a model for others to follow, rare.

**Meets expectations** – consistently meets expectations in all areas.

**Partially meets expectations** – meets expectations in some areas, but needs improvement in others.

**Does not meet expectations** – needs significant improvement quickly.

## EXAMPLE OF RATINGS

**Example 1:** One of the goals set by the board and the Head of School at the beginning of the year was to reduce preventable staff attrition by 10%. In the prior year, the preventable staff attrition rate was 25%. At the end of the current year, the preventable staff attrition was 20%. The rating for this goal would be Partially Meets Expectations as the rate was reduced, but not to the full extent of the goal.

**Example 2:** One of the goals set by the board and the Head of School at the beginning of the year was to reduce the gap in standardized test scores between white students and students of color by at least 5%. The board and the Head of School agreed that if the gap was reduced by 10% or higher, it would be considered exceeding the expectation. At the end of the current year, the gap between white students and students of color was reduced by 12%. The rating for this goal would be Exceeds Expectations, as the gap was reduced by more than 10%.

## DIRECTIONS FOR USING THE SAMPLE HEAD OF SCHOOL EVALUATION INSTRUMENT

- **The same template should be used for the self-evaluation and the board evaluation:** The Head of School and the board should use the same instrument for the self evaluation and the board evaluation. This allows for consistency in questions answered.
- **The designated board member bears the responsibility of filling in the agreed-upon goals and competencies:** The board should fill in the agreed-upon goals and competencies in the evaluation template before sending to the Head of School to complete the self-evaluation.
- **The designated board member needs the self-evaluation in advance:** The board and the Head of School should agree to a timeframe by which the Head of School will send the self evaluation to the board representative. Typically, the self evaluation is sent to the board representative at least a few weeks in advance of the evaluation conversation to allow for time for the designated board member to complete the board evaluation and send it to the full board for feedback.
- **The self-evaluation should be utilized in the board evaluation:** The designated board member should carefully review and refer to the Head of School's self evaluation when filling out the board evaluation, and incorporate specific reflections from the Head of School into the evaluation.
- **The Head of School needs time to review the evaluation report in advance:** The designated board member should send the evaluation to the Head of School at least 48 hours in advance of the evaluation conversation (if not more) to allow time for the Head of School to review the evaluation.
- **Concise language is critical:** Reflections do not need to be lengthy, as it can reduce the extent of internalization of key information. Instead, the designated board member and the Head of School should focus on the most relevant information. Using bullet points is fully acceptable as the goal is to be concise and clear.

## SAMPLE HEAD OF SCHOOL EVALUATION INSTRUMENT

Head of School Name		
Board of Directors (list members)		
Review Period		
Date of Review		
Reviewed by	Self <input type="checkbox"/> Board of Directors <input type="checkbox"/>	
<b>SECTION I. ACHIEVING GOALS</b>		
<i>Directions: Identify your overall goals and corresponding results.</i>		
<b>Goals</b>	<b>Result(s)</b>	<b>Rating</b> E: exceeds expectations M: meets expectations P: partially meets expectations D: Does not meet expectations
<b>Comments:</b> To what extent did you/the Head of School achieve the goals for the position this past period? To what extent did you/the Head of School do everything possible to reach the goals?		

**SECTION II. DEMONSTRATING COMPETENCIES**

*Directions: Reflect on your demonstration of the organizational core values and the competencies required in your role. For sample competencies, see [EdFuel's Blueprint for Success competency maps](#).*

Core Competencies and Descriptions	To what degree did you/this person demonstrate proficiency in the core competencies?
<INSERT COMPETENCY>	
<INSERT COMPETENCY>	
<INSERT COMPETENCY>	
<INSERT COMPETENCY>	

**SECTION III. SUMMARY ASSESSMENT, NEXT STEPS, AND PROFESSIONAL DEVELOPMENT**

*Directions: Please complete the prompts below.*

Overall performance rating:

☐ Exceeds Expectations

☐ Meets Expectations

☐ Partially Meets Expectations

☐ Does Not Meet Expectations

**Qualitative Comments:**

How are you/the Head of School performing overall?

What are the 1-3 most notable areas of strength?

What are the 1-3 areas for growth or improvement?

What are the next steps for growth or improvement in terms of your/the Head of School's professional development?

What do you see as your/the Head of School's future in the organization? Where do you see yourself/the Head of School in the next 3-5 years (inside or outside of the organization)?

**SECTION IV. BOARD OF DIRECTORS FEEDBACK**

*Directions: Head of Schools: please share feedback for the Board of Directors on their work with you this year.*

What is the Board of Directors doing well in their support of your work?

How could the Board of Directors support your work more effectively?

To what extent has the Board of Directors tailored their management approach to your leadership philosophy and background? How could the Board of Directors improve in this area to better personalize their approach to developing you as a leader?

## 4 COMPETENCY RESOURCES

One resource that boards can look to when working with the Head of School to select a set of relevant competencies for their role is EdFuel's **Blueprint for Success competency maps**. Developed in collaboration with the Broad Center, NewSchools Venture Fund, Harvard's Graduate School of Education, the Bridgespan Group, and 40+ sector leaders, the initiative includes seven functional competency maps (academics and instruction, advocacy, development, information and data, finance, operations, and talent) to show the knowledge, skills, and relationships necessary to manage school districts/networks.



EdFuel's **Blueprint for Success competency maps** outline the skills and behaviors necessary for success in 7 core areas: **Academics, Data, Development, Finance, Leadership, Operations, and Talent**. All maps are open-source and available for download on EdFuel's website using the links above.

## 5 SAMPLE 360 SURVEY QUESTIONS & RESOURCES

Gathering feedback from staff, parents, and stakeholders is a critical component of a Head of School evaluation. The board must seek this feedback to develop a comprehensive understanding of the Head of School's performance, successes, and opportunities for growth. This process can understandably be nerve-racking to a leader, and boards should work closely with their Head of School to ensure that the endeavor is framed with a growth and support perspective. Despite the challenges in gathering this feedback smoothly and handling it with sensitivity, this is a core responsibility of boards in exercising oversight and holding the Head of School accountable.

We recommend that a board member with experience in management, evaluation, and/or human resources lead this part of the evaluation process to ensure it is handled efficiently, effectively, and with the appropriate level of professionalism, thoughtfulness, and sensitivity.

There are many resources boards can tap for external support in collecting 360 feedback. EdFuel's **myBlueprint 360 tool** captures and synthesizes feedback through a survey, tailored to competencies for the recipient's role. Competencies are selected from EdFuel's **open-source competency maps**. Once collected, the feedback is synthesized and shared out in a final report. This tool is designed primarily to gather feedback from direct reports and from board members.

**Sample from a  
myBlueprint report:**

Scale: 4 = Exemplary, 3 = Proficient, 2 = Developing, 1 = Not Demonstrated		
<b>Map: Academics</b>		
Design And Development Of Academic Model > Academic Model Development And Continuous Improvement > Senior Manager/Director		
	Self	360
Effectively develops program standards and supporting content aligned with federal, state, and college/career requirements	3	3.5
Effectively assesses student performance data to drive continuous improvement of programs, with school leader input and considering differing student population needs	4	3.4
Strategically sources, pilots, and scales innovative models (e.g., blended learning) for specific area of focus	2	2.6
Consistently elevates areas of potential conflict between academic model and specific programmatic restrictions to academics team to adapt the model	3	2.4



## ADVICE ON SEEKING FEEDBACK FROM FAMILIES:

**When asking for feedback from families, there are a few considerations a board should keep in mind:**

1. **Less is more:** While it can be tempting to ask families for input on a range of topics, a parent/family member is more likely to respond to a survey with fewer questions. You can find a set of sample questions below to use as a starting point.
  - a. *Note: the board should ask the Head of School what data is already being collected from families and utilize that information (in the aggregate) where possible, rather than collecting new data. If a family survey already exists, the board could consider adding a question or two to the existing survey rather than sending out another survey, which lowers response rate on both. See below for more information on the sample questions.*
2. **Accessibility matters:** A board should consider the community when designing the survey, particularly in regards to a few key areas.
  - a. **Language:** Do you have a high percentage of families who speak a language other than English? Boards should ensure that surveys are accessible to as many families as possible, and should use translation services when needed. Many schools utilize translation services in some capacity, and boards should work with their Head of School to determine if those services can be utilized for the purposes of survey translation
  - b. **Technology:** Many survey platforms are accessible by phone, but still require an email address to access the link itself. If possible, boards should work with their Head of School to determine how they can share information about the survey in other creative ways (e.g. providing the link on handouts that are sent home with students, giving access to a tablet during drop-off/pick-up, etc.)
3. **Tie to re-enrollment:** This survey is an opportune time for a board to gather feedback from families about the extent to which they are planning to stay at the school or leave at the end of the year. A final question that asks “How likely are you to re-enroll your child(ren) at this school next year, and why?” will allow a board to assess the extent to which families are satisfied with their overall experience.

## SAMPLE 360 FEEDBACK QUESTIONS FOR FAMILIES:

**The following are a set of sample questions that can be included in 360 surveys for families.**

**This list is not exhaustive and should be viewed as a starting point.**

1. How satisfied are you with the education your child(ren) are receiving at this school? (1 - 5 scale with 5 as highly satisfied)
2. How satisfied are you with the leadership of <INSERT HEAD OF SCHOOL> (1 - 5 scale with 5 as highly satisfied)
3. What do you appreciate most about <INSERT HEAD OF SCHOOL>'s leadership? (open-ended response)
4. What suggestions would you give to <INSERT HEAD OF SCHOOL> for improving their leadership? (open-ended response)
5. What do you enjoy most about being part of this school community? (open-ended response)
6. What do you enjoy least about being part of this school community? (open-ended response)
7. How likely are you to re-enroll your child(ren) at this school next year? (1 - 5 scale with 5 as highly likely)

## ADVICE ON SEEKING FEEDBACK FROM STAFF:

**When asking for feedback from staff, there are a few considerations a board should keep in mind:**

- 1. Less is more:** While it can be tempting to ask staff for additional input on a range of topics, staff members likely already fill out several surveys over the course of the school year. The board should ask the Head of School what feedback is already collected from staff members, and determine if additional surveying is necessary. Rather than add another survey, the board should consider adding a small set of questions to an existing survey.. You can find a set of sample questions below to use as a starting point.
- 2. Alignment with Head of School on who is asked:** the board should discuss the topic of who will be asked to provide feedback with the Head of School in the goal-setting conversation, so that there is full alignment between both parties in understanding whether the full staff will be asked or only a subset of staff members (e.g., a leadership team). This should be aligned with the culture of the school, the size of the school, and the extent to which existing surveys already collect staff feedback.

## SAMPLE 360 FEEDBACK QUESTIONS FOR STAFF:

The following are a set of sample questions that can be included in 360 surveys for staff. This list is not exhaustive and should be viewed as a starting point. If an organization already utilizes staff surveys (such as Insight), the board should consider adding to existing surveys rather than creating their own.

### Competency Questions

Competency questions should be front and center in the staff evaluation and should align with the competencies set by the board and the Head of School in the original goal-setting conversation. The structure of these questions can look like the following:

- Please rate the <INSERT HEAD OF SCHOOL> on the following competencies, according to the following scale (4=fully demonstrates, 3=demonstrates, 2=partially demonstrates, 1=does not demonstrate)
  - Advancement of a Culture Focused on Academics and Equity:** Promotes educational equity as a guiding principle across school network, and ensures it is reflected in curriculum, instruction, and program offerings
  - Cultural Competence:** Creates an organizational culture that embraces the importance of seeking and listening to diverse perspectives, both within and outside of the organization

### General Questions

- What are the top 1-2 strengths of <INSERT HEAD OF SCHOOL>? (open-ended response)
- What are the top 1-2 growth areas of <INSERT HEAD OF SCHOOL> that could improve their leadership? (open-ended response)
- How likely are you to return as a staff member next year? (1 - 5 scale with 5 as highly likely).
  - If rated 1, 2 or 3: What are the primary reasons you would consider leaving your position? (Open-ended or a subset of options that allow for the board to assess whether it's a preventable vs. unpreventable reason)

### School Culture and Satisfaction Questions

Most schools utilize a culture survey tool to assess teach and staff satisfaction, such as TNTP's Insight tool. Boards should work with the Head of School to utilize data from the existing survey rather than duplicate efforts. It is critical that the board understands staff perception when assessing the Head of School's performance. Thus, this data must be gathered and evaluated regularly. When reviewing the data, boards should disaggregate data by subgroups, such as race, ethnicity, gender, tenure, etc. to better understand whether gaps exist along lines of difference. For more information about assessing staff culture, please see the contact information for organizations at the end of this toolkit.



## 6 SAMPLE PROFESSIONAL DEVELOPMENT PLANS

The following are resources to utilize when developing a professional development plan in collaboration with the Head of School:

**Creating a Strong Professional Development Plan: A “How To”**

**Sample Script: Co-Creating a Strong Professional Development Plan**

**A Guide To Job-Embedded Training**

**Sample 70-20-10 Plan**

### Excerpt from EdFuel’s Guide to Job-Embedded Training

Many tools and guides to providing strong professional development already exist. One such tool is EdFuel’s Guide to Job-Embedded Training, which includes resources on how to have professional development conversations and sample tools that can be utilized. For more information, please see the resources listed above.

#### A Guide to Job-Embedded Training

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#### High-Quality Job-Embedded Training. What does it take?

The United States Department of Education’s 70-20-10 approach to professional development, which can range from 70% on-the-job training, 20% on-site training, and 10% on-site training, is a model for a professional development plan to impact employee performance. The job-embedded training approach has to be strong, aligned, and personal. Identifying and executing on this job-embedded approach can often be challenging for managers. Use the information below to guide you through the process.

As a Reminder, Effective professional development plan “must haves”

Set clear, specific, measurable goals	Establish a plan with accountability	Align resources with the plan
Use the 70-20-10 model	Identify resources and support	Connect to your own experience

## FREQUENTLY ASKED QUESTIONS

### WHO IS RESPONSIBLE FOR EVALUATING THE HEAD OF SCHOOL?

Collectively, the entire board is responsible for evaluating the Head of School. One board member should be assigned the responsibility of coordinating the evaluation process. This could be the chair of a special Head of School Evaluation committee, the Governance Committee, or the Academic Performance Committee.

It is important that the designated board member not be the board chair. Having the board chair lead the evaluation puts too much power, and too much responsibility, in the hands of one board member, and limits the leader’s opportunities to build a close relationship and have avenues for candid conversation with more board members.

### I’VE NEVER RUN A SCHOOL. WHAT IF WE DON’T KNOW THE HEAD OF SCHOOL OR UNDERSTAND THEIR JOB WELL ENOUGH TO EVALUATE THEM?

If a board member attends all board meetings, participates on committees, and develops a personal relationship with the Head of School, he or she will be able to participate fully in the performance evaluation process. That being said, some board members often can provide more extensive feedback on certain competencies or goals than on others. Board members who joined the board less than three months prior to the formal evaluation may be excused from the evaluation process.

## HOW MUCH TIME SHOULD THE BOARD EXPECT TO SPEND ON THE HEAD OF SCHOOL'S EVALUATION?

**Each board member should anticipate spending a minimum of four hours each year on the Head of School's evaluation:**

- One hour for a mid-year evaluation meeting to discuss year-to-date progress on goals
- Two hours to complete an evaluation process, including reviewing data such as parent and staff surveys as well as student achievement data
- One and one-half hour for a year-end evaluation meeting in June
- Committee or task force members leading the process should anticipate spending an additional four hours spread throughout the year, with those additional hours dedicated toward developing or revising the evaluation tool, compiling and summarizing data, and meeting with the Head of School. While this work is ongoing, it is heavy in the late Spring (which may vary depending on departures from the recommended timeline.)

## HOW DO COMPETENCIES RELATE TO THE HEAD OF SCHOOL'S JOB DESCRIPTION?

When developing the core competencies against which the Head of School will be evaluated, the board should refer to the Head of School's position description. Ultimately, the board wants to choose competencies that, if demonstrated consistently by the Head of School, would indicate that the Head of School is able to achieve the goals set out in the goal-setting conversation. The board should discuss with the Head of School whether the Head of School will be evaluated on the full set of competencies aligned to the job description, or if a subset of competencies will be chosen each year that directly relate to the selected goals.

## WHAT IS A SMART GOAL?

A SMART goal is Specific, Measurable, Achievable, Relevant, and Time-specific. CBP offers a **goal-setting tool**.

## HOW DOES A SMART GOAL DIFFER FROM A HEAD OF SCHOOL'S GENERAL RESPONSIBILITIES?

SMART goals should define special aims and targets within the scope of the Head of School's and board's responsibilities, but beyond everyday tasks.<sup>2</sup> For example, the Head of School is responsible for enrollment, and a job description might state that the Head of School is "responsible for ensuring that the school is fully enrolled." However, an elementary school that is opening a middle school next year might create a SMART goal around the number of applications:

*To ensure that the sixth grade class of 45 students is fully enrolled: by January 31, collect signed agreements from 100% of the 25 fifth grade parents to determine those that will remain for sixth grade, and by February 15, collect at least 70 applications from new, prospective sixth grade students.*

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<sup>2</sup> SMART goals should be grounded in the Head of School's and board's responsibilities, but should not just be a rehashing of the responsibilities. Another example: the board is responsible for passing the school budget, but doing so should not be a goal. Passing the annual budget is the board's fiduciary obligation. It is an expected outcome (end result) but it does not count as a goal—i.e., something new to work toward.

## WHY SHOULD THE HEAD OF SCHOOL'S SELF-ASSESSMENT BE INCLUDED IN THE EVALUATION PROCESS?

The Head of School should complete a self-assessment using the same tool the board will use to evaluate the Head of School. Boards should work to incorporate the Head of School's reflections in the evaluation, either through quoting or paraphrasing, to ensure their perspectives are brought into the process.

## WHAT NEEDS TO BE IN PLACE PRIOR TO CONDUCTING A PERFORMANCE EVALUATION?

- An up-to-date job description for the Head of School
- A performance evaluation tool that the board and the Head of School mutually agree is appropriate for the school
- Pre-established goals and competencies against which the Head of School will be evaluated

## SHOULD PARENT AND STAFF FEEDBACK BE INCORPORATED INTO THE EVALUATION?

Yes. Board members need to understand what school staff and parents perceive with regard to Head of School performance. Boards should gather parent and staff feedback using structured, thoughtful, anonymous survey instruments. This feedback can inform and enrich the board's perspective on the leader's performance, with the understanding that executive leaders sometimes have to make decisions in the best interest of the school that upset some number of teachers and/or parents. A board member with experience in HR and performance evaluation can be extremely helpful in this regard.

## HOW FREQUENTLY SHOULD WE DISCUSS PERFORMANCE WITH OUR HEAD OF SCHOOL?

The designated board member responsible for the leader evaluation should formally meet with the Head of School at least twice during the year, once for a mid-year check-in and once to conduct the formal review. In addition, the Head of School should provide regular—at least quarterly—updates to the full board on their progress towards goals.

## HOW DO WE DELIVER CONSTRUCTIVE FEEDBACK TO THE HEAD OF SCHOOL?

Board members should be honest, transparent, and concrete in their feedback, keeping in mind it is the board's role to both hold the Head of School accountable and provide support for success. The board has to develop a strong relationship with the Head of School, be clear about performance expectations, include the Head of School's self-reflection in the evaluation process, and position the evaluation process as a performance management and professional development opportunity. Boards that take these key steps will find it easier to deliver constructive feedback that gives the leader the information and input she needs to grow, develop, and succeed.

# ADDITIONAL RESOURCES

The resources included in this toolkit are meant to provide a starting point for boards and should be adapted to best fit the needs of the Head of School and the organization. For more support, we suggest reaching out to any of the following organizations:

ORGANIZATION	MISSION	WEBSITE
<b>Education Board Partners (formally Charter Board Partners)</b>	To help ensure that every charter and autonomous school has an effective, strategic, diverse board that exercises strong oversight and works collaboratively with school leadership to ensure that all students achieve at high levels.	<a href="http://www.edboards.org">www.edboards.org</a>
<b>EdFuel</b>	To empower education organizations to effectively recruit and retain diverse and high-quality staff through comprehensive and equitable talent management systems.	<a href="http://www.edfuel.org">www.edfuel.org</a>
<b>School Leader Lab</b>	To grow and sustain high-quality schools by developing one of their greatest assets: leaders.	<a href="http://www.schoolleaderlab.org">www.schoolleaderlab.org</a>
<b>TNTP</b>	To end the injustice of educational inequality by providing excellent teachers to the students who need them most and by advancing policies and practices that ensure effective teaching in every classroom.	<a href="http://www.tntp.org">www.tntp.org</a>





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EducationBoardPartners

## **Attachment 7**

Board member template – as templated by SPCSA – is included as attachment 7.

## EXPERIENCED APPLICANT BOARD MEMBER ROSTER

[illegible]



## **Attachment 8**

Board member information sheets along with bios and resumes for each member are included here as attachment 8.

## Rosiland Bivings

Motivational Speaker, Keynote Presentor  
Entrepreneur, Training  
Professional and Personal Life Advocate

Bivings Communications Group



Rosiland Bivings, spent years in the corporate world of finance before escaping to realize her own ambitious dreams. Fueled by her compassion for equality for women many of her entrepreneurial endeavors have focused on providing opportunity and information to promote women in the workplace and quality of life overall.

Bivings' corporate and professional background has given her a dedicated and loyal following as a speaker on topics ranging from sports and business to corporate diversity and awareness to motivating youth to follow their dreams. Organizations and corporations from across the country have taken advantage of her unique and valuable messages.

Two of her past companies, Fore Women Golfers and a women's business directory, The Women's Pages were well received and provided valuable networks for women in sports and business. Fore Women Golfers Television was voted Best Talk Show in the San Francisco Bay Area while on the air and broadcasted nationally on 25 public access television stations for over 4 years.

Rosiland Bivings has been recognized for her life work with several prestigious awards, including the Chamber of Commerce Athena Award, Celebration of Leaders Community Leadership Award, Business & Professional Women (BPW) Woman of Achievement and the Carter G. Woodson Award for Service to the Community. She has sat on the Board of Directors of Community Services Agency, the Mountain View Library Foundation, the State of California Child Support Task Force Advisory Board and a number of other non-profit organizations.

Her latest book is a motivational guide to helping others live a content and involved life called **"7 Keys to a Happy Life"**. An updated **2<sup>nd</sup> Edition of "Women Golfers are Real Golfers"** encourages women who golf to play the game for their lifetime. **Both books are now available on Amazon and Kindle.**

For information on booking Rosiland Bivings for appearances, workshops and topic advocacy, call Bivings Communications Group at 650-964-8219 or email [sevenkeys2004@yahoo.com](mailto:sevenkeys2004@yahoo.com)

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*"Rosiland Bivings was well worth the time and money. Inspiring, motivating, visionary."*

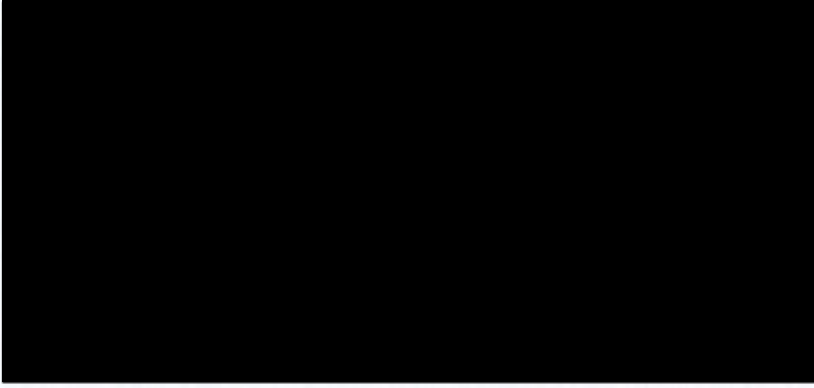
- *Dr. Thomas Hyland of Capitola, CA,*

*"I don't care what color you are, sex you are, political party you belong to, city you live in or school you have attended or profession you work in. You will learn and be changed in the way you see the world in every way. Rosiland's seminar was a great investment for me."*

- *David Myers, Residential Interior Designer—David Myers Design Company, San Francisco*



Resume for Rosiland Bivings  
Finance Experience



- Company: Genrad Semiconductor Test Inc.  
Milpitas, CA

This company built and sold semiconductor circuit boards that tested and diagnosed computer programs in automobiles, commercial and military aircraft.

Positions held: Inventory Analyst reporting directly to Western Regional Director  
Cost Accountant  
General Accountant Payroll

As Inventory Analyst:

Responsible for all West Coast Company inventories which included 15 locations in the United States and 1 location in London England that valued at \$30M. Supervised 10 employees in performance of their duties to ship and deliver replacement circuit boards to services engineers located at customers sites nationally. Forecasting product COGS monthly and annually for Reporting and Revenue. Conduct ongoing analysis of inventory control procedures and valuation through interfacing with Production and Manufacturing. I was responsible for all annual location inventories including procedures, training and auditing. Month-end responsibilities included account analysis for parts, determining inventory in the field for engineers to repair customer testers, manufacturing support and solving accounting related inventory adjustments. Responsible for responding to Price Waterhouse Coopers for all annual audit reconciliation discrepancies and resolutions for all inventory inquiry and reporting results to Western Regional Manager.

- Company: Fairchild Camera and Instrument Inc.  
Mountain View CA

Positions: Payroll Supervisor  
Associate Accountant III

Responsible for this division's Payroll Department paying a 950 employee weekly and semimonthly payroll and supervising 3 payroll clerks and their duties. Responsible for preparation of monthly general ledger account closing, reconciliation and analysis. Responsible for Payment of all payroll taxes, benefits, all division quarterly and year-end tax summaries. Coordinating with Cost Accounting for labor distribution and reconciliation of sectional charges.



- Company: Revo Sunglasses  
Mountain View, CA

Position: Financial Consultant Inventory Management

As a contract Financial Consultant was brought in to assist in development and implement an inventory monitoring and control systems for manufacturing high-end sunglasses. Working with the Director of Manufacturing and Purchasing Department created a totally new and efficient inventory control system for JUST IN TIME manufacturing. Created a cost system that would track incoming materials, excess and obsolete products, labor cost and distribution, waste, glass breakage and tracking for outgoing completed materials on a daily bases. Trained essential manufacturing personnel on theft prevention and removing potential inventory control problems that allowed theft of highly valuable products. This system created a reduction of 40% glass breakage and increased finished product production by 25%.

- Company: Abbott Laboratories

Position: Pension and Benefits Specialist

Within the Benefits Accounting Department of a major pharmaceutical corporation was responsible for monitoring and reconciliation of pension trust funds with the Employee Investment and Savings Plan. Duties were to reconcile monthly statements of trustees, investment managers, brokerage firms and company accounts. Also prepare trial balances, asset statements, cash analysis, affiliate reporting and bank account reconciliation.

