

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2020 CALL FOR QUALITY CHARTER SCHOOLS Updated April 10, 2020

Schools Opening Fall 2021 and Beyond

MS Word Application Template

Previous versions of this application had been divided into four tracks. However, this version incorporates all four tracks into one standard application along with an addendum that must be completed by certain applicants. Please see the addendum to determine if you are required to answer those additional questions. Should you have questions about the application, you can contact Mark Modrcin (mmodrcin@spsca.nv.gov).

NRS 388A.240 Membership of committee to form charter school.

1. A committee to form a charter school must consist of:

(a) One member who is a teacher or other person licensed pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing;

(b) One member who:

(1) Satisfies the qualifications of paragraph (a); or

(2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(c) One parent or legal guardian who is not a teacher or employee of the proposed charter school; and

(d) Two members who possess knowledge and expertise in one or more of the following areas:

(1) Accounting;

(2) Financial services;

(3) Law; or

(4) Human resources.

2. In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four additional members as follows:

(a) Members of the general public;

(b) Representatives of nonprofit organizations and businesses; or

(c) Representatives of a college or university within the Nevada System of Higher Education.

3. A majority of the persons who serve on the committee to form a charter school must be residents of this State at the time that the application to form the charter school is submitted to the Department.

4. As used in subsection 1, "teacher" means a person who:

(a) Holds a current license to teach issued pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; and

(b) Has at least 2 years of experience as an employed teacher.

Ê The term does not include a person who is employed as a substitute teacher.

Names, roles, and current employment of all persons on the committee to form (add lines as needed). Note that the Committee to Form may be different than the proposed Governing Board:

Full Name	Current Job Title and Employer	Position with Proposed School
Nick Fleege	Founder; EvolvingEd	None
Jai Mallory	Director of Business Management; Eagle Academy PCS	Chief Operating Officer
Monica Johnson	Special Event and Group Coordinator; Aria & MGM Hotels	Governing Board Member
Fatima Cotton	Special Education Teacher; Durango High School	Governing Board Member
Mary Scott	Assistant Principal; Clark County School District	Governing Board Member

Does this Committee to Form, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? Yes No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this Committee to Form, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2019-20 or 2020-21 school years? Yes No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Eagle Charter Schools of Nevada (common name: Eagle NV)	2021	K-5	K-8

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

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K	108	108	108	108	108	108
1	108	108	108	108	108	108
2	108	108	108	108	108	108
3	108	108	108	108	108	108
4	108	108	108	108	108	108
5	108	108	108	108	108	108
6		108	108	108	108	108
7			108	108	108	108
8				108	108	108
9						
10						
11						
12						
Total	648	756	864	972	972	972

Proposed Location

If an exact location has not been determined, please provide a detailed description of the proposed contact location including, geographic area, cross streets, and neighborhood.

Campus Location	County	Zip Code(s) to be Served by School
<p>Summary of location: Eagle will locate in Clark county in an area that serves a high number of students who attend low performing schools. By utilizing the resources available publically and specifically though Opportunity 180's research, we identified target zip codes in Clark County that have few, in if any, high performing schools. Our open enrollment policies will extend preference to at-risk students and students currently assigned to low-performing schools.</p> <p>Below are details of a possible campus location, we will work toward formally putting the campus under contract once our charter application is approved.</p>	Clark	<p>All zip codes in Clark County with an intentional focus on:</p> <ul style="list-style-type: none"> • 89104 • 89106 • 89115 • 89121 • 89122
Sahara Ave and McLeod Drive	Clark	<ul style="list-style-type: none"> • 89104 (campus location) • 89106 (directly adjacent) • Remaining zip codes in Clark County

Nevada law currently permits an operator to contract with a for-profit, Education Management Organization or a non-profit, Charter Management Organization.

Does the proposed school intend to contract or partner with an education management organization (EMO) or charter management organization (CMO) to provide school management services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, identify the name of the EMO or CMO and specify which designation:	<i>Eagle Charter Schools, Inc.</i>

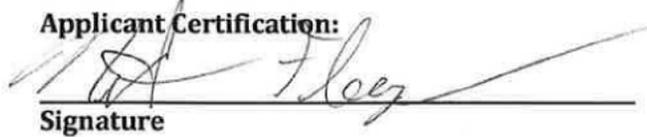
NRS 338.249 permits a committee to form or a charter management organization to submit a charter school application.

Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, identify the CMO and any affiliated NV non-profit:	<i>Eagle Charter Schools of Nevada, Inc. is the non-profit that is being formed to hold the charter and, as part of this charter application, will have a services agreement with a CMO (Eagle Charter Schools, Inc.)</i>

In accordance with NAC 388A.160(8), if this application was prepared by a person who is not a member of the committee to form the charter school, or by another entity, including, without limitation, an educational management organization, or if such a person or entity assisted the committee in preparing the application, the applicant must disclose information about that person and/or entity.

Was the application prepared by a person who is not a member of the committee to form the charter school, or by another entity including, without limitation, an educational management organization, AND/OR did a person who is not a member of the committee to form the charter school, or another entity including, without limitation, an educational management organization assist the committee in preparing the application? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, what is the name of the person(s) and/or entity(s)?	
Please list any affiliations this person(s) and/or entity(s) has to existing schools and the dates of such affiliation.	
Please provide a resume for the person(s) and or entity(s)?	

Applicant Certification:

 _____ 7/14/20 _____
Signature Date

Nick Fleege
Printed Name:

Note: NAC 388A.260 requires that applicants submit a version of the application which excludes or redacts from the application and any related material to be shared with the public. All applicants should be prepared to submit a version of their application that complies with this regulation, if requested.

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2. Meeting the Need

MISSION AND VISION

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

- (1) Provide the mission and vision for the proposed school and briefly describe how they serve as the foundation for the proposed school, including:
 - (a) The key components of your educational model
 - (b) The outcomes you expect to achieve
 - (c) Key supporters, partners, or resources that will contribute to your school's success

Mission

Eagle NV's (Eagle) mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem-solving abilities. We emphasize cognitive, social, and emotional growth by engaging children as active learners in an inclusive learning environment. Eagle's mission is rooted in the unwavering belief that all students, regardless of zip code or ethnicity, deserve high quality educational choice.

Daily activities and Classroom experience

Our mission drives our instructional approach. Students are given opportunities to work together as an entire class, in small groups, and through independent learning activities as Eagle offers creative and imaginative learning opportunities while building a sense of joy for life-long learning. Core content areas are emphasized. Students are provided with opportunities for enrichment activities every day. Small groups and rotations allow for differentiation in the classroom. Personalized learning is further supported by several types of "push in" services that allow us to serve students at a variety of academic levels in the same manner.

Students will experience structured, active, and technology-rich classrooms. As elementary students eat breakfast, music is playing in the background and the song lyrics are tracking on the Smartboard. Short, whole-class instruction will transition to small group instruction and rotations; groupings are informed from Exit tickets, teacher observations, ongoing AIMS-Web progress monitoring, and NWEA MAP assessment results. Social Emotional Learning (SEL) is purposefully taught to build student confidence, emphasize collaboration, and set positive goals. Within this instructional milieu, students will use Chromebooks for individualized work, interact with Smartboards together via their Chromebooks, and then move to a variety of small group engagements utilizing other types of learning strategies. Multi-Tier System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) provide seamlessly integrated supports for

students' individualized needs within our groupings.

Vision

We believe in investing in the entire child. Our students will have a strong academic foundation and also become confident individuals with positive self-esteem. A student's social and emotional development is just as critical as their cognitive growth, and our SEL curriculum will be incorporated into every student's daily academic routine in order to achieve this high level of cognitive growth. Community and family involvement complement our commitment to developing the entire student and are critically important to our vision; we pride ourselves in being "parent advocates" and supporting parents in their personal and professional development as we work together as partners in order to provide the highest level of education possible to each student.

Content knowledge is necessary, but no longer sufficient, to be successful in our constantly-connected and ever-shrinking world. Students at Eagle need to be respectful, effective communicators, creative problem solvers, critical and reflective thinkers, self-directed and life-long learners, and proficient users of technology. Our school and staff will provide students with a safe and secure learning environment so that they will take advantage of a wide variety of resources and learning strategies. When our scholars leave Eagle, the goal is for all to be technologically literate students who demonstrate high-order thinking skills. Eagle scholars will be intrinsically motivated to achieve success as mathematical thinkers, proficient readers and writers, explorers of scientific inquiry, and creators and appreciators of the arts. This positions our students to continue taking ownership over their education as they progress through secondary school and to college and/or their career. Many of the careers our students will embrace at age 18, 22, or 26 don't yet exist, so it is our task to ensure that students are equipped with both the academic and the technological skills necessary to be successful in a dynamic, global marketplace.

Key Components

The key components of our model include personalized and differentiated instruction complete with a robust Multi-Tiered System of Supports, a commitment to incorporating social and emotional learning throughout our academic program for all students, and outreach and support for parents as we involve them in their student's education.

Outcomes we expect

The success of Eagle will be measured via a variety of goals, including goals for academic success, Social-Emotional Learning, and parent involvement. Our academic goals recognize that incoming students may be several years behind grade level. Our two primary academic goals are met when students either close this achievement gap by demonstrating 1.5+ years of growth annually or by demonstrating grade level proficiency and out-performing the comparative District schools by 20%. Our academic goals are purposefully analyzed and evaluated by subgroup so that students from traditionally underserved subgroups (low income, Special Education, ELL, minority, and academically at risk) are specifically monitored and supported. Our commitment to developing the

whole child is reinforced by including SEL goals with our academic goals. Student attendance and reduced discipline incidents will be the metrics we use to gauge the effectiveness of our SEL program. Eagle knows that involved, informed, and engaged parents are hugely beneficial to the growth and development of our students. Parent involvement and engagement is measured as a reflection of our success as a campus.

Eagle's academic model is centered on differentiated instruction, tiers of support, and the inclusion of social and emotional education within the core curriculum. By using data to inform instruction, purposefully identifying and reflecting on best practices, and educating students on the correct academic and emotional level, Eagle's scholars will have the opportunity to grow to their fullest potential.

These results are possible because our collective leadership team (including the Committee to Form, our CMO (Eagle Charter Schools, Inc., and key staff members)) has a demonstrated track record of success and is directly aligned with the mission of Eagle. All students are deserving of high quality educational options and how quickly a student learns something is not the determining factor in how ultimately capable that student is. Our leadership team shares this common set of values, and these are the same values we will be looking for when building the rest of our team at Eagle.

Key supporters, partners, and resources

Through the services agreement with Eagle Charter Schools, Inc. (ECS), Eagle NV is positioned to effectively replicate the proven model of Eagle Academy in Washington D.C. Complete with providing proprietary curricular resources, accounting services, professional development, operational support, and a host of other services, this partnership allows Eagle NV to position itself as a growing organization instead of simply a new one.

Joe Smith (founder of Eagle Academy and CEO of ECS) and Jai Mallory, (incoming COO and current Director of Business Management of Eagle Academy), are key members of the team that is positioned to expand the Eagle model to Clark County. For 17 years, Eagle Academy has consistently been ranked among the highest performing charter schools in Washington D.C., while serving a student population that is 100% low income and at a campus that is surrounded by some of the lowest performing traditional public schools in the District. Eagle is looking forward to partnering with ECS and duplicating this proven model for the students and families of Clark County.

(2) A charter school must have as its stated purpose at least one of the goals set forth in NRS 388A.246. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:

- (a) Improving the academic achievement of pupils;
- (b) Encouraging the use of effective and innovative methods of teaching;
- (c) Providing an accurate measurement of the educational achievement of pupils;
- (d) Establishing accountability and transparency of public schools;
- (e) Providing a method for public schools to measure achievement based upon the performance of the schools; and
- (f) Creating new professional opportunities for teachers.

Eagle will fulfill all six of these statutory goals; we have selected “a” and “d” as our top two formal, stated purposes. “Improving the academic achievement of pupils” and “Establishing accountability and transparency of public schools” are the purposes of Eagle.

Improving the academic achievement of pupils

Increased academic achievement is the foundation of our mission. Various measures of academic success are the leading inputs behind most public and private school rating systems. Statutory purposes that measure teacher inputs are valuable, but not as important as measuring outputs of student success. Our mission specifies our commitment to the “cognitive, social, and emotional growth” of students, which aligns with and expands on this purpose.

Establishing accountability and transparency of public schools

In support of our mission, we believe in community involvement, being advocates for entire families, and transparency. Transparency builds trust, and that trust among a multitude of stakeholders is critical to our success. Beyond our specific outreach efforts, we are also committed to becoming an accredited school. We understand that this is a long term goal that is not required, but it reiterates our commitment to being fully transparent and accountable.

TARGETED PLAN

- (1) Explain how the educational model you wish to implement meets the needs of the community you wish to serve.

Summary

As further demonstrated in our response to the Academic and Demographic Needs assessment, the model, mission, and vision of Eagle are specifically designed to meet the needs of at risk students who attend low performing schools. By offering tiered levels of support, we recognize that each student has unique academic and SEL needs, and we are committed to personalizing instruction.

Our sincere desire to be true advocates and partners with parents is a critically important component of working in low income communities.

Identifying our Target Community

Our commitment is absolute; we will serve a community with a high number of students who attend one- and two-star schools. Real estate availability and other external factors may shift during the charter application process, so location viability will be continuously evaluated in the coming months. Aligning ourselves with other individuals and organizations who are already executing serving at-risk Nevada students allows us to work in concert and make larger strides toward closing the achievement gap. Annually, Opportunity 180 commissions a “Priority Footprint Map” using school performance data from the state of Nevada and enrollment and overcrowding information provided by school districts in Clark County. This map highlights the areas of Clark County that have the highest number of students that attend low performing¹ schools.

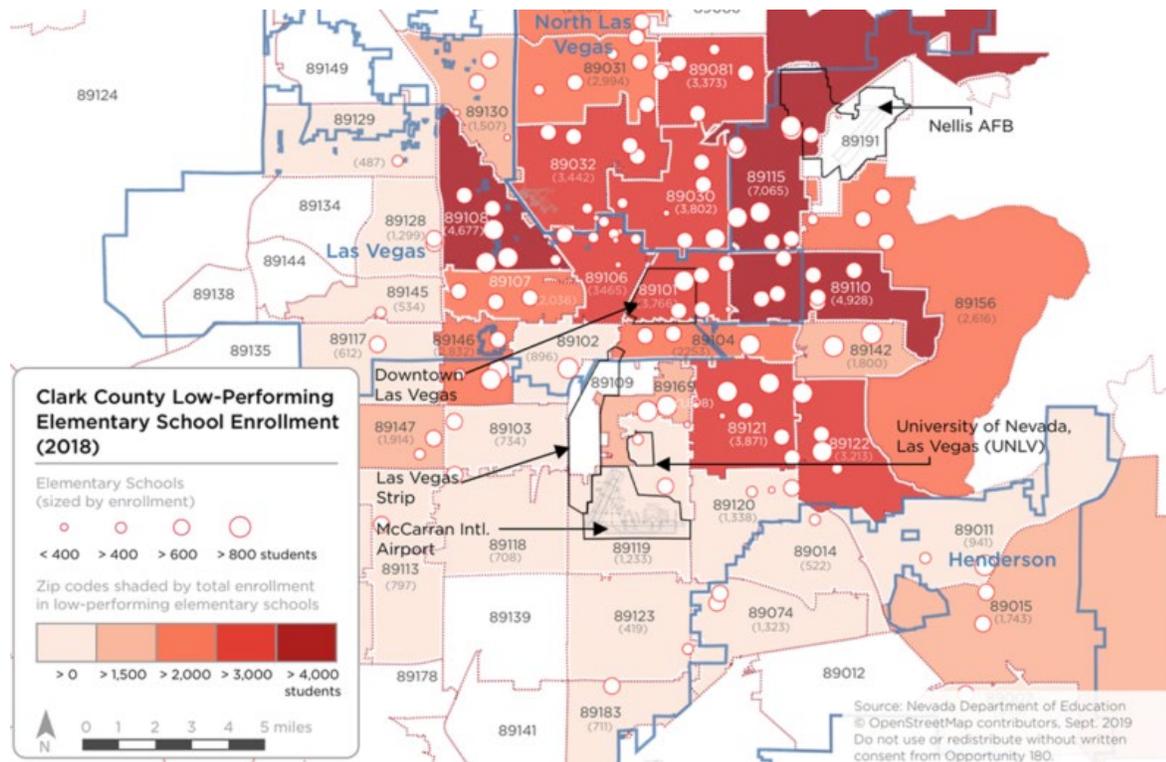


Figure 1. Priority Footprint Map² – number of elementary students in Clark County attending low performing schools

¹ “low performing” is defined as a school that received a one- or two-star rating on the Nevada School Performance Framework

² Opportunity 180. (2019) *Priority Footprint Map*; Retrieved from Opportunity 180 website <https://opportunity180.org/data-research/>

Using the Priority Footprint Map and feedback from local real estate agents, Eagle identified three zip codes in Clark County as our areas of focus: 89104/89106, 89115, and 89121/89122. In accordance with AB 462, these zip codes are then further examined at the neighborhood level as we identify campus locations that specifically fulfill the “Academic Needs” designation. In evaluating possible campus locations in Clark County, we are eager for the opportunity to offer high quality seats to students that otherwise have few, if any, options.

Zip Code	Median Income	% Hispanic	% African American
89121	\$39,528	42.9%	10.4%
89115	\$36,050	54.5%	20.1%
89104	\$35,484	58.6%	8.1%

Table 1³ – One Mile Demographic Information for 3 possible campus locations

After working with local real estate brokers and neighborhood stakeholders, we have identified multiple possible campus locations that are currently available and would serve our target communities. Currently, we have identified four potential campus locations: three different vacant lots in 89121 and a repurpose opportunity on the border of 89104/89106. Eagle will continue to research and monitor possible campus solutions in our three areas of focus.

District and Community needs

Across Clark County, tens of thousands of elementary school students attend low performing schools. In our areas of focus, no District schools are considered high performing⁴. The chart below summarizes the need for high quality seats for students, and, in accordance with AB 462, our preferred location has eight District elementary schools within three miles that are 1- or 2-star schools (“Market” tab; Attachment 19).

Zip Code	# low performing Elementary + Middle Schools	# high performing Elementary plus middle schools	% of students assigned to a low performing school
89121	10 out of 11 schools	0	6057/6090 = 99.5%
89104	3 out of 5 schools	0	2267/3964 = 57.2%
89106	6 out of 6 schools	0	100% (3545 students)

Table 2 – Summary of Performance and Enrollment statistics at District Zoned Schools by zip code⁵

³ “Nevada Demographics – Get Current Census Data for Nevada.” *Nevada Demographics*, <https://www.nevada-demographics.com/> Accessed 16 Jun 2020

⁴ “high performing” is defined as a school that received a four- or five-star rating on the Nevada School Performance Framework

⁵ “Opportunity 180.” *Great Schools. All Kids.*, www.greatschoolsallkids.org/. Accessed 20 Dec. 2019

SPCSA's mission

The SPCSA improves and influences public education in Nevada by sponsoring public charter schools that prepare all students for college and career success and by modeling best practices in charter school sponsorship.⁶ Eagle's model is positioned to fully address the components of SPCSA's mission.