- Education: Bachelor of Arts, Economics and Business  
Westmont College



## Start-Up Charter School Board Member Information

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).**

**All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve Girls Athletic Leadership School Las Vegas

2. Full name Rosiland Bivings

Home Address \_\_\_\_\_

Business Name and Address \_\_\_\_\_

Phone Number \_\_\_\_\_

E-mail address \_\_\_\_\_

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

I have a Bachelors degree in Economics and Business from Westmont College. I have served on multiple Boards in leadership roles and on committees for non-profit and government entities including the Mountain View Library Foundation, Ste of California Child Support Task Force advisory Board and Community Services Agency. I turned my passion for sports and golf in particular to advance equality for women. I am a published author, motivational speaker to groups of all ages and also directed and served as Talk Show Host for a Women's Golf Television show. I am committed to the GALS mission to find ways to help girls advance and succeed.

4.  
☐ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☐ Does not apply to me. ☐ Yes ON non-profit organizations

6. Why do you wish to serve on the board of the proposed charter school?

Las Vegas needs A school like the Girls Athletic Leadership School and I want to leverage my network and contribute to making sure that happens. We need to remove stereotypes for girls, as the GALS model does, to make sure that every girls believes and understands how to obtain their goals and dreams.



## Start-Up Charter School Board Member Information

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

To work together with other board members to accomplish the mission of the school and to ensure legal, fiscally sound and sustainable operations occur. The board will set goals for the school and monitor progress as well as to assist with resources.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am able to bring both my corporate experience as well as experience as an entrepreneur to the school model to help girls understand the unlimited opportunities that lie ahead. I have an extensive network in Women's sports and will use that knowledge and network to bring resources to the school. I believe every girl is an athlete and we need to ensure that we have a supportive environment to grow that passion and talent.

9. Describe the specific knowledge and experience that you would bring to the board.

Financial, Human Resources, Leadership, non-profit management, Executive Board member experience.

### School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

GALS adheres to the following vision/mission:

- GALS envisions an equitable world where all people are celebrated for their identity and lead with their whole selves - their bodies, hearts and intellects.
- GALS mission is to provide high quality education as measured by 4 and 5 stars in a supportive environment that fosters the academic mastery and personal development necessary for every girl to become a powerful advocate for herself and a leader of her community.

GALS Guiding beliefs:

- 1) Diversity: GALS strives to be intentionally inclusive of all backgrounds, socioeconomic, religious, ethnic, gender identity, sexual orientation and diverse learning needs. Diversity improves students' communication skills, creativity and reasoning and prepares them for the world.
- 2) Movement: Research demonstrates that daily exercise improves memory, attention and cognition. Athletics boost self-esteem and civic engagement. Movement prepares our students for long, fulfilled lives.
- 3) Relational Learning: GALS invests in developing social, emotional and relational literacy as a core component of student development.
- 4) Gender education: GALS creates a safe space for young women to receive programming that is tailored to their needs at this stage of adolescence have a strong sense of self-knowledge and what is important to them.
- 5) Competition: Competition teaches collaboration, grit and confidence in GALS students. Competition makes GALS students agents of change.



## Start-Up Charter School Board Member Information

### 2. What is your understanding of the school's proposed educational program?

GALS provides college preparatory and Nevada Academic Content Standards curriculum. This is delivered through 3 main components:

**MOVEMENT:** GALS school design is grounded in the belief that movement and physical engagement enhances learning.

**RELATIONAL LEARNING:** GALS school design is committed to developing social, emotional and relational literacy as a critical component to comprehensive student development.

**CLASSROOM PRACTICES:** GALS school design supports classrooms with an approach to academics that is rigorous, relevant and responsive to the needs of all students.

These principles are acknowledged and backed by the Chan Zuckerberg Initiative's (CZI) Whole-Child Approach based on the idea that "young people's learning and development is constantly impacted by their surroundings. They can thrive when schools and communities address their comprehensive needs."

### 3. What do you believe to be the characteristics of a successful school?

- High levels of community engagement in the school through opportunities for parent involvement and community partnerships to bring a broad range of services/options to the girls.
- Compliance with all applicable state and federal laws.
- Student achievement and growth.
- Sound financials.
- Highly qualified staff and staff retention.

### 4. How will you know that the school is succeeding (or not) in its mission?

- The GALS Governing Board will use strategic goals and metrics to monitor and evaluate school performance in accordance with its mission. GALS Inc will also assess model efficacy and provide us with reports.

## Governance

### 1. Describe the role that the board will play in the school's operation.

The Governing Board establishes policy and provides oversight of the school and its leader. The school leaders operate the school.

### 2. How will you know if the school is successful at the end of the first year of operation?

Goals set for the school are met including full enrollment achieved, staff retention, year 2 facilities ready, Board member continuity.

### 3. How will you know at the end of three years of the school is successful?

Student academic growth demonstrated, demand for enrollment is high, staff retention is high,



## Start-Up Charter School Board Member Information

Board continuity is in place and financial certainty achieved.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Engage parents and the community in the development of the school. Seek grants and other fundraising efforts to bring resources to the school. Set and monitor school adherence with Nevada state statutes.
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would consult with the school's legal counsel to conduct an investigation into the matter. Based on the findings I would determine next action which may include a board vote to remove the individual. I would encourage the board to seek additional ethics training to prevent another issue from occurring.

### Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.  
☐ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.  
☐ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.  
☐ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.  
☐ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such



## Start-Up Charter School Board Member Information

relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☐ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☐ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☐ None. ☐ Yes

# Start-Up Charter School Board Member Information

## Certification

I, Rosiland Bivings, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for GALS Las Vegas Charter School is true and correct in every respect.

  
Signature

8/7/2019  
Date



## Start-Up Charter School Board Member Information

### Statement of Assurances

Revised June, 2015

1. The charter school herein named, Girls Athletic Leadership School Las Vegas \_\_\_\_,  
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

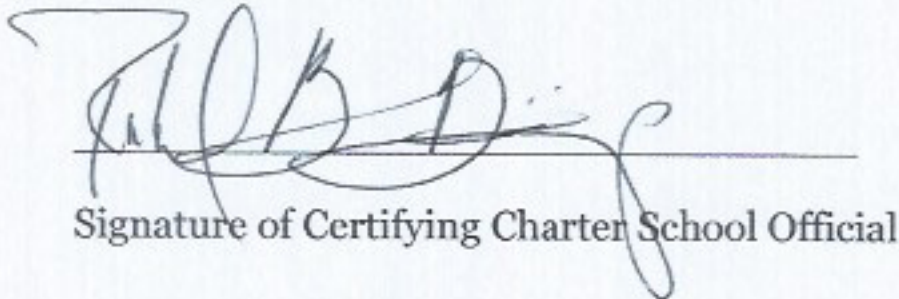


## Start-Up Charter School Board Member Information

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

### Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.

  
Signature of Certifying Charter School Official

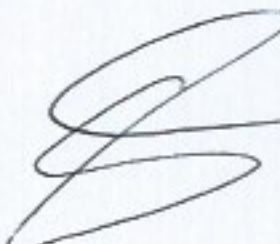
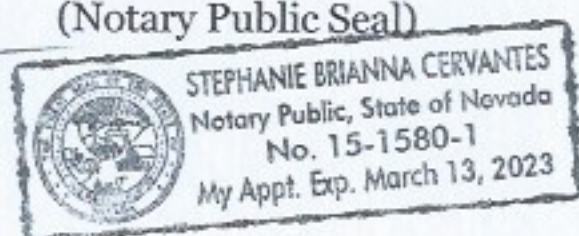
ROSILAND B. BRINGS  
Name Printed

Board of Directors  
Title

8/5/19  
Date

Subscribed and sworn to before me

This 8 day of August 2019  
date month year

  
(Notary Public Seal)  


**Barbara J Wiggins**  
**BIO**  
**June 2019**

**Experience**

**Executive Recruiter**

September 2010 – Present 8 yrs. 10 mos.

Las Vegas, Nevada Area

Wiggins Recruiting Associates is a full service recruiting business with a combination of talent, speed, accuracy and integrity, with the highest level of excellence. We are committed to providing opportunities that maximize career growth and development. Let our executive team work for you. (wigginsrecruitingassociates@gmail.com)

**Administrator Customer Relations**

The College Network, Inc.

November 2002-August 2010 7 yrs. 9 mos.

Las Vegas, Nevada

**Human Resources Employee Support Coordinator**

Des Moines Public Schools

December 1994 – Jun 2002 7 yrs. 7 mos.

Location Des Moines, Iowa Area

School District-wide coordinator for Section 504 of the Rehabilitation Act; Compliance Coordinator (sexual harassment complaints); Teacher Recruitment Specialist; Career Opportunity Coordinator for paraprofessionals pursuing teaching degrees.

**Staff Development Instructor**

Des Moines Public Schools

Dec 1988 – May 2002 13 yrs. 6 mos.

Des Moines, Iowa

**Teacher, Special Education Research Consultant**

Des Moines Public Schools

Aug 1981 – Dec 1994 13 yrs. 4 mos.

Des Moines, Iowa

Research conducted on students with severe/profound developmental disabilities in conjunction with the University of Iowa, Department of Developmental Disabilities. Research findings have been published in the Journal of Applied Behavior Analysis (JABA).

**Teaching Assistant**

Des Moines Public Schools

September 1978-June 1981 12 yrs. 9 mos.

**Educator/Mentor Drake University Office of the Provost**

January 1989-March 1993 4 yrs. 3 mos.

Des Moines, Iowa

**Education**

BSE Education Drake University

MSE Curriculum & Instruction Drake University

**Board Member, The Association for Persons with Severe Handicaps (TASH), , 1983-1986.**

**President Board of Directors, OSACS Women's Center, 1998-99, Member 1995-2005.**

**President Central City Optimist Club, 1992-1993. Member 1991-2002.**

**Member Teachers Negotiations Cadre, Education Association , 1992-1998**

**Board Member, Coalition Against Sexual Assault, 1999-2003.**

**Member Morris Scholarship Selection Committee, 1997-2002.**

**Board Member, Sistahs S.T.R.O.N.G. Inc. 2009-current**





## **Barbara J. Wiggins**



### **OBJECTIVE**

To pursue an organization where talent and near-perfect performance is valued. The relationships which exist within an organization are key components to creating a healthy environment where talent can flourish. My outstanding qualities and skills in communication, management, educational leadership, interpersonal relationship-building, staff development and training, and exemplary customer/client support skills can assist any organization to reach its full potential.

### **WORK EXPERIENCE**

Wiggins Recruiting Associates: Executive Recruiter for Healthcare, Medical, Business, Engineering and Manufacturing industries. 2010 – current.

Administrator, Customer Relations, The College Network Incorporated: worked collaboratively with the Director of Customer Relations in a problem-solving manner to resolve customer complaints posted with The Better Business Bureau, state Attorneys General or other agencies; provided financial assistance awards to customers, experiencing financial hardship, that enabled them to continue their pursuit of an advanced college degree with The College Network, Inc. partner colleges and universities; provided exemplary educational and instructional support to customers to assist them in defining and meeting their educational goals; conducted training to staff in adult Learning Styles that established excellent study assistance and support to customers on a daily basis; conducted training to various departments and upper management that assisted in effectively increasing staff productivity, team-building, leadership enhancement and organizational structures that served to concretize the vision of the company. 2002-2010.

Coordinator Employee Support Resources, Human Resources Management: investigated employee formal complaints of harassment and intolerance/abuse; coordinated Level I and II investigations of child abuse involving District employees; provided leadership and in-service training to over 3,000 school administrators and staff related to harassment components; coordinator of employee Career Opportunity Grant Program for paraprofessional staff earning advanced college degrees; coordinator teacher recruitment. 1998-2002.

Program Coordinator for Section 504, Office of Intercultural Programs/ Human Resources Management: provided leadership and supervision to staff and building administrators; developed and conducted in-service training for District Instructional staff; developed report forms for use with administrative and instructional staff in evaluating students for Section 504 eligibility; managed the reporting, filing and data base for students and staff receiving services under Section 504, using federal guidelines. 1994-1998.

Coordinator of Employee Career Opportunity Grant Program for paraprofessional staff earning advanced college teaching degrees; Coordinator teacher recruitment and member of teacher interviewing team. Successfully executed department strategic objectives by increasing grant support for educational

programs, leading revenue forecasting, developing and enhancing strategic communications with community stakeholders that included local college and university administrators, providing consultation on innovative and engaging educational formats; led and implemented external advisory committee recommendations, ensuring implementation of external partnership deliverables, and implementing internal quality improvement initiatives; developed and wrote procedures for identifying and accepting paraprofessionals for advanced teaching degrees; established/maintained data base of staff applicants and pertinent logistical information; led seven member interview team for paraprofessional grant applicants which made final recommendations to Director of Human Resources Management; coordinated with college and university deans/departments heads on student enrollment procedures and tuition fulfillment; collected data on student progression including coursework completion, credit hours earned, grades, etc. and submitted timely reports to the State Department of Education Grants Department. Over 80% of paraprofessional staff accepted into the Career Opportunity program completed either a Bachelor's or Master's degree and were hired as teachers/administrators by the school district. 1998-2002.

Teacher, Public Schools: provided state-of-the-art education and assessment of students with severe/profound mental and physical challenges; developed District curriculum for this student population for state-wide dissemination; provided training on a state and national level to teachers, administrators and other stakeholders; received state and federal Grant awards for the education of students with severe/profound challenges; supervised and managed over 25 classroom teacher professionals. 1981-1994.

Staff Development Instructor, Public Schools and Viterbo College, Madison, Wisconsin: trained over 1,500 school employees; conducted instruction to certificated staff and administrators in courses designed for effective classroom instruction and management; taught courses in Technology, Learning Styles, Effective Schools, Cooperative Learning, Gender Ethnic Expectations and Student Achievement, Neighborhood Schools, School Safety, Multi-Cultural Non Sexist Expectations. Certificated staff received credit toward re-certification and/or college credit. 1988-2002.

Curriculum Specialist, Public Schools: worked collaboratively with instructional staff under the direction of the building principal; provided consultative services to teachers; conducted in-service training to building staff in curriculum and instruction procedures and models; provided leadership to and facilitated department meetings. 1988-1992.

## **PUBLICATIONS**

Journal of Applied Behavior Analysis (JABA). Third author of an article on reinforcer preferences of students with severe/profound challenges. Summer, 1985.

Journal of Applied Behavior Analysis (JABA). Second author of a manuscript culminating six years of research on longitudinal curriculum strategies involving the use of microswitch technology for students with severe/profound multiple challenges. Winter, 1988.

## **WRITINGS**

Wiggins, B., Welte-Berrie, P., Iverson Beck, D., Fowler, M., "Curriculum for Students with Severe/Profound Disabilities",. Member of a four member committee that wrote the curriculum of service delivery and classroom instructional procedures/strategies for students with severe/profound disabilities, using best practices models, 1986.

Wiggins, B., Caldwell, D., Vanlo, D., Title VII ESL/Bilingual Grant Awards for Public Schools entitled: Project SPEAK (Students Parents Empowered and Knowledge, 1995) and Project TEACH (Training to Ensure Achievement in Children, 1997). Awards totaled over two (2) million dollars in Federal Grant monies.

### **EDUCATION**

B.S.E. Elementary Education,  
M.S.E. Curriculum and Instruction,  
Staff Development Instructor Training in Adult Education, 1988-2002

### **HONORS**

Rotary Teacher of the Year for Secondary Schools. 1991.  
Who's Who of Professional Management. 1996.

### **COMMUNITY LEADERSHIP**

Member Phi Delta Kappa 1987 – 2006.  
Member Alpha Kappa Alpha Sorority – current.  
Board Member, The Association for Persons with Severe Handicaps (TASH), , 1983-1986.  
President Board of Directors, OSACS Women's Center, 1998-99; Member 1995-2005.  
President Central City Optimist Club,, 1992-1993. Member 1991-2002.  
Member Teachers Negotiations Cadre, Education Association , 1992-1998  
Board Member, Coalition Against Sexual Assault, 1999-2003.  
Member Morris Scholarship Selection Committee, 1997-2002.  
Board Member, Sistahs S.T.R.O.N.G. Inc. 2009-current

## Brenda F Boyd

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### Westat/National Assessment of Educational Progress (NAEP) **ASSESSMENT ADMINISTRATOR**

Jan 2019 – March 2019  
Las Vegas, NV

- Conducted digitally based assessment testing in various Clark County schools for grades 4, 8, and 12 to measure student performance in subject areas including mathematics, reading, and science
- Ensured that testing was conducted in accordance with the test security and other policies and procedures established by the National Center for Education Statistics (NCES)
- Completed state test administrator certification training
- Adhered to all state and program policy regarding the reporting of security breaches and/or infractions
- Assured the security of all secure testing documents
- Adhered to all established timelines and accurate completion of all testing documents
- Demonstrated computer skills for state assessment certification(s), test administration, and reporting

### Clark County Justice Court/Neighborhood Justice Center **COURT MEDIATION SPECIALIST I** Mediator/Case Manager (AARP/SCSEP Assignment)

Jan 2015 – Oct 2018  
Aug 2016 – Oct 2018  
Jan 2015 – July 2016

- Mediated community, small claims, evictions, landlord/tenant, contracts, pre-litigation, Temporary Protection/Restraining Order (TPO), Victim/Offender (VOM) and animal control cases for the NJC, Regional Justice Court and outlying courts including Henderson, North Las Vegas and Boulder City
- Trained to evaluate and document risk assessment for offenders and clients referred to the Community Impact Court utilizing the Ohio Risk Assessment System (ORAS)
- Linked clients to support and community resources, providing community resources to clients to support stabilization plans necessary to prevent recidivism and assisting with the restorative needs of the client
- Worked closely with the courts and community partners to assist with resolution of cases to avoid the delays and high costs inherent in litigation
- Prepared documents and written agreements for submission to the appropriate Justice Court or referring agencies reporting case or discharge status
- Compiled daily case load reports, completed intake and discharge forms, court required documentation, case scheduling logs, time management schedules, mediated agreements, and any forms and documentation deemed necessary for the case file, court or referring agency in accordance with specific, established practices and procedures and court deadlines
- Promoted the reduction of recidivism in petty larceny, shoplifting and diversion cases as a Facilitator/Mediator for the Retailers Association Diversion (RAD) program
- Developed policies, procedures, training manuals and goals for the RAD program
- Connected with the community, and created awareness of the NJC's services through partnerships with other community agencies through community outreach programs, networking and opportunities
- Conflict Resolution Coaching and Family Group Conferencing
- Facilitator, Case Management and Mediator for STARS (Stability through Assistance, Resources and Support) reentry mediation pilot program at Clark County Detention Center (CCDC)

- Provided introductory instruction in Legal Studies for the Paralegal Program in Family Law, Legal Research and Writing, and Law Office Management
- Created syllabi, assignments, and student assessments in accordance with the College's policies
- Planned and created lectures, in-class discussions and assignments

- Resolved escalated calls regarding furniture: sales, damages, deliveries, returns, claims, disputes and negative customer care experiences to ensure a long-term retail relationship with customers
- Responded to high volume of inquiries; documented specific call inquiry information, consistently and accurately resolved complex customer/member issues

**RESTORATIVE JUSTICE PRACTITIONER: REENTRY AND LIFE SKILLS TRAINING**

- Taught conflict resolution and behavior modification skills to ex-offenders entering/re-entering the community and workforce from incarceration and/or probation/parole under the Cook County Violence Prevention Program
- Provided community resources for shelter and support, counseling, education and skill building to program participants
- Utilized restorative justice talking/peace circles to facilitate the reentry process, resolve conflict and promote respectful dialogue among those with differing points of view
- Facilitated child/parent/family mediations to resolve conflicts arising from the participants' re-entry into the community and families
- Completed monthly progress reports, sustainability plans, court ordered reporting, mediation agreements, documentation, registration and participation forms to the schools, agencies, Cook County, and/or Cook County 6th District Court in accordance with established policies, procedures and laws, and established deadlines
- Processed documentation related to identifying high-risk situations and the skills that help avoid, manage or cope with high-risk situations utilizing the ORAS risk assessment system

**RESTORATIVE JUSTICE PRACTITIONER: PEACE CIRCLES FACILITATOR**

Chicago, IL

- Instructed middle school students in marginalized Chicago schools and communities in conflict resolution, restorative justice principles and practices and life skills training to create restorative school environments
- Provided creative environments for students to learn intentional speaking and listening
- Facilitated community circles to build community, resolve conflict and promote respectful dialogue among community members with differing points of view
- Prepared complete and accurate case notes, written correspondence and reports, forms and documents within specific, established program and court deadlines for submission to the Chicago Bar Association and Cook County 6th District Court in accordance with established policies, procedures and laws, and established program deadlines

Attorney Theresa McCoy  
**FAMILY LAW MEDIATOR/PARALEGAL**

May 2010 – June 2012  
Calumet City, IL

- Prepared and retained accurate case notes, legal stipulations, custody agreements, pleadings, interrogatories and legal documents in accordance with established policies, procedures and laws, and established court deadlines
- Prepared records of depositions, motions, court orders and legal documents in accordance with established policies, procedures and laws, and established court deadlines
- Coordinated the Courts' required reporting, scheduling, dockets, and timelines
- Mediated cases involving child custody and visitation issues arising from divorce or parentage action that involved minor aged children

Youth and Family Information and Services Centers, Inc  
**PARALEGAL**

June 2010 –Sept 2010  
Calumet City, IL

Midas International Corporation  
**MIS TELECOMMUNICATIONS ADMINISTRATOR/PARALEGAL**

Aug 2007 – Sept 2008  
Itasca, IL

### **RESTORATIVE JUSTICE PRACTITIONER/MENTORING YOUTH AT RISK**

College of Southern Nevada  
**NEVADA PROMISE SCHOLARSHIP MENTOR**

January 2019 – Present

- Empower and encourage high school graduation, listen to and encourage college and career aspirations
- Empower and encourage 1<sup>st</sup> year college students to thrive regardless of life transitions
- Promote academic excellence with all student mentees
- Connect mentees with the appropriate college resources for their success

Clark County School District (CCSD): Community Mentoring Partnership Program  
**RESTORATIVE JUSTICE MENTOR/PRACTITIONER**

January 2015 – Present

- Mentor middle school youth at risk, specifically girls in 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades utilizing Talking and Peace Circles, and community partnerships to create opportunities to help the schools prevent and deal with conflict before it escalated emphasizing values of empathy, respect, honesty, acceptance, responsibility, and accountability
- Facilitate circle training to help students learn to be better students and communicators to improve their lives, their relationships, and build stronger families and school environments

Illinois Balanced and Restorative Justice (IBARJ) Stone Soup Project  
**RESTORATIVE JUSTICE PRACTITIONER**

Oct 2012 – Dec 2014

- Core team member for community project implemented to co-create sustainable restorative practices in the south suburban schools and communities of Cook County, specifically in the 6th judicial district
- Participated on several committees that created environments of inclusion for the youth, community stakeholders and marginalized members of the district

Restorative Justice in Schools

Sept 2012 – Dec 2014

**MENTORING COORDINATOR/PEACE CIRCLE FACILITATOR** Lynwood/Chicago Heights, IL  
Sandridge School District 172

- Facilitated conflict resolution, restorative justice principles and practices and life skills training for middle school youth enrolled in Sandridge School District 172
- Taught Peer Mediation and Peace Circles as conflict resolution options to help students learn to be better students and communicators to improve their lives, their relationships, and build stronger families and school environments
- Facilitated community circles to build community, resolve conflict and promote respectful dialogue among community members with differing points of view

Sistahs STRONG Inc

Jan 2004 – Present

**YOUTH MENTORING AND COMMUNITY PROJECTS**

Chicago, IL/Las Vegas, NV

- Develop and govern the organization to provide opportunities for mentees to gain experience in leadership development, career goal setting and community service and impact projects
- Encourage and support the family dynamics of mentees through information and community resources
- Connect 1<sup>st</sup> generation college bound mentees to programs, opportunities and resources for academic success
- Provide mentoring and youth development to marginalized youth populations including homeless youth, LGBTQ, African-American and Latino, and low-income youth

## EDUCATION

Governors State University

June 2014

**Master of Arts (MA): Criminal Justice**

University Park, IL

Concentration: Community and Restorative Justice

Governors State University

June 2013

**Bachelor of Arts (BA): Interdisciplinary Studies**

University Park, IL

Concentration: Community and Restorative Justice

South Suburban College (SSC)

June 2004 - May 2006

**Associate in Applied Sciences (AAS): Paralegal/Legal Studies**

South Holland, IL

ABA approved program

## TRAINING CERTIFICATIONS

**Court Mediation**

**Family Law Mediation**

**Restorative Justice Facilitator Training**

**Circle Processes**

**Peace Making Circle Facilitation**

**Family Group Conferencing**

**Restorative Justice in Prison Environments**

**Victim-Offender Conferencing**

**ORAS (Ohio Risk Assessment System) Training**

**Restorative Justice in Schools**

**School-based Mentoring**

**Participatory Leadership**



## Contact

## Top Skills

Nutrition  
Wellness  
Customer Service

## Certifications

Certified Personal Trainer  
Licensed Substitute Teacher

# Faith Kenyon

Training Vitamin Specialist at ProCaps Laboratories  
Henderson, Nevada

## Summary

Successful retail sales and management leader (14 years). Certified fitness/nutrition professional and health coach (20 years).