- *College and Career Success*

Beyond their strong academic foundation, Eagle graduates will demonstrate the skills and abilities that will prepare them for a future career that may not yet exist today. Successful students will collaborate, communicate effectively, define and solve problems, think critically, reflect and improve, treat others with respect, be proficient with technology, find intrinsic motivation and demonstrate other 21st Century Skills that countless research outlets have identified as critically important for student success in our dynamic, digital society. Eagle will offer a rich, personalized academic program alongside an intentional commitment to developing the social emotional learning (SEL) traits of self-awareness, self-control, and interpersonal skills. These are the skills and character traits that will set our students up for success in High School, college and careers.

- *Modeling Best Practices*

Since the first charter school opened in 1992, educators have been working to create new and/or improved models that best serve students. Thanks to the efforts of yesterday's innovators and educators, we are now better at differentiating, personalizing, utilizing data, communicating, and countless other instructional skills and techniques. Eagle is positioned to benefit from those improved skills and techniques. By partnering with ECS, Eagle NV will be able to directly build on the proven successes of Eagle Academy in Washington, D.C. Instructional best practices will be replicated, and we will continue to innovate and improve the Eagle model as we meet the individual needs of Clark County students.

- (2) During the 2019 legislative session, AB 462 required the SPCSA to develop an Academic and Demographic Needs Assessment. A copy of this document can be found [here](#). Given the demographic and academic needs as defined below, please describe how your proposed school would meet one or more of the needs defined in the Academic and Demographic Needs Assessment. Note that the SPCSA will evaluate charter applications based upon both the public charter school application rubric and the proposed school's plans to meet statewide academic and demographic needs found within the Needs Assessment.

⁶ "Mission." State Public Charter School Authority, www.Charterschools.nv.gov/About/Mission/. Accessed 30 Dec. 2019

- (a) Demographics: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally serve the following student groups, each of which has been identified as persistently underperforming based on data provided by the Nevada Department of Education: Students qualifying for free or reduced-price lunch, English Learners, and students with IEPs. Successful applicants will demonstrate the capacity to support these student groups in achieving academic performance at or above the state average.
- (b) Academic Needs: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally provide access to 3, 4 and 5-Star schools in zip codes where students are attending a 1- or 2-Star school. A map and list of zip codes will be provided; SPCSA charter schools will be removed from the data set used to identify zip codes.
- (c) Academic Need: Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed for student groups that are most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones.

Eagle is positioned to specifically meet both the demographic and academic needs as defined in the Academic and Demographic Needs Assessment.

By incorporating personalized and differentiated instruction, a robust MTSS program, a commitment to SEL, and parent involvement, our entire model works in concert to support students with special needs, ELL students, low income students, and students that are academically at risk. Our campus location and lottery preferences will ensure our student population is primarily composed of low income students who attend low performing schools. Our entire model is designed around supporting these students. Eagle has identified one key component that will be specifically supportive to the four groups of students identified in the “Demographics” and “Academic Needs” subheadings:

- **Students with Special Needs**

Sufficient staffing will allow us to typically offer “push in” services in the general classroom. These services can then be offered in the least restrictive environment and as part of our typical differentiation efforts.

- **ELL students**

By leveraging technology, our English Language Learning students will have broader supports and access to the entire curriculum. This is in addition to employing skilled instructional staff that are certified to serve ELL students.

- **Low income students**

By including Social Emotional Learning throughout our curriculum, our scholars will have opportunities to self-reflect, collaborate, and become more mature. This complements our parent advocacy efforts as we work to support the entire family and community.

- **Academically at risk**

Using data to differentiate and personalize instruction for all students is at the foundation of our academic program. Involving students in monthly data meetings holds everybody accountable for progress toward our goals.

PARENT AND COMMUNITY INVOLVEMENT

(1) Describe the role to date of any parents, neighborhood, and/or community members involved in the development of the proposed school.

In concert with our CMO (ECS), Eagle NV has conducted an intense outreach campaign in the community of our preferred campus location. Fortunately, Eagle representatives began this process last fall prior to COVID-19 considerations. As such, we have met and talked with hundreds of families who live in our targeted area, and a significant number have expressed an interest in Eagle being established. (See Attachment 13) The past experience of our CMO is a strong proof-point that when Eagle’s charter is approved and a full campaign is conducted with a confirmed school address, the number of families who wish to attend the school expands exponentially.

By partnering with ECS, Eagle is effectively replicating the proven model of Eagle Academy in Washington D.C., so the foundational elements of the school are already well-developed. Our proposed academic program has been developed over the past 17 years, and many improvements realized over these years have been largely due to involvement from students, parents, and the community. While our Nevada stakeholders haven’t yet had an opportunity to provide input on the school model, they will. We will be dynamic and responsive to student, parent, and community needs. We will take pride in being part of the neighborhood and offering our campus as a resource for the community. Parents and the community will play a key role in building culture, support programs, and community offerings.

Through the outreach efforts of like-minded Community partners, Clark County parents have already expressed a strong desire for schools with the same qualities as Eagle to be available to them. In the fall of 2016, 270 Strategies partnered with Opportunity 180 to conduct Clark County parent surveys “to better understand thoughts and opinions about our local school district.”⁷ In the survey, parents were presented with six possible concerns and asked to identify what mattered

⁷ “Data and Research.” *Opportunity 180*, www.opportunity180.org/data-research/. Accessed 12 Dec. 2019

most for student success and to individually evaluate how much improvement was necessary for each of the six concerns listed.

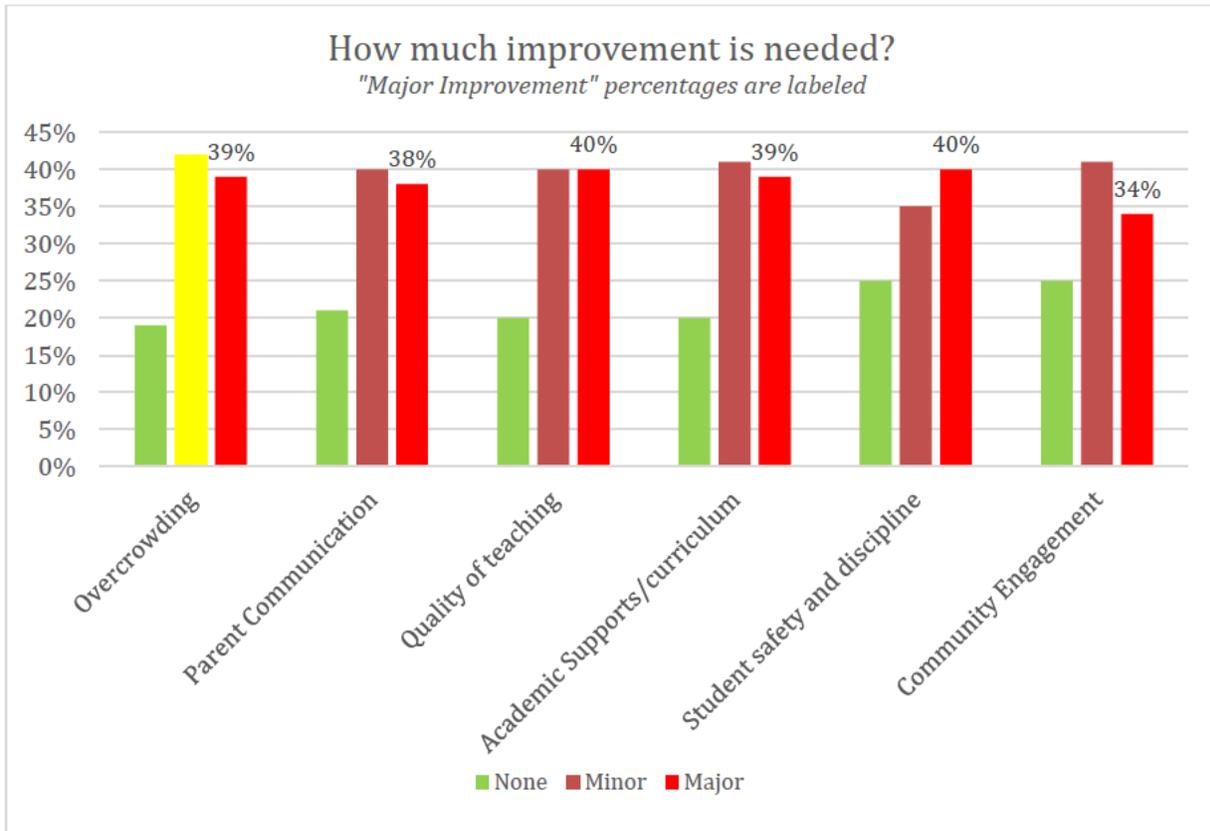


Figure 2. Summary of parent responses to “How much improvement is needed?” for each of the 6 concerns in the survey conducted by 270 strategies.⁸

When evaluated individually, more than 1/3 of parents responded that “major improvement” was needed for each of the six categories. This data tells us that Overcrowding, Parent Communication, Quality of teaching, Academic Supports/Curriculum, Student safety and discipline, and Community Engagement are all considerable concerns for parents, and we are confident that Eagle will address each of these concerns.

- (2) Describe how you have engaged, and will continue to engage parents, neighborhood, and community members from the time the school was conceptualized to when the application is approved through the opening of the school. What specific strategies have been

⁸ “Clark County Parent Survey.” *Opportunity 180*, 2016, www.opportunity180.org/wp-content/uploads/2017/11/Clark_County_Parent_Survey_Results_2016.10.28-1.pdf.

implemented and will continued to be relied upon to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

In zip code 89104, Eagle's team positioned representatives at two major supermarkets in the fall of 2019 in order to meet parents. The team distributed over 1500 fliers and spoke with hundreds of parents and community members. In addition, Eagle representatives have gone door-to-door in one large neighborhood to distribute literature regarding Eagle and introduce ourselves to families. This effort was met with a very positive response from families as we secured 161 signed letters of support and interest. Prior to restricting travel and in-person outreach due to COVID considerations, the Eagle team began outreach to many neighboring businesses (Family Dollar, Smith's Grocery store, Cardena's grocery store), various restaurants (Brasa Roja), employees from the local casino (Stratosphere), and met with members of the local church (LV Church of Restoration). These efforts allowed our team to give out water, pencils, donuts and t-shirts while informing the public about our proposed charter school. Our outreach team reached numerous families who only spoke Spanish, families who had a difficult time reading, and families who were reluctant to share their name or personal information. These challenges help underscore the dire need for high quality educational options for students in this community.

Throughout the application process, our team will continue our outreach efforts via all typical social media platforms. When appropriate, we will continue with our in-person outreach efforts as we are eager for the opportunity to build relationship and be part of the community.

As we overcome the uncertainty resulting from COVID-19, Eagle will offer many invitations for parents and community members to simply reconnect with one another while providing a platform for collecting feedback and listening to priorities and concerns. In addition to Eagle's door-to-door campaign, Eagle staff will continue to be at supermarkets on weekends as well as find meeting space to hold meetings with parents of potential students, e.g., libraries, community meeting rooms. True engagement with prospective families and the community will look more like a conversation than a lecture. We have begun development all of our social media platforms and have reached out to the YMCA, BGC Nevada Alliance (Boys and Girls Club), Boys Town Nevada, Children's Advocacy Alliance, #lasvegasparentzone, #vegaskidszone, #nevadabusiness, #10sstar (indoor tennis club, NV), #vegasfamilyguide, #artclassesforkids, #christianadamstutoring (K-8), #healthykidspediatrics, #vegaskidfriendly, #vegaspbs and many more groups and organizations.

Examples of continued outreach include the following; these efforts will be conducted virtually as is necessary/appropriate.

- Active social media platforms and an updated website
- Traditional print announcements
- Frequent information sessions about the school; including opportunities for Q and A
- Specific outreach to local homeless shelters and other community groups that work with at-risk students and families
- 1 on 1 meetings with prospective parents
- 1 on 1 meetings with community groups and other stakeholders
- Regularly scheduled open discussions with the principal

- Stakeholder surveys
- Offering our space to host community events

Beyond continuing our neighborhood and community engagement efforts noted above, we will have additional strategies to involve parents after student enrollment and post opening. Examples include:

- 1 on 1 home visits
- Assisting parents in establishing their Parent Teacher Organization (PTO)
- Regular “open door” informal meetings with the principal
- Parent surveys
- Parent focus groups – projected topics include curriculum, communication, and reinforcing common behaviors and expectations both at school and at home
- Student surveys
- Open House
 - allows students and parents to familiarize themselves with the campus
- Meet the teacher
- Parent teacher conferences
- Individual student data meetings (monthly)
- Class Dojo (daily feedback)
- Regular newsletters

(3) Describe any expectations for parent volunteering.

While our parent engagement efforts mentioned above, including information sessions and volunteer opportunities, will be developed in concert with parent interest and encouraged, under no circumstance will parent involvement in these activities and events be a requirement for a student’s enrollment in our charter school. Eagle Charter Schools of Nevada will adhere strictly to state and federal guidelines that address this policy, including regulation R131-16, Section 8.

(4) For each strategic partnership your school has established with community organizations, businesses, or other educational institutions that are part of the school’s core mission, vision, and program other than the CMO/EMO identified in the application or dual-credit partners discussed in subsequent sections, please complete the table below. If there are future organizations that you plan to seek to partner with, please list those as well. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Our list of future partners is initial and will grow. These conversations were started in the fall of 2019 and will continue to be formalized as in-person travel and meetings are deemed advisable and safe.

Partner Name: Charter School Association of Nevada	
Briefly describe this partnership	Advocate for all Nevada charter schools
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Eagle anticipates becoming an active member as soon as possible/practical.

Partner Name: Greenberg Traurig, LLP	
Briefly describe this partnership	Legal Counsel
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Local legal counsel advising Eagle.

Partner Name: Turner Impact Capital	
Briefly describe this partnership	Potential finance/construction partner
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Given our partnership with ECS, Eagle will be positioned to have more funding opportunities that typically would be expected from a new campus. Turner Impact is one such interested partner; they are able to give informal feedback as to financing capacity and terms although no formal agreement is in place. When appropriate, financing terms will go out to bid and the most appropriate proposal will be identified by the Eagle NV Board.

Partner Name: The Amidan Group	
Briefly describe this partnership	Realtor
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Local Realtor researching properties that fit our target communities and providing surrounding demographics for each potential site.

Table 3. Strategic Partners

(5) Describe the committee to form’s ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, local community?

Knowledge of Target Community

We consider our “target community” as at-risk communities with limited access to high quality educational choice. We are passionate about offering high quality seats to at-risk youth, and our commitment is to provide high quality educational choice and opportunities to at-risk students. Our competitive advantage is that we are building on the history and success of a proven academic model with key staff members who have helped develop our program while working relentlessly to close the achievement gap. To further demonstrate this knowledge and experience, in addition to Eagle’s Chief Operating Officer, our CMO partner and Director of IT also have prior experience and success with Eagle Academy in DC. The CEO of ECS, Dr. Smith, has operated Eagle Academy in Washington D.C. since 2003. Eagle Academy schools serve a 100% at-risk population and have consistently performed well on state administered exams. Dr. Smith’s prior experience as a professor allow him to work with a number of urban school districts in which he designed and directed very successful educational programs for at-risk students.

Fatima Cotton (Committee to Form member) is a Special Education teacher with a significant amount of experience working with students with autism. She has taught special education for the last five years and is nearly completed with her second Master’s degree. Her education, experience and knowledge of working student students with special needs will be beneficial to the development of the school. As a long time local resident and teacher, she has deep ties to the community.

Monica Johnson (Committee to Form member) brings first-hand experience and knowledge as a student and parent in the Clark County School District and has strong professional and personal ties to the community. Ms. Johnson is uniquely positioned by having robust connections with local organizations and prior experience with Eagle Academy. Her current role as a Special Event and Group coordinator is a direct connection to countless community groups, and she previously worked in the Business Office for Eagle Academy. She will lead our community outreach efforts and

will advise the Governing Board and the campus when establishing programs and partnerships throughout the community.

Mary Scott (Committee to Form member) has sixteen years of experience as an assistant principal in Clark County schools. She is part of the fabric of local students, families, and community organizations and has decades of experience in all types of school outreach efforts and serving our community.

Outreach initiatives and strategies

We are fully committed to engaging with and learning from our neighborhood, community, and city. Community involvement is not an auxiliary piece of our campus; community involvement is critical to our success. We will have a numerous opportunities for the community to learn about and discuss our campus, and we will also be active partners in offering services to the community. Our campus will be offered as a meeting spot for local groups and municipalities; we will partner with food banks in order to better support our families and the neighborhood; our commitment to “parent advocacy” will lead to GED course offerings, resume writing support, and career coaching. Most importantly, we will regularly distribute surveys and specifically reach out to parents and community members for suggestions and feedback so that we can be both anticipate and respond to the needs of the community. Specifically, our parent focus groups will allow us to discuss curriculum, communication, supporting students both at school and at home, and other pertinent topics.

We will continue to meet with key stakeholders across the city. To date, we have taken the opportunity to meet with representatives from the SPCSA, Opportunity 180 staff, politicians and elected officials, parents, legal counsel, real estate brokers, facility funding partners, and municipal staff members.

3. Academic Plan

TRANSFORMATIONAL CHANGE

In its 2019-2024 [Strategic Plan](#), the SPCSA lists goals related to school performance that charter school applicants must consider in setting their own respective goals:

1. *Provide families with high quality schools. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.*
2. *Ensure that every SPCSA student succeeds - including those from historically underserved student groups: the SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups.*

(1) How will you ensure that your school either earns a 4- or 5-star rating or is on track to earn a 4- or 5-star rating by the end of your first charter term?

In order to ensure academic success and earn a high-performing star rating, Eagle must understand the framework requirements and be able to implement an academic model that addresses those metrics.

- Understanding the requirements and being able to evaluate progress toward meeting/exceeding these requirements.

The minimum score needed for a 4 star school is 67 and 70 points for our Elementary and Middle Schools respectively⁹, and is generally regarded as a school that has demonstrated satisfactory/strong academic success for all students. Student groups are successfully closing opportunity gaps and no subset of students “fails to meet expectations.”¹⁰

Fortunately, the star rating scale is a well-defined and transparent process, and data analysis is a key component of Eagle’s differentiated instruction. Eagle will monitor projected and annual star ratings by tracking progress measures to track our Total Index Score, which is directly mapped to a Star level. Additionally, both state and interim assessments will allow us to monitor progress toward the long term 2022 state goals, which is an overarching target for achieving “full” points on various indicators.

- Implementing the essential features of the Eagle model.

Eagle NV will build upon the proven model of Eagle Academy in Washington D.C. Eagle believes all students can be successful, and the speed in which a student learns something is not indicative of how capable that student is. Students are best redirected by reinforcing positive behavior, and

⁹ “Nevada Accountability Portal.” Nevada Department of Education, <http://nevadareportcard.nv.gov/di/>. Accessed 26 Jun. 2020

¹⁰ “nspf.” State of Nevada Department of Education, <http://www.doe.nv.gov/Accountability/NSPF/>. Accessed 26 Jun. 2020

students are best served when we also support their social, emotional, and mental health and development. These later supports are the foundation for academic and intellectual achievement.

The primary components of SPCSA's academic goals can be summarized as core academic proficiency, core academic growth, student attendance, and diversity of the student body. These are the inputs that are considered within the Nevada School Performance Framework and the Charter School Performance Framework. Each of the features below support the components behind the SPCSA's rating system.

- *Rigorous Curriculum*
Eagle's core curriculum will closely resemble the proven curriculum of Eagle Academy in Washington D.C. Modifications will be made to ensure alignment with Nevada standards, and considerations will be added to ensure students have access to curriculum both below and above typical grade level standards. This feature is an important part of ensuring we meet SPCSA's academic goals for academic proficiency and core academic growth.
- *Excellent instruction*
According to virtually all research and measures, teachers have the greatest impact on student success¹¹. At Eagle, we will recruit, train, and retain ambitious and successful teachers who fundamentally agree with our mission and purpose. Professional development will be ongoing and informed by teacher evaluations using the Danielson Framework. Data will be used to inform instruction and identify best practices. All classrooms will be video-taped and teachers will review their lessons multiple times per year to reflect on their "grows" and "glows" (areas that could be improved and areas of success) for that lesson. Excellent instruction is a key piece of all components of SPCSA's academic goals.
- *Social/Emotional Support*
Eagle promotes the development of student empathy and self-regulation through the Second Step Violence Prevention Program. Supporting the social-emotional well-being of students is an important part of providing them with the support, tools, study habits and education necessary to be successful in the next phase of their academic pursuits. Students are prepared to be future leaders, responsible citizens, and life-long learners. Social/Emotional support is a key piece to our holistic approach to education, and it specifically helps promote student attendance and diversity of the student body.
- *Personalized instruction and support*
Student data is captured daily via AIMS Web and Fast ForWord, which automatically levels instruction to provide differentiated support for students. We leverage this data to inform effective instructional levels and identify necessary remediation topics for each student. Meeting students at the appropriate instructional level to provide "Just in time" instruction allows us to constantly differentiate appropriately and seek maximum progress.

¹¹ "Teachers Matter. Understanding Teachers' Impact on Student Achievement." *Rand Education and Labor*, www.rand.org/education-and-labor/projects/measuring-teacher-effectiveness/teachers-matter.html. Accessed 1 Dec. 2019

Personalized instruction supports all of the SPCSA's academic goals and has the greatest impact on the core academic growth measures.

- *Parent advocates; Community partners*

Strong parent and community involvement is critical to the success of our students. Community involvement provides opportunities for field trips, expert speakers, and for allowing our students to learn about and explore areas outside of their immediate neighborhood. Parent participation will make a considerable impact at Eagle; ideally the lessons at school can be reinforced at home, and vice versa. When we involve parents, listen to their priorities and concerns, and offer parents support when possible, the student will be more successful. The most significant, positive impact on the SPCSA's academic goals will be on increased student attendance.

(2) How will you drive growth among students at all achievement levels, accelerating the levels of proficiency and on-time graduation of those who are most behind?

Personalized learning is a foundational commitment at Eagle. Small group instruction, rotations, push in support, pull out support (when necessary and appropriate), Multi-Tiered System of Support (MTSS), and individual tutoring opportunities occur daily for our students. This personalized instruction coupled with data that monitors individual student progress is a powerful combination for ensuring we provide instruction at the proper academic level.

One example could be that ELL students receive additional English tutoring while other small groups are being taught Spanish as part of our general curriculum. Similarly, students with special needs could be receiving small group instruction that is taught by our certified special education staff instead of the general classroom teacher. Meanwhile, honors students are also working in a small group, but their layered curriculum has them working on a project based extension activity since they have already mastered the grade level appropriate standards.

NWEA-MAP will provide universal screening data points for all students, our SEL curriculum will be intertwined in our tiers of support, professional development on MTSS will be ongoing as we continuously work to refine best practices, and regular data monitoring is used to inform instruction and keep students, parents, teachers, and admin all working toward common goals. Beyond the differentiation techniques utilized by all of our teachers, our students that are most behind will also benefit from the Multi-Tiered System of Supports. The cornerstone of this framework is the tiers of MTSS Support that offer increasingly intense interventions to fit the needs of students.

(3) Describe the distinguishing features of your school, including programming and curricular choices that make your school unique. Key features may include:

- (a) Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)
- (b) Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)
- (c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.)

Programs

- *Rigorous, aligned Curriculum*
 - Math
Generally, math classes begin with Problem Based Learning and/or math talk. With each technique, students are challenged by a math problem. Whole class direct instruction is followed by examples in which students participate in calculating the solution. Then, students work (in small groups or alone) to construct a solution to a new set of problems using tools and resources learned in previous math lessons. The teacher observes the work, directs, facilitates and instructs as necessary, and then uses a variety of presentation options to support students when presenting their findings to other students, other groups, and/or the entire class. Classmates observe and follow with questions, comments, and challenges that are facilitated by the teacher. This gives students the opportunity to work with math as well as defending a position/thought process, all of which is a part of building an academic, supported argument.
 - ELA
During guided reading instruction, students are taught problem solving strategies through decoding, fluency, and comprehension challenges. Students practice their strategies in small group/center work and employ them in whole group instruction as well.
 - Science
Science lessons are inquiry based, offering hands on experimentation to discover answers to questions posed both by teachers and students themselves. Often the experiments involve the arts, so students must create original methods for presentations of their findings.
- *SEL program*
Beginning in kindergarten, teachers utilize Pearson's Social Skills Improvement System (SSIS) to evaluate social skills and problem behaviors. This helps inform our SEL Curriculum. We understand that our target student population will often come to school with social and emotional challenges. In order to set our students up for success academically, we must first address outside and extenuating factors that make learning difficult or impossible. As our network grows, we will be able to transition from contracted to full-time school specialists including psychologists, behavior specialists, speech and language therapists, and occupational therapists. Intentional and specialized staffing, SSIS, Second Step (or similar SEL curriculum), and our Positive Behavior Intervention System (PBIS), showcase our dedicated and intentional commitment to developing the whole child.
- *Professional Development*
We are committed to finding talented, mission-aligned staff members who feel strongly about our mission and our vision. Before the school year begins, our staff will receive two weeks of professional development (PD). The 2019-20 pre-service (summer) PD calendar for Eagle Academy addressed topics listed included below; we commit significant time and

energy on culture building, best curricular and instructional practices, differentiation, reaching the needs of all learners, SEL, and PBIS.

- Eagle Culture, mission, vision, core values
- MTSS (several presentations)
- NWEA-MAP: purpose, administration, data impact
- Responsive Classroom
- Special Education
- Curriculum specific trainings
- Literacy Strategies
- Differentiation techniques
- Data Analysis
- Second Step

Building on the foundation of our robust Preservice (summer) training, Eagle continues ongoing Professional Development (PD) throughout the school year. This will include disseminating best practices, sharing expertise from among the team members, engaging in 3rd party instructional experts, and conducting weekly PLCs and monthly data working sessions. The campus principal and leadership team, with support from ECS, will be responsible for planning this ongoing training and responding to the needs of their staff. A draft list of PD topics is included below:

- Data-Driven Instruction
 - Deepening Literacy Instruction
 - Record Keeping
 - Responsive Classroom
 - Basic Understanding of ESL
 - Understanding the Needs of Diverse Learners
 - Working Effectively As a Team
 - Developmentally Appropriate Practice
 - New Teacher Support
- *Extra-curriculars*
Student and family surveys will be administered to help determine our extra-curricular program offerings. Additionally, community volunteers (after undergoing the appropriate background check) will be invited to offer a variety of options for our students. Before and After Care will be available for families and will be filled with enrichment activities for students. Enrichment activities will be adjusted to fit the interests/levels of the students; possible activities include STEAM, Storybook Alive, Construction Kids, Creative culture, sports (various), Swim club, Zumba for Kids, dance, and Campus Showcase (bi-annual performance for parents and community members).

Principles

- *Whole child*
Eagle will educate each child through a holistic approach that includes wraparound services for physical, mental, social, and emotional health for all students. Further, we are proud to be advocates for our parents by offering social services and other support where possible.
- *Personalized learning*
Eagle's vision recognizes and embraces that students will learn at different speeds and in differing ways. Differentiation occurs continuously in our classroom as our teachers are trained in using small group instruction and rotations which are informed by our data-rich processes and procedures. As Eagle's campus evolves into middle school grades, these groupings and enrichment opportunities will expand beyond the self-contained elementary classroom via a wide selection of academic and elective courses.
- *Parent advocacy and outreach*
We believe in supporting the entire family when possible and appropriate. Building on the goal of actively involving parents in their student's education, we will also seek and develop opportunities to support parents and families directly. Eagle will host job fairs, offer career coaching, work with parents in need to find suitable business attire, host community events, and continue to elicit feedback so we can expand our support to fit the needs of our community. Our students will be more successful when their parents have the tools and services they need. Eagle is eager to support those efforts whenever possible as we (students, parents, and the Eagle staff) work together to achieve the highest possible level of student success.
- *Community involvement*
The Eagle staff and Governing Board will dedicate ourselves to being part of the community. Developing external partners over time will make our program stronger by engaging outside experts and opening new doors and opportunities for our students. In a global economy that becomes more interconnected every day, broadening our students' horizons beyond their immediate neighborhood is a stepping stone for them to understand the interconnections between and within our broader community, city, state, country, and the world.
- *Restorative Consequences (PRIDE room)*
Our PRIDE room replaces an in-school suspension punishment used by many other schools. We believe in restorative, logical consequences and Positive Behavior Interventions and Supports (PBIS). Too often, adults default to "zero tolerance" and other severe punishment practices. It is our belief, and our CMO's experience at Eagle Academy in Washington D.C., that these punishments are punitive and rarely address the underlying reason a student is misbehaving. Instead, we want to provide encouragement and an opportunity for quick redirection, redemption, and success for students who misbehave. Students are encouraged to self-advocate and take breaks in our PRIDE room as necessary. Once in the PRIDE room, a trained staff member will work with the student to determine the underlying cause of the issue at hand. Self-directed and guided reflection and redirection materials, goal reviews of

behavior intervention plans, music, active/kinesthetic interactions, and SEL curriculum resources are a sampling of the resources available to students.

Structures

- *STEAM*

The STEAM program at Eagle brings Science, Technology, Engineering, Arts, and Math alive for students in a challenging, engaging, exploration based environment while supporting the core academic curriculum. The STEAM curriculum is a series of challenges and experiences and was created at Eagle Academy to complement our other core, support, and enrichment programs.

The STEAM challenges are based on the Next Generation Science Standards (NGSS), the Common Core Standards for Math (CCSM), the National Common Core Arts Standards (NCCAS), and the International Society of Technology in Education Standards for Technology, Creativity and Innovation (ISTE) to build:

- Communication and collaboration
- Research and information fluency
- Critical thinking, problem solving, and decision making
- Digital citizenship
- Technology operations and concepts

- *MTSS*

Eagle will incorporate the typically structured Multi-Tiered System of Supports framework as structured remediation and intervention efforts for students. NWEA-MAP will provide universal screening data points for all students, our SEL curriculum will be intertwined in our tiers of support, professional development on MTSS will be ongoing as we continuously work to refine best practices, and regular data monitoring is used to inform instruction and keep students, parents, teachers, and admin all working toward common goals. We expect to use three tiers of MTSS Support:

- Tier 1 – Whole Class instruction and remediation
- Tier 2 – Small Group interventions
Our differentiated approach to student groupings and instruction allows this level of support to occur seamlessly within our general classroom setting
- Tier 3 – Intense, Individualized (or very small group) support
In addition to our regular classroom teachers, we will have support personnel to help provide these services to students who need the highest level of support.

- *Data informed instruction – process; individual student meetings.*

At Eagle, data plays an important role in driving our instructional decisions and improvements. At the initial level of data analysis, our teachers are constantly checking for

understanding and performing Daily Exit tickets in order to gauge progress each day for each student. This allows teachers to adjust in “real time” in order to reteach and expand as necessary.

Our formal data evaluation process involves our students in the conversations about their progress and successes. AIMSweb delivers progress monitored data on an on-going basis and we administer the NWEA MAP assessment three times a year. Both of these data sources inform our monthly data meetings, which have three parts:

- Data team meeting – The data team consists of the teacher, principal, and support instructional staff (including specialists, therapists, and interventionists) as applicable. Each month, the team meets to discuss each student’s current progress on academic, behavior, and social emotional goals. Best practices are identified, wins are celebrated, goals are adjusted, and notes are kept in order to build a history and portfolio to reflect on in coming months and years.
- PLC meeting - Grade level teams (PLCs) will meet monthly to analyze student, subgroup, and cohort data as a team; best practices will be identified shared and this provides opportunities for ongoing professional development. The principal participates in these meetings and, with support from ECS, compiles reports to identify trends, analyze whole-school progress across grades and student subgroups, project future academic results, and report to the Governing Board.
- Student data meeting – We believe in involving students as active participants in their education and goal setting from Day 1. Students will participate in monthly data meetings with their teachers to establish, track, evaluate, and adjust academic goals, identify obstacles, and celebrate successes.

(4) Describe the reasons for which the features you described in (3) will influence student success. Please provide evidence from your own experience and/or valid research.

Feature	Reasons	Evidence of success (at Eagle Academy)
Rigorous, aligned curriculum	Curriculum aligned with Nevada standards is the foundation of a successful academic program.	Curriculum is acquired or produced for each major subject at each grade level
SEL	Incorporating SEL curriculum into the academic program and MTSS framework develops the whole child and increases academic success	Reduced student discipline incidents
Professional Development	Strong PD is essential to ensuring high quality instruction is delivered	Direct observation of the training being utilized in the classroom over time

Extra Curriculars	Increased offerings engage students and develop leadership and other SEL skills	Continued, strong extra-curricular programs
Whole Child approach	The most successful students have the soft skills necessary to be successful in a global economy; teaching students the importance of life-long learning and self-advocacy are lessons that will benefit them for the rest of their lives.	Administrative observations reflect that teachers are using a whole child approach and imbedded student supports embrace a whole child approach.
Personalized Learning	Offering instruction on the correct academic and interest level engages students and minimizes frustration.	After implementation of MTSS, Eagle’s 2018-19 results showed tremendous student academic growth.
Parent Advocates and Outreach	“Findings from the present study demonstrated that increased parent involvement, defined as the teacher's perception of the positive attitude parents have toward their child's education, teacher, and school, was significantly related to increased academic performance, measured by both a standardized achievement test...”	Parent involvement and student academic performance: A multiple mediational analysis ¹²
Community Involvement	Community involvement allows for community resources, such as field trips and guest speakers, to be readily available for our students.	Eagle Academy’s DC campus is used by many community organizations, who also contribute time, energy, and resources to the school.
PRIDE Room	Logical consequences, PBIS, and restorative justice are much more effective at encouraging desired behavior compared with punitive punishments.	Eagle Academy discipline events occur much less frequently compared with surrounding District schools.
STEAM	Cross curricular instruction demonstrates how information is interconnected and various methods of demonstrating mastery are embraced.	This builds on the well-known “STEM” movement by purposefully adding the “Arts” component.
MTSS	RTI and MTSS supports are essential to personalized learning and provide intensive supports when students need them.	In addition to Eagle Academy’s demonstrated academic growth after implementing the MTSS model; Nevada has formally adopted the RTI/MTSS model after significant research.
Data Informed Instruction	“Encouragingly, although students in both conditions improved their reading skills	Assessment Data-Informed Guidance to Individualize

¹² “US National Library of Medicine.” *Parent Involvement and Student Academic Performance*, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3020099/#:~:text=Findings%20from%20the%20present%20study,a%20standardized%20achievement%20test%20and/> Accessed 11 July 2020

	relative to national norms, students in treatment classrooms outperformed students in the contrast classrooms on a latent measure of conventional literacy skills, comprised of letter word reading, decoding, alphabetic knowledge, and phonological awareness...”	Kindergarten Reading Instruction: Findings from a Cluster-Randomized Control Field Trial ¹³
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Table 4. Fundamental Features

(5) Are there any portions of an existing network or school's model that you will utilize in this proposed school? If so, please identify and describe the student performance results of that particular programming.

Through our partnership with ECS, Eagle will effectively be replicating the academic and operational components of Eagle Academy in Washington, DC. Our mission, vision, student support, STEAM curriculum, professional development, parent and community programs will all be significantly included via our partnership with ECS and their management of the DC schools.

During the 2018-19 school year, both Eagle Academy campuses implemented a robust MTSS program, and each campus increased their performance rating to “Tier 1” – which is the highest charter school rating assigned by the authorizing body in Washington D.C. (Public Charter School Board). Eagle Academy has combined student body that is 100% low income, 98.6% African-American, and serves 70 to 100 homeless students each year. These performance ratings are compared against all charter schools in the District, some of which are located in the most affluent, highest performing areas of DC. (Attachment 9)

CURRICULUM & INSTRUCTIONAL DESIGN

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

(1) In accordance with NRS 388A.246, provide a description of the proposed instructional design of the charter school and the type of learning environment the charter school will provide, including, without limitation, whether the charter school will provide a program of distance education, the planned class size and structure, the proposed curriculum for the charter school and the teaching methods that will be used at the charter school.

Specific to NRS 388A.246 (9)¹⁴, Eagle’s anticipated class size and structure, teaching methods, and proposed curriculum are detailed below. Eagle uses a combination of teacher centered instruction

¹³ “US National Library of Medicine.” *Assessment Data-Informed Guidance to Individualize Kindergarten Reading Instruction*, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3147177/> Accessed 11 July 202.

¹⁴ “NRS: Chapter 388A – Charter Schools.” *Nevada Legislature*, www.leg.state.nv.us/nrs/NRS-388A.html#NRS388ASec246. Accessed 30 Dec. 2019

and student-centered instruction. When students are initially learning a new concept, skill, or practice, teacher centered instruction will be used to support students through Inquiry-Based learning coupled with Differentiated Instruction. Practice and developmental learning will come through the use of computers and other technology along with traditional methods.