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## Experience

ProCaps Laboratories  
Training Vitamin Specialist  
May 2019 - Present  
Henderson, NV 89052

American Council on Exercise (ACE Fitness)  
Certified Personal Trainer/Nutrition Consultant  
January 1990 - Present  
Henderson NV

Certified Personal Trainer  
Lifestyle and Weight Management Specialist  
Nutrition Consultant

School Support Staff  
Substitute Teacher  
August 2017 - June 2019 (1 year 11 months)  
Las Vegas, NV

Substitute Teacher K-12  
WIDA Testing

The Fitter Female  
General Manager  
August 2018 - February 2019 (7 months)  
<https://thefitterfemale.com/>

Natural Grocers by Vitamin Cottage  
Vitamin Manager  
June 2016 - July 2018 (2 years 2 months)  
Henderson, NV

Sprouts Farmers Market  
Assistant Vitamin Manager  
May 2014 - May 2016 (2 years 1 month)  
Henderson, Nevada

Converse  
Assistant Manager  
September 2013 - May 2014 (9 months)  
Las Vegas, Nevada Area

Get In Shape For Women  
General Manager  
May 2010 - September 2013 (3 years 5 months)  
Weston, MA; Nashua, NH

Life Extension  
Health Advisor  
March 2009 - May 2010 (1 year 3 months)  
Las Vegas, Nevada Area

DICK'S Sporting Goods  
Softlines Manager/Apparel Manager  
May 2006 - August 2008 (2 years 4 months)  
Dedham, MA/Henderson, NV

Andover Fitness & Conditioning Center  
General Manager/Personal Training Director/Membership Director  
2000 - 2005 (6 years)  
Andover, MA

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## Education

Nevada State College  
Bachelor of Applied Science - BASc, Multi/Interdisciplinary Studies/Health & Wellness · (2014 - 2019)



Julie Schoolmeester

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## SKILLS

Communications \* Relationship Building \* Community Outreach \* Organizational Management

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## WORK EXPERIENCE

### Executive Assistant

DIVISION OF HEALTH CARE FINANCING & POLICY

DEPARTMENT OF HEALTH & HUMAN SERVICES, (Las Vegas, NV) January 2019 to present

- Provide high-level support to the Division Administrator

### Blogger, Writer, & Designer

TWO BITCHES AND JULES - January 2016 to Present

- Brand management for the site located at twobitchesandjules.com
- Create original content for the site
- Featured on “The Good Men Project,” “Transformation is Real,” “Liv’s Recovery Kitchen,” and “Workit Health” sites
- Maintain social media presence including Facebook, Twitter, and Instagram
- Freelance grant writing and design work for non-profit organizations, small businesses, & HOAs

### Director of Outreach & Engagement

GUINN CENTER (Las Vegas, NV) - January 2018 to September 2018

- Planned and promoted public engagement events, including the 4th Anniversary Celebration and Education Board Candidate Forums
- Expanded and managed media relationships
  - 53 media mentions (newspaper stories and television and radio appearances)
- Maintained the organization’s social media accounts
  - Twitter: 13.3% increase in followers
  - Facebook: 20% increase in page likes, 119% increase in engagement, and 13% increase in reach
- Supported development efforts

### Grant Writer

DISCOVERY CHILDREN’S MUSEUM (Las Vegas, NV) – October 2017 to January 2018

- Prepared grant applications, including multi-year proposals for collaborative projects
- Grant administration such as producing reimbursement requests for granting agencies
- Updated organizational profiles in GuideStar and Charity Navigator to improve ratings
- Drafted sponsorship proposals
- Drafted organizational policies and revisions to policies & revised employee handbook

### Executive Director

BEAVERTON POLICE ACTIVITIES LEAGUE (Beaverton, OR) - October 2016 to August 2017

- Accountability for the overall performance of the organization, including diversification of development and working with the Board of Directors to build effective relationships throughout the community

- Led and trained team members and volunteers in advancing the Mission of the organization
- Processed payroll and maintained basic accounting functions for the organization
- Communicated the story of PAL and its work in the community to a greater audience, including implementing a monthly e-newsletter with consistent open rates nearing 40%

### **Executive Director**

Face It TOGETHER Sioux Falls (Sioux Falls, SD) - August 2013 to July 2016

- Identified, managed, and strengthened key business relationships to grow sustainability initiative partner numbers over 50%
- Effectively messaged sensitive content through a variety of channels while maintaining brand consistency
- Built trust and influenced others in positive, impactful ways
- Developed and edited content for training manuals and website that are now the standard for a growing, national non-profit organization
- Experienced in managing communications strategy, having grown community awareness and understanding of the organization from 27% to 84% (Face It TOGETHER 2015 Community Attitudes and Awareness Survey Report)
- Maintained organization's social media presence and website
- Media contact and presence for all interviews, including print, television, and radio
- Strong presentation skills to audiences ranging from C-Level executives to managers and shift workers to community groups, such as the United Way, faith groups, and radio & television viewers
- Effectively managed organizational growth and increased capacity needs as demand for coaching services increased over 150% in less than one year
- Worked to ensure that evaluation tools were culturally sensitive and appropriate
- Provided leadership in the design, building, and funding of an innovative recovery center rooted in serving the community
- Adept in seeing the big picture while maintaining focus on the details of each project
- Able to adapt to the diversity of a client base, read clients, and establish trust to meet and exceed their needs and expectations
- Empathetic leader with the unique ability to empower others to achieve things they never thought possible

### **Server & Bartender**

Minervas Restaurant (Sioux Falls, SD) - September 2003 to July 2013

- Provided guests with excellent service in a fine dining setting

### **Paralegal & Legal Office Assistant II**

Minnehaha County Public Defender's Office (Sioux Falls, SD) – June 2004 to July 2007

- Dealt with sensitive and confidential matters tactfully
- Aided potential clients with applications for court-appointed counsel and prepared bond arguments
- Referred clients for chemical dependency assessments and served as the office liaison with treatment providers

### **AmeriCorps Services Specialist & Youth Link Teacher**

Volunteers of America, Dakotas (Sioux Falls, SD) - May 2001 to June 2004

- Marketing, recruitment, interviewing, placement, and management for the agency's AmeriCorps program
- Coordinated community service projects, such as Make a Difference Day
- Improved volunteer retention from 29% to 83% in a three-year grant cycle

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## **EDUCATION**

University of Nebraska, Lincoln, NE

**B.A.**, English

Minor Concentrations: Anthropology and Native American Studies

High Scholarship Recognition: University Honors Convocation

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## **COMMUNITY INVOLVEMENT**

GIRLS ATHLETIC LEADERSHIP SCHOOL (Las Vegas, NV)

Board Member, June 2019 to Present

OPPORTUNITY VILLAGE (Las Vegas, NV)

Great Santa Run Committee Member, June 2019 to Present

SPANISH OAKS HOME OWNERS ASSOCIATION (Las Vegas, NV)

Safety Committee Member, March 2018 to present

Newsletter Committee Chair, March 2019 to present

DISCOVERY CHILDREN'S MUSEUM (Las Vegas, NV)

Magic of Discovery Gala Volunteer, 2018

Royal Tea Volunteer, 2018-2019

SIOUX EMPIRE UNITED WAY (Sioux Falls, SD)

Golden Heart Club Member, 2014 to 2016

Member of Non-Profit Organization Campaign Committee, 2015

UNIFIED JUDICIAL SYSTEM SECOND CIRCUIT (Sioux Falls, SD)

Drug and DUI Court, Advisory Council Member, 2014 to 2016

NARAL PRO-CHOICE SOUTH DAKOTA (Sioux Falls, SD)

Board of Directors

Foundation Board Chairperson, 2014 to 2016

Foundation Board Vice-Chairperson, 2013 to 2014

EMBE (Formerly YWCA) SIOUX FALLS (Sioux Falls, SD)

Girls on the Run, Volunteer Coach, 2014 to 2016

Tribute to Women Award Nominee, Nonprofit & Community Services Category, 2015

## **Sarah I. Perez**



### **BAR ADMISSION**

State of Nevada, admitted 2012

### **EXPERIENCE**

#### **Hamilton Law, Las Vegas, NV**

Attorney, August 2013 – Present

- Focused on reuniting and keeping families together through removal defense, representation before the United States Citizenship and Immigration Services, the Executive Office of Immigration Review, the Board of Immigration Appeals, and Immigration and Customs Enforcement. Conducting client interviews, counseling clients, analyzing legal issues, drafting briefs, preparing cases for administrative hearings, and representing clients in merits hearings.
- Completed three divorces, an adoption, and numerous minor guardianship applications before the Clark County Family Court.

#### **Law Offices of John D. Lee, Las Vegas, NV**

Attorney, August 2012 – August 2013

- Research and draft appeal briefs to the Board of Immigration Appeals, as well as research and draft responses to requests for evidence and notices of intent to deny from the United States Citizenship and Immigration Services. Represent clients before the Las Vegas Immigration Court, and the United States Citizenship and Immigration Services.

#### **Thomas & Mack Legal Clinic, Las Vegas, NV**

*Attorney, Immigration Clinic*, May 2012 – August 2012

*Student Attorney, Immigration Clinic*, August 2011 – May 2012

- Focused on representing indigent clients who have been victims of crime and human trafficking, and helped them obtain immigration relief. Successfully applied for two U visas for victims of violent crimes, and a T visa application for a victim of sex trafficking. Drafted and submitted a deferred action application to ICE based on the Attorney General's prosecutorial discretion memos. Assisted in drafting a Motion to Terminate removal proceedings based on the categorical approach and modified categorical approach, and appeared in court in support of this motion. Drafted, researched and strategized an affirmative asylum application.

#### **Las Vegas Immigration Court, Las Vegas, NV**

*Extern*, Summer 2011

- Researched and drafted orders, including orders for cancellation of removal, an order on a motion to reopen based on an order of removal in absentia, and an order on a motion to reopen based on ineffective assistance of counsel. Observed hearings on applications for asylum and withholding of removal.



## EDUCATION

**William S. Boyd School of Law, University of Nevada, Las Vegas**, Las Vegas, NV

Juris Doctor, December 2011

Academic Scholarship, 2009

Moot Court: Cardozo/BMI Entertainment and Communications Law Moot Court

Competition, March 2011

Activities: International Law Society, 2009 – 2011, La Voz Hispanic/Latino Law Student Association, 2010 – 2011

**McGeorge School of Law, University of the Pacific**, Sacramento, CA

In coordination with University of Salzburg Faculty of Law, Summer 2010

- Courses: Fundamental Rights in Europe and the United States, co-taught by U.S. Supreme Court Justice Anthony Kennedy and Professor Sionaidh Douglas-Scott; International Criminal Law, taught by Professor Linda Carter

**Regis University**, Las Vegas, NV

Bachelor of Science, *summa cum laude*, in Applied Psychology, August 2008

## ASSOCIATIONS

**American Immigration Lawyers Association**, USA

Member Since September 2012

- Focused on influencing immigration policy by advocating for pressing immigration issues. Met with Nevada Senators and Representatives during AILA's National Day of Action 2015, and advocated for the end of family detention. Provided pro-bono legal services to mothers and children in the Artesia, NM family detention center. Coordinating pro-bono services between Nevada Chapter members and on-the-ground advocates.

## PUBLICATIONS

Sarah I. Perez, Featured Article, *Five Things Attorneys Should Know About Representing Unaccompanied Children in Removal Proceedings*, Communiqué, official publication of the Clark County Bar Association, January 2015.

Sarah I. Perez, Pro Bono Corner, *Protecting Due Process Rights for Women and Children Fleeing Danger in Central America*, Communiqué, official publication of the Clark County Bar Association, November 2014.

Sarah I. Perez, *Opinion: A First-Hand Look Inside Artesia, An Immigrant Detention Center in New Mexico*, Fox News Latino, August 20, 2014.

**LANGUAGES**: Spanish, fluent

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).**

**All forms must be signed by hand.**

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

**Background**

1. Name of charter school on whose Board of Directors you intend to serve Girls Athletic Leadership School Las Vegas
2. Full name Tara Meierkord  
Home Address   
Business Name and Address   
Phone Number   
E-mail address 
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
  - Iowa State University, Bachelor's Degree - Accounting 1999
  - University of Nevada Las Vegas, MBA - Venture Management 2006
  - Staff Accountant, McGladrey & Pullen LLP 2000 - 2002
  - Controller, Efficient Electric and related entities 2002-2006
  - Controller, Southern Wine & Spirits 2006-2015
  - Sun Valley Electric, VP of Finance 2015-2016
  - JS Products, VP of Finance 2016-2018
  - National Credit Center, VP of Finance & Auto Group Controller 2018-Current
  - Audit Committee - Three Square 2014-Current
  - BOD & Various Roles - Junior League of Las Vegas 2008-2018
4. ☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☒ Does not apply to me. ☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?

Having six children of my own, two of them daughters, I want to help build a better community for girls to grow and flourish – to support them in their endeavors and to pave the way for a better life for the next generation of strong women.

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

To act with integrity and fiduciary responsibility towards the goals and objectives of the charter while ensuring we meet educational standards and exceed our goals to support the community we serve.

8. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

While an active member of the Junior League of Las Vegas, an all women volunteer organization, I served on various committees serving Las Vegas, as chair of the Education Grant committee, and on the Board of Directors for two plus years acting as both the Treasurer and Vice President of Finance. I am also a current member of the Audit Committee for Three Square – a successful charity organization with a goal to end hunger.

9. Describe the specific knowledge and experience that you would bring to the board.

In addition to serving on the BOD of the Junior League of Las Vegas for multiple years and audit committee for Three Square, I've been in accounting and finance my whole career – nearly 20 years. I've managed teams of people, sat on boards of for-profit companies, and developed and achieved many goals and objectives in each of those roles. I understand the concepts that are unique to non-profit entities as well as for-profit and can adapt and help educate my fellow board members on those experiences. I'm also an active licensed CPA for the state of Nevada.

### **School Mission and Program**

1. What is your understanding of the school's mission and guiding beliefs?

The mission of GALS is to create an equitable world where all people are celebrated for their identity and lead with their whole selves – their bodies, hearts, and intellects. We believe we can achieve this through our Embodied Learning model. Our mission to disseminate the 'how to' of embodied leadership development. Our guiding beliefs focus on Diversity, Movement, Relational Learning, Gender Education, and Competition.

2. What is your understanding of the school's proposed educational program?

Our non-traditional design is built around 3 principles of 'Embodied Learning':

- Movement – we believe movement and physical engagement enhances learning.
- Relational Learning – we are committed to developing social, emotional, and relational literacy as a critical component to comprehensive student development.
- Classroom Practices – our school design classrooms with an approach to academic that is rigorous, relevant and responsive to the needs of all students.

These principles are backed by the Chan Zuckerberg Initiatives (CAI) Whole Child Approach which focuses on the idea that a child's learning and development is deeply impacted by their surroundings and when their whole needs are met, they will be successful.

3. What do you believe to be the characteristics of a successful school?

A school where students grow and flourish. A school that supports students academically and physically with teachers and faculty committed to the same – where the students are safe to explore and figure out who they are as people and individuals in society. A school that is fiscally secure so the focus can be on meeting the students needs and exceling academically.

4. How will you know that the school is succeeding (or not) in its mission?

By putting performance metrics in place to measure GALS against other schools and academic standards. We will also be working closely with GALS Inc to ensure our school is meeting their requirements for success and efficacy.

## **Governance**

1. Describe the role that the board will play in the school's operation.

The board will provide guidance and oversight for the school operations, education, and fulfillment to reach goals and objectives. The board will act in the best interests of the students and in support of the Executive Director and the community we serve.

2. How will you know if the school is successful at the end of the first year of operation?

We have full classrooms and students who are growing both academically and personally. Our staff will be excited about what we have accomplished in year one and looking forward to year two. We will have a board that is engaged and parents who are engaged and contributing to the success of the school. Our academic goals will be measurable against standards and showing better than the baseline.

3. How will you know at the end of three years of the school is successful?

Continued growth in classrooms, full student body, academic performance standards exceeded, and community support to keep enrollment up and students fulfilled.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Take fiscal responsibility very seriously to ensure financial success. Foster a community spirit that our board, parents and faculty are involved in and spread the word about GALS and what we are bringing to Las Vegas. Work to achieve fundraising goals.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would address the concerns directly with the board member first and then with the board, if necessary, to include legal. We are all responsible for holding each other accountable and for ensuring that we are acting ethically always.

### Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☒ Yes

Lisa Windom and I both were members of the Junior League of Las Vegas at the same time and met through that experience as well as outside through mutual friends.

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

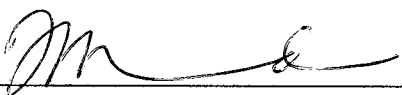
☒ Does not apply to me, my spouse or family. ☐ Yes

10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

### Certification

I, Tara Meierkord, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for GALS Las Vegas Charter School is true and correct in every respect.

  
\_\_\_\_\_  
Signature

7/1/2019  
\_\_\_\_\_  
Date

## Statement of Assurances

Revised June, 2015

1. The charter school herein named, Girls Athletic Leadership School,  
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:

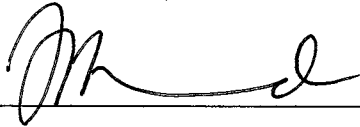
- Account for the total number of students, per NRS 387.123 and NRS 387.1233;
- Submit accountability and progress reports throughout the academic year;
- Conduct and report on required examinations of students;
- Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
- Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
- Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
- Submit reports regarding student truancy, transiency, attendance and dropout rates;
- Submit reports of weapons and violence incidence;
- Describe suspensions and expulsions; and
- Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

### Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Signature of Certifying Charter School Official

Tara Meierkord

Name Printed

BOD, Treasurer

Title

7/11/19

Date

Subscribed and sworn to before me

This \_\_\_\_\_ day of \_\_\_\_\_

date

month

year

(Notary Public Seal)

*Loose Notary Attached*



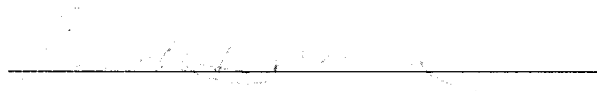
LOOSE NOTARY FOR START-UP CHARTER SCHOOL BOARD MEMBER INFORMATION

STATEMENT OF ASSURANCES

State of Nevada

County of Clark

This instrument was acknowledged before me on the 1<sup>st</sup> day of July of 2019 by Tara Meierkord as a member of Board of Directors and Treasurer of GALS Las Vegas.



Signature of Notary



Notarial Stamp

## Contact

## Top Skills

Certified Public Accountant

Accounting

Financial Reporting

## Certifications

Certified Public Accountant

Chartered Global Management  
Accountant

# Tara Meierkord, CPA

Vice President of Finance, Auto Group Controller at National Credit  
Center

Las Vegas, Nevada Area

## Summary

Specialties: accounting, accounts payable, accounts receivable, bank reconciliation, budgeting, business process, cash management, coaching, concept development, financial reporting, financial statements, general ledger, gross profit, hiring, inventory management, management, microsoft excel, payroll processing, performance analysis, personnel, policy analysis, purchasing, recruiting, reports, research, SAP spreadsheets, supervisory skills.

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## Experience

National Credit Center

1 year 4 months

Vice President of Finance, Auto Group Controller

June 2019 - Present

Las Vegas, Nevada

Vice President of Operations

March 2019 - June 2019 (4 months)

Controller

April 2018 - March 2019 (1 year)

JS Products, Inc.

Vice President of Finance

September 2016 - March 2018 (1 year 7 months)

Las Vegas, Nevada

Sun Valley Electric Supply Co. and Energy Electrical Distribution Co.

Vice President of Finance

July 2015 - September 2016 (1 year 3 months)

Las Vegas, Nevada

## Southern Wine & Spirits

Assistant Controller

December 2006 - March 2015 (8 years 4 months)

Las Vegas, Nevada Area

Efficient Electric, Sun City Electric, Floor Designs of Nevada (Same Ownership)

Controller

August 2002 - December 2006 (4 years 5 months)

Las Vegas, Nevada

McGladrey & Pullen, LLP (Certified Public Accounting Firm)

Staff Accountant

January 2000 - July 2002 (2 years 7 months)

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## Education

University of Nevada-Las Vegas

MBA, Entrepreneurship Emphasis · (2005 - 2006)

Iowa State University - Ivy College of Business

Bachelors, Accounting · (1995 - 1999)

# KAREN VAUGHAN

As a lifelong educator, I believe all children deserve a quality education. I would love the opportunity to help young women have the opportunity. I believe my teaching experience and education would make me an asset to a GALS Charter school.

## EXPERIENCE

1993 – 2016

**TEACHER**, CLARK COUNTY SCHOOL DISTRICT

I taught at both an inner city and suburb schools which gave me to opportunity to work with a diverse group of students. I taught English, Journalism, Speech and Debate, Broadcasting, and Study Skills. I worked on curriculum writing and designing committees in all areas at a state and district level.

2004 – 2014

**TEACHER**, UNLV

I taught Introduction to Secondary Education classes and worked with student teachers. I also taught in the Honors College Summer Advanced Gifted Education Academy (SAGE) for junior and high school students.

## EDUCATION

JAN 1993

**BACHELOR OF SCIENCE, SECONDARY EDUCATION, ENGLISH COMPREHENSIVE**, UNLV

Dean's Honor List every semester, Excellence in Education scholarship, Delta Kappa Gamma Scholarship, UNLV Faculty Scholarship

MAY 1996

**MASTER OF EDUCATION, SECONDARY ENGLISH**, UNLV

1997 -2014

**SECONDARY EDUCATION COURSE WORK**, TOURO UNIVERSITY

## AWARDS/ORGANIZATIONS LEADERSHIP

- CCSD District Chairman Speech and Debate, 1998-2016
- Nevada State Leadership Speech 2002-2016
- National 4 Diamond Coach NSDA
- SKILLS Board 2005-2015
- CCSD Hall of Fame, Teacher of the Year



# LISA WINDOM

## CAREER HISTORY & ACCOMPLISHMENTS

***Las Vegas Valley Water District, Las Vegas, NV***

**Principal Management Analyst, April 2019-present**

***DISCOVERY Children's Museum, Las Vegas, NV***

**Vice President, April 2017-April 2019**

***Wynn Resorts, Las Vegas, NV***

**Community Relations Manager, April 2014-April 2017**

***Wynn Las Vegas, Las Vegas, NV***

**Client Relationship Manager – Retail Division, April 2012-April 2014**

***Carolina Herrera New York, Las Vegas, NV***

**Store Director, Crystals City Center, January 2010-April 2011**

***Diane von Furstenberg, Las Vegas, NV***

**Store Manager, Shoppes at Palazzo, November 2007-December 2009**

***Christian Dior Boutique, Las Vegas, NV***

**Boutique Director, Caesars Forum Shops, November 2006-November 2007**

**Boutique Manager, Bellagio, June 2005-October 2006**

**Sales Manager, Neiman Marcus/Caesars Forum Shops, March 2004-June 2005**

**Keyholder, Bellagio, November 2003-March 2004**

**Sales Associate, Caesars Forum Shops, April 1999-January 2000**

***Park Place Entertainment (now Caesars Entertainment), Las Vegas, NV***

**Assistant Product Developer, June 2002-November 2003**

**Merchandise Coordinator, September 2001-June 2002**

## EDUCATION

**B.S. Degree in Fashion Merchandising: Judson College- Marion, Alabama**

## COMMUNITY INVOLVEMENT

- Junior League of Las Vegas: Member 2001-present, President 2010-2011
- Assistance League of Las Vegas: Board of Community Advisors 2016-present
- Spread the Word Nevada: Board Member 2015-2017, Advisory Board Member 2017-present
- Association of Corporate Contribution Professionals: Delegate 2014-April 2017
- Leadership Las Vegas: Class of 2009, Selection Committee Member 2011
- Down Syndrome Organization: Committee Chairperson/Volunteer 1994-present

## **Attachment 9**

Board Bylaws, Code of Ethics, and Conflict of Interest Policies are all included as attachment 9. These documents are approved by the current Board of Directors and will be reviewed upon submission to consider any needs that may arise as a result of feedback from those reviewing this application.

**GIRLS ATHLETIC LEADERSHIP SCHOOL LAS VEGAS  
CODE OF ETHICS  
FOR THE BOARD OF DIRECTORS, OFFICERS AND SCHOOL EMPLOYEES**

The Board of Directors recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board directors and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the Nevada Revised Statute Chapter 281A (Ethics in Government) to adopt a code of ethics consistent with the provisions of the statute, setting forth the standards of conduct required of all school Board Directors, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including Board Directors, shall adhere to the following code of conduct:

1. *Behavior:* An officer or employee shall behave in an ethical, businesslike manner, and lawful manner making proper use of authority, observing appropriate decorum, be guided by the School's mission and to serve the students.
2. *Gifts:* An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.
  - a. However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.
3. *Confidential information:* An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
4. *Representation before the Board:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
5. *Representation before the Board for a contingent fee:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
6. *Private employment:* An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
7. *Future employment:* An officer or employee shall not, after the termination of service with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own



behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

8. *Conflicts of Interest.* This policy is expected to be paired with the Girls Athletic Leadership School Las Vegas Conflict of Interest Policy.

#### *Distribution of Code of Ethics*

The Executive Director shall cause a copy of this Code of Ethics to be distributed annually to every board director, officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

#### *Penalties*

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

**Girls Athletic Leadership School Las Vegas (GALS Las Vegas)**

**Conflict of Interest Policy<sup>1</sup>**

And

**Annual Statement**

**For Directors and Officers and  
Members of a Committee with Board Delegated Powers**

**Article I -- Purpose**

1. The purpose of this Board conflict of interest policy is to protect GALS Las Vegas' interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of GALS Las Vegas or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify "independent" directors.

**Article II -- Definitions**

1. **Interested person** -- Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial interest** -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - a. An ownership or investment interest in any entity with which GALS Las Vegas has a transaction or arrangement,
  - b. A compensation arrangement with GALS Las Vegas or with any entity or individual with which GALS Las Vegas has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which GALS Las Vegas is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial

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<sup>1</sup> This policy is based on the IRS model Conflict of Interest policy, which is an attachment to Form 1023. It adds information needed to allow GALS LAS VEGAS to assess director independence in order to answer questions on Form 990.

interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

- 3. Independent Director** -- A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS 990 form or, until such definition is available, the director --
- a. is not, and has not been for a period of at least three years, an employee of GALS Las Vegas or any entity in which GALS Las Vegas has a financial interest;
  - b. does not directly or indirectly have a significant business relationship with GALS Las Vegas, which might affect independence in decision-making;
  - c. is not employed as an executive of another corporation where any of GALS Las Vegas' executive officers or employees serve on that corporation's compensation committee; and
  - d. does not have an immediate family member who is an executive officer or employee of GALS Las Vegas or who holds a position that has a significant financial relationship with GALS Las Vegas.

### **Article III -- Procedures**

1. **Duty to Disclose** -- In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.
2. **Recusal of Self** - Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
3. **Determining Whether a Conflict of interest Exists** --After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.
4. **Procedures for Addressing the Conflict of interest**
  - a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

- b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board or Executive Committee shall determine whether GALS Las Vegas can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in GALS Las Vegas's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

#### **5. Violations of the Conflicts of Interest Policy**

- a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

#### **Article IV - Records of Proceedings**

The minutes of the Board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of

This document is a draft and is subject to Board approval.

interest in fact existed.

- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

#### **Article V - Compensation**

- a. A voting member of the Board who receives compensation, directly or indirectly, from GALS Las Vegas for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from GALS Las Vegas for services is precluded from voting on matters pertaining to that member's compensation.
- c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from GALS Las Vegas, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI - Annual Statements**

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
  - a. Has received a copy of the conflict of interest policy,
  - b. Has read and understands the policy,
  - c. Has agreed to comply with the policy, and
  - d. Understands GALS Las Vegas is a non-profit charter school and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the

This document is a draft and is subject to Board approval.

annual disclosure form.

4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

### **Article VIII - Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, MNA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.



This document is a draft and is subject to Board approval.