Every classroom will have a Smartboard (or equivalent technology) that is interactive with student Chromebooks. Every student has their own Chromebook and can interact individually and receive feedback and corrective instruction from the software or from the teacher depending on the lesson. Technology allows instruction assigned to students to be identified based on individual abilities and interests. Student Chromebooks allow for students to record results, take photos or create videos to illustrate their work, and to extend their learning while supporting the administration and analysis of formative assessments.

Our curriculum is aligned to the Nevada Academic Content Standards for every grade and subject. Additionally, our commitment to ongoing professional development allows for monthly vertical (subject area) and horizontal (grade level) PLCs as we continuously work to refine our academic offerings and identify best practices through observation, feedback, and data. Our Elementary classrooms (K-5) are self-contained. As Eagle adds a Middle School, the students in grades 6, 7 and 8 will experience block-of-time class rotations, combining Mathematics and Science and English/Language Arts and Social Studies. While class sizes will typically range up to 27 students, our instructional techniques utilizing differentiation and small group instruction create a much smaller student to teacher ratio when instruction is being delivered. We understand the importance of developing students along all academic, social, and emotional fronts, and we place an increased emphasis on Reading and Literacy as we believe fluent and confident readers are more likely to be successful in other academic and life areas. Our curriculum is built on the proven results of the 17 years of successes at Eagle Academy in Washington, D.C. We are in the fortunate position of being able to replicate a proven model with direct help from the instructional staff, administrative team, and the CEO himself.

The Nevada Department of Education has an incredible number of resources available for teachers/schools to use to evaluate and align curricula. Academic standards are grouped and summarized in a variety of formats, Instructional Material Alignment forms are readily available, and a significant number of resources have already been evaluated and certified as “aligned” with the Nevada Academic Content Standards. Most of our proposed curricular selections are already verified as “aligned,” which allows us to focus on the art of personalizing instruction. Eagle also knows that standards change and curriculum is updated. The curricula identified below are subject to change as we continually review academic options to ensure optimal selection. The curricular selections and resources may change over time, but the curriculum will always aligned to state standards.

Subject specific details bridging our model with the Nevada Academic Content Standards¹⁵ are below.

Core Academic Standards

English Language Arts¹⁶

Eagle will utilize “Journeys” published by Houghton Mifflin Harcourt (HMH) as the primary curriculum for grades K-5. While we will continue to monitor and evaluate curricular options on an ongoing basis, we currently anticipate continuing with “Collections” as we expand to serve Middle School Grades. Supplementing the HMH curriculum will be AIMSweb for progress monitoring and Fast ForWord for Reading Intervention when necessary. We will supplement Journeys with additional texts that allow us to continue to build vocabulary, support writing, and reinforce independent reading skills. Together, these resources provide us with an aligned curriculum, real time monitoring, and built in intervention tools for our scholars.

Math¹⁷

Eagle will using “Eureka Math” published by Great Minds as the primary math curriculum for grades K-8. Eureka Math is also used at Eagle Academy, is on the approved NV materials list, and scored “Meet Expectations” for each category in all grades K-8 by third party curriculum reviewer edreports.org.¹⁸

AIMSweb will also be used for progress monitoring; that information will help determine the need for additional student materials that are available (Learn, Practice, Succeed, and Affirm) to supplement Eureka’s core program. Before the start of the school year and in our vertical team meetings, Eureka’s recommended pacing calendars will be updated and adjusted as dictated by our students’ incoming levels and progress throughout the year.

Science¹⁹

Eagle will confirm alignment of “PhD Science” by Great Minds with the Nevada Academic Content

¹⁵Nevada Academic Content Standards.” *State of Nevada Department of Education*, www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Content_Standards/. Accessed 30 Oct. 2019

¹⁶“English Language Arts.” *State of Nevada Department of Education*, http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/ELA/. Accessed 30 Oct. 2019

¹⁷ “Mathematics.” *State of Nevada Department of Education*, www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/Mathematics/. Accessed 30 Oct. 2019

¹⁸ “Eureka Math.” *EdReports.org*, www.edreports.org/reports/overview/eureka-math-2013-2014. Accessed 30 Oct. 2019

¹⁹ “Science.” *State of Nevada Department of Education*, www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/Science/. Accessed 30 Oct. 2019

Standards for Science. PhD Science is based on the Next Generation Science Standards and is designed to help students actively engage in science and engineering. This would be an extension of our math program and will provide convenient cross-curricular alignment for our students and teachers for grades 3-5. As PhD Science continues to expand to middle school grade levels, we expect that we will adopt the entire program for grades 3-8 after a thorough review to ensure alignment and proper breadth and depth of instruction.

Grades K-2 will utilize Scott Foresman Science by Pearson for Grades K-2. Eagle will also use additional, approved Scott Foresman resources to supplement and expand on our curriculum for grades 3-5 as necessary. Science is undergoing an adoption cycle for this school year, so Eagle will review the updated, approved curricula while considering curricular alignment, instructional impact, ease of incorporation, and cost.

Social Studies²⁰

As advised by the Nevada Department of Education, “at the current time there are no approved materials or programs for K-8 or K-5 on the state list. Social studies materials will be going through an adoption cycle this school year.” Given that information, Eagle will make a specific effort to review the state’s adopted curriculum to determine if any of the newly-approved offerings are the best match for our campus.

“Into Social Studies” by HLH serves grades K-6 and promotes itself on beginning to teach students what it means to be a contributing members of society. Into Social Studies uses vibrant magazines and other hands-on tools to bring the classroom alive. By introducing nonfiction Social Studies content with a conscious effort to intentionally address literacy goals, using the HLH curriculum for both ELA and Social Studies will promote continuous cross-curricular reinforcement of ELA and Social Studies standards. HLH’s middle and high school program, “HMH Social Studies,” is our projected curriculum for Middle School grades.

²⁰ “Social Studies.” *State of Nevada Department of Education*, www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/SocialStudies/. Accessed 30 Oct. 2019

Subject	Grade Level	Primary Curriculum	Publisher	Aligned with NVACS	Also used at Eagle Academy
ELA	K-5	Journeys	HMH	Yes ²¹	Yes
ELA	6-8	Collections	HMH	Yes	N/A
Math	K-8	Eureka Math	Great Minds	Yes ²²	Yes
Science	K-2	Scott Foresman Science	Pearson	Yes ²³	Somewhat
Science	3-5	PhD Science	Great Minds	No	No
Science	6-8	PhD Science (if available)	Great Minds	No	N/A
Social Studies	K-5	Into Social Studies (HMH)	HMH	No (No current options available) ²⁴	No
Social Studies	6-8	HMH Social Studies (HMH)	HMH	No	N/A

Table 5. Summary of proposed curricular selections for core subjects

²¹ “ELA Instructional Materials.” *State of Nevada Department of Education*, www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Standards_Instructional_Support/Textbook/ELAIInstructionalMaterials.xlsx. Accessed 30 Oct. 2019

²² “Mathematics Instructional Materials.” *State of Nevada Department of Education*, www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Standards_Instructional_Support/Textbook/MathematicsInstructionalMaterials.xlsx. Accessed 30 Oct. 2019

²³ “Science Instructional Materials.” *State of Nevada Department of Education*, www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Standards_Instructional_Support/Textbook/ScienceInstructionalMaterials2013topresent.xlsx. Accessed 30 Oct. 2019

²⁴ “Social Studies Instructional Materials.” *State of Nevada Department of Education*, www.doe.nv.gov/uploadedFiles/ndedoenvgov/content/Standards_Instructional_Support/Textbook/SocialStudiesInstructionalMaterials%202013topresent.xlsx. Accessed 30 Oct. 2019

Additional Nevada Academic Content Standards

Computer Science (CS)²⁵

Technology will be utilized throughout our campus. All Eagle students will have a personal Chromebook provided by Eagle. Our STEAM enrichment program leverages technology while developing Science, Engineering, Arts, and Math skills. Most of the elementary CS standards will be revisited frequently as they are the foundation for responsible use of technology. Before the beginning of each school year, a standards alignment will be completed for the Computer Science standards to ensure that each standard is built into a Scope and Sequence for a course. Computer Science standards are updated frequently; Eagle will continue to use the most current version of the standards when developing and finalizing our annual Curriculum Maps.

Fine Arts²⁶

The updated Nevada Academic content standards for Fine Arts break down the 5 Disciplines (Dance, Music, Media Arts, Theater, and Visual Arts) and group the associated student objectives into four strands (Creating, Performing, Responding, and Connecting). As with all NVACS, comprehensive Curriculum Maps will be created prior to the start of the academic year. Fine Arts standards lend themselves to be cross curricular; they will be involved throughout the core academic programs as part of our instruction, practice, and demonstration of mastery. We will intentionally cover each objective via our Curriculum Maps and have summarized our anticipated approach by each discipline.

- **Dance**
Generally, the creating and performing strands will be covered in PE. The responding and connecting strands will be often by introduced in PE but covered with depth, details and examples in ELA and Social Studies as students learn about and experience different cultures. Dance/Theater will likely be offered as elective opportunities which will build on many these standards.
- **Music**
All music strands and standards will be taught in our enrichment music classes. These standards will also be reinforced as expected throughout an active elementary school model. Classrooms begin the day with music. The creating and performing strands are reinforced as students sing the alphabet, states, and Presidents. Multiplication tables can be heard throughout the campus, holiday performances are held, and music is intertwined in our daily academic pursuits. The responding and connecting strands are reinforced in our ELA, Social Studies, and Language classes as we learn about the importance and history of music while covering non-fiction standards and various cultural topics.

²⁵“Computer Science.” *State of Nevada Department of Education*, www.doe.nv.gov/Standards/Instructional_Support/Nevada_Academic_Standards/Computer_Science/. Accessed 30 Oct. 2019

²⁶“Fine Arts.” *State of Nevada Department of Education*, www.doe.nv.gov/Standards/Instructional_Support/Nevada_Academic_Standards/FineArts/. Accessed 30 Oct. 2019

- **Media Arts**
Media Arts strands and standards will be taught in our enrichment art classes. The creating strand will further be developed as academic teachers will use various artistic expressions as a way for students to demonstrate mastery of an academic standard. Additionally, the responding and connecting strands will be expanded on in ELA and Social Studies as students study history, cultures, and communications.
- **Theater**
All theater strands and standards will be taught in ELA classrooms. The ELA teacher may coordinate with other teachers to reinforce these standards, but they will primarily be developed as students study plays and other literary pieces. Theater will likely be offered as an elective opportunity as determined by student interest.
- **Visual Arts**
All Visual Arts strands and standards will be taught in our enrichment art class. The responding and connecting strands will also be covered in more depth in ELA and Social Studies courses as students study history, culture, and meaning. Creating and presenting strands will also be reinforced across all classrooms as teachers utilize art as an opportunity for students to showcase mastery of an academic standard.

Information Literacy²⁷

Eagle will address most of the Information Literacy standards as part of our high quality instruction; the majority of standards will be covered by all of our teachers in all of our classes. Most standards will inform Professional Development topics that we address with all instructional staff since students will experience these standards frequently and in many settings. The nine standards are listed below with a draft description of how each indicator and objective will be covered and a possible tangible instructional example. Although straightforward, a formal Curriculum Map will also be updated annually for Information Literacy.

- 1) **Standard 1:** The student who is information literate accesses information efficiently and effectively.
 - **Eagle’s approach:** This standard encompasses a variety of academic and life skills. Determining whether there is sufficient information to make an informed decision and being able to gather additional information when needed are skills utilized on a daily basis. This standard will be a Professional Development topic that we address with all instructional staff; students will experience this standard constantly as a part of offering high quality instruction.
 - **Instructional Example:** Logic Puzzles in math class

²⁷ “Information Literacy.” *State of Nevada Department of Education*, www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/Information_Literacy_Standards/ Accessed 30 Oct. 2019

- 2) Standard 2: The student who is information literate evaluates information critically and competently.
- Eagle’s approach: Building on Standard 1, students must also be able to determine the relevancy of information and critically review data and information. Determining the difference between fact and opinion is another key component.
 - Instructional Example: Teaching and executing the Scientific method in Science class
- 3) Standard 3: The student who is information literate uses information accurately and creatively.
- Eagle’s approach: After collecting and evaluating data, standard 3 teaches students to organize information, draw conclusions, and present their findings.
 - Instructional Example: Research paper in all core subjects
- 4) Standard 4: The student who is an independent learner is information literate and pursues information relating to personal interest.
- Eagle’s approach: By personalizing instruction and creating a positive, supportive environment, students will have a voice in their education and feel comfortable learning, trying new things, and advocating for themselves. Ultimately, this will make them more engaged, excited, and successful.
 - Instructional Example: Monthly data meetings with students; this will eventually include career goal setting discussions
- 5) Standard 5: The student who in an independent learner is information literate and appreciates literature and other creative expressions of information.
- Eagle’s approach: While many schools are minimizing their arts program, Eagle has modified the traditional “STEM” model to “STEAM” to specifically and intentionally continue to embrace Art in our program.
 - Instructional Example: Eagle continues to offer enrichment classes for Fine Arts and incorporates those courses into our STEAM program.
- 6) Standard 6: The student who in an independent learner is information literate and strives for excellence in information seeking and knowledge generation.
- Eagle’s approach: As we develop the entire student, we will teach students to assess, reflect and improve upon a deliverable or result. In much the same way a science experiment is improved with iterations, students will learn what excites them and how they learn best.

- Instructional Example: Math – students will be taught to estimate reasonable solutions and to solve the same problem differently. Being able to visualize success and understanding that there are multiple paths to a successful outcome are important both inside and outside of the classroom.
- 7) Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
- Eagle’s approach: We believe in investing in the entire child. A student’s social and emotional development is just as critical as their cognitive growth. Our students will have a strong academic foundation and also be confident individuals with positive self-esteem. Working collaborative with others to reach a common goal is a critically important 21st Century Skill.
 - Instructional Example: Second Step (or a comparable SEL curriculum) will be incorporated into each student’s academic program.
- 8) Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
- Eagle’s approach: Eagle underscores honest and ethical approaches to all aspects of school and life. Instructional examples include: discussing why plagiarism is morally and legally wrong, understanding technology guidelines and the reasons they are in place, contributing to a positive, supportive culture, and many other examples that will be part of our daily instruction and redirection.
 - Instructional Example: Students will be taught the importance of and rules for citation of sources in any formal paper or formal presentation
- 9) Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.
- Eagle’s approach: Collaboration is an important part of Eagle’s academic offerings. Students will learn to express themselves clearly while learning to respect and understand points and opinions that are different from their own.
 - Instructional Example: Round table discussions and debates in English class

World Language²⁸

Our World Language program will begin with Spanish; the needs and interests of our students and parents will determine whether we offer Spanish beginning in 6th grade or beginning in Kindergarten. Eagle Academy in Washington D.C. offers Spanish to all elementary students; Eagle will be equipped to do the same if that is in the best interest of our student population. Our entry level Spanish classes will be language-focused as we develop oral proficiency and reinforce core content knowledge. Our more advanced Spanish courses will focus on vocabulary development, effective communication, and on history and culture.

Health and Physical Education²⁹

Students will have Physical Education (PE) daily; this will address all of the PE Standards. In addition to the activity and fitness goals, the PE teacher will list and discuss 1-2 Health standards each week for their elementary classes. This creates a spiral that allows students to experience each standard multiple times over the years; allowing the teacher to adjust the content to the age appropriate level as the students get older. Each self-contained classroom teacher will be aware of these standards and will also address them as appropriate.

All 6th grade students will take a semester of Health, which will cover the 6th-8th grade standards. Additionally, many of these standards will be covered in other courses. For example, our SEL program will expand on Interpersonal Communication (Content Standard 4.0) and Science will cover many of the Core Concepts (Content Standard 1.0).

- (2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students.

Our commitment is to personalize instruction so that each student reaches his/her full potential regardless of race, ethnicity, or socio-economic background. In order to personalize learning to meet the individual needs of students, our instructional strategies are designed around the ability to differentiate instruction.

Instructional Strategies

Teachers at Eagle will be trained on a host of instructional strategies to best engage students who learn in a variety of ways. Eagle uses a combination of teacher centered-instruction and student-centered instruction. When students are initially learning a new concept, skill, or practice, teacher-centered instruction will be used to support students through Inquiry-Based learning coupled with

²⁸ "World Language." *State of Nevada Department of Education*, www.doe.nv.gov/Standards/Instructional_Support/Nevada_Academic_Standards/World_Language/. Accessed 30 Oct. 2019

²⁹ "Health and PE." *State of Nevada Department of Education*, www.doe.nv.gov/Standards/Instructional_Support/Nevada_Academic_Standards/HealthandPE/. Accessed 30 Oct. 2019

Differentiated Instruction. Practice and developmental learning may come through the use of computers and other technology along with traditional methods. Smart Boards, individual Chromebooks, dynamic, personalized curriculum, and other tools will enhance our ability to teach on a personalized level while helping to keep students motivated and engaged. Teachers will check for understanding with frequent, informal assessments, daily exit tickets, and by employing strategies that allow multiple students to answer simultaneously vs. simply calling on individual students.

Differentiated instruction (methods, data, and systems)

Methods

- *Small Group and Individual Instruction*

Much of our instruction is personalized to the individual or small group of students. Many of our specialists will “push in” to the classroom to provide additional instruction and support within the least restrictive environment.

- *Leverage technology*

Technology will be used to dynamically and automatically personalize instructional and assessment levels for students. This allows for a host of modifications to be seamlessly offered for struggling students, students with special needs, and ELL students. The necessary supports and accommodations will often be provided to these students in the general classroom as part of the typical student instructional groupings.

- *Gifted Instruction*

By differentiating instruction on a personal or small group level, teachers will offer enrichment and extension activities to students that have already mastered the grade level appropriate standard. Instead of simply offering more “busy” work in order to keep students occupied, opportunities such as project based learning will allow students to explore the concept in more depth while offering extension opportunities for collaboration, research, and presentation of findings. The rich technology available in every classroom allows the gifted students to independently pursue in-depth learning and exploration.

Pending our student population, Middle School students will rotate to gifted teachers for level appropriate extension and enrichment lessons. When appropriate, elementary school students will have that same opportunity during the 2nd ELA or Math block.

Data

Data is a powerful tool that can have a significant, positive impact on informing instruction, but data must be properly understood, collected, and analyzed. Assessments need to be purposeful; Eagle’s assessments are designed to collect sufficient informative data without over-assessing or administering assessments that do not effectively inform instruction.

- Ongoing assessments (observation)
Teachers at Eagle will constantly assess students. Instead of simply asking a passive question such as, “Does that make sense?”, teachers will be trained to ask questions that elicit an active response that confirms mastery or understanding (the upper levels of Bloom’s Taxonomy). Technology allows all students to answer a question simultaneously; individual whiteboards can accomplish the same goal. Think, pair, share allows a class of students to discuss at once. Exit tickets are used to confirm or realign the teacher’s understanding of student mastery. Purposeful and well executed ongoing assessments can identify when something needs to be retaught in real time.
- Fast ForWord
This supplement to our ELA curriculum is dynamic and automatically personalizes instruction and assessments for each student. Teachers will review progress daily and analyze data weekly to adjust groupings, identify re-teaching and extension opportunities, and adjust other support as necessary.
- AIMSweb
AIMSweb provides continuous progress monitoring in ELA and Math. This data is evaluated frequently by teachers to identify topics that need to be retaught, to inform student grouping, and to help identify appropriate individualized MTSS tiers of support.
- NWEA MAP
Administered three times per year, the NWEA MAP assessment provides a more robust picture of individual, subgroup, cohort, and school growth and performance.

Systems

- RTI/MTSS
Our MTSS framework offers increasingly intense interventions to fit the needs of students. These tiers of support allow for appropriate interventions for students in the regular classroom, students who are academically at risk, students with special needs, English Language Learners, and students working on non-academic goals such as formal behavioral plans.
- Data meetings
Each month (except December), there is one professional development (PD) day identified for teachers to receive additional PD and analyze performance data. Teachers will meet with their PLCs to discuss best practices and revise Scope and Sequences, and the principal, with support from ECS, will collect and analyze this data at subgroup, cohort, and school level. Data teams will meet to discuss each student’s progress, and teachers will then meet with each student to review results, discuss successes and opportunities for improvement, and adjust goals as appropriate.
- Professional Development (PD)
Continuous improvement is embraced by the entire Eagle team; ongoing PD is one example of how this is reflected in our model. Initial, summer professional development will lay the

groundwork and ongoing professional development will allow us to continuously improve and adjust to the needs of our students throughout the year.

- (3) Explain how the proposed instructional model and curriculum will be used to meet the needs of and enable measurable growth for all students, including those that are in need of remediation and those that are intellectually gifted.

Eagle's model is built around providing individualized, differentiated instruction and support; meeting the needs of students that benefit from remediation and/or extension activities is at the core of our instructional model. Instructional staff will be trained on differentiation and intervention techniques and our team includes Special Education teachers, ELL/Reading Specialists, and support therapists. This personalized approach is most beneficial for all learners and removes stigma as our personalized instructional techniques are the norm and not the exception. For students that require more intensive supports, Eagle's Multi-Tiered System of Support program will offer increasingly intense levels of intervention. Digital curricular components will be dynamic and adjust to the academic level of the students, and print curricular components will have both remedial and enrichment extensions to close gaps and extend the breadth and depth of learning as is appropriate for our students.

- (4) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Include information on how staffing will be structured to ensure that gifted students are adequately supported. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

Eagle will utilize resources available through the National Association for Gifted Children (NAGC) and will seek to partner with local gifted and talented groups and programs, such as GATE with the Clark County School District, when developing our gifted program. Gifted and talented students may be identified through:

- General classroom observations,
- Student success on enriched, differentiated instruction, or
- Exceptional results on normed assessments.

Often, a teacher or parent will refer the student to the G/T program. At that point, the student, parents/guardians, academic teacher(s), and other interested parties will convene as a Student Success Team (SST) and review the student's academic record. If the student and parent wish to continue with evaluation and potential placement, the student will undergo a state approved examination in accordance with NRS 388.5259b.³⁰

³⁰ "NRS: Chapter 388 – System of Public Instruction." *Nevada Legislature*, www.leg.state.nv.us/NRS/NRS-388.html#NRS388Sec5259. Accessed 24 Nov. 2019

Professional Development will include a significant amount of training on differentiation techniques, including the use of technology resources for gifted programs. These techniques include working with gifted and talented students in addition to supporting students with remediation and intervention. Accelerated instruction will be offered to individual or groups of students in our self-contained elementary classrooms via small group breakout instruction and the infusion of appropriate technology to support accelerated learning. Second blocks of ELA and math will be used for pull out gifted programs as appropriate; pull out gifted classes will have a dedicated gifted and talented instructor with the appropriate endorsement.

- (5) Describe the professional development teachers will receive to ensure high levels of implementation of the instructional model and curriculum.

Professional Development (PD)

Continuous improvement is embraced by the entire Eagle team; ongoing PD is one example of how this is reflected in our model. Initial, summer professional development will lay the groundwork and ongoing professional development will allow us to continuously improve and adjust to the needs of our students throughout the year.

- **Summer**
Summer PD will focus on building culture, best teaching practices, differentiation techniques, MTSS, developing/confirming Scope and Sequences, and analyzing available student data to begin personalizing instruction by determining the appropriate manner and level at which to begin teaching.
- **Informal Classroom observations**
Administrators, with support from ECS, will constantly be present and will informally observe classrooms on a daily basis. The principal and vice principal (VP) make morning rounds to see that all classrooms have initiated instruction. The principal/VP enters every room briefly and makes note of activity. The principal/VP then identifies rooms that may need assistance and returns to those rooms for five minute supportive interventions if needed. Then the principal/VP will proceed with the regular observation schedule. In some ways, informal observations will be more valuable than formal observations because there is less pressure, stigma, and no expectation of a “dog and pony” show. Instilling a culture of trust and support is crucial to being able to embrace a personal mission of continuous improvement and eagerly accept feedback without being defensive.
- **Classroom reflections**
All classrooms are videotaped; teachers are required to perform at least two classroom reflections annually. Teachers will also be encouraged to share “glows and grows” with the team, and best practices will be shared among the staff.

- Evaluations – Danielson
Formal evaluations are also an important part of our process; each teacher will be formally evaluated at least once per semester. We will utilize the Danielson framework to guide these evaluations and opportunities for improvement. By intentionally analyzing subgroups of at-risk students within this framework, Eagle will elevate these evaluations to intentionally focus on increasing the performance of low performing students.
- PLCs
Our Professional Learning Communities meet monthly during the regularly scheduled Professional Development day. Updated student data will be available and discussed, and specific attention will be given to the at-risk subgroups of students. Data will inform this discussion as successes will be celebrated, shared, and implemented. Identifying substandard academic performance early allows for timely, cooperative efforts toward increasing student achievement. The admin team will join the discussion if a pattern of low performance (2+ months) is noted, and suggestions/improvements will be documented and tracked weekly before the next monthly data PD.

(6) If the proposed charter school intends to include a vocational or career and technical education program, provide a description of the career and technical education program that will be implemented by the charter school.

Eagle does not intend to include a vocational or career and technical education program, so this question is not applicable.

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

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

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

- (6) Describe the support that will be available to each pupil, in his or her home or community, including the availability and frequency of interactions between the pupil and teachers.
- (7) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.

Eagle does not intend to offer a program of distance education, hence these questions are not applicable.

PRE-KINDERGARTEN PROGRAMS

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at http://www.doe.nv.gov/Early_Learning_Development/. For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation or any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

Eagle does not intend to offer a pre-kindergarten, hence these questions are not applicable.

PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS

Please note that high schools approved by the SPCSA will be required to meet or exceed Nevada graduation requirements.

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

Our matriculation policies and practices will be discussed at Parent Information Sessions and will be included in the student/parent handbook. Should any student appear to be in danger of not being promoted, the Student Success Team (SST) will convene in advance to discuss and look for opportunities to support the student and family. Eagle embraces the principles of restorative justice; failure to be promoted to the next grade level is not used as a punitive consequence, but as a necessary action to ensure that the student is academically and socially equipped to be successful moving forward.

Retention

Failure to meet grade level standards in reading and/or math or excessive tardies and absences may cause the student to be recommended for grade retention. Students in need of additional time and support to reach academic benchmarks will be provided with site specific interventions and support services, but grade retention may be necessary for certain students to attain grade-level proficiency in low performing areas. Teachers can recommend retaining a student by convening the student's Student Support Team (SST); the SST will be automatically convened if the student is failing one or more core academic subjects or if the student scores a 1 or a 2 in any subject area on the SBAC. The SST will generally include a school administrator, the general education teacher, parents/guardians, the student, and school therapists and special education personnel if applicable. The SST will consider the student's academic data and make a recommendation to the administrator to use in deciding whether to promote or retain the student. The principal makes the final determination on retention and reports to the Governing Board per locally approved policy and procedure.

Eagle's principal has the right to retain any student with insufficient school attendance. The current proposed policy states that students can be retained if they accrue 20 or more:

- Tardies + Early Dismissals + Excused Absences + Unexcused Absences during the school year.

As students approach this limit, families will be notified as outline in Eagle's published Attendance Rubric.

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

Eagle does not propose to offer a high school program, hence this question is not applicable.

- (3) For schools proposing a high school program, explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

Eagle does not propose to offer a high school program, hence this question is not applicable.

- (4) Explain what systems and structures the school will implement for students at risk for retention and/or dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for the grade level. For high schools, describe your plans to support students needing to access credit recovery options.

School-based Student Support Teams (SST) coordinate services and initiatives related to academics, attendance, positive school culture, and health and wellness to provide students appropriate support and necessary interventions. This team is convened to address concerns about academics, behavior, and/or attendance. Involving parents/guardians is a critical component as the team works together to identify what resources a student needs to be successful. MTSS, the Special Education referral process, ELL screening, vision screening, SEL considerations and other support structures will all be considered as appropriate when working together to determine what actions and supports are in the best interest of the student.

DUAL-CREDIT PARTNERSHIPS

High schools approved by the SPCSA will be expected to enter into cooperative agreements with one or more community colleges, state colleges and universities to offer dual credit courses per NRS 389.310. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Discuss the scope of the services and resources that will be provided by the college or university.
- (2) Describe the proposed terms of the relationship between the charter school and the college or university including
 - (d) proposed duration of the relationship and the conditions for renewal and termination
 - (e) the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university
- (3) Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.
- (4) Identify any employees of the college or university who will serve on the governing body of the charter school.
- (5) Provide as Attachment 2, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

Eagle does not propose to offer a high school program, hence these questions are not applicable. Attachment 2 has been uploaded as requested.

DRIVING FOR RESULTS

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

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

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

In order to demonstrate that Eagle is adding value to our students and families, many of our academic targets are comparative measures of performance to the surrounding schools or are targets that will close the achievement gap for students who are academically behind. Specific attention is paid to subgroups of students that are typically underserved.

Additionally, goals have been established measuring our own performance and growth, strong governance, and stakeholder involvement and satisfaction.

Goals and Targets

Goal 1: Students will demonstrate proficiency in ELA.		Comparison³¹
ELA 1.1	60% of students enrolled for one year at Eagle will meet/exceed the grade level specific benchmarks on NWEA-MAP or show the equivalent of 1.5 years of growth.	2018-19 CCSD Elementary ELA Proficiency: 49.1%
ELA 1.2	70% of students enrolled for two years at Eagle will meet/exceed the grade level specific benchmarks on NWEA-MAP or show the equivalent of 1.5 years of growth.	
ELA 1.3	80% of students enrolled for three or more years at Eagle will meet/exceed the grade level specific benchmarks on NWEA-MAP or show the equivalent of 1.5 years of growth.	
ELA 2	80% of students will demonstrate annual improvement sufficient to be on track for reading proficiency by the end of eighth grade, as measured by NWEA MAP.	2018-19 CCSD Middle School ELA Proficiency: 46.5%
ELA 3.1	Students enrolled for one year at Eagle will achieve proficient or advanced levels on the ELA SBAC at a rate greater than CCSD students at the same grade level.	See Above
ELA 3.2	Students enrolled for two years at Eagle will achieve proficient or advanced levels on the ELA SBAC at a rate at least 10% greater than CCSD students at the same grade level.	
ELA 3.3	Students enrolled for three or more years at Eagle will achieve proficient or advanced levels on the ELA SBAC at a rate at least 20% greater than CCSD students at the same grade level.	

³¹ "Welcome to Nevada Accountability Portal." *Nevada Report Card*, <http://nevadareportcard.com/di/nv/clark>.

Accessed 21 Dec. 2019

Goal 2: Students will demonstrate proficiency in Math.		Comparison
Math 1.1	60% of students enrolled for one year at Eagle will meet/exceed the grade level specific benchmarks on NWEA-MAP or show the equivalent of 1.5 years of growth.	2018-19 CCSD Elementary Math Proficiency: 41.8%
Math 1.2	70% of students enrolled for two years at Eagle will meet/exceed the grade level specific benchmarks on NWEA-MAP show the equivalent of 1.5 years of growth.	
Math 1.3	80% of students enrolled for three or more years at Eagle will meet/exceed the grade level specific benchmarks on NWEA-MAP or show the equivalent of 1.5 years of growth.	
Math 2	80% of students will demonstrate annual improvement sufficient to be on track for math proficiency by the end of eighth grade, as measured by NWEA MAP.	2018-19 CCSD Middle School Math Proficiency: 30.6%
Math 3.1	Students enrolled for one year at Eagle will achieve proficient or advanced levels on the Math SBAC at a rate greater than CCSD students at the same grade level.	See above
Math 3.2	Students enrolled for two years at Eagle will achieve proficient or advanced levels on the Math SBAC at a rate at least 10% greater than CCSD students at the same grade level.	
Math 3.3	Students enrolled for three or more years at Eagle will achieve proficient or advanced levels on the Math SBAC at a rate at least 20% greater than CCSD students at the same grade level.	

Goal 3: Students will demonstrate proficiency in Science.		Comparison
Science 1	80% of students will demonstrate annual improvement sufficient to be on track for science proficiency by the end of eighth grade, as measured by NWEA MAP.	2018-19 CCSD CRT Science proficiency: 28.9% ³²

Goal 4: At-Risk students will demonstrate an increase in proficiency.		Comparison
ELL 1.1	ELL students enrolled for one year at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate greater than CCSD ELL students at the same grade level.	2016-17 CCSD ELA proficiency for ELL students: 3 rd – 22.3%; 4 th – 12.7%; 5 th – 12.9% ³³
ELL 1.2	ELL students enrolled for two years at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate at least 10% greater than CCSD ELL students at the same grade level.	
ELL 1.3	ELL students enrolled for three or more years at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate at least 20% greater than CCSD ELL students at the same grade level.	
SPED 2.1	Students with Special Needs enrolled for one year at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate greater than CCSD Special Education students at the same grade level.	Data not currently available via the Nevada Report Card. If data is not available by our first year of operation; alternate goals
SPED 2.2	Students with Special Needs enrolled for two years at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate at least 10% greater than CCSD Special Education students at the same grade level.	

³² “Welcome to Nevada Accountability Portal.” *Nevada Report Card*, http://nevadareportcard.com/di/report/summary_1?report=summary_1&scope=e30.y16&organization=c2272&scores=N_SC%2CSC_level%2CSC_NotTested%2CSC_pass&num=20&page=1&pagesize=20&domain=assessment& Accessed 21 Dec. 2019

³³ Sugarman and Geary, *English Learners in Nevada*. Migration Policy Institute, August 2018

SPED 2.3	Students with Special Needs enrolled for three or more years at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate at least 20% greater than CCSD Special Education students at the same grade level.	will be established.
Low Income 3.1	Low income students enrolled for one year at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate greater than CCSD low income students at the same grade level.	Data not currently available via the Nevada Report Card. If data is not available by our first year of operation; alternate goals will be established.
Low Income 3.2	Low income students enrolled for two years at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate at least 10% greater than CCSD low income students at the same grade level.	
Low Income 3.3	Low income students enrolled for three or more years at Eagle will achieve proficient or advanced levels on the reading SBAC at a rate at least 20% greater than CCSD low income Special Education students at the same grade level.	
MTSS 4.1	20% of students that receive Tier 3 support will be transited to Tier 2 support annually.	N/A
MTSS 4.2	80% of students that receive Tier 2 support will be promoted annually.	N/A

Goal 5: Social Emotional		Comparison
SEL 1.1	During its first year of operation, the percentage of serious discipline incidents at Eagle will be less than the percentage of serious discipline incidents at CCSD.	CCSD had 9206 bullying incidents reported (2.8%) and 9070 (2.8%) violence/ weapons reports in 2018-19
SEL 1.2	During its second year of operation and beyond, the percentage of serious discipline incidents at Eagle will be at least 25% less than the percentage of serious discipline incidents at CCSD.	

Goal 6: Governance	
Board 1	<p>Policies</p> <p>Annually, the Board will review, amend, and adopt all necessary policies and procedures.</p>
Board 2	<p>Evaluations</p> <p>Annually, the Board will conduct a formal evaluation of the CMO (if applicable), principal and of the Board itself.</p>
Board 3	<p>Financial</p> <p>Annually, the Board will meet/exceed the state financial targets.</p> <p>Annually, the external audit will be completed on time and without significant findings.</p>

Goal 7: Parent involvement and our advocacy efforts	
Parents 1	At least 80% of parents will attend 3+ optional school meetings/events/functions.
Parents 2	At least 25% of parents will participate in one or more of our “parent advocate” efforts.

Goal 8: Stakeholder Satisfaction	
Stakeholders 1	At least 80% of students feel they are receiving an excellent education (or similar metric) as measured by student surveys.
Stakeholders 2	At least 80% of parents feel their students are receiving an excellent education (or similar metric) as measured by parent surveys.
Stakeholders 3	At least 80% of staff members enjoy their jobs (or similar metric) as measured by staff surveys.

Goal 9: Student enrollment and attendance	
Enrollment 1	Eagle will meet/exceed the annual student enrollment targets as determined by the Governing Board and included in the budget projections.
Attendance 1	Eagle will average 95% student attendance.

Table 6. Eagle’s mission specific goals

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

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

Academic Performance Goals

Our projected baseline is the average performance of Clark County School District (CCSD) in 2018-19. Given that Eagle will locate in an area of high need and give preference to students assigned to 1- and 2-star schools, Eagle students will need to demonstrate a higher amount of growth in order to reach the same proficiency (performance) level as the CCSD average. CCSD’s data includes results from high performing schools and affluent neighborhoods.

Eagle’s goals are established at 100%, 110%, and 120% of CCSD’s results in years 1, 2, and 3 respectively. The table below is completed with these calculation applied against the baseline results. Should CCSD’s results improve, our goals will be adjusted upward accordingly.

Academic Growth Goals

Our projected Median Growth Percentile (MGP) baseline considers the average growth of all Nevada students in 2018-19. Eagle’s MGP growth goals are to immediately out-perform the state average and achieve growth percentiles of 60%, 70%, and 80% in years 1, 2, and 3 respectively. That will earn Eagle 9, 10, and 10 points for both the Math and the ELA MGP measures.