Director and Officer

Annual Conflict of Interest Statement

Girls Athletic Leadership School Las Vegas

1. Name: \_\_\_\_\_ Date: \_\_\_\_\_
2. Board Position:
  - a) Are you a voting Director? Yes/No
  - b) Are you an Officer? Yes/No
  - c) If you are an officer, which officer position do you hold? \_\_\_\_\_
3. I affirm the following:
  - I have received a copy of the GALS Las Vegas Conflict of Interest Policy \_\_\_\_\_(initial)
  - I have read and understand the policy. \_\_\_\_\_ (initial)
  - I agree to comply with the policy. \_\_\_\_\_ (initial)
  - I understand that GALS Las Vegas is a non-profit school and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of the tax-exempt purposes. \_\_\_\_\_ (initial)

Disclosures:

- a) Do you have a financial interest (currently or potential)? Including a compensation arrangement, as defined in the conflict of Interest policy with GALS Las Vegas? Yes/No
- b) If yes, please describe: \_\_\_\_\_
- c) If yes, has the financial interest been disclosed, as provided in the conflict of Interest policy? Yes/No
- d) In the past, have you had a financial interest, including a compensation agreement, as defined in the Conflict of Interest policy with GALS Las Vegas? Yes/No
  - i. If yes, please describe it, including when (approximately): \_\_\_\_\_
  - ii. If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes/No
  - iii. Are you an independent director, as defined in the Conflict of Interest policy? Yes/No
  - iv. If you are not independent, why? \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
-Date

Date of Review by Officer: \_\_\_\_\_

**Girls Athletic Leadership School  
Bylaws**

**\*These are considered in draft form and are pending board review and approval.**

**PREFACE**

NRS 386.520(5)(e) requires the following to be submitted with a charter school application:  
“The proposed system of governance for the charter school, including, without limitation, the number of persons who will govern, the method of selecting the persons who will govern and the term of office for each person.” The State Public Charter School Authority (SPCSA) requires governing body bylaws addressing the above to be included with the charter school application. The bylaws become part of the school’s charter, and may not be amended without the approval of the school’s sponsor.

**BYLAWS**  
**OF**  
**Girls Athletic Leadership School Las Vegas**

**ARTICLE I**  
**INTRODUCTION; LEGAL STATUS**

Section 1.     Name, Location and Address. The name of the charter school is Girls Athletic Leadership School Las Vegas (hereinafter referred to as the “School”). The School is located at **[leave blank until the school has a location]**.

Section 2.     Legal Status. The School is a charter school pursuant to Nevada Revised Statute 386.527 sponsored by the State Public Charter School Authority (SPCSA). The Governing Body (hereinafter referred to as the “Board”) of the School is an independent body under the authorization of the SPCSA. The Board plans and directs all aspects of the school’s operations.

Section 3.     Statutes. The School shall operate in accordance with Nevada Revised Statutes, Chapter 386, and other applicable statutes and regulations.

**ARTICLE II**  
**PURPOSE AND MISSION**

Section 1.     Purpose and Mission. The purpose for which the School is organized is to operate a charter middle school, grades 6-8, in Las Vegas, Nevada and to engage in any other activity permissible; it is to ensure that high quality education is accessible to all children regardless of economic status or background. The School’s mission is to provide high quality education as measured by 4 and 5 stars in a supportive environment that fosters the academic mastery and personal development necessary for every girl to become a powerful advocate for herself and a leader of her community.

Section 2.     Non-Discrimination. The School shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the State of Nevada.

### **ARTICLE III BOARD**

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by a Board. Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

- (a) Perform any and all duties imposed on the Board collectively or individually by law or by these Bylaws;
- (b) Make and change policies, rules and regulations not inconsistent with law, or with these Bylaws, for the management and control of the School and its affairs, and of its employees, and agents; to lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.
- (c) Develop an annual School schedule of events and activities;
- (d) Establish and approve all major educational and operational policies;
- (e) Enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose;
- (f) Hire, supervise, evaluate and direct the School's Executive Director who is responsible for the day-to-day operations of the School;
- (g) Develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;
- (h) Submit a final budget to the state pursuant to statute and regulation;
- (i) Cause to be kept a complete record of all the minutes, acts and proceedings of the Board;
- (j) Cause an annual inspection or audit of the accounts of the School, as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues and expenses of the School and its financial condition.
- (k) Ensure ongoing evaluation of the School and provide public accountability;
- (l) Uphold and enforce all laws related to charter school operations;
- (m) Improve and further develop the School;

- (n) Strive for a diverse student population, reflective of the community;
- (o) Ensure adequate funding for operation;
- (p) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;
- (q) Carry out such other duties as required or described in the School's Charter.

Section 2. Formation. The first Board formed after the approval of a charter shall consist of the members of the Committee to Form the School (Committee). Any Committee members found to be out of compliance with the provisions of NAC 388A.525 (blood relatives, conflicts of interest) shall resign from the Board at its first meeting.

Section 3. Qualifications; Election; Tenure. The Board shall be composed of eight voting members and 1 or 2 non-voting members from the GALS network to ensure model efficacy.

- (a) The Board's membership shall adhere to the statutory requirements of NRS 386.549.
- (b) One Board member shall represent a parent of a child at the school or to be enrolled in the school.
- (c) A majority of Board members shall be residents of the county in which the school is located.
- (d) All Board members shall be devoted to the purpose and mission of the School and shall represent the interests of the community.
- (e) The Board members shall serve no more than two, three-year terms. Terms shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. When the term of a Board member has expired or when a Board member resigns, the remaining members shall elect a new member to fill the vacancy. The initial founding Committee Board members will serve a one-year term that is renewable for up to three years and Board members will develop a plan to identify successors and stagger terms to avoid disruption.
- (f) The School shall notify its sponsor within ten days of the selection of a new Board member and provide the sponsor with the new member's resume and affidavit as required pursuant to NRS 386.549(1).
- (g) Board members shall be fingerprinted according to the NRS 386.588 procedure for employees of the school.

(h) The Board Chair will coordinate new appointments and renewals with the Girls Athletic Leadership network provider for concurrence.

- (i) Board member qualifications include a commitment to the values, mission, and vision of GALS Las Vegas, expertise that will move the organization forward such as charter school, educational, financial, legal, facilities, fundraising, marketing or fitness programming experience, commitment to attend board and committee meetings accountability and abilities to build effective working relationships.

#### Section 4. Relationship with GALS Network

Coordination between the GALS Network and the GALS Las Vegas Board of Directors ensures model efficacy.

- (a) GALS retains the right to intervene in the occasion where communication is misaligned and the school is not meeting minimum standards or performance or an action in the region has occurred that requires a national response or evaluation. Any incident that jeopardizes the reputation of the network, GALS will intervene and assist the Board in addressing the matter.
- (b) The GALS Las Vegas Board Chair will participate in a GALS Regional Board Chair Committee meetings bi-annually where network wide planning occurs including model improvements, enhancements to board governance, academic programming alignment, sharing of back-office resources to drive costs savings and brand recognition.

Section 5. Annual Meeting. The annual meeting of the Board shall be held at the School in **January** of each year as the Board may determine. The annual meeting shall take the place of the regularly scheduled monthly meeting. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. Notice of the meeting must also be provided in accordance with Nevada's Open Meeting Law. The annual meeting shall be for the purpose of electing officers and new Board members and for the transaction of such business as may come before the meeting.

Section 6. Regular and Special Meetings. The Board shall establish a regular day and place for regular meetings that shall occur no less frequently than once a quarter and shall be held in the county in which the School is located. Special meetings of the Board may be called at any time by the Chairperson or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting. Notice of the meeting must be provided in accordance with Nevada Open Meeting Law. Notice of the time and place of every regular or special meeting shall be given to each member of the Board by first class mail at least three (3) business days before the date fixed for the meeting and to all those individuals who request notice of relevant meetings. The purpose of any regular or special



meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board and kept at the School.

Section 7. Agenda. An agenda must be produced for each regularly scheduled Board meeting in order to provide effective and efficient meeting practice. The agenda shall be prepared in accordance with Nevada's Open Meeting Law.

(a) Committee Reports shall be provided in written format and unless the relevant committee or the Board requests a recommendation for decision or substantial discussion, the committee shall be given no more than 10 minutes on the agenda.

(b) In addition to previously requested agenda items, any Board member may provide additional agenda items for the following meeting by providing, via e-mail, fax or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline pursuant to Nevada Open Meeting Law.

Section 8. Quorum. A quorum at all meetings of the Board shall consist of a majority of the number of members then in office. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the members in office at a meeting at which a quorum is present shall be the act of the Board. Proxy voting is not permitted.

Section 9. Vacancies. Any vacancy occurring in the Board may be filled by the affirmative vote of a majority of the members at a regular or special meeting of the Board. A member elected to fill a vacancy resulting from death shall be elected for the unexpired term of such person's predecessor in office and shall hold such office until such person's successor is duly elected and qualified. Any member elected to fill a vacancy resulting from removal or resignation shall be elected for a new term.

Section 10. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Executive Committee, a Personnel Committee, a Finance Committee, a Health and Wellness Committee, an Academic Committee and one or more other committees, each of which shall consist of at least one Board member and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate the powers to contract or financial or budget making authority. Any delegated activity or decision-making authority may be unilaterally revoked at any time. All committee meetings shall be conducted in accordance with Nevada Open Meeting Law.

Section 11. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the members then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 12. Resignation. A resignation by a Board member shall be effective upon receipt by the Chairperson of a written communication of such resignation.

Section 13. Participation by Telephone. To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network or similar communications method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute presence in person at such meeting.

Section 14. Proxy Voting. Proxy voting is not permitted.

Section 15. Compensation. No member of the Board shall receive any compensation for serving in such office; provided that, the School may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 16. Closed Sessions. Any Board member may call a Closed Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality as approved by Nevada Open Meeting Law. All persons except Board members may be excluded from such Closed Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Closed Session. No action may be taken in a Closed Session.

Section 17. Orientation/Training. New Board members shall be given an orientation by the Board prior to their first Board meeting. Written materials shall be provided in the form of a Board packet. All Board members shall be provided general board training no less than one time per year. Board members not participating in training shall be subject to removal.

Section 18. Protocol. The Board shall use Robert's Rules of Order. If a Board member is unable to attend a Board meeting, the Board member shall contact the Chairperson, Administrator or designated supervising employee prior to the meeting.

Section 19. Public Comment. Time shall be set aside at each Board and Committee meeting for public comment. After the speaker identifies his or her name, address and affiliations, public comment shall be limited and shall be stated as such on the Agenda.

## **ARTICLE IV OFFICERS**

Section 1. Number. The officers of the School shall include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one year and until their successors have been duly elected and qualified. Should there be more than one nominee for a vacancy, the nominee

receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

Section 3. Removal of Officers. Any officer of the School may be removed, either with or without cause, by a two-thirds (2/3) majority of the members then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts or other instruments of the School which are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Board member. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

## **ARTICLE V STAFF**

The Board may appoint one employee to function as the Executive Director of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a

specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

## **ARTICLE VI SCHOOL PARENT ADVISORY COUNCIL**

There shall be a School Advisory Council to facilitate parent involvement with the School. The Council shall have the right to select from those of its members who have participated in a School provided orientation program, a member to be on the Board.

## **ARTICLE VII CONTRACTS, LOANS, AND DEPOSITS**

Section 1.     Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2.     Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board member of the School.

Section 3.     Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board and documented in the Board's policies for inspection by the SPCSA. The Chair and Administrator are authorized and required to sign all checks over the amount of \$10,000.

Section 4.     Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Nevada as the Board may select.

Section 5.     Gifts. The Board may accept on behalf of the School any contribution, gift, bequest or devise for the general purposes or any special purpose of the School.

Section 6.     Fiscal Year. The fiscal year of the School shall begin on July 1 and end on June 30.

## **ARTICLE VIII PROPERTY**

The property of the School shall be held and applied in promoting the general purposes of the School declared in these Bylaws. No property, including real estate, belonging to the School shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair in the name of the School, and such instrument shall be duly approved by the Secretary or Treasurer of the School.

## **ARTICLE IX INDEMNIFICATION**

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board member, officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Board member, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

## **ARTICLE X AMENDMENTS**

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board by an affirmative vote of two-thirds (2/3) of all the members then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each member at least five (5) days prior to the meeting. Bylaws may not be amended without notifying the school's sponsor.

## **ARTICLE XI DISSOLUTION**

Revocation of Charter or Dissolution. If, at any time and for any reason, the School's charter is revoked or the School is dissolved, all assets of the School, after satisfaction of all outstanding claims by creditors, shall be disposed of to the State of Nevada or the sponsor to dispose of as they see fit.

## **ARTICLE XII PURPOSE OF THE BYLAWS**

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

## **CERTIFICATION**

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_, Secretary





**ARTICLES OF INCORPORATION  
OF THE GIRLS ATHLETIC LEADERSHIP SCHOOL OF LAS VEGAS**

The undersigned adult natural person(s), acting as incorporator(s) of a corporation under the Colorado Revised Nonprofit Corporation Act, execute(s) the following Articles of Incorporation for such corporation.

**ARTICLE I**

The name of this corporation is the Girls Athletic Leadership School of Denver.

**ARTICLE II**

The address of the initial registered office of the nonprofit corporation in Colorado is 740 Bella Vista Drive, Louisville, CO 80027. The initial registered agent at such office shall be Elizabeth Wolfson.

**ARTICLE III**

The corporation is organized for the following purposes:

A. To manage and support the educational program of a public charter school in the City and County of Denver, Colorado, all in accordance with the Colorado Charter Schools Act, **C.R.S.** §§ 22-30.5-101 - 115.

B. To perform all other acts necessary or incidental to these purposes and to do whatever is deemed necessary, useful, advisable or conducive, directly or indirectly, to carry such purpose, as set forth in these Articles of Incorporation, including the exercise of all other power and authority enjoyed by corporations by virtue of the provisions of the Colorado Revised Nonprofit Corporation Act, subject to the limitations of Section 501(c)(3) of the Internal Revenue Code and the terms of the corporation's charter approval and charter contract.

**ARTICLE IV**

Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States Internal Revenue law (together, hereinafter referred to as the "Code"); or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code. Nor shall the Corporation possess nor exercise any power or authority, whether expressly, by

interpretation, or by operation of law, that will or might prevent it at any time from qualifying and continuing to qualify as a corporation described in Section 501(c)(3) of the Code. Specifically:

- No part of the assets or net earnings of the Corporation shall ever be used, nor shall the Corporation ever be organized or operated, for purposes that are not

exclusively charitable or educational within the meaning of Section 501(c)(3) of the Code.

- The Corporation shall never be operated for the primary purpose of carrying on a trade or business for profit.
- No substantial part of the activities of the Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation to the extent such activities are prohibited by law; nor shall it to any degree, directly or indirectly , participate in political campaigns on behalf of any candidate for public office. Nothing contained, herein, however, shall prevent the corporation from supporting or participating in such activities as are authorized by the Colorado Charter Schools Act, COLO. REV. STAT. §§ 22-30.5-101-115, or any successor statutes, to assist the School in maintaining such a charter and such conduct is not and shall not be deemed an attempt to carry on propaganda or to influence legislation.
- At no time shall the Corporation engage in any activities that are unlawful under the laws of the United States, Colorado, or any other jurisdiction where its activities are carried on, respecting discrimination against any individual on bases including, but not limited to, race, national origin, veteran's status, religion, sex, age, marital status, or disability.
- No solicitation of contributions to the Corporation shall be made, and no gift, bequest, or devise to the Corporation shall be accepted, upon any condition or limitation that would cause the Corporation to lose federal income tax exemption.
- No part of the income or principal of the corporation shall inure to the benefit of or be distributed to any director, or officer of the corporation or any other private individual , but reimbursement for expenditures or the payment of reasonable compensation for services rendered shall not be deemed to be a distribution of income or principal. No compensation shall be paid to the Directors or officers of the Corporation, as such, for serving as a Director or officer . Any " conflicting interest transaction," as that term is defined in COLO . REV . STAT. § 7-128-501 (1998), or any successor statute, shall be carried out in the manner prescribed by that section, provided that additional provisions regarding such transactions may be defined in the bylaws.
- No loans may be made by the corporation to directors or officers. Any director or officer who assents to or participates in making any such loan shall be liable to the corporation for the amount of such loan until it is repaid.
- The board shall not approve a transaction involving a disqualified person unless it has determined and documented, to its satisfaction, that the consideration provided to the Corporation is equal to or exceeds the benefit to such person.

## ARTICLE V

The corporation shall have no voting members, nor membership rights as defined in the Colorado Revised Nonprofit Corporations Act, but the participation of interested persons in the corporation's affairs may be provided for in the bylaws.

## ARTICLE VI

These articles may be amended as provided in the bylaws.

## ARTICLE VII

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future statute, to the federal government, or to a state or local government, or another entity organized and operated exclusively for charitable or educational purposes and qualified for tax exemption from Federal income tax under Section 501(c)(3) of the Internal Revenue Code. Specifically, assets not required to discharge liabilities or transfer to a donor or grantor shall be transferred to Denver School District No 1, Denver Public Schools. Any such assets not so disposed of shall be disposed of by a Court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine are organized and operated exclusively for such purposes.

## ARTICLE VIII

The nonprofit corporation shall have a number of directors as stated in its bylaws, to be appointed or elected as stated in its bylaws.

## ARTICLE IX

Should any person or body regulated by these articles of incorporation, the bylaws or Board-adopted policies, including the Board, develop in good faith a custom or practice inconsistent in any particular with the articles, bylaws or policies, such inconsistency shall not, in and of itself, invalidate any action otherwise properly taken. Upon notice of such inconsistency, the Board shall promptly rectify the situation by either amending the articles, bylaws or policy to conform to such practice, or by discontinuing the inconsistent custom or practice. This section does not authorize any violation of the Charter Schools Act, any violation of a charter contract, nor any action that would not be permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code

## ARTICLEX

The incorporator of this corporation is Elizabeth Wolfson. The name and mailing address of the individual who causes this document to be delivered for filing and to whom the Secretary of State may deliver notice if filing of this document is refused is:

William P. Bethke, Kutz & Bethke LLC, 363 S. Harlan St.,# 104, Lakewood, CO 80226.



## **ARTICLES OF INCORPORATION OF THE GIRLS ATHLETIC LEADERSHIP SCHOOL OF LAS VEGAS**

The undersigned adult natural person(s), acting as incorporator(s) of a corporation under the Nevada Revised Statute (NRS) 82 Nonprofit Incorporation, execute(s) the following Articles of Incorporation for such corporation.

### **ARTICLE I**

The name of this corporation is the Girls Athletic Leadership School of Las Vegas.

### **ARTICLE II**

The address of the initial registered office of the nonprofit corporation in Nevada is 395 Washtenaw St. Henderson, NV 89012. The initial registered agent at such office shall be Jennifer McCloskey.

### **ARTICLE III**

The corporation is organized for the following purposes:

A. To manage and support the educational program of a public charter school in Las Vegas, Nevada, all in accordance with NRS 388A-Charter Schools.

B. To perform all other acts necessary or incidental to these purposes and to do whatever is deemed necessary, useful, advisable or conducive, directly or indirectly, to carry such purpose, as set forth in these Articles of Incorporation, including the exercise of all other power and authority enjoyed by corporations by virtue of the provisions of NRS Chapter 82 subject to the limitations of Section 501(c)(3) of the Internal Revenue Code and the terms of the corporation's charter approval and charter contract.

### **ARTICLE IV**

Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States Internal Revenue law (together, hereinafter referred to as the "Code"); or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code. Nor shall the Corporation possess nor exercise any power or authority, whether expressly, by interpretation, or by operation of law, that will or might prevent it at any time from qualifying and continuing to qualify as a corporation described in Section 501(c)(3) of the Code. Specifically:

- No part of the assets or net earnings of the Corporation shall ever be used, nor shall the Corporation ever be organized or operated, for purposes that are not

exclusively charitable or educational within the meaning of Section 501(c)(3) of the Code.

- The Corporation shall never be operated for the primary purpose of carrying on a trade or business for profit.
- No substantial part of the activities of the Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation to the extent such activities are prohibited by law; nor shall it to any degree, directly or indirectly, participate in political campaigns on behalf of any candidate for public office. Nothing contained, herein, however, shall prevent the corporation from supporting or participating in such activities as are authorized by NRS Chapter 388A-Charter Schools, or any successor statutes, to assist the School in maintaining such a charter and such conduct is not and shall not be deemed an attempt to carry on propaganda or to influence legislation.
- At no time shall the Corporation engage in any activities that are unlawful under the laws of the United States, Nevada, or any other jurisdiction where its activities are carried on, respecting discrimination against any individual on bases including, but not limited to, race, national origin, veteran's status, religion, sex, age, marital status, or disability.
- No solicitation of contributions to the Corporation shall be made, and no gift, bequest, or devise to the Corporation shall be accepted, upon any condition or limitation that would cause the Corporation to lose federal income tax exemption.
- No part of the income or principal of the corporation shall inure to the benefit of or be distributed to any director, or officer of the corporation or any other private individual, but reimbursement for expenditures or the payment of reasonable compensation for services rendered shall not be deemed to be a distribution of income or principal. No compensation shall be paid to the Directors or officers of the Corporation, as such, for serving as a Director or officer.
- No loans may be made by the corporation to directors or officers. Any director or officer who assents to or participates in making any such loan shall be liable to the corporation for the amount of such loan until it is repaid.
- The board shall not approve a transaction involving a disqualified person unless it has determined and documented, to its satisfaction, that the consideration provided to the Corporation is equal to or exceeds the benefit to such person.

## ARTICLE V

The corporation shall have no voting members, nor membership rights as defined in NRS 82, but the participation of interested persons in the corporation's affairs may be provided for in the bylaws.

## ARTICLE VI

These articles may be amended as provided in the bylaws.

## ARTICLE VII

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future statute, to the federal government, or to a state or local government, or another entity organized and operated exclusively for charitable or educational purposes and qualified for tax exemption from Federal income tax under Section 501(c)(3) of the Internal Revenue Code. Specifically, assets not required to discharge liabilities or transfer to a donor or grantor shall be transferred to the Nevada Public Charter School Authority. Any such assets not so disposed of shall be disposed of by a Court of competent jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine are organized and operated exclusively for such purposes.

## ARTICLE VIII

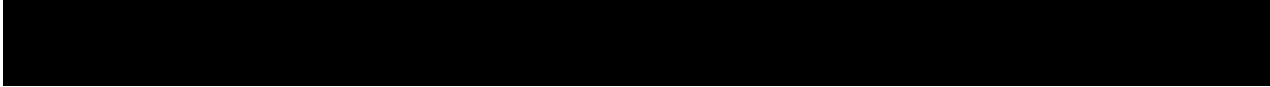
The nonprofit corporation shall have a number of directors as stated in its bylaws, to be appointed or elected as stated in its bylaws.

## ARTICLE IX

Should any person or body regulated by these articles of incorporation, the bylaws or Board-adopted policies, including the Board, develop in good faith a custom or practice inconsistent in any particular with the articles, bylaws or policies, such inconsistency shall not, in and of itself, invalidate any action otherwise properly taken. Upon notice of such inconsistency, the Board shall promptly rectify the situation by either amending the articles, bylaws or policy to conform to such practice, or by discontinuing the inconsistent custom or practice. This section does not authorize any violation of NRS 388A, any violation of a charter contract, nor any action that would not be permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

## ARTICLE X

The incorporator of this corporation is Jennifer McCloskey. The name and mailing address of the individual who causes this document to be delivered for filing and to whom the Secretary of State may deliver notice if filing of this document is refused is:



## **Attachment 10**

Incubation year planning table is included here as formatted by SPCSA as an inclusion to the charter application.

## **Attachment 12**

Incubation Year Plan for 2019-2020 (Year 0)

	<b>Activity</b>	<b>Key Personnel</b>	<b>Milestone Date(s)</b>
<i>INSTRUCTION</i>	Evaluate and order curriculum that is aligned to Nevada academic content standards.	Head of School	March 2020-July 2020
	Order assessment software, obtain accounts.	Head of School	June 2020-August 2020
	Set up Infinite Campus grading parameters.	Head of School	August 2018
	Identify and contract with service providers for SPED, ELL, psychology and counseling services.  Develop postings for UNLV Intern positions for support services.	Head of School with support of GALS experts	May 2018-August 2018
<i>TALENT</i>	Advertise positions on web site, job forums and social media.	Executive Director	January -May 2020
	Attend job fairs, conduct recruiting.	Executive Director and Head of School	January – March 2020
	Develop postings and hire UNLV intern positions.	Executive Director and Head of School	June – August 2020
	Complete GALS on-boarding and training for all new staff.	GALS network	July -August 2020



	Hire all required staff positions and secure contracts for supplemental support.	Executive Director and head of school	Completed by August 2020
<i>OPERATIONS</i>	Develop school policies and work with the Board for approval.	Executive Director and Head of School Board	November 2019- February 2020
	Finalize agreement with year 1 facility provider. Obtain any necessary permits/permissions from the County.	Executive Director with Board Approval	By March 2020
	Continue to develop Year 2 facilities.	Executive Director with Board Approval	Facilities ready for August 2021
	Set up school food program	Executive Director	November 2019- June 2020
	Order and set up minimal furniture needed for school opening.	Executive Director	July 2020-August 2020
	Occupy leased space and establish classrooms.	All staff	July -August 2020
<i>Technology</i>	Expand school website to include information about opening the school	Executive Director with GALS network	December 2019

	Develop details requirements for IT purchases. Issue and RFP and evaluate bids. Select a technology provider.	Executive Director with Board Approval	December 2019-February 2020
	Set up computer systems.  Initial for school leadership. Followed with full teacher and student rollout.	Executive Director	Initial in April 2020  Final by July 2020
	Setup Infinite Campus	Head of School	April 2018-July 2018
	Order and Set up back office systems (Accounting/HR)	Executive Director	March 2020 - June 2020
<i>Finance</i>	Update budget regularly as cost estimates become more precise. Monitor and manage all expenses.	Executive Director Board Treasurer	November 2020 and ongoing
	Set up Chart of Accounts, enter records. Track expenditures.	Executive Director	Timing is contingent upon setting up the software.
	Establish bank accounts	Executive Director	January 2020
	Apply for grants	Executive Director and Board of Directors	August 2019 and on going
	Establish 501 C 3	Executive Director and Board of Directors	August 2019-January 2020

<i>Parent and community engagement</i>	Create and execute detailed enrollment and outreach plan with the Board	Executive Director and Board of Directors	November 2019 and on going
	Continue to maintain social media, participation in public events	Executive Director and Board of Directors	November 2019 and on going
	Continue parent information meetings. Direct communication/enrollment with serious families.	Executive Director / Head of School	November 2019 and on going
<i>School Systems and Culture</i>	Train Board on school culture and pedagogy	GALS network and BOD	Initiated in June 2020 and on going
	Professional development for school leaders	GALS network	Initiated May 2019 and ongoing
	Professional development and on boarding for instructional staff	GALS network	Just in time
	Board influence through policy establishment	Board of Directors	July 2020 and ongoing







## **Attachment 11**

This attachment for College/University Dual Credit is not applicable.

## **Attachment 12**

The operational execution plan is included at attachment 12.