Adequate Growth Percentile (AGP) baselines are aligned with CCSD; Eagle’s goals are established at 100%, 110% and 120% of CCSD’s results in years 1, 2, and 3 respectively. Students that are significantly behind academically can make measurable academic gains that are not reflected in the SBAC standards-referenced exam. The NWEA-MAP assessment allows Eagle to measure this growth for all students, but our NWEA-MAP goals are not reflected below as the NWEA-MAP is not a component of the Performance Framework.

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

Eagle anticipates supplementing our internal data analysis capacity by contracting with an outside vendor to develop and automate robust data collection and analysis tools. Currently, this service is part of the services agreement with ECS.

Purposeful Data Collection

Ongoing assessments will inform daily instruction and remediation; Fast ForWord will provide daily feedback on progress toward reading goals while dynamically adjusting the level of instruction to meet the needs of students; AIMSWeb will more formally monitor the progress of reading and math goals and fluency; NWEA-MAP will establish baselines, provide a robust mid-year snapshot that will allow us to project our star rating, and provide annual growth measures that are not available via state standardized tests; the SBAC will be the ultimate measure of success for students, sub groups of students, and Eagle as a whole.

Intentional Data Analysis

Informal assessments and exit tickets will be continuously monitored so that teachers can adjust in real time to student needs. Monthly PLC data meetings will allow teachers to share best practices, evaluate the success of student subgroups, and identify any areas of underperformance so they can be addressed. Monthly student data meetings ensure students are involved, aware, and are true partners in our efforts. Weekly progress reports are available for students with special needs, students in Tiers 2 or 3 of MTSS, and for any students/families who have requested more frequent updates. At the Board level, the principal (with support from ECS) will provide regular progress reports, a formal mid-year report and projection after the NWEA-MAP results are compiled, and a comprehensive end of year summary that evaluates our success against the surrounding schools, the performance framework, and our internally generated goals. Within this process, data will constantly be analyzed at the individual student and many student subgroup levels. Targeted subgroups include, but are not limited to: low income students, students with special needs, ELL students, students that are academically at risk, ethnic minorities, gender, and homeless students; performance results will also be analyzed by the amount of time students have been at Eagle. The academic goals outlined in this application continue to “raise the bar” for student success over time. Students will further exceed the performance of the surrounding schools as they are enrolled at Eagle for 1, 2, and 3+ years.

Performance Goals

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2021-22	2022-23	2023-24
ELA – % Proficient by Student	Both	Annual SBAC	49.1%	49.1%	54.0%	58.9%:
ELA - % Proficient by Subgroup	Both	Annual SBAC	TBD ³⁴	<i>100% of CCSD</i>	<i>110% of CCSD</i>	<i>120% of CCSD</i>
Math - % Proficient by Student	Both	Annual SBAC	41.8%	41.8%	46.0%	50.2%
Math - % Proficient by Subgroup	Both	Annual SBAC	TBD	<i>100% of CCSD</i>	<i>110% of CCSD</i>	<i>120% of CCSD</i>
Science - % Proficient by Student	Both	Annual SBAC	28.9%	28.9%	31.8%	34.7%
Science - % Proficient by Subgroup	Both	Annual SBAC	TBD	<i>100% of CCSD</i>	<i>110% of CCSD</i>	<i>120% of CCSD</i>
Student Engagement	Both	Chronic Absenteeism	Full NSPF points	<5%	<5%	<5%

Table 7. Performance Goals

Growth Goals

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2021-22	2022-23	2023-24
ELA – Campus Median Growth Percentile (MGP)	Both	Annual SBAC	50%	60%	70%	80%
Math – Campus Median Growth Percentile (MGP)	Both	Annual SBAC	50%	60%	70%	80%
ELA - % students meeting/exceeding their AGP	Both	Annual SBAC	TBD ³⁵	<i>100% of CCSD</i>	<i>110% of CCSD</i>	<i>120% of CCSD</i>
ELA - % students meeting/exceeding their AGP (per subgroup)	Both	Annual SBAC	TBD	<i>100% of CCSD</i>	<i>110% of CCSD</i>	<i>120% of CCSD</i>

³⁴ Subgroup information is not yet available on the Nevada Report Card. This information will be available via our state performance ranking calculation.

³⁵ AGP information will be available via our state performance ranking calculation.

Math - % students meeting/exceeding their AGP	Both	Annual SBAC	TBD	100% of CCSD	110% of CCSD	120% of CCSD
Math - % students meeting/exceeding their AGP (per subgroup)	Both	Annual SBAC	TBD	100% of CCSD	110% of CCSD	120% of CCSD

Table 8. Growth Goals

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

Assessment	Purpose
Checking for Understanding (informal)	Teachers are trained to continuously check for understanding. While this is not a formal assessment, it may be the most critical as teachers can clarify information, expectations, and instructions in real time. This assessing technique is critically important to good teaching and is fundamental to teaching toward all measures and targets.
Exit Tickets	Exit tickets are typically administered at the end of each lesson as quick/formal opportunities for teachers to assess how many students mastered the standard being taught. Exit tickets are micro examples aligned to proficiency targets as they are used frequently to assess one specific standard at a time. These exit tickets identify students that will benefit from reteaching.
Curricular Assessments	Often called Chapter Tests or Unit Assessments, curricular assessments are a more thorough check for understanding to confirm the informal checks, exit tickets, and quizzes were valid measures of student progress. Curricular Assessments also serve as an opportunity for students to learn and practice test taking skills.
Progress monitoring tool (AIMSweb)	AIMSweb is a standards-aligned tool that screens and monitors reading and math skills. This allows the Eagle team to identify learning gaps, measure student growth, and identify potential learning disabilities.
NWEA-MAP	NWEA-MAP is administered three times/year per the following schedule: <ul style="list-style-type: none"> • August – this beginning-of-the-year assessment sets the baseline for incoming student academic levels. It informs student groupings, identifies academically at-risk students, and influences each student’s individual academic goals for the year • December – this mid-year assessment measures individual student, cohort, subgroup, and school progress to date. This assessment should confirm the accuracy of the assessments listed above, and is used to identify corrective actions needed at the classroom or school level, measure student growth against their goals, identify learning gaps, inform student groupings, update Scope and Sequences for the 2nd semester, and inform individual student goals.

	<ul style="list-style-type: none"> • May – this end-of-the-year assessment measures individual student, cohort, subgroup, and school progress over the entire school year. This assessment is used in conjunction with the SBAC to analyze annual results, identify staffing strengths and needs, and determine the success of the school on its annual goals.
WIDA	The Access Placement Test and Screener will be used to determine if a student qualifies for ELL services; Access for ELLs is used as a progress monitoring tool to measure student progress, confirm correct placement, and identify when the student no longer requires ELL services.

Table 9. Interim Assessments

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

Our teachers receive Professional Development (PD) before and during the school year. A portion of this PD will be devoted to writing and administering assessments, evaluating assessment results, and using those results to inform student groupings and instruction. Teachers will be trained to frequently check for understanding using a variety of methods. Informal observations, coaching opportunities, teacher self-reflections, and formal evaluations via the Danielson framework will all help identify strengths and areas of improvement. PLCs will meet to discuss data and best practices; and formal data meetings will occur monthly as an opportunity to confirm the embedded assessments are being effectively delivered and analyzed.

(b) Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school’s curriculum, performance goals for the school and the SPCSA, and state standards.

- Exit tickets
Exit tickets are developed to assess mastery on that lesson’s specific Nevada Academic Content Standard. Since this assessment is taken directly from the day’s lesson and the state standard, it is also directly aligned with our performance goals and SPCSA.
- Curricular Assessments
Our curriculum will either be on the state approved list or will have undergone an alignment verification with the NVACS before implementation. The corresponding assessments have already been deemed as aligned with the state standards.
- AIMSweb
AIMSweb is aligned to standards as confirmed by their company and as evidenced by its wide-scale adoption in schools and districts across Nevada. The progress monitoring component of AIMSweb is a significant tool used to differentiate instruction in our dynamic and personalized learning environment.

- **NWEA MAP**
NWEA MAP was officially adopted by the state Board of Education for implementation as of 2017-18 for grades K-3. Beyond early elementary, NWEA-MAP frequently conducts linking studies³⁶ to confirm alignment with the dynamic state standards. MAP reports also align with a growing number of 3rd party curricula and allow us to measure performance on specific standards by student, subgroup, class, and grade.
- **WIDA**
Nevada has been a member of the WIDA Consortium since 2012³⁷. Given the significant number of projected ELL students, screening and progress monitoring students thoroughly and effectively will help ensure they are given the proper supports.

(c) Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Classroom level

Corrective actions at the classroom level are increasingly intensive and structured as the duration of the academic underachievement increases.

- **Immediate underachievement** – If the academic underachievement is observed immediately during or after instruction via a teacher’s check for understanding or an exit ticket, then the teacher remediates, reteaches, and reassess in real time until students demonstrate mastery. This is a typical expectation of good teaching at Eagle.

Typically, the teacher is solely responsible for implementation.

- **Short Term underachievement**– If the academic underachievement is observed at the end of unit or during monthly data meetings, the teacher will use the monthly Professional Development to meet with their PLC to put together an action plan which includes self-directed coaching/observations opportunities to seek growth and feedback. This action plan will address two specific questions:
 - “Why did the students not master the material?”
 - Possible reasons: ineffective teaching, insufficient prior knowledge, a poorly written, administered or analyzed assessment
 - “Why did my prior assessments not identify this underachievement earlier?”
 - Possible reasons: interim assessments were not aligned with instruction, interim assessments are not aligned with unit assessment or progress monitoring results

³⁶ “Linking the Smarter Balanced Assessments to NWEA MAP Growth Tests.” NWEA, www.nwea.org/content/uploads/2015/06/SBAC-MAP-Growth-Linking-Study.pdf. Accessed 24 Nov. 2019

³⁷ “Nevada.” WIDA, <https://wida.wisc.edu/memberships/consortium/nv>. Accessed 25 Nov. 2019

Typically, the teacher is responsible with assistance from their PLC, peers, and any self-sought 3rd party resources. The self-directed action plan will be documented and student progress will be re-evaluated within two weeks.

- Repeated Short Term underachievement – If Short Term underachievement is observed twice in a row or if growth and proficiency goals are not met on the mid-year NWEA MAP assessment, then the instructional leader (principal or their designee) will meet with the teacher to create a formal action plan. We anticipate using portions of the Danielson framework to structure these action plans along with formal reviews. Typically, the both the instructional leader and the teacher are responsible for executing this plan, and the teacher is ultimately accountable. The formal action plan will include follow-up actions and expectations including additional evaluations and a frequent, formal analysis of student academic data over the next several months.
- Long Term underachievement – If the Short term underachievement is observed three times in a row or if student achievement is substandard on the end of year SBAC assessment, this pattern of underachievement requires significant intervention. A formal action plan has already been implemented; the principal will review this plan and make an employment decision. If the teacher is retained, formal coaching must be part of the revised employee action plan, and intensive supports and evaluations will be a required part of the support provided during the next academic year.

Typically the principal is responsible for this staffing decision. If the teacher is retained, the principal is also responsible for coordinating additional training, implementing the formal action plan, and continued follow-up and evaluations as required.

School level

Corrective actions at the school level are also increasingly intensive and structured as the duration of the academic underachievement increases.

- Immediate underachievement – Comprehensive, formal school performance results are not as readily available as interim classroom assessments, but immediate underachievement can still be observed and addressed in real time. The principal at Eagle is expected to be active and visible throughout the campus. He/she may observe opportunities for improvement in instruction, culture, enrichment, and other student support components.

Typically, the principal will make improvements via implementing or reinforcing policies or coaching students and staff to redirect and realign expectations as appropriate.

- Short Term underachievement – If campus-wide academic underachievement is observed at the mid-year NWEA MAP assessment, the principal needs to use the January professional development meeting to initiate a formal, documented improvement process.

Typically, the principal will create a staff action plan complete with third party professional development. The principal will inform the Governing Board at the next regularly scheduled meeting and present the action plan. Additionally, parent information sessions will be held throughout January to present the action plan and solicit feedback from

parents. At the discretion of the principal, an additional campus-wide interim assessment may be administered to evaluate progress before the end of year state exams.

- Long Term underachievement – If campus-wide academic underachievement is observed at the end of year SBAC, the campus ultimately did not meet its most critical performance expectations. The Governing Board will now assume more of a managerial role in developing an improvement or turn-around plan.

Typically, the Board will create and approve a formal improvement plan. The Board will seek support from state resources and 3rd party consultants as appropriate. The campus underperformance is a significant factor in the Board's evaluation of the principal, and the Board will determine if it is in the best interest of the students for the principal to continue. If the Board determines that the current principal is the best option for the success of the campus, a formal improvement plan will be developed.

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

Teachers will have formal training on data informed instruction and on our specific curricula and assessments. Classroom observations and daily exit tickets allow teachers to adjust in real time; they will differentiate, regroup, reteach and extend information as appropriate. Teachers will use the curricular assessments, AIMSweb, and NWEA MAP data during the monthly data meetings to adjust their upcoming scope and sequences, identify best practices, and discuss each student's progress individually to personalize support.

Students that receive formal MTSS instruction, have an IEP, follow a behavior plan, or have other formal support plans will have those plans reviewed and updated. Student groupings will be reevaluated as part of this process, although that will also happen on a daily basis as appropriate.

(e) Identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.

In addition to constantly monitoring student grades, Eagle will use AIMSweb and NWEA-MAP as 3rd party interim assessments.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
ELA Growth	AIMSweb	80% of students are making expected progress	80% of students are making expected progress	80% of students are making expected progress	80% of students are making expected progress
Math Growth	AIMSweb	80% of students are making expected progress	80% of students are making expected progress	80% of students are making expected progress	80% of students are making expected progress
ELA Growth (students that are more than 1 year behind)	NWEA MAP		.75 years growth		1.5+ years of growth
ELA Performance (students at/above grade level)	NWEA MAP		Students demonstrate mastery at Grade Level + .5		Students demonstrate mastery at the next grade level
Math Growth (students that are more than 1 year behind)	NWEA MAP		.75 years growth		1.5+ years of growth
Math Performance (students at/above grade level)	NWEA MAP		Students demonstrate mastery at Grade Level + .5		Students demonstrate mastery at the next grade level
Student Attendance		95%	95%	95%	95%

Table 10. Interim Performance Goals.

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

The principal, vice principal, Chief Operating Officer, Special Education Director, Office Manager, and a CMO team member will all be trained in the Infinite Campus system and each will be responsible for select components of academic, attendance, financial, or operational data. We expect to populate the Infinite Campus system via PowerSchool as our incoming staff members are already familiar with that Student Information System.

Student attendance, parent contact logs, intervention notes, and other student information can be stored in this secure environment, which will also be backed up off site. Ultimately, the COO is the project manager and is responsible for establishing deadlines, submission calendars, and monitoring progress to ensure compliance. Our interim assessments (NWEA-MAP and AIMSweb) will have their own data dashboards; access and security procedures for that data will be aligned with those around the Infinite Campus System. The COO will also manage our expert 3rd party data consultant; we expect this consultant to be ECS as part of our services agreement.

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations.

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

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

At-Risk Students

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

Our definition of “at-risk” encompasses groups of students that typically are underserved or have demonstrated lower academic performance metrics when compared with their peers. At-risk

students fall into one or more of the following categories: students in foster care, students who are/have been homeless, students in low income households (as determined by SNAP or TANF assistance), students learning English as a second language, students with special needs, students that are 1+ years behind in a core content area as measured by NWEA MAP, students scoring less than “proficient” on the previous administration of the SBAC (or equivalent state exam), or students that with a classroom grade of less than 70% in a core content area.

Much of this information is self-reported by students and families during the enrollment process and verified by our team while processing enrollment paperwork. We have formal identification procedures to identify students with Special Needs and ELL students, and regular analysis of student data identifies students that are academically at-risk.

- (2) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students’ access to the general education curriculum in the least restrictive environment.

The academic needs of all students are quantified and evaluated during our typical student onboarding process. Our enrollment questionnaire, student records request, ELL evaluation process, Special Education Evaluation Process, and academic assessment data work together to create a personalized academic path for each student. Additionally, the screener in our Social Emotional Learning (SEL) curriculum provides comparable data for SEL skills.

Programs, strategies, and supports

- Aligned Curriculum³⁸
By utilizing a majority of curriculum materials that are already aligned with the Nevada Academic Content Standards (NVACS), Eagle capitalizes on the research already completed by the state of Nevada. Annually, Eagle will audit our curriculum to ensure continued alignment with the state standards.
- Adaptive ELA support (Fast ForWord³⁹)
By utilizing an adaptive ELA program, reading instruction can be personalized to the unique level of each student. Eagle Academy has already experienced success with Fast ForWord, and Eagle anticipates using the same software initially. The successful curriculum will demonstrate improved results with students who have dyslexia, are learning English as a Second Language (ELL), have a Learning Disability in Reading (LD – SPED), or are struggling readers.

³⁸ “NVCSS.” *State of Nevada Department of Education*, www.doe.nv.gov/Nevada_Academic_Content_Standards/. Accessed 24 Nov. 2019

³⁹ “Results. Scientific Learning.” *Fast ForWord*, www.scilearn.com/results/. Accessed 24 Nov. 2019

- Differentiated instruction
Numerous research articles⁴⁰ complement our observations and analysis that differentiating instruction to meet students at the proper instructional level is critically important to maximizing student success. Differentiated Instruction is at the core of the best practices demonstrated by Eagle teachers. Small group instruction differentiates and personalizes instruction in the general classroom. Specialists will join the classroom teacher to provide additional support and allow for further small group differentiation while keeping students in this least restrictive environment. As student needs dictate and escalate, the Student Success Team (SST) and IEP team will then consider increasingly restrictive settings for part or all of the school day including: pull out services, self-contained classroom instruction taught by a specialist, and alternate placement.
- NWEA-MAP
NWEA MAP was officially adopted by the state Board of Education for implementation as of 2017-18 for grades K-3. Beyond early elementary, NWEA-MAP frequently conducts linking studies⁴¹ to confirm alignment with the dynamic state standards. MAP reporting functions align with a growing number of 3rd party curricula and allow us to measure performance on specific standards by student, subgroup, class, and grade.
- Staffing
Research shows that effective teachers are the single most impactful factor when predicting student achievement.⁴² A thorough applicant search, intense and job specific interview process, continuous professional development, research based performance evaluations complete with a feedback loop, and a positive, supportive mission-aligned culture are the key components that will go into building the Eagle team.
- MTSS
Our MTSS framework offers increasingly intense interventions to fit the needs of students. These tiers of support allow for appropriate interventions for students in the regular classroom, students who are academically at risk, students with special needs, English Language Learners, and students working on non-academic goals such as formal behavioral plans. Our instructional model and approach is directly aligned with the RTI process framework outlined in the Parent’s Guide to RTI⁴³.
 - Tier 1 – All students take NWEA-MAP and additional placement/evaluation assessments as necessary. Data is reviewed to differential instruction and determine supports needed. Progress is monitored regularly and data meetings are

⁴⁰ Konstantinou-Katzi, Panagiota; Tsolaki, Eleni; Meletiou-Mavrotheris, Maria; Koutselini, Mary *International Journal of Mathematical Education in Science and Technology*, v44 n3 p332-349 2013

⁴¹ “Linking the Smarter Balanced Assessments to NWEA MAP Growth Tests.” NWEA, www.nwea.org/content/uploads/2015/06/SBAC-MAP-Growth-Linking-Study.pdf. Accessed 24 Nov. 2019

⁴² “Hiring the Best Teachers,” *Educational Leadership*, Volume 60, Number 8, May 2003, pp. 48-52.

⁴³ “A Parent’s Guide to Response to Intervention.” *Nevada Prep*, www.nvpep.org/publications/category/10-information-a-referral-publications.html?download=28%3Aa-parents-guide-to-response-to-intervention. Accessed 21 Dec. 2019

held at the PLC and student level monthly. Ongoing Professional Development (PD) allows our teachers to continuously improve their direct instruction, assessment, and intervention skillsets.

- Tier 2 – Many students in Tier 2 and all students in Tier 3 have progress reports sent home weekly. Instruction is targeted and delivered in small groups.
- Tier 3 – Supports become more intensive and are likely offered on an individualized level. Students may be evaluated for special education services as appropriate.

(3) Describe the school’s approach to help remediate students’ academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond?)

Eagle will locate in an area of identified need, so we are expecting the majority of our students to be performing below grade level when they enroll. Eagle’s model is built around providing individualized, differentiated instruction and support. Instructional staff will be trained on differentiation and intervention techniques and our team includes Special Education teachers, ELL/Reading Specialists, and support therapists. This personalized approach is most beneficial for all learners and removes stigma as most instruction looks the same. For students that require more intensive supports, Eagle’s Multi-Tiered System of Support program will offer increasingly intense levels of intervention.

Identification strategy, interventions, and remediation

Identification Strategies

The following screening and identification processes will be executed purposefully and with a sense of urgency. Providing the additional support that a student needs as quickly as possible is a priority.

- Enrollment paperwork
The enrollment paperwork for Eagle will contain questions that help identify various classifications of at-risk students. Draft enrollment paperwork includes the following yes/no questions (these are only asked after a student is registered and has reserved a spot at Eagle):
 - Has your child been involved with Early Intervention Services?
 - Has your child been either retained or recommended for retention at grade level?
 - Does your child have a current Individual Education Plan (IEP)?
 - Has your child ever received Special Education services or had an IEP?
 - Does your child receive services under Section 504 of the Rehabilitation Act of 1976? (This is commonly referred to simply as a “504”)

- Has your child ever had a 504?
 - Does your child receive English Language Learner (ELL or ESL) services?
 - Does your child wear glasses?
 - Do you think your child may have a special need?
- **Student Records Request**
Eagle puts a priority on requesting and receiving student records as early as permissible. This allows our entire team to be equipped to best support the student from Day 1. Our teachers will have prior academic records and can begin grouping students and modifying lessons to address the state mandated standards while considering the students' current instructional levels. Our Special Education Director can review IEPs, schedule meetings as appropriate, and design Professional Development trainings for teachers that are tailored to the individual needs of students. Our ELL Coordinator can also review records and better estimate case load and project the support services that will be needed.
 - **Students with Special Needs**
During student enrollment, our process involves asking parents if their student has a prior or current IEP, 504, or receives ELL support. We will also request student records from the student's prior school as soon as possible. Teachers attend pre-service professional development and training focused on identifying and supporting students that may qualify for Special Education services. The referral process for Special Education can be initiated via Child Find, Parent Referral, and Staff Referral.
 - **ELL Students**
Our enrollment paperwork will ask whether a student has ever qualified for ELL services, and we will request available student records as quickly as possible. Additionally, each new student will be required to complete a Home Language Survey in the enrollment paperwork; we will follow up with families continuously until those surveys are returned. If either the enrollment paperwork or home language survey indicate a language other than English is spoken at home, students will be given the WIDA Access Placement Test (kindergarten) or the WIDA Screener (Grades 1-8) to determine proficiency in listening, speaking, reading, and writing.
 - **Academically at-risk identifiers**
Eagle considers students academically at-risk if they meet any of the following criteria:
 - Course grade is less than 70% in one or more of the Core subjects
 - NWEA MAP assessment (or equivalent) shows the student is more than 1 year behind in any of the core subjects
 - Student scored level 1 or level 2 on the most recent SBAC administration (or equivalent performance on the state assessment)

Remediation

Remediation is often referred to as reteaching; it is part of the daily academic instruction at Eagle. All of our teachers will be trained in differentiating instruction for the students; we consider remediation a byproduct of teachers who are aware of students' levels of mastery and are able to react accordingly. Many aspects of great teaching can be deemed "proactive," but being able to adjust, clarify, and react to students' needs in real time allows for maximum trust, growth, and understanding. By frequently checking for understanding in a variety of ways, our team will identify when concepts are not mastered. Teachers will remediate in real time via the frequent opportunities for small group instruction and individual tutoring that are embedded in our instructional approach.

Academic support tiers will be automatically incorporated throughout our instructional day. Most tiers are not labeled as a formal MTSS intervention; these supports are a natural part of instruction as students transition between whole group, small group, and individual instruction. Small instructional groups will be used for a variety of reasons including, but not limited to:

- Typical re-teaching and remediation
- Providing Special Ed services
- Providing ELL services
- Reinforcing positive behavior supports
- Providing extension opportunities for honors students
- Facilitating better discussion
- Provide for more hands-on opportunities in a lab setting.

Interventions

Interventions provide more formal and documented support than remediation; intervention at Eagle is intentional instruction of targeted skills. Eagle's academic intervention program is Multi-Tiered System of Supports (MTSS); interventions for ELL students and students with special needs are also summarized below.

- MTSS
Eagle's MTSS framework offers increasingly intense interventions to fit the needs of students. These tiers of support allow for appropriate interventions for students in the regular classroom, students who are academically at risk, students with special needs, English Language Learners, and students working on non-academic goals such as formal behavioral plans.

Our Social Emotional Learning (SEL) curriculum is also part of the MTSS tiers of support. Students can be identified as needing additional SEL support via the Second Step (or equivalent curriculum) assessments, as indicated in their IEP or 504 plan, or via a referral processes. This tiered support provides pathways for counseling, therapy, behavior plans, and additional supports and interventions as appropriate for the student.

- **ELL students**
Our core academic model includes a host of supports that are already implemented and considered to be best practices for ELL students. Our strategy of grouping and regrouping students as necessary allows for ELL students to work on specific skills; the use of technology allows us to differentiate instructional level and provide academic support for ELL students, and MTSS provides additional, formal levels of support. ELL students will often find success in our Spanish enrichment classroom, which provides them with opportunities to be successful and additional opportunities to work on corresponding English development skills within the Spanish class.
- **Students with Special Needs**
Push in services will be utilized when appropriate, this allows the student to stay in the Least Restrictive Environment (LRE) while continuing to progress in the general curriculum with his/her peers. As student needs become more intense, we will offer supportive technology on individual Chromebooks, pull out services, group tutoring/counseling, additional therapy support, and other services as necessary. For students with severe disabilities, 1-on-1 aides and self-contained classroom supports will be considered as options.

Research/Rationale for MTSS

The Nevada Department of Education (NDE) is actively developing an integrated MTSS framework in rural and urban districts across the state.⁴⁴ Eagle’s proposed intervention program aligns directly with the PBIS and MTSS efforts already underway by the NDE. This approach has been widely implemented across the state, including Clark County School District.⁴⁵

Beyond the state-wide implementation of MTSS, Eagle Academy’s recent performance is a testament to the success of RTI and MTSS in our model. During the first year of MTSS implementation, both of the Eagle campuses in Washington D.C. increased their performance ratings to “Tier 1” – which is the highest charter school rating assigned by the authorizing body in Washington D.C. (Public Charter School Board).

Measuring success

Outside of individualized goals for students that have special needs, our goal is that students meet or exceed one of the following two academic goals:

⁴⁴ “Nevada Multi-Tiered System of Support (MTSS) Project.” *University of Nevada, Reno*, www.unr.edu/nced/projects/nvpbista/projects/schools/mtss. Accessed 24 Nov. 2019

⁴⁵ “Response to Instruction.” *Clark County School District*, www.ccsd.net/parents/response-instruction/. Accessed 24 Nov. 2019

- Students will demonstrate academic growth of 1.5 years per the NWEA-MAP assessments administered at the beginning and end of the academic year or
- Students will be academically proficient (on grade level) as measured by earning a level 3 on the SBAC when applicable or as demonstrated on the end of year NWEA-MAP assessment.

Collectively, these goals capture our measures for success for students at differing levels of performance. Eagle will be successful if students are achieving at/above grade level or if students are closing the achievement gap. By demonstrating 1.5+ years of growth annually, students should be performing at/above grade level over time. Eagle is also committed to tracking the success of subgroups of at-risk students. Students that qualify for Free or Reduced lunch, have special needs, or are English Language Learners will be collectively measured as a subgroup and held against goals that are based on closing the achievement gap and out-performing surrounding schools.

(4) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Please provide the rationale used in this approximation.

Eagle will incorporate the typically structured Multi-Tiered System of Supports framework as our structured remediation and intervention efforts for students. NWEA-MAP will provide universal screening data points for all students, our SEL curriculum will be intertwined in our tiers of support, professional development on MTSS will be ongoing as we continuously work to refine best practices, and regular data monitoring is used to inform instruction and keep students, parents, teachers, and administration all working toward common goals. We expect to use three tiers within our MTSS model:

- *Tier 1 – Whole Class instruction and remediation (100% of students)*
- *Tier 2 – Small Group interventions (projected 50% of students)*
 - *Our differentiated approach to student groupings and instruction allows this level of support to occur seamlessly within our general classroom setting*
- *Tier 3 – Intense, Individualized (or very small group) support (projected 15% of students)*

In addition to our regular classroom teachers, we will have support personnel to help provide these services to students who need the highest level of support. The strength of MTSS is that students can flow between Tiers of Support as needs dictate. According to “PBIS Rewards⁴⁶,” Tier 1 support is projected at 75% - 90%; 100% of Eagle students will qualify for Tier 1 support given our academic model and commitment to incorporating differentiation into whole class instruction. Per “PBIS Rewards” Tier 2 is estimated at 10% - 25% and Tier 3 is estimated at <10%. Given our commitment to serving students from one- and two-star schools, we are doubling those projections with the goal of reducing the support needed as we close the achievement gap.

⁴⁶ “What is MTSS?” *PBIS Rewards*, www.pbisrewards.com/blog/what-is-mtss/. Accessed 10 Jun. 2020

(5) How will you communicate the need for remediation to parents?

Students at Eagle will receive remedial support on a daily basis. Typically, specific parent outreach for remedial efforts will not be necessary because revisiting and reteaching concepts occurs within the typical flow of our school day. Class Dojo provides quick feedback to parents daily; progress reports, parent teacher conferences, and monthly data meetings will give teachers and parents an opportunity to formally discuss remedial efforts within the context of how the student is learning best and what he/she needs to focus on.

Parent outreach for student interventions is formalized. In addition to the typical communication efforts above, students who are in MTSS tiers 2 or 3 will receive formal, written goals that are sent home to parents. These goals will be formally revisited during the monthly data meetings for Tier 2 students and a weekly progress report will also be provided for Tier 3 students.

Eagle's instructional program, including remediation and intervention efforts, will be discussed at parent meetings, outlined in the Student/Parent Handbook, and is also detailed in the RTI Handbook produced by Clark County School District.⁴⁷

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

Eagle utilizes restorative, logical consequences and Positive Behavior Interventions and Supports (PBIS). As supported by the discipline data at Eagle Academy, most behavior "problems" can be mitigated by being positive and proactive. Our PRIDE room replaces a "reflection" corner or even an in-school suspension punishment used by many other schools. Our commitment to educating the whole child, including their social-emotional growth, is the foundation for reducing the number of significant discipline issues. If students are not successful with the supports we have in place, then the Student Success Team (SST) will evaluate the student's needs and likely implement a formal behavior plan. This plan can be implemented for students with special needs, ELL students, students with a 504, or students who do not qualify as at-risk. Behavior Plans will be reviewed regularly during the monthly data meetings and will be incorporated into the student's SEL goals.

Eagle will utilize an SEL curriculum such as Second Step for all students as we make a conscious effort to instill social-emotion skills in all students. SEL is incorporated into each student's schedule and drives the social-emotional development of students while utilizing the Multi-Tiered System of Supports (MTSS) structure for personalization and increased support when necessary.

⁴⁷ "Response to Instruction." *Clark County School District*, www.ccsd.net/parents/response-instruction/. Accessed 24 Nov. 2019

Special Education

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

Fatima Cotton is a Special Education teacher with a significant amount of experience working with students with autism. She has taught special education for the last five years and is nearly completed with her second master's degree. Her education, experience and knowledge of working student students with special needs will be beneficial to the development of the school.

Nick Fleege's first career in education was as a Special Education teacher in Laveen, Arizona. In this position, he successfully transitioned several middle school math students from the Special Education Resource room to the regular classroom.

As CEO of ECS, Dr. Smith has operated Eagle Academy in Washington D.C. since 2003. Eagle Academy schools serve a 100% at-risk population and have performed well on state administered exams. Dr. Smith's prior experience as a professor allow him to work with a number of urban school districts in which he designed and directed very successful educational programs for at-risk students.

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

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

During student enrollment, our process involves asking parents if their student has a prior or current IEP, 504, or receives ELL support. We will also request student records from the student's prior school as soon as possible. Teachers attend pre-service professional development and training focused on identifying and supporting students that may qualify for Special Education services.

The referral process for Special Education can be initiated in three ways:

- Child Find
Experienced teachers conduct initial screenings when parents bring new students to Eagle. The SST team evaluates the data and identifies any areas of concern. If concerns are found, the SST team can administer developmental screening tools such as the Ages and Stages Questionnaire⁴⁸ for incoming kindergarten students or work with the student's teacher to begin pre-referral review.

⁴⁸ "ASQ-3." *Ages and Stages*, <https://agesandstages.com/products-pricing/asq3/>. Accessed 24 Nov. 2019

- **Parent Referral**
If a parent/guardian thinks there is cause for concern for child and/or thinks the child needs an evaluation, the parent writes a letter requesting an evaluation.
- **Staff Referral**
Teacher observations combined with academic and MTSS data may result in a staff referral for evaluation. This would occur after tiered support and other proactive remediation efforts are implemented and documented in the general classroom.

With written parent authorization, the SST team convenes and the referral process is initiated. Classroom teachers begin formal progress monitoring under the guidance of the Special Education Director. Evaluations are completed by the school psychologist, OT, PT, speech and language specialists as appropriate. If there is a need for a psychiatric evaluation, options are recommended outside of school.

The SST team reconvenes to review evaluation results, recent student performance data, the impact of any recent changes and modifications, and other factors in order to determine if the student qualifies for Special Education services. If the team determines that the student does qualify for Special Education services, an IEP is developed. This IEP is reviewed at least annually and re-evaluated at least every 3 years.

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

Our evaluation processes for Middle School students includes the efforts listed above. For students with special needs, in 8th grade the SST will formally review the student's performance levels, goals, accommodations, and modifications. The team will adjust the IEP as needed to fit the needs of the student and to best support the student in a high school setting. A student specific draft schedule titled "today to diploma" will be created and included for reference at the student's new school.

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

IEPs are reviewed at least annually and formally reevaluated at least every three years. These reviews and evaluations will be accompanied by a significant amount of academic data and observations that will inform the discussion. By differentiating instruction throughout our regular academic program, Eagle will personalize instruction for all students. Teaching at the proper instructional level will close achievement gaps for students who are academically underperforming. This minimizes the number of students who are academically behind or learning English as a Second Language from misidentified as having a disability.

As students transition out of special education services, the IEP team will meet and develop an individual exit plan for each student. We will generally recommend "monitoring" for a period of

time, a decreasing number of interventions over time, and frequent data reviews. The overarching goal will be to reduce services provided in stages so the student has the opportunity to demonstrate success at each step along the way. Should academic or behavior concerns arise, the IEP team can reconvene and reevaluate the most appropriate placement and services for the student.

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

Eagle will have a Director of Special Education and as many additional certified Special Education instructors as necessary in order to manage the caseload. Currently, we project that to be three certified staff members in year 1, and we recognize that our staffing needs may need to change based on student enrollment.

Sufficient staffing allows us to provide students with the personalized support they deserve. Push in services will be utilized when appropriate, this allows the student to stay in the Least Restrictive Environment (LRE) while continuing to progress in the general curriculum with his/her peers. As student needs become more intense, we will offer supportive technology on individual Chromebooks, pull out services, group tutoring/counseling, additional therapy support, and other services as necessary. For students with severe disabilities, 1-on-1 aides and self-contained classroom supports will be considered as options.

Encouraging positive behavior is important for all students as we build a supportive culture. Incorporating our Social Emotional Learning (SEL) curriculum into our typical schedule proactively encourages positive behavior. Our PRIDE Room is staffed by appointed people with skills to appropriately reward students who put forth their best behaviors and support those who need a little more help to work out issues in order to be able to function in the classroom. Additionally, we may contract with a behavior intervention specialist in year 1 with the expectation of eventually adding that position to our staffing roster. Eagle's multi-disciplinary SST (Student Success Team) will work to identify what modifications, supports, and interventions (when necessary) are best suited for each student.

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

Our Director of Special Education will lead multiple Professional Development opportunities for teachers before and during the school year, and Eagle will contract with 3rd party experts as appropriate. Special Education teachers will participate in the grade level PLCs and in the monthly student data meetings. As many of our services are projected to be push-in, the Special Education teachers will be working daily with the general education teachers on data analysis, lesson planning, and student grouping.

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

Our Director of Special Education is specifically tasked with ensuring 100% compliance with all applicable laws and regulations while overseeing a program that provides high quality, personalized support for all students with special needs. Based on ECS' experience at Eagle Academy, we expect to attract a higher percentage of students with special needs than is typically represented at the local district. As such, our staffing and contractor projections are based on a projected 14% of students who qualify for special needs. The budget accounts for these projected expenses annually, and our staff projections for Special Education teachers and other support staff increases with student enrollment. Pending our student population, Eagle will adjust staffing expertise to offer push-in, pull-out, and self-contained services as appropriate.

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

Curriculum modification and supporting students with special needs is built into our Professional Development schedule. Teachers will be trained on effective SST collaboration, Child Find, push-in support, differentiation, accommodations, modifications, data analysis, and other topics related to best practices in teaching students with a wide range of needs. Monthly data meetings are used to reflect on progress and make curricular modifications as appropriate. These meetings also serve as an opportunity for the SST to progress monitor and review individual goals for each student.