# Status Stoplight Key

	Not Started
	Issues/Process Stopped
	In Progress
	Complete





## Pre-Petition Checklist

Department	Task
Administration	Establish Family Engagement Plan
Administration	Develop Title I Compact compliant with federal requirements
Administration	Establish an Anti-Bullying and Harassment Policy
Administration	Establish a Non-Discrimination Policy
Administration	Establish Homeless Student Policy
Administration	Establish Student Discipline Policy aligned to restorative justice practices
Administration	Develop Uniform Complaint Procedure (UCP)
Administration	Submit initial petition
Board	Collaboratively establish school vision, mission, values, beliefs, and goals
Board	Establish Board meeting calendar for planning year (*suggestion: minimum of six times per year)
Board	Complete initial training for board members (legal, financial, etc.)
Board	Establish Corporate Bylaws
Board	Establish Conflict of Interest Policy
Board	Establish Governing Body including contact information and positions held
Board	Initial Board Meeting
Data	Develop attendance policy
Finance	Develop Fiscal Policies and Procedures
Human Resources	Create an organizational chart
Human Resources	Develop job descriptions including Principal/Executive Director
Instruction	Develop professional development calendar for the academic year
Marketing/Recruitment	Develop a system for organizing student applications
Marketing/Recruitment	Develop application forms
Operations	File Articles of Incorporation
Operations	Run background checks on all Board Members
Operations	Apply for 501(c)(3) status
Operations	Establish Custodian of Records



## New School Checklist - Post Approval

**Status Stoplight Key**

 Not Started  
 Issues/Process Stopped  
 In Progress  
 Complete

Department	Fiscal Month Order	Month	Year	Task
Administration	7	Jan	Planning	Develop Parent-Student Handbook aligned to authorizer requirements, state/federal laws
Administration	8	Feb	Planning	Develop Medication Administration Policy
Administration	11	May	Planning	Adopt a Response to Instruction and Intervention Plan
Administration	11	May	Planning	Create a "docket" system to manage deadlines and contract requirements
Administration	11	May	Planning	Develop English Learner Policy or equivalent (if required by the state)
Administration	11	May	Planning	Develop School Safety Plan tailored to facility/support from local authorities (eg. police, fire, etc.)
Administration	12	Jun	Planning	Development calendar of School Advisory Council, English Learner Advisory Committee and parent workshops (*SAC must comply with federal requirements)
Administration	12	Jun	Planning	Complete consolidated application and related reporting for federal funds
Board	2	Aug	Planning	Regular Board Meeting #1
Board	4	Oct	Planning	Regular Board Meeting #2
Board	5	Dec	Planning	Develop evaluation and employment agreement for Executive Director/Principal
Board	6	Dec	Planning	Regular Board Meeting #3
Board	6	Dec	Planning	Post, Recruit, Interview and Hire Principal/Executive Director
Board	8	Feb	Planning	Regular Board Meeting #4
Board	10	Apr	Planning	Regular Board Meeting #5
Board	12	Jun	Planning	Regular Board Meeting #6
Data	11	May	Planning	Submit copy of FERPA procedures for storage/handling of student files in school
Facilities	12	Jun	Planning	Select a Student Information System (SIS) and integrated assessment systems
Facilities	8	Feb	Planning	Secure a facility for the school and complete necessary renovations
Facilities	10	Oct	Planning	Secure all building permits (including Certificate of Occupancy) and inspection reports
Facilities	11	May	Planning	Establish utility services
Facilities	11	May	Planning	Identify vendors for services; plumbing, locksmith, handyman etc.
Facilities	12	Jun	Planning	Design, order, and install building signage
Finance	7	Jan	Planning	Revise Fiscal Policies and Procedures (if necessary) with input from business management firm
Finance	7	Jan	Planning	Execute business management firm contract
Finance	7	Jan	Planning	Setup Accounting System and Chart of Accounts
Finance	7	Jan	Planning	Setup Bank Account
Finance	10	Apr	Planning	Develop a list of needs/wants for each classroom



# Status Stoplight Key

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<span style="background-color: #d3d3d3; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span>	Complete

## New School Checklist - Post Approval

Department	Fiscal Month Order	Month	Year	Task
Finance	10	Apr	Planning	Finalize projected enrollment
Finance	10	Apr	Planning	Prepare new draft budget based on petition and updated estimates
Finance	10	Apr	Planning	Research prices for furniture and fixtures
Finance	12	Jun	Planning	Finalize budget for Board approval
Finance	12	Jun	Planning	Update budget based on most accurate information (repeat as necessary)
Human Resources	4	Oct	Planning	Establish hiring process
Human Resources	7	Jan	Planning	Engage benefits broker to compare benefits options
Human Resources	9	Mar	Planning	Advertise open certificated and classified positions
Human Resources	9	Mar	Planning	Develop Employee Handbook
Human Resources	9	Mar	Planning	Interview process for open positions
Human Resources	9	Mar	Planning	Develop employee job descriptions (general, specialized) and specify credential requirements
Human Resources	10	Apr	Planning	Establish retirement participation (pension or 403(b))
Human Resources	10	Apr	Planning	Recruit and hire Office Manager
Human Resources	11	May	Planning	Ensure that all teachers meet state requirements
Human Resources	11	May	Planning	Establish employee benefits
Human Resources	12	Jun	Planning	Implement a Human Resources system
Instruction	9	Mar	Planning	Ensure all positions have been filled or alternates identified
Instruction	11	May	Planning	Select samples of textbooks to review
Instruction	11	May	Planning	Select digital content providers
Instruction	12	Jun	Planning	Develop Master Schedule (iterative process, but basic schedule should be done by May)
Instruction	12	Jun	Planning	Develop a process for receiving the curriculum materials
Instruction	12	Jun	Planning	Order and schedule ACT/SAT Exams (High Schools Only)
Marketing/Recruitment	4	Oct	Planning	Request "High School Code" for ACT/SAT (High Schools only)
Marketing/Recruitment	5	Nov	Planning	Build community relationships (ie. Local feeder schools, churches, libraries, health clinics, community centers, clubs, etc.)
Marketing/Recruitment	5	Nov	Planning	Develop website and social media presence
Marketing/Recruitment	5	Nov	Planning	Develop a marketing plan
Marketing/Recruitment	5	Nov	Planning	Develop school brochure



## New School Checklist - Post Approval

**Status Stoplight Key**

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<span style="background-color: #000000; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Complete

Department	Fiscal Month Order	Month	Year	Task
Marketing/Recruitment	5	Nov	Planning	Develop school message/logo/visual identity
Marketing/Recruitment	5	Nov	Planning	Develop student enrollment package to ensure all student demographic data is requested and complies with requirements for meeting student needs (IEP, FY, Homeless, Language Survey)
Marketing/Recruitment	5	Nov	Planning	Establish application "deadline" for the student lottery
Marketing/Recruitment	6	Dec	Planning	Establish recruitment calendar/activities using community agencies (i.e. churches, libraries, health clinics)
Marketing/Recruitment	7	Jan	Planning	Conduct student recruitment meetings (in coordination with local churches, Rotary Club, community centers, etc.)
Marketing/Recruitment	7	Jan	Planning	Establish relationships with local feeder schools
Marketing/Recruitment	10	Apr	Planning	Conduct lottery (per state requirements and only if applicants exceed number of seats available)
Marketing/Recruitment	12	Jun	Planning	Train staff to monitor Parent Engagement Plan goals
Operations	4	Oct	Planning	Engage Erate consultant/expert if necessary
Operations	5	Nov	Planning	Make technology plan/engage needs assessment
Operations	6	Dec	Planning	Post all Board-approved policies on website (*For all subsequent Board meetings, this process must be followed)
Operations	6	Dec	Planning	Order work laptop (ED/Principal)
Operations	7	Jan	Planning	Engage internet vendor and sign contract (expect 120 days to delivery)
Operations	7	Jan	Planning	Post RFP and begin collecting Erate bids
Operations	7	Jan	Planning	Request a list of authorizer reporting deadlines
Operations	8	Apr	Planning	Decide how lunches will be provided (participate in NSLP)
Operations	8	Apr	Planning	Purchase office equipment (copiers, fax machine, printers, etc.)
Operations	9	Mar	Planning	Obtain requisite insurance coverage
Operations	9	Mar	Planning	Apply for Erate
Operations	9	Mar	Planning	Post and publicize RFP for meals vendor
Operations	11	May	Planning	Order laptops and desktop computers for staff and students
Operations	11	May	Planning	Close RFP, contract with a vendor and establish lunch and nutrition procedures
Operations	11	May	Planning	Submit purchase orders to order textbooks
Operations	12	Jun	Planning	Develop inventory management system
Operations	12	Jun	Planning	Contract for transportation provider



## New School Checklist - Post Approval

**Status Stoplight Key**

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Department	Fiscal Month Order	Month	Year	Task
Operations	12	Jun	Planning	Obtain permits to conduct P.E. off campus (if applicable)
Operations	12	Jun	Planning	Order classroom, office, and outdoor furniture
Operations	12	Jun	Planning	Order school uniforms and other school t-shirts (if applicable)
Operations	12	Jun	Planning	Purchase necessary equipment to either prepare food on site or accept food service delivery and properly store food and beverage until it is consumed
Operations	12	Jun	Planning	Purchase P.E. equipment
Operations	12	Jun	Planning	Submit documentation of the school's relationship with a registered nurse and/or physician
Operations	12	Jun	Planning	Order white boards, tack boards, Smartboards
Administration	1	Jul	Year 1	Adopt system and calendar for interim assessments in English, mathematics, science, and social science (*must be CCSS/NGSS aligned and for all grade levels)
Administration	1	Jul	Year 1	Conduct Child Abuse Reporting Training
Administration	1	Jul	Year 1	Develop evaluation and coaching/support system (online interface, establish frequency, informal vs formal)
Administration	1	Jul	Year 1	Develop Schoolwide Discipline Policy
Administration	1	Jul	Year 1	Establish athletic program; designation of home field, etc.
Administration	1	Jul	Year 1	Hold orientation/team meeting for incoming staff
Administration	1	Jul	Year 1	Identify potential security concerns and intervention strategies
Administration	1	Jul	Year 1	Identify Special Education students
Administration	1	Jul	Year 1	Present staff members with personal philosophy
Administration	1	Jul	Year 1	Determine room assignments
Administration	2	Aug	Year 1	Articulate school vision, mission, values, beliefs, and goals to all stakeholders
Administration	2	Aug	Year 1	Create system for on-going collection of artifacts for annual oversight
Administration	2	Aug	Year 1	Determine additional assignments for staff (advisory lead, after school tutors, coaches, etc.)
Administration	2	Aug	Year 1	Establish relationship with authorizer entity who will be responsible for conducting annual oversight
Administration	2	Aug	Year 1	Familiarize leadership and staff with the annual authorizer oversight process
Administration	2	Aug	Year 1	Select team leaders; core subjects, grade level
Administration	4	Oct	Year 1	Conduct team building activities during initial staff developments
Board	1	Jul	Year 1	Schedule Year 1 Board meetings and submit to authorizer (if required)
Board	1	Jul	Year 1	Setup and schedule ongoing Board Member training



## New School Checklist - Post Approval

**Status Stoplight Key**

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<span style="background-color: #000000; border: 1px solid black; display: inline-block; width: 15px; height: 10px;"></span> Complete

Department	Fiscal Month Order	Month	Year	Task
Instruction	4	Oct	Year 1	Complete accreditation (such as WASC) affiliation request
Instruction	4	Oct	Year 1	Cycle 2 Teacher Observations/Feedback Process
Instruction	4	Oct	Year 1	Q1 Interim Assessments Data Analysis for Teachers (Pupil-free)
Instruction	4	Oct	Year 1	Q1 Interim Assessments in CORE Subjects
Instruction	5	Nov	Year 1	Fall Semester Evaluation (Mid-Year)
Instruction	6	Dec	Year 1	Q2 Interim Assessments in CORE Subjects
Instruction	7	Jan	Year 1	Q2 Interim Assessments Data Analysis for Teachers (Pupil-free)
Instruction	8	Feb	Year 1	Cycle 3 Teacher Observations/Feedback Process
Instruction	9	Mar	Year 1	Cycle 4 Teacher Observations/Feedback Process
Instruction	9	Mar	Year 1	Q3 Interim Assessments Data Analysis for Teachers (Pupil-free)
Instruction	9	Mar	Year 1	Q3 Interim Assessments in CORE Subjects
Instruction	11	May	Year 1	Spring Semester Evaluation (Final)
Marketing/Recruitment	1	Jul	Year 1	Revise Parent Engagement Plan with input of school administration/school leadership team
Marketing/Recruitment	1	Jul	Year 1	Arrange tour of school for community members
Marketing/Recruitment	1	Jul	Year 1	Develop and establish a site "Parent Center"
Marketing/Recruitment	1	Jul	Year 1	Hold orientations to meet with incoming students and parents
Marketing/Recruitment	1	Jul	Year 1	Meet with local police and fire department
Marketing/Recruitment	1	Jul	Year 1	Meet with neighbors and local businesses regarding the opening of the school
Marketing/Recruitment	7	Jan	Year 1	Open enrollment for next academic year
Marketing/Recruitment	8	Feb	Year 1	"Intent to Return" Letter to families for next instructional year
Marketing/Recruitment	8	Feb	Year 1	Conduct tours for prospective families for next instructional year
Marketing/Recruitment	9	Mar	Year 1	Enrollment Deadline for next academic year/establish waitlist, and notify applicants regarding lottery
Marketing/Recruitment	10	Apr	Year 1	Conduct lottery for Year 2 (if applicants exceed number of seats available)
Operations	1	Jul	Year 1	Collect all free and reduced lunch applications (if any are outstanding)
Operations	1	Jul	Year 1	Communicate School Safety Plan with local Police and Fire departments
Operations	1	Jul	Year 1	Develop day-one procedures
Operations	1	Jul	Year 1	Purchase classroom supplies and consumables, etc.
Operations	1	Jul	Year 1	Purchase emergency supply items



## New School Checklist - Post Approval

**Status Stoplight Key**

 Not Started

 Issues/Process Stopped

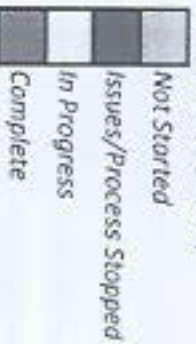
 In Progress

 Complete

Department	Fiscal Month Order	Month	Year	Task
Board	6	Dec	Year 1	Board Mid-Year Evaluation of Principal/Executive Director
Board	7	Jan	Year 1	Execute contract with an independent auditor
Data	1	Jul	Year 1	Create assessment calendar (benchmarks, SAT, ACT, etc.)
Data	1	Jul	Year 1	Create attendance reporting calendar aligned to authorizer requirements
Data	1	Jul	Year 1	Create master schedule in SIS
Data	1	Jul	Year 1	Create report cards
Data	1	Jul	Year 1	Create attendance monitoring process consistent with state requirements
Data	1	Jul	Year 1	Incident management setup and training (create category types and train Deans)
Data	1	Jul	Year 1	Internal attendance audit procedure review
Data	1	Jul	Year 1	Prepare independent study courses and attendance codes
Data	1	Jul	Year 1	Print and mail student schedules
Data	1	Jul	Year 1	Provide gradebook training
Data	1	Jul	Year 1	Review no show procedure
Data	1	Jul	Year 1	Setup health screens within SIS to track vaccine
Data	1	Jul	Year 1	Setup truancy letters
Data	1	Jul	Year 1	Train office staff in weekly and monthly attendance procedures
Data	1	Jul	Year 1	Train teachers in attendance procedures
Data	1	Jul	Year 1	Determine attendance reporting periods
Data	1	Jul	Year 1	Review attendance codes
Data	1	Jul	Year 1	Review required fields in new student import template
Data	1	Jul	Year 1	Setup academic calendar in SIS
Facilities	1	Jul	Year 1	Complete IT installation (phones, fax, network, imaging)
Facilities	1	Jul	Year 1	Contract for elevator maintenance
Facilities	1	Jul	Year 1	Contract for HVAC service
Facilities	1	Jul	Year 1	Contract for janitorial supplies and place initial order
Facilities	1	Jul	Year 1	Contract for landscaper/gardener services
Facilities	1	Jul	Year 1	Contract for pest control service
Facilities	1	Jul	Year 1	Contract for security/camera systems
Facilities	1	Jul	Year 1	Design school map for emergency evacuations



**Status Stoplight Key**

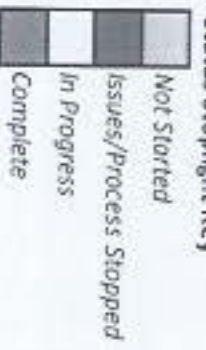


## New School Checklist - Post Approval

Department	Fiscal Month Order	Month	Year	Task
Facilities	1	Jul	Year 1	Distribute keys to staff
Facilities	1	Jul	Year 1	Ensure entrance and egress from the school's space is adequately controlled
Facilities	1	Jul	Year 1	Ensure that fire extinguishers have been recently inspected
Facilities	1	Jul	Year 1	Obtain phone numbers from phone company
Facilities	1	Jul	Year 1	Provide plant manager with daily schedule and tasks
Facilities	1	Jul	Year 1	Set up tents/outdoor covering
Facilities	1	Jul	Year 1	Train janitor/plant manager on building maintenance
Facilities	1	Jul	Year 1	Ensure each room has emergency exit plans and maps
Facilities	1	Jul	Year 1	Ensure that there is adequate signage for emergency response purposes
Facilities	1	Jul	Year 1	Equip classrooms for the arrival of students
Finance	2	August	Year 1	Ensure equipment items are properly inventoried
Finance	3	Sep	Year 1	Revise budget based on actual enrollment and costs
Finance	10	Apr	Year 1	Develop draft budget for next academic year based on expected enrollment
Finance	12	Jul	Year 1	Finalize Year 2 budget for Board approval
Human Resources	1	Jul	Year 1	Hire Janitor/Plant Manager
Human Resources	1	Jul	Year 1	Complete hiring, DOJ, and mandated pre-employment trainings for all staff (Bloodborne Pathogens, Suicide Prevention)
Human Resources	1	Jul	Year 1	Ensure all employees complete HR benefits orientation
Human Resources	1	Jul	Year 1	Hire or assign duties of Parent Liaison
Human Resources	1	Jul	Year 1	Post HR Employee Rights Poster
Instruction	1	Jul	Year 1	Train staff on grading procedures
Instruction	1	Jul	Year 1	Familiarize teachers with individual student services and timeline
Instruction	2	Aug	Year 1	Acquire student Cumulative Files
Instruction	2	Aug	Year 1	Create "School Profile" Document
Instruction	2	Aug	Year 1	Develop and submit university course approvals
Instruction	2	Aug	Year 1	Establish State Testing Coordinator and register/attend trainings
Instruction	3	Sep	Year 1	Cycle 1 Teacher Observations/Feedback Process
Instruction	3	Sep	Year 1	Establish Interim Assessments Coordinator
Instruction	3	Sep	Year 1	Hold Title I meeting for development/revision of Parent Compact



**Status Stoplight Key**



## New School Checklist - Post Approval

Department	Fiscal Month Order	Month	Year	Task
Operations	1	Jul	Year 1	Purchase research based intervention programs and materials
Operations	1	Jul	Year 1	Request and/or receive student records, and lock in storage accordingly
Operations	1	Jul	Year 1	Schedule monthly emergency drills for school year
Operations	1	Jul	Year 1	Separate student health records from academic records
Operations	1	Jul	Year 1	Sign contract with Health Dept. for visits (if running NSLP)
Operations	2	Aug	Year 1	Inventory all supplies and materials and distribute to staff
Operations	4	Oct	Year 1	Hold initial Wellness Committee meeting
Operations	4	Oct	Year 1	File health department visit report
Operations	5	Nov	Year 1	NSLP Lunch form verification

## **Attachment 13**

Included as attachment 13 is the proof of facility commitment from Cushman & Wakefield.



June 26, 2019

Board of Directors  
Nevada State Public School Charter Authority  
1749 N. Stewart Street, Suite 40  
Carson City, NV 89706

Dear Nevada State Charter Authority Board Members,

Cushman & Wakefield (C&W) is a leading global real estate services firm that delivers exceptional service for real estate occupiers and owners. C&W is among the largest real estate services firms with approximately 51,000 employees in 400 offices and 70 countries. Our firm includes a division that specializes in helping non-profits to find real estate solutions that align with their mission, including education providers. We offer end to end services including site identification, lease negotiations, design and concept planning and work with our partners to manage modifications and building improvements. We also assist our clients in identifying financing partners as needed.

Personally, I have worked in the commercial real estate industry for over 20 years and I have experience helping non-profits achieve their optimal real estate solutions that fit their unique needs and financial abilities. I bring extensive local market knowledge and experience through a detailed understanding of the Las Vegas market.

The Girls Athletic Leadership School (GALS) Las Vegas has retained the services of Cushman & Wakefield, a national commercial real estate firm, to assist them with identifying and negotiating with prospective landlords for school facilities. I have assisted them in working with the Boys and Girls Club of Southern Nevada to occupy their John D. "Jackie" Gaughan Club located at 920 Cottage Grove Avenue, Las Vegas, NV 89119 for GALS' first year of operation. With regards to a permanent school facility, I am working with GALS to facilitate an end to end real estate solution for their needs. We also anticipate working with a financing partner. The process is expected to take approximately 12-14 months and the school facility can be ready in time for second year of school operation.

The process consists of:

- 1) Conducting site visits to evaluate and determine top 3 most suitable properties. C&W has already identified at least 20 separate properties within the 89104, 89102, 89107, 89101, 89109, 89119, 89169, and 89120 zip codes and 35,000 square feet requirements that GALS provided. Examples of these include:
  - a. 2225 E Flamingo Rd. There are 2 buildings each with 25,000 square feet of space. This location is on a bus line and is close to the airport and Las Vegas Strip area. The location is accessible to the 95 and I-15. The second floor has an open space that could be used as a multi-purpose room. There are 70 parking spaces and good traffic flow through.
  - b. Former UNLV Law School and historic elementary school. This property is located at 851 E. Tropicana Avenue.

- c. 2200 East Pama Lane. This location is across from Sunset Park and is near McCarran Airport and the I-215. There is adequate parking and opportunity for traffic flow through. This is set away from a major street.
  - d. 3450 S. Maryland Parkway. Former Sears Auto Center at the Boulevard Mall. This location has adequate parking and flow around the building to manage traffic flow. A back part of parking lot would be designated for movement programming.
- 
- 2) Issuing a Request for Proposal to the landlords of these properties.
  - 3) Evaluating and ranking proposals and submitting counter proposals.
  - 4) Working with the landlords and an architect to conduct "fit testing." Note: The Landlord is expected to fund the initial test fit.
  - 5) Prepare a financial analysis of costs for GALS and the financing partner.
  - 6) After review of test fits and economic terms, GALS will narrow down to 2 final properties and send out counter proposals to either counter terms or clarify terms.
  - 7) After the final proposals are back and financial analysis updated, GALS will make their final decision on which location to select and move forward with a lease agreement. During the lease negotiation phase, the test fit will be finalized.
  - 8) Following this an RFP for pricing will be sent to three general contractors. After initial pricing comes back, GALS will select their general contractor and we will assist GALS with working through any value engineering to bring pricing down to fit within their budget and financing terms.
  - 9) Finally, a lease agreement is executed, and the general contractor will finalize construction drawings with the architect. We will work with the parties to make sure plans are submitted to the building department for permits. Once the permit is received construction commences.

C&W is excited to be a part of bringing such an innovative education model to Las Vegas and is committed to finding and developing a high-quality facility solution for GALS.

Sincerely,

A handwritten signature in cursive script that reads "Jayne Cayton". The signature is written in black ink on a light-colored background.

Jayne Cayton  
Senior Director  
Cushman and Wakefield

## **Attachment 14**

Insurance coverage evidence is included as attachment 14. This will be reviewed again upon charter approval to finalize coverage and purchase.

*Insurance Proposal for*  
***Girls Athletic Leadership  
School***

*Presented By  
Vance Jolley*



A Division Of:





8375 W. Flamingo Rd. #102  
Las Vegas, NV 89147  
P: (702) 396-4844 F: (702) 396-4832  
[www.charterschoolsinsurance.com](http://www.charterschoolsinsurance.com)

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## 2020 Premium Summary

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**Customer:** Girls Athletic Leadership School

<b><u>Coverage</u></b>	<b><u>Premium</u></b>
General Liability	\$4,000.00
Abuse	included
Employee Benefits Liability	\$350.00
Professional Educators Legal Liability	\$1,350.00
Auto	\$350.00
Property	\$2,000.00
Equipment Breakdown	included
Crime	included
Excess Liability	\$3,000.00
Directors & Officers / Employment Practices Liability	\$1,800.00
Student Accident Insurance	\$500.00
Workers Compensation	\$4,500.00
<b>TOTAL 2020 ANNUAL PREMIUM</b>	<b>\$17,850.00</b>



## **Attachment 15**

The budget narrative is included as Attachment 15.

## Attachment 15

### Budget Narrative

#### Per-Pupil Revenue

GALS Las Vegas used the per-pupil revenue assumptions in the Financial Workbook spreadsheet. The value for Clark County is \$6,792 less the 1.5% DSA sponsorship fee (\$101.88) is \$6,690 per pupil in projected revenues for the school. This is then inflation adjusted downward each year assuming a 3% annual inflation rate.

Special education per pupil revenues follow the prescribed assumptions in the Financial Workbook which are 12% of the students will be SPED at \$3,225 in additional funds for services. This revenue is available in Year 2 of school operations given the start up time for the necessary paperwork and processes to be put in place.

There is no Title 1 funding included.

#### Anticipated Funding Sources

Funding for the school is primarily expected to come from Per pupil revenue. GALS LV learned from the NSPCSA that it is possible to work with the Nevada Department of Education to receive funding up to 2 months in advance of opening the school. This will be an important component of cash flow management for school start up.

Labor costs (estimated at \$67,200) for the Executive Director and Head of School in Year 0 to establish the school. These school leaders are fully committed to GALS Las Vegas success.

GALS Inc. will provide \$6,500 in Year 0 for board liability insurance and school Year 0 administrative and communication expenses including marketing for enrollment. This amount is reasonable given the experience in promoting the school to date.

GALS Inc. also funded the expenses necessary to develop the charter application. This expense is not reflected in the budget as it has already been incurred.

While not included in the funding sources, GALS also intends to apply for the Nevada Charter School Program Startup Grant, Opportunity 180 grant and the Nevada State Revolving Loan Fund for Charter Schools. GALS LV will work to seek funding from Title I, II and III authorities. Other additional local area grants will also be evaluated. The Schools Governing Board plans to engage in seeking donations to the schools 501c3.

#### Anticipated Expenditures

##### Salaries and Benefits

- Executive Director, Head of School and other Administrative Staff salaries have been set in the middle ranges, \$74,000-\$70,000, of the CCSD Administrative Salary Schedule range which goes from \$59,000 on the low end to \$130,000 on the high end.
- Other Administrative Salaries for Head of School Operations, Director of Admin and Finance, Asst.

Principal and Assoc. Director of Community Partners and Enrollment will be set between \$32,000 and \$65,000 based on average market rates for similar positions.

- All Teacher pay is set at \$40,000 a year which is from the CCSD Licensed Professional (Teacher) Salary Schedule table. Dean of Academics/Fellow Coordinators will be promoted in year 3 and salary is set at \$42,000 to reflect the additional duties as lead teacher.
- Other paraprofessional and staff level salary is \$19,000 a year based on GALS Denver pay rates and other local area schools.
- Retirement benefits were determined based on the Nevada State PERS contribution of 29.5%.
- Medical benefits were determined based on a quote provided by Marc Fish of Distinctive Insurance (a CSAN provider).
- With such close proximity to UNLV, GALS Las Vegas anticipates being able to hire part time office staff and grade level assistants using UNLV's Intern program which allows for college credits to be earned while performing professional work. These salaries are reflected as \$0. GALS Las Vegas will prepare the necessary documentation to support their work experience in exchange for their service.
- Part time labor costs estimated at \$67,200 for Year 0 are reflected in the Part Time Employees section. These costs are offset in the Anticipated Funding Sources section as a salary donation from the Executive Director and Head of School for the administrative effort of hiring, student enrollment, establishing school processes and procedures, establishing bank account, fundraising, grant writing, etc.

#### Oversight Fee

1.5% of revenues is included in the budget for state oversight.

#### Audit and Legal Service Fees

- Estimate is \$6,000 for legal services and \$7,000 for an annual audit. These figures are based on GALS Denver experience paying for these types of services. These figures also are in line with recent previously approved charter applicants.

### **General Operating Expenses**

#### Professional Development

An allowance of \$500 per FTE is included based on GALS Network experience.

#### Recruitment Costs

\$1000 per year based on GALS experience

#### Recruitment and Marketing (materials only)

\$2,500 in year 0 and \$5,000 annual thereafter

#### Special Education, ELL, Counseling, Psychology Services

These services are budgeted at \$50,000 a year. This estimate is based on GALS experience as well as consultation with contract special education service provider.

- In year 0, GALS Las Vegas will work with GALS Denver Lead Counselor to establish a network of

support services for special education, intervention and ELL needs.

- In Year 1, GALS Las Vegas will use contract service providers and will seek to partner with UNLV to provide opportunities for their Social Worker, Special Education, Psychology, Counselling Masters level students to gain valuable experience working with special needs children.
- In future years, GALS will add Special Education, ELL and Counselling staff based on school demand. These staff are estimated at the same rate as teacher's salaries. These services are an important part of the GALS education model and close coordination with the GALS network will continue to ensure this program is robust.

#### Curriculum (Textbooks)

Textbooks per student are estimated at \$50,000 per year or \$400 per student. GALS Las Vegas will leverage curriculum from the GALS Network and will ensure Nevada Common Core Standards are met. GALS Las Vegas will also ensure there are adequate teacher resources per student. To meet this need, the budget reflects a conservative estimate of this overall cost.

#### Food Services

GALS Las Vegas anticipates 80-100% (Orr MS is 100% and Cannon is 80%) of its students will be eligible for Free and Reduced Breakfast and Lunch from the National School Lunch Program administered by the Nevada Department of Agriculture. GALS Las Vegas conservatively budgeted \$10,000 per year for startup costs, any paperwork issues to administer the program. Students not eligible for the program will be charged a nominal fee to operate this program at essentially break-even. There are two major providers – Three Squares and CCSD for the breakfast and lunch program. GALS Las Vegas will issue an RFP to evaluate a service provider.

#### Licensing Fee

GALS Network administers a 5% of student revenues fee for a whole host of services described in the draft Master Service Agreement included at the end of this attachment.

#### Bank Fees

Estimated at \$2,000 based on other charter school budgets. GALS has also researched accounts for non-profit entities with low balance requirements and no fees applied.

#### Miscellaneous Items

Office Supplies, Student Supplies, Instructional Supplies, health supplies and other miscellaneous items are estimated at \$20,000 per year and are based on other charter school budgets

#### Accounting Services

\$2,500 per year based adding GALS Las Vegas to the GALS network accounting system in a separate fund module. The school's executive Director is a CPA and has the skill set to manage accounting in the start up phase and a Director of Administration and Finance will be hired to carry out this work permanently. This follow the GALS model for doing in-house financial management.

#### Transportation Costs

Refer to Operations Plan in the body of the charter document for more information about GALS Las Vegas

Transportation approach.

#### Athletic Program Costs

There is no school funded athletic program planned at this time.

#### **Facilities Costs**

In Year 0, GALS Las Vegas anticipates start up staff will work from home and that the Boys and Girls Club will allow us to use the facilities several months prior to school start up for school preparation. Boys and Girls Club already has existing furnished classrooms, teacher desks, cafeteria furniture, etc. GALS Las Vegas intends to use these existing items for school operations and therefore set up time and initial startup cost will be minimal. Payment in Year 1 to the Boys and Girls Club includes this use cost. The cashflow reflects 2 payments to Boys and Girls Club with the first initiating several months after school starts. This will need to be negotiated with the Club who has indicated they understand that this is a partnership and are willing to work with us to make the arrangements beneficial for both parties. GALS Las Vegas will market their afterschool program along with GALS school.

In Year 0, GALS budgeted \$1,500 for Board operations insurance. This amount was provided by Distinctive Insurance, a Nevada charter school provider. This is demonstrated in the budget by entering \$25,000 in the general liability annual cost field and subtracting \$23,500 in the capital outlay cell.

In Year 1, GALS Las Vegas budgeted \$75,000 for Year 1 facilities costs for the use of the Boys and Girls Club during school hours. Boys and Girls Club normal business which is after school hours will not be impacted. This includes existing custodial already on site and utilities. This is an appropriate amount for subletting purposes and has been validated as reasonable by Cushman and Wakefield. In addition, in Year 1, GALS estimated \$17,850 for liability insurance. This is based on a quote from Distinctive Insurance, a Nevada charter school provider. Total Facilities costs are \$92,850 in Year 1 (see note below).

In Year 2 and beyond, facilities costs are estimated at \$15 per square foot (ramping up to 32,000 square feet for 375 students) + \$1.00 per square foot for custodial services + \$1.50 for utilities. These estimates were provided by Cushman and Wakefield as reasonable estimates for the target market. General Liability Insurance for years 2 and beyond are \$25,000 as provided by Distinctive Insurance. (see note below)

*Note: The capital outlay cell was used to modify certain expenses in the budget based on timing and ramping up of these expenses. In Year 1 –Capital outlay of - \$41,650 includes -\$12,500 to back out custodial and facilities which are included in the \$75,000 rent payment, less \$7,150 for insurance while ramping up the school less \$22,000 for furniture that will not be purchased in Year 1 but rather Year 2.*

In Year 2, + \$70,000 for capital outlay includes \$48,000 for technology startup expenses when the school is expanded to permanent space and +\$22,000 for furniture carried over from Year 1.

Facility preparation and facilities improvements for the permanent facility are estimated at \$500,000 as provided by Cushman and Wakefield. GALS Las Vegas is currently evaluating leased commercial space and will work to utilize existing space configurations as much as possible. GALS Las Vegas is seeking the advice of multiple facilities experts and working to assemble a team of experts to assist with permanent facility selection and preparation. GALS Las Vegas anticipates working with a non-profit charter school facility service provider to finance this cost over years 3-6. A preliminary payment schedule is outlined in the Capital Outlay cell.

## Technology and Equipment Assumptions

The total Technology start up budget is \$72,000 in Year 1 and \$73,000 in Year 2. There is \$133,000 (\$66,000 in Year 1 and \$67,000 in Year 2) for network, phone system, class room technology, security system, setup fees, infinite Campus, Google applications, school assessment software. GALS Las Vegas will need network server, network service, wireless services, 3 phones (VOIP), computers and support in Year 1. The phone system and computer needs will scale with staffing and students in the first 3 years. Ongoing IT support services are estimated at \$6,000 per year. These figures were provided by multiple vendors including individual software vendors and a technology service provider for charter schools that is used by many Las Vegas charter school operators. GALS Las Vegas will seek to purchase refurbished IT equipment during start up to minimize costs.

Included in the total Technology costs are computers in the class room and for administrative staff outlining 10 computers for staff at \$700 each and 28 computers (or 1 full classroom + spare) at \$500 each. These computers will be used for assessment purposes.

*Note: Additional computers in the classroom will be sought with future grant funding (not included in the estimate).*

Furniture for faculty and students is estimated at \$3,750 for Year 1 start up. GALS Las Vegas will be able to use the vast majority of existing boys and Girls Club set up for school operations. GALS predicts needing to purchase several floating panel walls. Following this GALS Las Vegas estimates nearly \$5,500 for administration and teacher desks and \$22,050 for students. GALS Las Vegas will be leveraging used furniture provider to keep these costs low. GALS Las Vegas has been referred to a reliable, low cost supplier.

## Summary

GALS Las Vegas budget by Year 2 shows an 8% surplus or \$550 per student. This is inline with GALS Las Vegas philosophy to provide at least 5% contingency carry each fiscal year. GALS Las Vegas will apply for start up grants in Year 0 to help achieve that same level in Year 1.

There is no risk to the funding sources described from GALS Inc. and the school leader for Year 0 projections. There are no philanthropic revenue projections included in the budget. There is a risk that enrollment does not meet planned projections which could impact total revenue for the school. There are two expenses that account for 6.5% of the anticipated expenditures for management fees from GALS Inc. as well as state administrative fees. These would automatically reduce if revenue is lower than anticipated. Additionally, GALS Inc. would adjust spending in accordance with funding availability and work with vendors including GALS Inc. to defer or re-negotiate products and services anticipated in the budget. GALS Las Vegas will routinely evaluate buying used over new and leverage the UNLV student Intern program as well as contract service providers to reduce salaries/benefits expense as much as possible in this scenario.

## **Attachment 16**

Included as a separate Excel file is the Financial Plan Workbook.



## **Attachment 17**

The GALS Inc. has not historically met the revenue threshold to require an audit. In this upcoming fiscal year, the network anticipates meeting the threshold for an audit and will pursue the steps to have a formal audit done in the Fall of 2019. For a small organization like GALS Inc. the current reporting structures are compliant with all legal responsibilities for financial documentation and reporting.

## **Attachment 18**

In a separate Excel document, the CMO achievement and audit data are included as attachment 18.

## **Attachment 19**

The regional director (Executive Director) resume is included as attachment 19.

# Jennifer McCloskey

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**Forward-thinking senior executive** with deep experience leading and transforming highly complex organizations that require a high degree of transparency, partnership building, financial management, program development and negotiation skills. Expert in developing and implementing strategic plans with external partners, senior leadership and staff, as well as managing decision-making with Boards of Directors. Proven coalition builder with experience implementing projects cooperatively with internal stakeholders, as well as those in other organizations and nations. Known as a dynamic and inclusive leader with a demonstrated ability to develop high-performing diverse teams, and a service-minded professional with a high level of commitment to achieving goals and making a difference in the community. Select accomplishments:

- **Education Entrepreneurship:** Cultivated a partnership with the Girls Athletic Leadership Schools in Denver, CO to replicate and leverage their experience to open an all-girls charter school in the Las Vegas area. Developed a team of support staff, engaged the community in the development of the school and recruited a highly qualified board of directors.
- **Community Engagement:** Actively fundraise and manage performance for two non-profits as a board member. Involved in multiple women focused development organizations as a director, member and speaker.
- **Financial Management:** Experience managing a \$350M budget including oversight of financial accounting, financial analysis, audit and project management performance.
- **Strategic Partnerships:** Managed relationship between US and Mexico over a 12-year period that culminated in long-term strategic agreements to share Colorado River water between our two countries. Led negotiations with state partners, non-governmental entities and Mexico to develop the latest agreement, Minute 323. The \$50M jointly funded deal was approved by 18 public agency BODs.
- **Executive Leadership:** Managed water resources that sustain 30 million people and 4.5 million acres of irrigable lands in Arizona, Nevada, California and Mexico. Lead 10 director level direct reports and 370 employees and manage a budget of \$350M.
- **Operational Transformation:** Awarded Department of the Interior's "Superior Service Award" for improving organizational performance by implementing project management and succession plans at the Yuma Area Office of the Bureau of Reclamation, which increased accountability, nearly doubled on-time project delivery, reduced labor expenditures by \$1 M annually, and increased workforce diversity.
- **Organizational Diversity:** Led the efforts to increase diversity hiring for nearly 100 positions annually by engaging over 50 community volunteers, creating 20 student internships and partnering with veterans' organizations. Fosters an on-going open and inclusive workplace culture and facilitates multiple employee-based councils and workgroups to provide input.

## Executive Competencies that Leads Diverse Organizations to Excellence

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- |                         |                      |                            |
|-------------------------|----------------------|----------------------------|
| ▪ Non-profit Operations | ▪ Fundraising        | ▪ Public Speaking          |
| ▪ Global Leadership     | ▪ Team Building      | ▪ Project Management       |
| ▪ Strategic Planning    | ▪ Spanish Fluency    | ▪ Audit                    |
| ▪ Board Membership      | ▪ Financial Analysis | ▪ Entrepreneurial approach |

## Non-Profit Leadership Experience

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### Camp Kesem

2018 – Present

*National non-profit that works through universities to connect kids who are dealing with a parent with cancer to a support network of college leaders. Their flagship program is a summer camp experience to promote healing and support.*

### ADVISORY BOARD DIRECTOR – UNIVERSITY OF NEVADA, LAS VEGAS (UNLV) CHAPTER NATIONAL PARENT COMMITTEE MEMBER

As the founding Board Member of Camp Kesem's new chapter at UNLV, working to recruit other board members from the local medical community, school district and university faculty. Provide guidance to student leaders as they recruit and engage children in the program.

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- Secured 3 community board members with expertise in finance, law and marketing/media.
- Mentoring the chapter to raise \$30k this year to send, at minimum, 20 kids to camp along with the university chapter members who serve as their counselors.

**Safe Nest, Las Vegas, NV**

2018 – 2019

*Nevada's largest and most comprehensive service provider devoted to eliminating domestic violence.*

**BOARD MEMBER**

Recruited for expertise in strategic planning to position organization for improved performance ratings, and subsequently, improved donations. The organization receives \$5M annually in grants and donations and staffs 55 employees plus 300 volunteers.

- Oversees operations to ensure employees and volunteers act legally and ethically. Reviews quarterly financial statements and approves annual budget.
- Actively participates in bringing in donors and supporting fundraising events with an annual target of \$10k.

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## Career Experience

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**Girls Athletic Leadership Schools, Las Vegas, NV**

2019-present

*Singe gender public charter school network based in Denver, CO.*

**NEVADA EXECUTIVE DIRECTOR**

Cultivated a partnership with the Girls Athletic Leadership Schools in Denver, CO to replicate and leverage their experience to open an all-girls charter school in the Las Vegas area.

- Recruited and on-boarded a highly qualified governing school board with legal, human resources, financial and education experience.
- Developed local community partnerships with Boys and Girls Club, Girl Scouts, Boy Scouts, and Girls on the Run most notably to enrichen the school's services to families.
- Marketed the school using social media and recruited potential families for school enrollment.

**University of Phoenix, Las Vegas, NV**

2019-present

*Private university with both onsite and online courses for adult learners.*

**FACULTY MEMBER, BUSINESS COLLEGE**

Create a facilitative learning environment for mid-career adult students integrating real life experience with traditional educational materials. Introduce students to careers in Accounting and Finance and serve as a mentor.

- Evaluated the course curriculum and provided feedback to optimize the course to the Area Director.
- Recognized as a leader in facilitation and creating a highly participative class environment.

**Bureau of Reclamation, Department of Interior, Boulder City, NV**

2013 – 2019

*Federal agency that manages water resources in the West.*

**DEPUTY REGIONAL DIRECTOR – Lower Colorado Region**

Recruited to effectively manage water supply that sustains 30 million people and 4.5 million acres of irrigable lands in Arizona, Southern California, Nevada and Mexico through an 18-year severe drought. Led 10 director-level direct reports and oversight of 370 employees engaged in accomplishing and supporting the mission. Drive programs, including River Operations, Environmental Programs, Finance, Information Technology, Human Resources, Contracting and Public Outreach. Manages budget of \$350M, and routinely serves as the Acting Regional Director, with oversight of 800 employees' region-wide.

- Led negotiations with state partners, nongovernmental organizations and Mexico to accomplish the Secretary of Interior's priority initiative as part of the Department of Interior Strategic Plan to develop a secure and sustainable water supply with Mexico. The \$50M jointly funded agreement, known as Minute 323, has a 10-year term and was approved by 18 different public agency Boards of Directors.
  - Implemented the predecessor agreement to Minute 323, known as Minute 319, which set the stage for productive negotiations. This five-year agreement was heralded worldwide as a model for trans-boundary water management.
  - Led the development of the organization's Strategic Plan impacting all 800 employees in the region, involving a high level of employee participation in the development of the plan and its implementation. Selected to develop a Reclamation-wide Workforce Plan using the Strategic Plan as a basis.
  - Championed programs to increase diversity and workforce inclusion. Sponsors multiple workplace councils such as Safety and an Employee Association. Led the efforts to diversify the workforce by engaging over 50 community volunteers, creating 20 student internships and partnering with veterans' organizations to fill nearly 100 positions annually.
-

- Represented the Bureau of Reclamation on drought and international work to the media (Las Vegas Review Journal and National Public Radio, for example) and at professional conferences.

**Bureau of Reclamation**, Yuma, AZ

2005 – 2013

**AREA MANAGER – Yuma Area Office, Lower Colorado Region** (2009 – 2013)

Promoted to deliver water annually to irrigation districts and municipal users in Southern California, Arizona and Mexico that provided for a \$5B agriculture economy and served 20 million people. Led team of 160 and budget of \$40M, reporting to Deputy Regional Director.

- Partnered with 13 irrigation districts to operate and maintain under contract with Reclamation over 1,000 miles of canals, including the All-American Canal, one of the largest canals in the world, and several dam structures. Over a five-year period, competed for and secured an additional \$50M to address aging infrastructure and ensure a secure and reliable water supply.
- Led the development of a Yuma Office Strategic Plan with participation of employees and customers that established clear organizational goals, while aligning limited resources with mission priorities in light of declining federal budgets. Established performance measures to achieve strategic goals and implemented an annual monitoring and reporting process.
- Developed a partnership with three state water agencies in California, Arizona and Nevada for a joint venture of \$23M to operate the Yuma Desalting Plant, the nation's largest desalination plant. Completed plant operation 20% under budget and two months ahead of schedule.
- Recognized by the Society for Human Resource Management for leading a "Great Place to Work."

**DEPUTY AREA MANAGER – Yuma Area Office, Lower Colorado Region** (2005 – 2009)

Recruited to manage subordinate senior level supervisors to deliver water, maintain infrastructure and manage land and environmental issues.

- Awarded Department of the Interior's "Superior Service Award" for improving organizational performance by implementing project management and succession plans at the Yuma Area Office of the Bureau of Reclamation, which increased accountability, nearly doubled on-time project delivery and reduced labor expenditures by \$1 M annually. Transformed the organization by hiring 50+ employees (1/3 of the office) from diverse backgrounds, many of whom have been promoted and lead the organization today.
- Established a Project Management Office utilizing project management methodologies, increasing the on-time and within budget accomplishment record from 50% to 99% for all projects.
- Strengthened organizational safety culture resulting in a 50% reduction in safety incidents in one year.

**Department of Treasury**, Washington, DC

2003 – 2005

**DEPUTY DIRECTOR, AUDIT DIVISION – Alcohol, Tobacco, Tax and Trade Bureau**

Brought in to oversee 10 audit field offices nationwide with 150 employees. Responsible for verifying the accuracy through audit evaluations of over \$13B in alcohol, tobacco and firearms annual tax revenues.

- Hired 50 auditors in one year to quickly ramp up audit services in a newly formed bureau. Implemented a national telework program.
- Developed the agency's first-ever Strategic Plan, which was evaluated by the Office of Management and Budget and rated as one of the best plans government-wide.

**Ericsson Telecommunications**, Dallas, TX, *Global telecommunications network provider.*

2000 – 2003

**PROJECT MANAGER**

Developed and delivered sales proposals for mobile business applications for customers such as Cingular Wireless, Southwestern Bell Communications and North American Van Lines.

- Selected to develop a strategic marketing plan to target nontraditional customers (corporations). The plan was ultimately implemented to increase corporate revenue during an economic downturn.

**Perot Systems**, Dallas, TX, *Information technology services provider.*

1997 – 2000

**PROJECT MANAGEMENT CONSULTANT**

Promoted from Internal Auditor (1997 – 1999) to lead multiple projects for software development and process reengineering at Texas Utilities. Managed multiple blended teams up to 10 staff. Responsible for budgets up to \$5M and overall scope, schedule, resources and quality.

- Participated and led audits of companies acquired by Perot in Germany, Switzerland and India. Ensured that sound financial and technical systems were in place.

- Recognized by the CEO for identifying duplicate telecommunication services, resulting in \$1.2M cost savings.

**Earlier Positions Held:** **INTERNATIONAL ACCOUNTANT AND INTERNAL AUDITOR, LATIN AMERICAN REGION**, Cargill

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## Education and Certifications

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**Masters, International Management (Accounting emphasis), with Honors**,  
American Graduate School of International Business (Thunderbird), Glendale, AZ

**BA, Political Science and Spanish, with Honors**, University of Arizona, Tucson, AZ

Department of the Interior Senior Executive Service Certificate  
Certified Public Accountant (CPA) | Certified Internal Auditor (CIA)  
Certified Project Management Professional (PMP)

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## Additional Community Involvement

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Founder, Women of Nevada, Womens Professional Network, 2018-Present  
Student Mentor, College of Southern Nevada, Nevada State Promise Scholarship Program, 2017 – Present  
Co-chair, STEAM Workgroup, Women's Community Leadership Network, City of Henderson, 2017 – 2018  
Basketball Coach, Yuma Lutheran School, Yuma, AZ, 2012-2014  
Troop Leader, Girls Scouts, Yuma, AZ, 2010-2012

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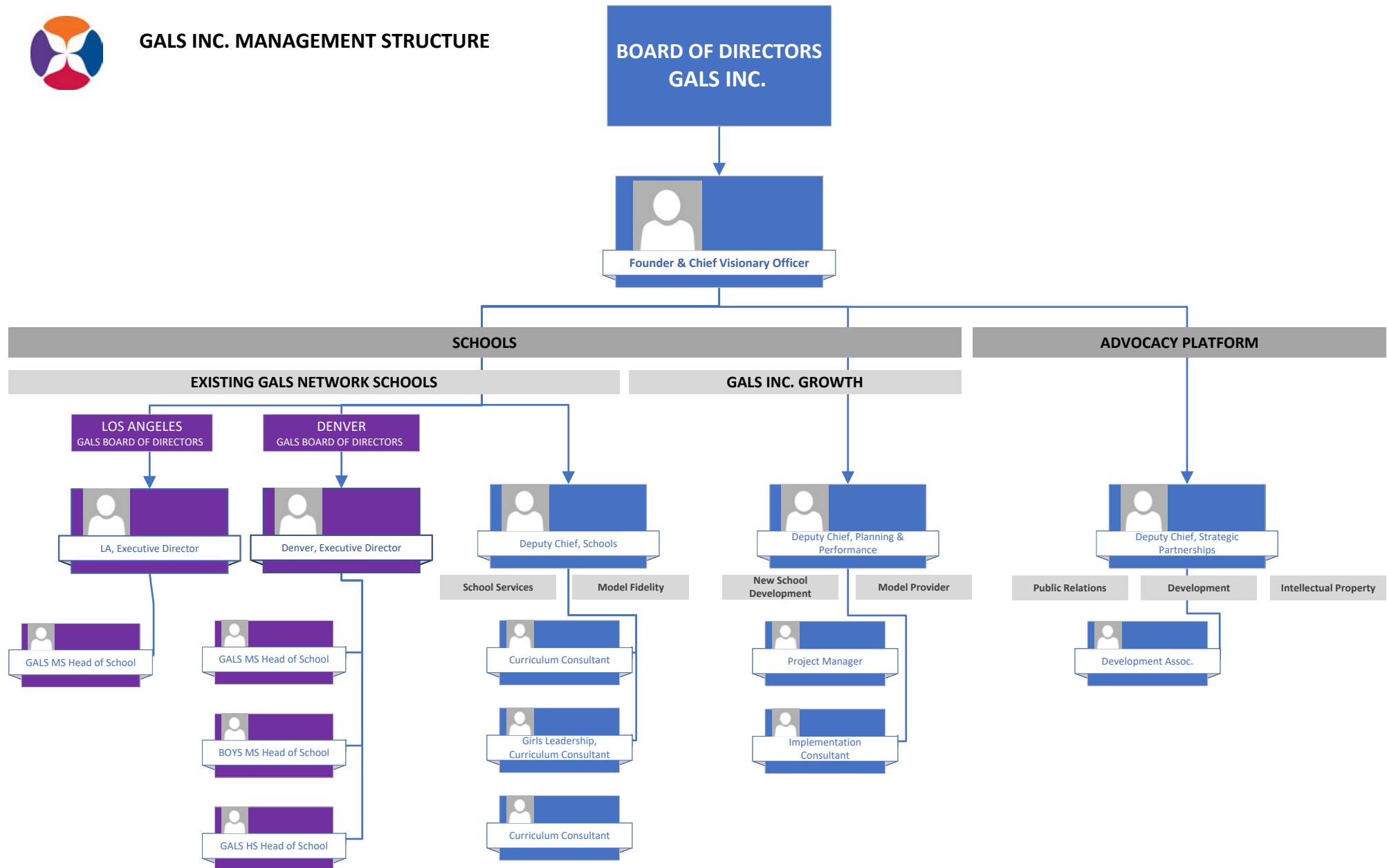


## **Attachment 20**

Included with Attachment 20 are two organizational charts. Chart 1 shows the GALS Network management org chart. Chart 2 shows the GALS Las Vegas org chart including delineations for year 1 and beyond.



## GALS INC. MANAGEMENT STRUCTURE



### LEGEND



GALS Inc. Strategic Agenda

GALS Inc. Management Functional Areas

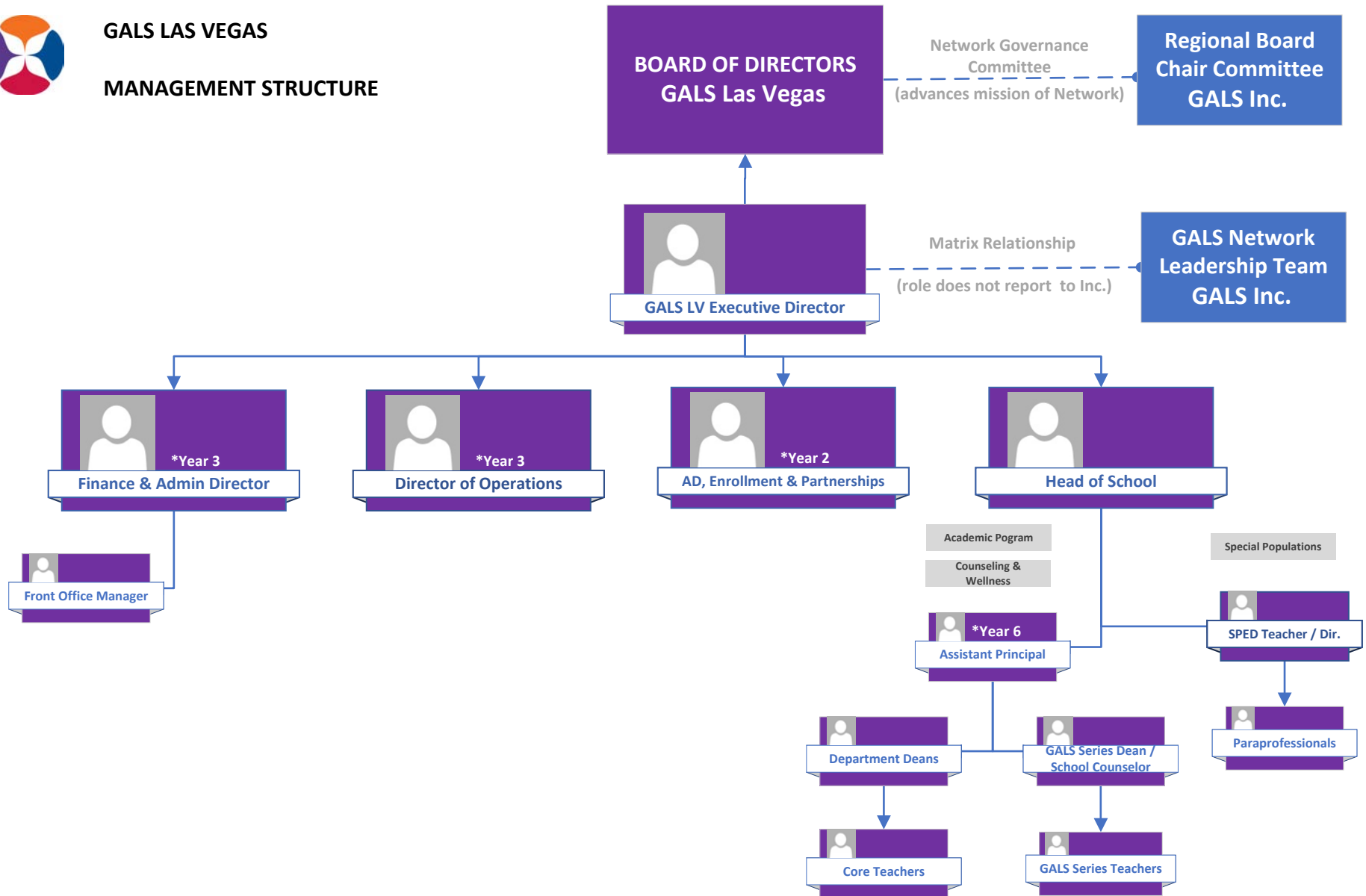
GALS Inc.

Existing GALS Network Schools



GALS LAS VEGAS

## MANAGEMENT STRUCTURE



### LEGEND



GALS Las Vegas



GALS Inc.

*Note: All positions without an asterisk are assumed to be hired in Year 1. \*An asterisk denotes the year the position will be hired.*

## **Attachment 21**

This is not applicable for this submission.

## **Attachment 22**

The CMO does not have a company level audit for their organization at this time. They are undergoing one for the first time now and will communicate with SPCSA the outcomes of this audit. The organization will continue to receive audits as required by law as they continue to operate as an education service provider with a growing network.

## **Attachment 23**

Included as attachment 23 is the DRAFT Master Service Agreement. The Board of Directors will review this document as an action item following approval so that services may commence to support Year 0 and beyond for GALS Las Vegas.

## MASTER SERVICE AND LICENSING FEE AGREEMENT

THE MASTER SERVICE AND LICENSING FEE AGREEMENT (the "Agreement") is between GALS, Inc., d/b/a Girls Athletic Leadership Schools ("GALS"), a Colorado nonprofit corporation and 501c3 tax-exempt educational organization, and Girls Athletic Leadership School – Las Vegas ("Licensee"), effective on the last of the signature dates below ("Effective Date"). GALS and Licensee are the "Parties" and each a "Party."

GALS is the founding organization, developer, promoter, and supporter of schools operating under the names and marks "GALS", "Girls Athletic Leadership Schools" and associated logos. GALS' network of schools has a consistent vision/mission and each school is required to maintain high-quality standards and adhere to the vision/mission. Licensee is interested in becoming a licensed user of the names and marks "GALS", "Girls Athletic Leadership Schools" and associated logos in connection with the development, formation, promotion and operation of a school in the state of South Carolina area that adheres to GALS' vision/mission and high-quality standards.

### RECITALS

WHEREAS, the Girls Athletic Leadership School – Las Vegas ("GALS LV") is a committee of local Nevadans who have come together to petition to open a school using the GALS school design model. The target date to open the school will be Fall 2020.

WHEREAS, Licensee, will apply to a sponsor (the "Authorizer") to operate one or more charter schools in the Las Vegas, Nevada area (the "Schools") by the fall of 2020;

WHEREAS, GALS envisions ("Vision") an equitable world where all people are celebrated for their identity and lead with their whole selves - their bodies, hearts and intellects.

WHEREAS, the GALS "Mission" to create, articulate and disseminates the 'how to' of whole bodied education and leadership development. We do this through:

- a. Building gender based schools and programs
- b. Creating cutting edge curriculum (IP) on embodied learning
- c. Convening and participating in thought leader conversations regarding gender-based and movement infused education
- d. Partnering with other organizations committed to issues of diversity, equity and inclusion
- e. Consulting with non-school organizations to integrate movement-based practices for increase productivity and employee engagement
- f. Sharing our voice through writing and speaking

WHEREAS, GALS "Core Value" is steeped in feminism as the belief in equal rights, physical well-being, and emotional safety for all. We believe that schools are the primary setting for the development and growth of young people today, and therefore schools are the place where change-makers are created. GALS Inc. serves students in our schools no less than seven hours a day, five days a week, and approximately 35 weeks a year. This equals, on average, 1,100 hours. We believe it will take that much investment in our young people in order to push forward the work of gender equity. GALS Inc. defines feminism as advocating for basic security of girls and women and the promotion of equal access to financial and political power. Feminism is a nongendered term and can be endorsed and acted upon by all.



WHEREAS, GALS schools (“Beliefs”) are about personalization, which is defined as all students being known well by the adults in the building. As a result, the schools can effectively differentiate and provide challenges and support based on the strengths and talents of each individual. GALS has created an educational model that serves students from all backgrounds. It is a model that can exist in multiple educational contexts and governance structures. In opening schools, GALS considers the needs of the local community and works within the local context to help the school achieve its goals. GALS schools strive to be intentionally inclusive of all backgrounds—socioeconomic, religious, ethnic, gender identity, sexual orientation, and special learning needs. GALS believes that this diversity is the foundation for a strong learning environment in which students develop skills to engage in civil discourse and become civically active in our local, national, and international communities.

WHEREAS, GALS schools (“Operating Norms”) are place-based and will serve diverse communities utilizing the school design, but implemented in a manner that honors the local context, stakeholders, communities and families - while providing a high quality education for all students from 6<sup>th</sup> to 8<sup>th</sup> grade. GALS Inc. schools will meet or exceed local achievement standards and requirements of operation. Embraces the concept of “choice” in education, which provides families with the opportunity to choose a school model that best fits their student’s needs. GALS Inc. is committed to each student and family that chooses one of our schools to ensure that each student is supported based on his or her individual strengths and needs.

WHEREAS, the GALS Network approach to teaching and learning stems from the following “Pedagogy”: We use a whole-bodied learning approach and is comprised of two core components that supplements the school curriculum:

- ***Movement pedagogy*** grounded in brain science that leverages the body’s physiology in the learning process of our students.
- ***Relational learning*** focused on social-emotional growth that impacts student identity and positive gender focus.

Students require academic rigor as well as social emotional capabilities, and the development of one supports the development of the other. Movement is embedded as teaching and classroom practices to enhance the learning experience through: brain boosts, morning movement and movement to deliver content it becomes an additional tool for teachers to utilize with a diversity of learners in the classroom. We provide a core course called the GALS Series, which is a weighted the same as a core course that is focused on social-emotional growth. This class allows our students to acclimate in a different learning environment where students are not evaluated on walking in straight lines or how still they stay in their seats. Middle schoolers have a biological propensity to move and we leverage this need in the school environment.

WHEREAS, Licensor holds rights to certain trademarks and design marks for “Girls Athletic Leaders Schools” and “GALS,” including but not limited to rights;

WHEREAS, Licensee desires to use the Marks in connection with nonprofit educational activities in the territory identified herein;

WHEREAS, Licensor and Licensee are mutually committed to co-creating and supporting public schools conforming to the Purpose, Mission, Core Values, Beliefs, Pedagogy and Operating Norms of the GALS Network (also known as the “GALS Way”);

WHEREAS, while significant autonomy in decision-making around creating and operating these schools will rest with Licensee – in keeping with Licensor’s interest in empowering local schools and communities – Licensor will support Licensee and the Schools with critical academic, financial, administrative, technical and other forms of support that Licensee may need so that Licensee can concentrate its own resources on directly fulfilling the needs of its students, teachers, families and delivering upon its Purpose and Mission, including, without limitation, the services set forth in the GALS Network Master Service Agreement.

and WHEREAS, Licensor and Licensee look forward to ongoing collaborative efforts, through dialogue, communication, interaction and mutual support, in co-developing the Schools and their operations, curriculum, environment, facilities, communities and educational experience and outcomes, all in furtherance of the GALS Vision and Mission.

NOW, THEREFORE, BE IT RESOLVED, in consideration of the mutual covenants and conditions contained herein, Licensor and Licensee hereby agree as follows:

### **SECTION 1: DEFINITIONS**

As used in this Agreement, the following terms shall have the following meanings:

- 1.1 “Academic Program and School Supports” shall mean nonprofit educational activities and programs, encompassing students in grades 6 thru 8, including but not limited to traditional academics and social-emotional learning. Aligned to the Pedagogy, these will include the following instructional approaches and practices, curricular materials, and assessments (as the same may be amended from time to time by Licensor):
  - (a) Instructional Approaches and Practices: GALS Series, inclusion model school structure, full participation in GALS Network “professionals in residency” lectures, counseling and wellness program, personalized learning, data-driven instruction, whole bodied learning, movement-based instructional practices, and project-based learning
  - (b) Curriculum: Follow the requirements of the Nevada State Public Charter School Authority’s Common Core Standards with college and career readiness anchor. For GALS Series, will use curricular materials and assessments tools and meet specific criteria and qualifications for hiring the teacher.
  - (c) Assessment: Participate in annual model efficacy assessments and therefore will efforts for hurried and an intentional efforts to implement recommendations should implementation demonstrate poor performance. This will include the submission of audit, state assessment results, school stats and other relevant documentation for progress monitoring and support from the Licensor.
- 1.2 The Licensee will be assigned a GALS Network Liaison to assist with management of GALS Model Efficacy Services.
- 1.3 “Marks” shall mean and include all trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to the Licensor, including those attached hereto as Exhibit A.

- 1.4 “School” or “Schools” shall mean the Girls Athletic Leadership School – Las Vegas as indicated in the charter application submitted to the Nevada State Public Charter School Authority (SPCSA).
- 1.5 “Territory” means the State of Nevada.

## **SECTION 2: LICENSE GRANT, NAMING RIGHTS AND RESTRICTIONS**

- 2.1 **License.** As of the Effective Date, and subject to the terms and conditions of this Agreement, Licensor hereby grants to Licensee a non-transferable, non-sublicensable and non-exclusive license to use, reproduce and display the Marks in connection with its Educational Activities in the Territory and only with respect to Licensee and the School (the “License”). Except with respect to the licensing fees payable and allocable to the License, the License shall be nonroyalty bearing.
- 2.2 **Licensor Naming Rights.** On all of its correspondence, websites, documents, signage, clothing, displays and marketing or advertising materials of any kind, the School shall prominently identify itself by the name “Girls Athletic Leadership School – Las Vegas” or “GALS Las Vegas” or “GALS LV” and shall not refer to itself by any other name without the prior written consent of Licensor. In all cases, use of the licensed Marks shall be in compliance with Licensor’s trademark guidelines as may be provided to Licensee from time to time. The School operated by Licensee shall be listed on all GALS Network marketing, website and other collateral, which shall be updated by Licensor from time to time accordingly.
- 2.3 **Ownership of Marks.** Licensee acknowledges and agrees that the Marks, all applications and registrations therefore, and all associated rights, title and goodwill, are or shall be owned solely by the Licensor, and that Licensee shall never directly or indirectly contest Licensor’s ownership or the validity of the Marks. Licensee shall (i) assist and cooperate with Licensor to perfect, enforce or acquire Licensor’s rights, titles and interests in the Marks, (ii) use its best efforts to protect the Marks, and (iii) report promptly to Licensor any infringement of any of the Marks of which it has become aware. The License granted herein is not intended to be (and shall not be construed as) an assignment, and nothing herein confers on Licensee any right, title or interest in the Marks other than the limited rights of usage permitted by this Agreement.
- 2.4 **Marks Protection.** Licensor reserves the sole and exclusive right at its discretion to assert claims against third parties for infringement or misuse of its Marks. Licensee shall, provide reasonable assistance to and cooperate with Licensor in connection therewith as may be necessary to give effect to the foregoing. Licensor elects to initiate any action or proceeding in connection with the licensed Marks, it may do so in its own name alone or may elect to join Licensee as a party. In the event that Licensor joins Licensee as a party, Licensee shall not object to such joinder.
- 2.5 **Use and Other Marks.** All use of the licensed Marks shall inure solely to the benefit of, and on behalf of, Licensor. Licensee shall not use or apply to register any trademark that incorporates, includes, is a derivative of, or would tend to dilute any Mark that is the subject of this Agreement, except as expressly authorized herein. Licensee shall not transfer,

sublicense or permit any third party the right to use any of the licensed Marks, in whole or in part, without the prior written approval of the Licensor. Licensee agrees that it shall not apply for registration of any of the licensed Marks or for any trademark, name, logo or other designation that Licensor believes, in good faith, to be confusingly similar to or which could dilute the distinctiveness of the licensed Marks.

- 2.6 **Non-disparagement.** Licensee shall not use the licensed Marks in a manner that is disparaging to or that could reasonably otherwise harm the goodwill associated with the Marks, or in any manner that suggests or implies a relationship between the parties other than the relationship that is set forth in this Agreement and any other agreements between the parties.
- 2.7 **Use of Marks.** Licensee shall at no charge to Licensor provide Licensor, at the times and for the purposes set forth below, with samples, copies or pictures of any and all goods, packaging, documentation, manuals, advertising, websites, marketing or other materials that bear any of the licensed Marks or that Licensee intends to use or distribute in connection with the Marks (collectively, "Marks Materials"). Marks Materials constituting substantive external communications (e.g., press releases, advertising, parent manuals, etc.) shall be provided to Licensor for its approval prior to their distribution. Licensee shall endeavor to provide copies of all other substantive Marks Materials to Licensor prior to or reasonably contemporaneously with their distribution for its approval or consideration, as applicable. Licensee agrees that the quality of any websites, goods and services with which it uses the licensed Marks shall be comparable to the quality of websites, goods and services with which the Licensor uses the licensed Marks, and shall substantially comply with the current Style Guide or other reasonable guidance provided by Licensor.
- 2.8 **Future Claims.** In the event that (i) there is a claim or demand made against Licensor or Licensee with respect to any licensed Mark in any jurisdiction, or (ii) there is a determination in any court of competent jurisdiction or by any other governing authority that the right to use a licensed Mark is unenforceable in any jurisdiction, Licensor may notify Licensee in writing that it is suspending or modifying the Licensee's right to use the relevant Mark in such jurisdiction until the applicable issue has been resolved. In the event of such a notice of suspension or modification, Licensee shall be permitted a reasonable period of time, not to exceed thirty (30) days, to comply with such notice. Licensee shall be solely responsible and liable for any claim, demand, penalty or damages (including reasonable attorney's fees) (collectively, "Costs") arising from its continued use of any Mark after this period of time.

### SECTION 3: QUALITY CONTROL

- 3.1 In order to maintain the quality of the Educational Activities and goodwill associated with the Marks, (i) Licensor (a) continues to provide developmental support, and (b) shall provide Licensee, as applicable, the GALS Network Services, and (ii) Licensee agrees to comply with the following provisions at all times, as applicable with respect to the School:
- (a) Licensee shall be committed to the GALS Way and shall comply with the charter for each School. These require that Licensee provide a socioeconomically, culturally, and racially diverse community of students with an intellectually challenging learning environment that develops each individual student's confidence, potential,

and individual responsibility as citizens of the world in which we live. Licensee shall achieve, with respect to each School:

1. Socioeconomic Diversity – Board can choose to adopt an adopted enrollment target and recruitment efforts that ensure that a minimum percentage of the lottery participants for each School are eligible for the National School Lunch Program (“FRL Eligible”);
2. Racial Diversity per the federal protected classes – Annual recruitment efforts that ensure that families representing all members of the target community described in the charter are aware of the School, to increase the likelihood that the demographic makeup of each School reflects the School’s diverse community, as described in an approved charter school application for each School, including ethnic, cultural and racial representation. All actions taken to achieve cultural and racial diversity will be in strict adherence to the law and with the belief that diversity of all kinds is a strength; The Board must represent this diversity and have subsequent presence of those under the federal protected classes list and represent a minimum of 25% of Board Member appointments.
3. Academic Achievement – Annual academic goals – and measurable steps to attain such goals – that ensure students will demonstrate understanding of the Nevada State Academic Content Standards and meet and or exceed state standards for proficiency. Further, the School is required to use the NWEA MAP assessment a minimum of twice per year, Fall and Spring. The ideal is 3 times per year with the option administration at the close of the first semester. The GALS Network norms around the MAP growth assessment and allows us to compare our students across multiple states, authorities and state assessments. Notwithstanding the foregoing, the parties hereto understand and agree that each School should aim to achieve four or five star results of its student population without gaps in subgroups and adopt goals through an annual strategic planning process that move toward this target. In addition, the Licensee shall ensure that (i) there are adequate systems in place to identify, track and report any significant achievement gaps between any subgroups represented within the School, such as FRL Eligible, students of color (by ethnicity), English Language Learners and others as identified, and (ii) there are no “significant achievement gaps” (as defined below) between the standardized testing results of any “statistically valid” (as defined below) subgroups within the School and those of the majority group of students attending the School. A “significant achievement gap” shall mean a difference of 15 percentage points or more. “Statistically valid” shall mean a sample large enough to protect the privacy of all students when reviewing the relevant testing data.
4. Educational Alignment – An instructional model that adheres to the philosophy/approach, instructional practices and educational program of the GALS Network, as outlined in the approved charter for such School and including the Educational Activities; and

5. Community Engagement – Programs that involve all parents and the School community in the activities of the School, including but not limited to: advisory council(s), School and community events, fundraising, and participation in student-led activities. Licensee shall ensure that tools are used to track, record and report levels of community engagement and support at regular intervals throughout the year. Licensee shall ensure that 90% of staff members participate in an annual stakeholder satisfaction survey and will use its best efforts to ensure that all staff members and substantially all families, without gaps in subgroups, participate in annual stakeholder satisfaction surveys.

6. Single-gender focus – Program will focus its core curriculum towards the needs and support of single-gender female. This includes the GALS Series course will focus its curriculum on social-emotional growth for those that identify with the female gender. Nonetheless, the curriculum supports the spectrum of gender identity and positive gender focus.

(b) Licensee agrees that the nature and quality of all Educational Activities undertaken in connection with the licensed Marks shall conform to the minimum standards set by Licensor or such higher standards with respect to any School as may be required by (i) Licensor after good faith discussions with Licensee or (ii) the Authorizer. Licensee agrees that Licensor will require bi-annual model efficacy assessments in Fall and Spring and meet minimum standards of financial viability to ensure quality assurance. Licensor shall have the sole right to determine, in good faith, whether the Licensee's Educational Activities meet such minimum standards or higher standards, as the case may be.

(c) Licensor or its authorized representatives shall have the right, except as otherwise provided by law, to monitor and inspect Licensee's facilities and Schools at any reasonable time, including the right to visit and inspect Licensee's facilities, and Licensee shall allow Licensor or its authorized representatives to review and observe Licensee's programs, budgets, procedures, operations and Educational Activities, to confirm Licensee's compliance with this Agreement.

(d) Licensee shall maintain complete records of its activities in a manner acceptable to Licensor and, unless otherwise provided by law, allow Licensor or its designee to review and inspect such records on reasonable notice to confirm Licensee's compliance with this Agreement. Licensee shall submit any other information related to its Educational Activities to Licensor at Licensor's request, unless otherwise prohibited by law.

(e) Licensee shall provide annual financial audit to the Licensor as part of Licensee's requirement to meet reasonable standards of financial viability.

(f) Licensee shall collect, maintain and report data on the academic achievement level of its students sufficient to allow Licensor to evaluate the progress of these students and the effectiveness of the Licensee's Educational Activities, including compliance with Section 3.1(a)(3), above. Licensor shall provide attendance data, retention data, student enrollment data, and student demographic data. Licensee shall promptly provide any and all of the above-referenced data and test results to Licensor upon availability and Licensor's request.

(g) Licensee shall participate in and cooperate with multi-day school on-site evaluations and/or instructional audits for progress monitoring that will occur Fall and Spring the first 2-5 years of the School by a team designated by Licensors. This site evaluation team will assess the quality of Licensee's academic program and Educational Activities, annual plan and its compliance with this Agreement. In furtherance but not in limitation of the foregoing, at least annually, Licensors or its designee(s) may conduct an evaluation of the School, utilizing quantitative and qualitative data to be provided by the School sufficient to allow Licensors to identify trends across the GALS Network of Schools with a "Serviced" license, including promising practices to be shared within the GALS Network, including with Licensee and the School, and to offer a source of feedback to such GALS Network of schools that Board members and school leaders may find useful in setting priorities and goals. Notwithstanding the foregoing, Licensors shall use reasonable efforts to seek to (i) conduct School's evaluation at a mutually agreeable time and (ii) avoid conducting a School's evaluation during such times as the Authorizer is conducting an active review thereof.

(h) Licensee's School Executive Director shall attend the annual GALS Inc. Board Chairs Retreat attended by all Regional Executive Directors, and shall use his or her best efforts to attend all other GALS Network-wide school leader meetings.

(j) Licensee shall record, respond to and resolve any complaints by parents, students or teachers regarding its Educational Activities, and shall provide Licensors, upon request, with full information and access to documents relating to any such complaints that are, or have been, subject to review by Licensee, including a review by its Board of Directors.

(k) Licensee must promptly seek approval from Licensors for any proposed material change in its programs or Educational Activities, or of any change in its governance.

(l) Selection of ED, Head of School, and School Leaders. Licensors shall advise, consent and hold right of refusal as a consultant with Licensee, for the Head of School and Executive Director. Licensors shall have the right to participate in the selection process for Executive Director, Head of School and other School Leader roles associated with the school design. Duties of Executive Director. In consultation with Licensee's board of directors, the Executive Director of Licensee shall be responsible for the recruitment, selection, evaluation, supervision, and the assignment of the duties of the Head of School and School leaders. Onboarding. Licensors shall direct, or in its discretion may direct in collaboration with the Licensee, the initial training and orientation process ("onboarding") for Licensee's initial and any subsequent Executive Director, Head of School and new teaching staff for the School to ensure that they are adequately supported in understanding the Educational Activities, the GALS Way and the GALS Network, so that they are poised to successfully lead Licensee or a School. In furtherance but not in limitation of the foregoing, Licensors, in consultation with Licensee, may require specific onboarding activities including but not limited to residency in a GALS Network school.

(m) Licensee agrees to timely coordinate with Licensors in regards to any media request or similar public relations issue.

(n) Upon reasonable notice, Licensee agrees to provide Licensors with reasonable access to any School for the purpose of conducting communications activities, including but not



limited to school tours, photography, and videography, for which Licensor agrees to abide by all applicable laws, including any parental consent requirements.

(o) Licensee shall comply in all material respects with all applicable laws, regulations, charter or other agreements relating to the implementation, performance, production, promotion or distribution of any products or services related to the Educational Activities.

(p) The School shall admit students of any race, color, religion, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the schools. Licensee and each School shall not discriminate on the basis of race, color, religion, national and ethnic origin in the administration of their Educational Activities, admissions policies, scholarship and loan programs, and athletic and other school-administered programs; provided, however, that implementation of certain preferences in School admission lotteries approved by the Authorizer and established in furtherance of Section 3.1(a)(1), above, shall not be considered discrimination for purposes hereof.

(q) Unless required by law, Licensee shall not permit studies or data collections of any kind to be performed at any School by third parties without the prior written consent of Licensor.

(r) Licensee agrees to timely coordinate with Licensor in regards to the preparation of any submission related to or any application for the extension, renewal or amendment of the School charter to ensure that any charter-related submission properly reflects the Vision, Mission and current Educational Activities of the GALS Network. At least 30 days in advance of the due date therefor, Licensee shall submit such application to Licensor for its review. Licensee shall obtain the written consent of Licensor prior to submitting any such application, such consent not to be unreasonably withheld or delayed.

- 3.2 If, in the reasonable determination of Licensor, one or more of the provisions of Section 3.1 are not being met or so pursued, Licensor shall provide written notice of such failure to Licensee in reasonable detail, along with recommendations for satisfaction of such standards or the diligent pursuit thereof, including but not limited to alterations or additions to the Licensee's Educational Activities, subject to approval of the Authorizer, where required by law, and/or restrictions on the Licensee's use of licensed Marks. If, in the reasonable discretion of Licensor, (i) such recommendations are not implemented within 60 days of such notice, or in any case if such provision or provisions are not being met for a period of greater than one year after the date of such notice, or (ii) Licensee or any School has engaged in "Gross Financial Mismanagement" (as defined below), then Licensor may unilaterally, and in its sole discretion, upon written notice to the Board, remove the School from GALS Network of Schools. Thereby terminate the License with respect to such School or terminate this Agreement in its entirety. "Gross Financial Mismanagement" shall mean gross financial mismanagement in accordance with generally accepted accounting principles as evidenced by negative audits and/or sworn statements by the Authorizer or other governmental authority, or the documentation of gross financial mismanagement by independent auditors.

#### SECTION 4: LIMITATION ON LIABILITY

Disclaimer: THE LICENSED MARKS ARE PROVIDED “AS IS” WITHOUT WARRANTY OF ANY KIND, AND LICENSOR DISCLAIMS ANY REPRESENTATIONS OR WARRANTIES, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, WITH RESPECT TO THE LICENSED MARKS, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF MERCHANTABILITY, NON-INFRINGEMENT, OR FITNESS FOR A PARTICULAR PURPOSE.

#### SECTION 5: INDEMNIFICATION

- 5.1 **Indemnification by Licensee.** Licensee shall indemnify, defend and hold harmless Licensor, and its officers, directors, employees and agents, from any Costs incurred by Licensor that may arise as a result of any third party action, causes, claims, demands or proceedings arising from or related to any action or failure to act on the part of Licensee which is not a result of breach by Licensor hereunder. Licensor shall give Licensee prompt notice of any such actions, claims or proceedings, and information in the possession of Licensor that is reasonably required for the defense of such actions, claims or proceedings.
- 5.2 **Indemnification by Licensor.** Licensor shall indemnify, defend and hold harmless Licensee, and its officers, directors, employees and agents, from any Costs incurred by Licensee that may arise as a result of any third party action, causes, claims, demands or proceedings arising from or related to any action or failure to act on the part of Licensor which is not a result of breach by Licensee hereunder. Licensee shall give Licensor prompt notice of any such actions, claims or proceedings, and information in the possession of Licensee that is reasonably required for the defense of such actions, claims or proceedings.
- 5.3 **Insurance.** Licensee shall obtain and at all times maintain a comprehensive general liability insurance policy with combined single limit coverage of not less than \$1,000,000.00, and shall name Licensor as an additional insured thereunder. Licensee shall promptly provide Licensor with a certificate establishing proof that such a policy is in effect. Licensee shall provide Licensor ten (10) days written notice of any termination of said insurance policy along with a copy of the certificate evidencing (i) Licensee’s subsequent such policy and (ii) the absence of any time gap in the coverage between the terminated and replacement policies. Licensee shall immediately provide Licensor with written notice of any intention by Licensee not to pay the premium for its insurance policy or otherwise terminate its policy without establishing a replacement insurance policy pursuant to this Section 5.3, at which time Licensor shall have the right to automatically terminate this Agreement.

#### SECTION 6: TERM, SERVICES AND FEES

- 6.1 **Term.** This Agreement shall be effective as of the Effective Date and shall remain effective for an initial term equal to the duration of the term of Licensee’s first approved School charter. This Agreement shall be automatically renewed in three year terms for additional terms upon and concurrent with the last to expire of any new, renewed or extended School charter held by Licensee. However, upon the affirmative vote of at least 67% of Licensee’s directors then in office, Licensee may provide notice to Licensor at least 60 days in advance of such automatic renewal date that Licensee intends to not renew this Agreement (a “Nonrenewal Notice”), such Nonrenewal Notice to include a detailed description of the reasons for the stated intention not to renew. Upon receipt of a Nonrenewal Notice by

Licensor, Licensee and Licensor shall enter into good faith negotiations of at least 30 days' duration and intended to resolve the issues raised in the Nonrenewal Notice. If, at the end of the good faith negotiations, Licensee, by the affirmative vote of at least 67% of its directors then in office, resolves to pursue termination of this Agreement, Licensee must affirm its notice not to renew by delivery of a written notice to Licensor at least 10 days in advance of the applicable renewal date (a "Nonrenewal Affirmation Notice"); provided, however, for the avoidance of doubt, that this Agreement shall automatically renew in accordance with this Section 6.1 absent a properly adopted and timely delivered Nonrenewal Affirmation Notice from Licensee and timely payment of the related fee described in Section 6.2(C), below; provided, further, that any Nonrenewal Affirmation Notice timely provided by Licensee shall be valid notwithstanding the expiration of the 30 day negotiation period. Notwithstanding the foregoing, the term of this Agreement remains subject to the termination provisions set forth herein.

## 6.2 **Termination by Licensor.**

(A) In addition to the termination provisions set forth in Section 3.2 and 5.3, above, Licensor may terminate this Agreement, including any license granted by Licensor herein, or any rights granted by Licensor with respect to any licensed Mark, at any time in the event of a material uncured breach by Licensee of such license or this Agreement, with respect to which Licensor believes Licensee has not taken adequate steps to cure following 90 days written notice from Licensor. Notwithstanding the foregoing, Licensor may immediately terminate this Agreement, including any license granted herein or rights granted by Licensor with respect to any licensed Mark, if Licensee, in the reasonable determination of Licensor: (i) fails to obtain or maintain a comprehensive general liability insurance policy in the amount and as provided for in paragraph 5.3, above; (ii) files a petition in bankruptcy, becomes insolvent or otherwise incapable of meeting its financial obligations, or if a receiver is appointed for Licensee or for Licensee's business; (iii) discontinues its operations or ceases to use the licensed Marks; (iv) is in material breach of any term not reasonably subject to cure; (v) has its operations come under the direction or control of personnel other than the person serving as school leader (i.e., the Head of School and Executive Director) as of the Effective Date, unless said personnel have been approved in advance and in writing by Licensor; (vi) fails to comply with the requirements for tax-exempt status under Internal Revenue Code section 501(c)(3); or (vii) behaves, or its personnel or employees behave, in a manner that, in Licensor's reasonable opinion, will have a material adverse effect on Licensor's reputation, the licensed Marks, or the goodwill associated therewith.

(B) In addition to the rights set forth in Section 6.2(A), Licensor may terminate this Agreement, including any license granted by Licensor herein, or any rights granted by Licensor with respect to any licensed Mark, at any time in the event that Licensee, without the prior written consent of Licensor:

- (a) adopts amendments to Licensee's Articles of Incorporation or Bylaws as the same are in effect on the date hereof;
- (b) approves the merger, consolidation, or affiliation of Licensee with another corporation, organization or program, or the dissolution of Licensee; or (c) approves

the assumption or creation of any indebtedness of Licensee, except for trade debts entered into in the ordinary course of business of Licensee.

(C) In order for Licensor to recoup its lost investment in Licensee, Licensee shall pay an amount (to be negotiated by the Board of Directors and Licensor) to Licensor, to reimburse it for its costs, within ten (10) calendar days of: (1) notice by Licensor of termination of this Agreement pursuant to Section 3.2, 5.3, 6.2(A), or 6.2(B), or (2) the delivery of a Nonrenewal Affirmation Notice by Licensee pursuant to Section 6.1. 6.3 Termination by Licensee. Licensee may terminate this Agreement at any time in the event of a material breach by Licensor of this Agreement, including but not limited to a material failure by Licensor to provide the GALS Network Services required by this Agreement, with respect to which Licensee believes Licensor has not taken adequate steps to cure following 90 days written notice from Licensee. Licensee may terminate this Agreement, upon the good faith determination of Licensee in consultation with Licensor, in the event of a material diminishment in the goodwill associated with the Marks which (i) causes a measurable material harm to any School, (ii) was not caused by an act or omission of Licensee, and (iii) continues for more than 90 days after an initial notice of such material diminishment by Licensee to Licensor, such notice to include a description of the material diminishment and harm to the School(s) in sufficient detail to allow Licensor a reasonable opportunity to restore the goodwill associated with the Marks. Notwithstanding the foregoing, Licensee may immediately terminate this Agreement if Licensor, in the reasonable determination of Licensee: (i) files a petition in bankruptcy, becomes insolvent or otherwise incapable of meeting its financial obligations, or if a receiver is appointed for Licensor or for Licensor's business; (ii) discontinues its operations; or (iii) is in material breach of any term not reasonably subject to cure.

- 6.4 **Fees.** In consideration of Licensee's use of the Marks and Licensor's provision of academic, financial, administrative, technical and other forms of support, including but not limited to the Development Support and the GALS Network Services, Licensee shall pay to Licensor, timeframe to be determine upon approval of school), five percent (5%) of Licensee's "total per pupil revenue". The parties acknowledge that two percent (2%) of the total revenue being paid as a fee to Licensor is in consideration of Licensee's use of the Marks, with the remaining three percent (3%), as applicable, being paid in consideration of the various services and support described above.
- 6.5 **Effect of Termination.** Upon termination, resignation or expiration of this Agreement for any reason, (a) Licensee will not have any right to make any use whatsoever of the Marks and Licensor will not have any continuing right to enforce the Licensor Naming Rights set forth in Section 2.2, and (b) all principal and any outstanding interest on loans of any nature made by Licensor to Licensee shall become fully and immediately due and payable. To the extent that Licensee's corporate name includes any of the Marks, including but not limited to the "Citizens of the World" name, and unless expressly agreed to in writing by Licensor, Licensee shall immediately change its name to a name that does not include any of the Marks, or any portion of the Marks, following termination or expiration of this Agreement.
- 6.6 **Survival Upon Termination.** The provisions of this Agreement relating to the Ownership of Marks (Section 2.3), Marks Protection (Section 2.4), Limitation of Liability (Section 4), Indemnification (Section 5), Fees (accrued prior to termination) (Section 6.4), GALS

Network Services (Section 6.7) and Collaboration (Section 7) and Intellectual Property (Section 8) shall survive the termination of this Agreement for any reason.

- 6.7 **GALS Network Services.** Pursuant to the Agreement, Licensor and Licensee expect to engage in ongoing collaborative efforts, through dialogue, communication, interaction and mutual support, in co-developing the Schools and their operations, curriculum, environment, facilities, communities and educational experience and outcomes, all in furtherance of the GALS Vision and Mission, and the parties expect that the following GALS Network Services will be subject to discussion and engagement on an ongoing basis.

### **I. Development Period.**

This first phase involves Licensor's role in Licensee's development of the school, charter submission to the Nevada State Charter Public School Authority, and subsequent activities for a Fall 2020 opening. The services provided during this initial phase is outlined in a separate agreement for the Development Period. During this phase, Licensor determined to enter the region after Licensee completing a significant amount of research and due diligence. Licensor performed all functions necessary to obtain charter approval. Licensor has directed and continues to direct the recruitment, selection and onboarding of Licensee's founding Executive Director, board members and Head of School. These GALS Network Services are rendered for purposes of creating the Schools and ensuring their successful launch. Financial and GALS Network talent resources are deployed to the sponsor, i.e. Licensee's Founding Executive Director to begin planning and hiring contractual support, i.e. local attorney, etc...

### **A. Charter Development & School Development**

#### **1. Community Advocacy & Support for GALS School**

- Licensor assesses fit for school model by reviewing Licensee Founding Executive Director's assessment and research regarding community interests, demographics, and political climate.
- Licensee Founding Executive Director, in collaboration with the Licensor, engages with local community, including outreach to parents, community leaders, charter advocates and other key stakeholders.
- Licensee Founding Executive Director engages local experts to gain knowledge on how to be successful in obtaining charter in specified region.
- Licensee Founding Executive Director, in collaboration with the Licensor, is engaged in public outreach strategy as needed to be responsive and adaptive to community needs.
- Licensor staff will travel regularly to the region in order to build strong relationships with all stakeholders.
- Licensee Founding Executive Director, in collaboration with the Licensor, and applicable Licensee founding board members will attend public hearings.

- Licensors will incur marketing expenses consisting of marketing collateral such as parent engagement documents and information about the GALS Network and the new Schools.
- Licensee Founding Executive Director, in collaboration with the Licensors, will build a relationship and coordinate application details with the Nevada State Public Charter School Authority staff and governance leaders.

## 2. Academics

- While the Licensee Founding Executive Director and Head of School develops the overall academic framework and the Licensors are responsible for the design for the School within the areas of Curriculum, Instructional Methods and Assessments, through the chartering process.
- The charter application process will be initiated with the chartering agency.
- The charter petition is written with thorough descriptions of the academic program and governance.
- Licensors will attend meetings with the chartering agency officials and respond to feedback and request for changes in the petition by the chartering agency and stakeholders.
- All aspects of the charter petition will be negotiated with the chartering agency.
- Licensors will perform advocacy intended to ensure approval of the charter.

## 3. Talent

- Founding Executive Director recruits Licensee's founding board members with advisement from the Licensors. Licensors "onboards" board about role of charter, and the board members endorse, the mission, vision and theory of action of GALS.
- Founding Executive Director and Licensors will assess regional landscape for talent pipelines and build relationships as needed with potential talent networks.
- Founding Executive Director will assess regional landscape for talent pipelines and build relationships as needed with potential talent networks.
- Hire local attorney to assist with any single-gender legal opinions required by the charter authority and to review all agreements, master service agreement (MSA) bylaws, multi-year contracts, articles of incorporation or other documents related to the development of the School.

### ***B. School Operations/Finance/Infrastructure Setup***



- Licensee Founding Executive Director, in collaboration with the Licensor, assesses revenue of region to understand the financial viability of the model.
- Licensee Founding Executive Director develops an initial school budget as part of the chartering process.
- Licensee Founding Executive Director initiates facility conversations with local experts with advisement from Licensor on facilities requirements to meet the needs of the school design.
- Licensor sources and hires lawyer to advise on the charter application and Licensee's corporate formation and tax-exemption.
- Licensee Founding Executive Director, in collaboration with the Licensor, sets up corporate structure and undertakes initial federal, state and local regulatory filings.
- Licensee Founding Executive Director, in collaboration with the Licensor, payroll tax identification numbers will be applied for, both federal and state.
- Directors and Officer's insurance will be set up by Licensor to protect Licensee's directors and officers.
- Licensee Founding Executive Director will open local bank accounts.
- Licensee Founding Executive Director, in collaboration with the Licensor, will recruit, attract, and onboard Head of School, and will train the Board of Director on best practices in evaluating and supervising the Executive Director.
- Licensor will train Licensee board and leadership staff to build context and knowledge on the GALS Network whole bodied learning model and positive gender focus.
- Licensee Founding Executive Director, in collaboration with the Licensor, will oversee the development of the operating budget.
- Licensor will provide zero interest start-up financing to Licensee Founding Executive Director
- Licensee Founding Executive Director and Licensor, will vet vendors and make recommendations to Licensee's board.
- Licensor staff will continue to travel to the local region.
- Licensor will provide Licensee's board and leadership with Human Resources Support (hiring paperwork, payroll for Year 0 – Year 2, etc...)

## **II. Ongoing Support**

In the second phase of Licensor and Licensee's relationship, the role of Licensor intentionally diminishes with the ultimate goal of empowering the Licensee to achieve the capacity to independently fulfill the role and responsibilities set forth in the charter,

including having primary authority to make decisions regarding the design and operation of Schools in accordance with this Agreement. If Licensee requests additional help or services from Licensor, and Licensor is capable of delivering such support at high levels of quality, Licensor shall undertake its best efforts to accommodate the request.

As outlined in Section 3 of this Agreement, Licensor will (i) conduct on-site School evaluations and/or audits and (ii) facilitate GALS Network information sharing and working to replicate best practices among all schools in the GALS Network. The Parties expect that their annual strategic planning meetings will be critical to these efforts. Licensor will continue to provide support in the following areas:

**A. General**

Licensor will provide the following services:

- Strategic planning support;
- Board succession planning and the vetting of proposed new members;
- Out year talent selection tools, rubrics and guidance (sometimes coaching);
- Implementation analysis and feedback (interim and sometimes in real time);
- Development and support on implementing an assessment suite;
- Annual end of year Scorecard, benchmarked against other “Serviced” GALS Schools for network-wide reporting;
- Fund development and external relations training;
- Leadership coaching aligned with the GALS Way;
- Communications planning, including media-related requests and training; and
- Identification and implementation of pilot and/or innovation projects.

**B. Academic**

- Licensor will collaborate with Licensee in support of curricular decisions and best practices for implementation and execution of the program and curricula outlined in the charter.
- Licensor will support School leadership training on proven pedagogical practices.
- Licensor will provide support to ensure that the Schools’ social emotional programs are strong.
- Teacher and principal evaluation models will be created by Licensor and provided to Licensee with examples for effective implementation.
- School evaluations and/or instructional audits will be developed and conducted by Licensor. The evaluation process will focus on quality of outcomes and fulfillment of the GALS Vision and Mission. These reviews will provide feedback to School leaders that they may use in making programmatic decisions. In addition, this process will identify promising practices to share across the GALS Network.

**C. Talent**

- Licensor will support Schools in leveraging talent across and beyond the GALS Network.
- Licensor will support key Licensee leadership talent, including its Board of Directors and Head of School.

- Licensors will select, hire, evaluate, supervise, discipline, transfer and terminate Licensee's Executive Director.
- Licensors will provide professional development and training to new teachers, Head of School and Executive Director.
- Licensors' Founder and Chief Visionary Officer will serve as model efficacy executive coach and will meet with Licensee's Founding Executive Director Monthly.
- Licensee's Founding Executive Director will participate in new GALS Leaders Program, which includes a number of webinars, readings and other support to onboard new regional leaders in the GALS Way.

- Licensors will direct, or in its discretion may direct in collaboration with the Licensee, the initial onboarding of Licensee's initial and any subsequent Executive Director and Principal for each School to ensure that they are adequately supported in understanding the Educational Activities, the GALS Way and the GALS Network, so that they are poised to successfully lead Licensee or a School.
- As part of the GALS Network, Head of Schools will gain access to a Head of School Network and Executive Director Network, all facilitated by Licensors.

#### ***D. Diversity/Community***

- Licensors will provide support to local region's community outreach efforts including: 1. Recruitment and onboarding of a parent and community leader to serve on the board or advisory committee 2. Licensors will develop replicable materials for Head of School in the area of parent/community outreach. 3. Language translation services for marketing materials, 4.
- Licensors will provide public relations support to help build awareness of the Schools and the school model in local communities.

#### ***E. School Operations/Finance/Infrastructure***

- Licensors will assist with Licensee facilities culture and facilities design to ensure students can move safely through the facilities
- Licensors will manage payroll back office for Year 0 thru Year 3 (*TBD*)
- Licensors will provide NWEA MAP assessment fees for Year 1 and Year 2
- Licensors will continue to vet and recommend vendors.
- Licensors will share best practices to increase Licensee's operational efficiency.
- Licensors will support Licensee's leadership in creating their strategy for future growth.
- Licensors will serve as an advisor on selection and securing long-term facilities and real estate assets.
- Licensors will support Licensee's leadership in creating their strategy for future growth and expansion in Nevada.

#### ***F. Set-backs***

In the event problems arise in the following areas, while Licensee remains ultimately responsible for its governance, operations, finances and compliance with all applicable laws and regulations, Licensor shall reasonably seek to support Licensee and such School with resolution of issues arising as model efficacy service areas:

1. Academic Performance
2. Community Relations
3. Diversity
4. Chartering Authorizer Compliance
5. Employee Relations
6. Financial Condition
7. Internal Controls/Fraud
8. Vendor Quality Assurance
9. Strategic Vision Alignment
10. Curriculum Design

A needs assessment will occur and any support related to these pieces that are extensive may result in a separate scope of work as an addendum to the master service agreement, as this support may fall outside of the current capacity outlined in this Master Service Agreement, thus incurring additional fees from this management fee. This needs assessment and subsequent model efficacy services will be negotiated the summer prior to the academic year and after the completion of the assessment.

### **III. GALS NETWORK**

One or more executive level employees of Licensor shall be responsible for Licensor communications with Licensee Executive Director and Board Chair, identifying and resolving problems, issues and challenges that arise with respect to the Schools or this Agreement, and recommending more effective coordination and collaboration between the parties hereto, as appropriate. Licensor shall use reasonable efforts to address any such issues or concerns which Licensor concurs in good faith.

### **SECTION 7: DUTIES TO GALS INC.**

- 7.1 “Collaboration”: Licensor and Licensee shall use their best efforts to collaborate, through dialogue, communication, interaction and mutual support, in co-developing and continually improving the Schools and their operations, curriculum, environment, facilities, communities and educational experience and outcomes (the “Co-Development Goals”).
- 7.2 Collaboration shall include the identification of potential improvements, problems or areas in need of development, and analysis of improvement strategies and solutions with a view to adopting mutually agreed actions. Collaboration is intended to entail useful mechanisms

allowing the parties to work together in developing solutions or projects designed to respond to a question or a need that promotes the Collaboration Goals. In furtherance but not in limitation of the foregoing, Licensee shall ensure that Licensor may participate meaningfully in regional planning discussions, including, but not limited to “annual strategic planning meetings” (as defined below), and may, at Licensor’s discretion, participate meaningfully in pilot projects, educational innovations, the preparation of any future GALS Network school Submissions, and similar material plans and developments. “Annual strategic planning meetings” include but are not limited to discussions regarding the identification of regional goals, strategies to achieving those goals, and a determination of how and what data will be used to measure the level of the achievement of those goals. The expectation of this collaboration work is roughly 5% of the Founding Executive Directors time, 3% of the School’s Board Chair’s time and 2% of Head of School’s time.

- 7.3 The parties understand that the results of Collaboration can take many forms, such as a new curriculum, policy, procedure, a method of implementation for a measure determined by the parties, or a jointly identified project.
- 7.4 Communication is key to a successful replication. The Licensee has the authority to communicate to the School’s staff, parents, Board of Directors or other stakeholders as it relates to standard GALS Network news and updates on classroom practices, instructional techniques, etc...Further, the Licensor and Licensee agree to have no longer than a 24 hour turn around for phone and email communication. Communication efforts coming out of the School will also be shared with the GALS Network on the progress, success and student profiles for the School.

## **SECTION 8: INTELLECTUAL PROPERTY**

- 8.1 The results of Collaboration are generally expected to be jointly owned by the parties hereto. For the avoidance of doubt, however, the parties acknowledge that Licensor has created and owns certain intellectual property, including curricula and other education-related systems management, copyrights, etc., upon which Licensee and the Schools are and will be based (the “GALS Network IP”). It is expected that certain results of Collaboration will constitute “Derivative Work” or “Improvements” with respect to the GALS Network IP.
- 8.2 “Derivative Work” means a work that is based on one or more preexisting works, such as a revision, enhancement, modification, translation, abridgement, condensation, expansion, or any other form in which such preexisting works may be recast, transformed, or adapted, and that, if prepared without authorization of the owner of the copyright in such preexisting work, would constitute a copyright infringement. For purposes hereof, a Derivative Work shall also include any compilation that incorporates such a preexisting work. Derivative Work shall also include any intellectual property developed in connection with a project structured, facilitated and sponsored by Licensor.
- 8.3 “Improvements” include any variation, refinement and/or improvement to the GALS Network IP. Any Improvement shall be considered a Derivative Work.
- 8.4 Licensor shall have sole and exclusive ownership of all right, title, and interest in and to the GALS Network IP, all copies thereof, and all Improvements thereon and other Derivative

Works therefrom (including ownership of all copyrights and other intellectual property rights pertaining thereto), and all copies of any of the foregoing.

- 8.5 Licensee shall not have title to or ownership of the GALS Network IP (including any Derivative Work or Improvements), but shall have the following limited nonexclusive rights with respect to any Improvements or Derivative Work which Licensee creates or co-develops with Licensor: In recognition of the contribution Licensee makes in support of any Derivative Work or Improvements, Licensor shall grant to Licensee an irrevocable, perpetual, non-exclusive, royalty free, world-wide right to use any such Derivative Work or Improvements in Licensee's non-profit educational activities.
- 8.6 Licensee is encouraged to share GALS Network IP with interested parties outside the GALS Network or to otherwise utilize GALS Network IP outside of Licensee's non-profit educational activities; provided, however, that Licensee shall first obtain Licensor's prior written consent, which shall not be unreasonably withheld or delayed.

## SECTION 9: GENERAL PROVISIONS

- 9.1 **State Law.** This Agreement and any dispute arising from the performance or breach thereof shall be governed by and enforced in accordance with the laws of the State of Nevada, without reference to any conflict of laws provisions.
- 9.2 **Severability.** In the event that any provision of this Agreement is found to be invalid, illegal or unenforceable in any jurisdiction, all other provisions hereof shall remain in full force and effect, and such invalidity, illegality or unenforceability shall not affect the validity, legality and enforceability of all other provisions.
- 9.3 **No Modification or Waiver.** At each renewal of the term of this Agreement pursuant to Section 6.1, the parties shall enter into good faith discussions as to desired modifications to the GALS Network Services and the fees described in Section 6.4. Notwithstanding the foregoing, there shall be no amendment, modification or waiver of any provision of this Agreement unless made in writing by both parties hereto. No provision of this Agreement shall be varied, contradicted or explained by any oral agreement, course of dealing or performance. No failure on the part of either party to exercise any right under this Agreement, or any right provided by state law or equity or otherwise, shall impair, prejudice or constitute a waiver of any such right.
- 9.4 **Successors and Assigns.** This Agreement shall be binding upon and inure to the benefit of the Licensor and Licensee, and their respective successors and assigns, provided that this Agreement may not be assigned or transferred, directly or indirectly, by Licensee to any third party, whether by operation of law or otherwise, without the prior written consent of Licensor. Nothing in this Agreement shall be construed to limit the right of Licensor to assign the Marks or this Agreement, provided that the transferee or assignee agrees in writing to be bound by the terms and conditions of this Agreement.
- 9.5 **Independent Contractors.** Nothing in this Agreement is intended, or is to be construed, to constitute a partnership or any other relationship between the parties hereto. Neither of the parties to this Agreement shall have any express or implied right or authority to assume or



create any obligation on behalf of any other party, or to bind any other party to any contract, undertaking or agreement with any third party. The Parties agree that nothing in this Agreement may be construed to require Licensor to operate, administer or otherwise manage any of the Schools within the meaning of Nevada Statutes, and Licensee agrees that it shall retain the sole responsibility for the operation, administration and management of the Schools for all purposes thereof.

- 9.6 **Entire Agreement.** This Agreement embodies the entire understanding between the parties hereto, including with respect to the licensed Marks, and supersedes any prior communications, representations or understandings with respect thereto, whether written or oral, which shall hereby be null and void, including, effective as of the date hereof, any previously adopted versions of this Agreement.

## **SECTION 10: NOTICES**

- 10.1 In the event that there is a suit, claim, demand, determination, judgment or any other legal proceeding initiated or made against Licensee in or by any court or other governmental body or legal authority, including but not limited to the Authorizer, Licensee shall promptly notify Licensor in writing with a detailed description of the matter and a copy of any non-legally privileged documentation thereof.
- 10.2 Any notices or other communications required to be given by either party pursuant to this Agreement shall be in writing and personally delivered or sent by certified or registered mail, or by commercial overnight courier service with tracking capabilities, costs prepaid, to the following address, respectively, which address may be replaced by notice in writing to the other party hereto:

### **To Licensor:**

GALS Inc. c/o Liz Wolfson, Chief Visionary Officer  
 [REDACTED]  
 [REDACTED]

### **To Licensee:**

Girls Athletic Leadership School – Las Vegas, NV  
 c/o Brenda Boyd, Board Chair  
 Jennifer McCloskey, Founding Executive Director

### **With a copy to:**

Kara Hendricks, Shareholder, Greenburg Traurig  
 [REDACTED]  
 [REDACTED]

## Exhibit A

Girls Athletic Leadership School

Girls Athletic Leadership Schools

The Girls Athletic Leadership School

The Girls Athletic Leadership Schools GALS

GALS, Inc.

GALS

The Boys School

The Boys School of Denver

Power, Flexibility, Focus, and Balance

Join the Movement