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

Eagle commits to following all rules and regulations pertaining to education and disciplinary actions for students with special needs. By first focusing on proactive programs such as our SEL Curriculum, PRIDE room, MTSS, and PBIS, our goal is to minimize the amount of formal disciplinary measures. The SST can implement a behavior plan for any student, and these will always be included for students with formal behavioral struggles or goals. This behavior plan is intended to identify undesired behaviors and formalize services and modifications that are designed to reinforce positive behavior.

If a significant disciplinary measure is being considered (long term suspension or expulsion), then the SST/IEP team shall convene within 10 days to determine whether the behavior was a manifestation of the student's disability. (Manifestation Determination meeting). The team will review academic data, teacher observations, student feedback, parent input, and any other relevant information to make this determination. If it is determined that the behavior was caused by the child's disability or determined that the school did not properly implement the student's IEP, then the student will be immediately returned to his/her prior placement. Additionally, the behavior plan will be updated and the SST/IEP team will proactively schedule a follow up meeting to

evaluate progress.

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

The Special Education Director oversees the entire Special Education department, and each student with special needs is assigned a certified Special Education case manager. A natural benefit from push in services is that our case managers will already be monitoring most students daily. IEP goals will be reviewed weekly through available data and assessments. Formal Progress Monitoring (PM) of student goals will occur quarterly. Additionally, or regularly scheduled data meetings allows for informal monitoring to occur monthly so that possible adjustments to modifications, accommodations, placement, and goals can be identified and then initiated with the IEP team as appropriate.

The Special Education Director will be tasked with ensuring alignment to all applicable state and federal laws. The principal will conduct random audits of files as we “self-check” to ensure 100% compliance. Eagle will proactively reach out to the SPCSA for any informal or formal auditing opportunities, and will seek Professional Development and outside counsel as is available and necessary.

Curricular and instructional decisions will be tracked in each student’s file, including the rationale for making the decision. Daily informal observations, weekly goal updates, month data meetings, and quarter PM reports will track student progress.

- (9) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?

Eagle commits to a strong parent outreach and support program for all of our families. In addition to the many events and opportunities that are part of that program, families will receive additional information on IEPs, 504s, accommodations, modifications, goals, and parental rights. Parents will receive information that applies globally and will also be invited to discuss the specific implications these have on their student’s individualized plan. These meetings will be held individually to protect student privacy, which also gives us the ability to specifically address the needs of each student.

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

Eagle is not providing distance education; hence this question is not applicable.

(11) Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.

Per the “Fast Facts” published by CCSD for the 2018-19 school year, 11.8% of students in surrounding District receive Special Education Services. Per the experience of Eagle Academy in Washington DC, we expect our Special Education population to be 15-20% higher than the surrounding District. Eagle is projecting that 14% of our student population will qualify for Special Education Services. This translates to the following number of students expected to qualify for services:

Year 1	Year 2	Year 3	Year 4	Year 5+
91	106	121	136	136

Table 11. Projected number of students with special needs

English Language Learners

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

Our enrollment paperwork will determine whether a student has ever qualified for ELL services, and we will request available student records as quickly as possible. Additionally, each new student will be required to complete a Home Language Survey in the enrollment paperwork; we will follow up with families continuously until those Surveys are returned. The student’s primary language shall be deemed to be a language other than English if:

- The student first spoke a language other than English,
- The primary language spoken at home is a language other than English, or
- The language most often spoken by the student is not English

If either the enrollment paperwork or home language survey indicate a language other than English is spoken at home, students will be given the WIDA Access Placement Test (kindergarten) or the WIDA Screener (Grades 1-8) to determine proficiency in listening, speaking, reading, and writing.

Our certified ELL teacher will analyze the results and use the Nevada criteria to determine placement. For students that receive ELL support, the SST will monitor their progress monthly and reevaluate proficiency after the ACCESS for ELLs Online is administered. Currently, students that score at/above 4.5 on ACCESS for ELLs no longer require ELL services; students can also be exited with a score of 4.0 so long as additional proficiency criteria are met.⁴⁹

⁴⁹ “NV-ID Placement Guidance.” WIDA, <https://wida.wisc.edu/sites/default/files/id-placement/NV-ID-Placement-Guidance.pdf>. Accessed 30 Dec. 2019

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

The WIDA Resource Library contains parent guides, handouts, and letters in a variety of languages to best communicate with families, and we will arrange for translators when necessary for in-person meetings. WIDA assessment results and placement recommendations will be delivered to teachers and parents within two weeks of the assessment being administered. Progress Monitoring will be reported quarterly, and parents will be updated after each monthly Data Meeting.

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

Given our projected student population, we expect to hire an ELL Coordinator to manage the ELL instructional staff, assessments, parent outreach, documentation, and teacher training. Eagle's ELL Coordinator will be TESL endorsed and will be the Testing Coordinator. The ELL Coordinator will work closely with the Special Education Director, the principal, and ECS in reviewing and processing assessment results. The ELL Coordinator will work directly with the classroom teachers on teaching strategies and providing additional instructional support for specific students as applicable. Additionally, support staff that are TESL certified will be utilized to "push in" to the regular classroom and provide support services as dictated by student needs. The ELL Coordinator (or TESL certified designee) will also be part of the SST for ELL students and will actively participate in the regular data meetings.

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

Instructional strategies specific to ELL students will be part of the Professional Development calendar for teachers. Our core academic model includes a host of supports that are already implemented and considered to be best practices for ELL students. Our strategy of grouping and regrouping students as necessary allows for ELL students to work on specific skills; the use of technology allows us to differentiate instructional level and provide academic support for ELL students, and MTSS provides additional, formal levels of support. ELL students will often find success in our Spanish enrichment classroom, which provides them with opportunities to be successful and additional opportunities to work on corresponding English development skills within the Spanish class.

Eagle's chosen ELA curriculum will include components that specifically support ELL students. For example, Journeys provides integrated scaffolding and support for English Language Learners including additional instruction geared toward developing language skills. Our instructional approach and curriculum choices are designed so ELL students can engage with the core curriculum to the greatest extent possible.

Our teachers will also be trained on effective strategies for teaching ELL students. Fortunately, many of these strategies are good for all learners! Possible examples include:

- Purposeful planning – Paying attention to both the standards and the key academic vocabulary is especially important when teaching ELL students
- Consistent structure and expectations
- Utilizing visuals and manipulatives
- Push-in support from TESL certified team members
- Previewing and pre-teaching when possible
- Incorporating cultural components
- Scaffolding and differentiation
- Cooperative learning; students may explain core content ideas in their native language

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

Classroom teachers will do the majority of monitoring and informally assessing progress of ELL students, but the ELL Coordinator (or TESL certified designee) will be responsible for formally monitoring progress during monthly data meetings and as legally required. As required by statute, students will be assessed annually. Students that score a composite score of 4.5 or higher will be reclassified as “Reclassified Fluent English Proficient” and will continue to be monitored for two years. We will use our interim and state assessments to provide additional monitoring to ensure students are successful during this transition.

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

Eagle prioritizes a strong parent program for all students. In addition to these events and advocacy efforts, families will receive guides, handouts, and letters in English and their native language. Families will be invited to the monthly data meetings and individual meetings to discuss their student’s ELL assessment results, recommended placement, and goals.

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

Eagle is not providing distance education; hence this question is not applicable.

(8) Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.

Eagle is projecting that 30% of our student population will qualify for ELL Services. Surrounding schools in our targeted campus locations range from 20% - 40%. This translates to the following number of students expected to qualify for services:

Year 1	Year 2	Year 3	Year 4	Year 5+
194	227	259	292	292

Table 12. Project number of students that will qualify for ELL services

Homeless/Migrant Services

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

Families that qualify for homeless and/or migrant services will be primarily identified in our enrollment process via the Residency Questionnaire⁵⁰ which is then verified by our office staff. Our Family Liaison will work with the entire SST to advocate for the family and locate/provide additional support to the greatest extent possible. Our Family Liaison will work with families to ensure they know their rights and work to get impacted students enrolled immediately without unnecessary paperwork and red tape. Although not currently budgeted as a stand-alone position, Eagle will consider hiring a local community member or a parent with strong ties to the community to fulfill the Family Liaison position.

Misidentification is best avoided through documentation, transparency, and training. Teachers will understand that homeless is defined as “anyone who lacks fixed regular and adequate nighttime residence.” This includes shelters, motels, cars, parks, and doubling up with other families.⁵¹ This will allow teachers to better advocate for our families and initiate the referral process.

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

Eagle will comply with all local, state, and federal law; specifically including the McKinney-Vento Homeless Assistant Act. We will enroll students who qualify for homeless/migrant services immediately and work to gather the required enrollment paperwork while the student remains enrolled in school. This student will undergo the same evaluation and consideration for academic support, Special Education, and ELL services as his/her peers. We will work with the family to ensure that the student has reliable transportation to and from school and will connect the family with support organizations in the immediate area.

⁵⁰ “Student Residency Questionnaire Affidavit.” *State Public Charter School Authority*, <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/SPCSA%20Residency%20Questionnaire.doc>. Accessed 12 Dec. 2019

⁵¹ “Education of Homeless Children and Youth.” *State of Nevada Department of Education*, www.doe.nv.gov/Homeless/Home/. Accessed 30 Dec. 2019

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

Eagle is not providing distance education; hence this question is not applicable.

SCHOOL STRUCTURE: CULTURE

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

Eagle will focus on character development and school-wide Positive Behavioral Interventions and Supports (PBIS). Students will consistently practice the Eagle Pride behaviors and character traits. Student recognition is an essential part of development for the social and emotional side of the child. Daily, weekly, and monthly recognition is part of our fabric with expectations held high.

Social Emotional Learning (SEL)

We will incorporate Social Emotion Learning (SEL) into our regular instruction and goals. Our projected curriculum, Second Step, will be utilized for all students as we make a conscious effort to instill social-emotional skills. Classroom teachers will lead Second Step classes once a week for 20-30 minutes and reinforce the SEL lesson throughout the week. Building self-regulation and executive function skills allows our students to pay attention, remember directions, and better control their behavior. Students will continue to develop these skills as they mature, allowing them to make friends, manage emotions and solve problems.

Responsive Classroom and PBIS

Building on Second Step, Eagle teachers will receive extensive Professional Development in Responsive Classroom and PBIS strategies for building social skills and classroom cooperation. Classrooms begin the day on an upbeat and celebratory note with the Morning Meeting and conclude the day with a summary/reflection which helps set the stage for tomorrow. Responsive Classroom is a research-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. It has been recognized by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most well-designed, evidence-based social and emotional learning programs. Center for Responsive Schools (CRS) offers Responsive Classroom on-site consulting services to schools and districts; workshops for educators in locations around the country; and numerous books, videos, and other resources for teachers and administrators.

- (2) Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

The culture building efforts during our incubation year will lay the groundwork for a strong culture on the first day of school. Specifically, home visits and parent orientation sessions will be beneficial toward building a strong relationship with our families. In order for these outreach efforts to be successful, we need to approach these opportunities as a chance to collaborate with families, listen to what excites and concerns them, and begin to build a relationship built on trust by demonstrating our unwavering commitment to the success of their student. While we will have the typical printed material and handbooks available, these in-person meetings are considerably more valuable when building these relationships. Various student orientation efforts will be organized before the start of school to help ease the transition. Students will have opportunities to meet their classmates and teachers and will be able to see their classroom before the first day of school. Eliminating some of the unknowns helps put students at ease and helps them acclimate and become comfortable. Once school begins, teachers will model expectations and students will practice procedures so that they can know what is expected of them and experience successes. Second Step, PBIS, and Responsive classroom are the heart of our strong culture.

Building a strong culture starts with hiring the correct team members. Our interview process works to identify teachers and administrators who are aligned with the mission of Eagle. People that are working toward a common goal with values that are aligned are going to build a strong culture. Open door policies, staff celebrations, and keeping our efforts focused on the simple question: "What's best for the student?" will keep our culture collaborative and supportive. We will have formal professional development on our mission, vision, and core values, and we will refer to them often.

Students that transfer mid-year have unique needs. We will have shadow opportunities and a buddy system so that students can tour the school in advance of enrolling and are paired with a buddy after enrolling. We will meet with each family individually before and after enrollment to help with the transition, discuss expectations, and answer questions. Students will be assessed as quickly as possible so that we can make sure they are receiving instruction at the proper level, and we will couple that information with a review of the student's record to ensure appropriate supports, modifications, and accommodations are in place as necessary.

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

A primary tool in measuring and improving culture comes from student, parent, staff, and shareholder surveys. Satisfaction goals will be established annually and success on these metrics will be an indicator of the success of the school principal and Governing Board. Beyond survey goals, high parent participation in optional events and few student discipline referrals are other measures that experience tells us are closely tied to school culture.

- (4) Describe the school’s approach to help support all students’ social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods.

As referenced throughout our proposal, Eagle is specifically committed to our students’ social and emotional development. Our focus is on developing the “whole child” as evidenced by incorporating SEL curriculum into our daily instruction and considering it part of our core academic program. Our SEL curriculum will be complete with screeners, lessons, and opportunities for remedial and extension differentiation.

Additionally, our SEL curriculum will be incorporated within our MTSS framework. This framework will range from Tier 1 instruction which is provided to all students to Tier 3 intervention which includes individual behavior plans complete with weekly progress reports. As a part of our regular instruction and curriculum, parents will be updated on their students’ SEL progress at the same frequency as core academic progress reports. Success in our SEL efforts can easily be measured by student progress and success in the curriculum, and is also measured by our discipline and attendance data.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

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

At the core of our discipline policy, Eagle reinforces positive behavior and ensures consequences are logical instead of punitive. Community building and positive reinforcement will be constantly practiced throughout our school day. Our student parent handbook will outline consequences for common disciplinary infractions. Additionally, in order to keep expectations aligned between students, parents, teachers, and administration, we also publish a chart of types of discipline that is typically handled in the classroom vs. issues that will result in a referral for the student.

Discipline Handled by Teachers/Staff	Discipline leading to PRIDE Room referral
<ul style="list-style-type: none"> ● Physical Aggression: Non-serious, but inappropriate physical contact that is not wanted by another & done in an unfriendly manner (such as bumping into others, kicking under the desk, or rough-housing) ● Minor Theft: Taking something of minimal value that can be easily replaced ● Minor Vandalism/Property Damage: Misuse of property and/or minor destruction resulting in damage that can be easily fixed (by student w/or w/o help) ● Teasing/Taunting: Name-calling, words or gestures that are used to make someone unhappy, but do not include serious threat or intimidation ● Defiance/Disrespect: Brief or low intensity failure to respond to adult requests ● Disruption: Behavior that interferes with the ability of others to engage in learning activities (such as talking out, moving out of area, and making noise) ● Inappropriate Language: Low intensity instance of profanity or rude language ● Other: Any other minor problem behaviors <p><u>Before referring students to the Pride Room for offenses listed above, Teacher/Staff will:</u></p> <ol style="list-style-type: none"> 1. Have implemented and taught the schoolwide common expectations, procedures, and routines 2. Utilize intervention strategies to address/redirect/correct problem behaviors (such as choice/choice, choice/consequence) 3. Follow individual classroom management plan 4. Contact parent/legal guardians/legal guardians to problem-solve. 	<ul style="list-style-type: none"> ● Fighting/Serious Physical Aggression: Actions involving serious physical contact where injury is intended or highly likely (such as two individuals exchanging blows that could result in serious injury) or contact of a sexual nature ● Theft: Student in possession of, having passed on, or being responsible for removing someone else’s property that has significant value and cannot be easily replaced ● Vandalism/Property Damage: Student participates in an activity that results in substantial destruction or disfigurement of property: damage that cannot easily be fixed ● Harassment/Bullying: Student delivers sustained or intense, disrespectful messages (verbal or gesture) to another person that includes threats and intimidation, pictures or written notes ● Defiance/Disrespect: Refusal to follow directions, talking back and/or socially rude interactions that continue despite several interventions ● Disruption: Behavior causing serious interference in a class or activity that continues despite adult intervention. Disruption includes CONTINUOUS loud talking out of turn, yelling or screaming, noise with materials; horseplay/rough-housing, and/or SUSTAINED out-of-seat behavior. ● Abusive language: Words used to threaten/intend harm or profanity used to hurt another individual ● Inappropriate Language: Student continues to curse or use profanity despite adult intervention ● Other: Student engages in other major problem behaviors that do not fall within the above categories or behavior that escalates or continues despite repeated intervention strategies

Table 13. Behavior T Chart

A draft of Eagle's PBIS influenced tier disciplinary chart is included below.

Tier 1 – handled by classroom teachers; behavior is documented in writing; parent/guardian contact is optional at the Teacher's discretion		
Example of Behaviors	Responses/Approaches	Consequences
<p>1.1 Attendance (tardiness, excessive absences, unexcused absences)</p> <p>1.2 Dress (out of uniform)</p> <p>1.3 Disrespectful Behavior (walking away, talking back, false information, swearing, inappropriate gestures, derogatory written materials)</p> <p>1.4 Disruptive (talking during lesson/activity, rude noises, leaving seat without permission, horseplay, throwing minor objects, false alarms),</p> <p>1.5 Insubordination (refusal to work in class, refusal to participate in school alternatives, refusal to comply with direction or instruction),</p> <p>1.6 Intimidation (harassing, teasing, instigating, minor threatening towards a peer)</p> <p>1.7 Possession/Misuse of Personal Property (using toys in class, using cell phones and listening to music devices during school hours)</p> <p>1.8 Improper Use of Technology (damaging computer software, accessing inappropriate websites),</p> <p>1.9 Theft (of minor items such as toys brought to school by other students)</p>	<ul style="list-style-type: none"> - Avoid power struggles - Refer back to classroom or school rules, ask the student to repeat the rule - Restate expectations and the expected behavior (model, engage in positive practice, or watch videos about expected behavior) - Redirect student - Sit the student in closer proximity to teacher or assistant, move them to a seat away from distracting student - Parent/legal guardian contact in writing or by phone - Track student behavior weekly or daily - In-class time out for an identified time - Loss of classroom privileges 	<ul style="list-style-type: none"> - Behavior contract - Teacher/Parent/legal guardian conference - In-school disciplinary action (exclusion from extracurricular activities, and/or written reflection, mediation, or similar actions of short duration minimizing the student's loss of academic instruction time) *Three consecutive offenses within same day or three continual days of a specific behavior may escalate to Tier 2
Tier 2 – handled by classroom teachers with assistance from administration if needed; does not include removal from school; behavior must be documented in writing; parent/guardian is contacted		
Example of Behaviors	Responses/Approaches	Consequences
<p>2.1 Disruptive (excessive talking, refusing to remain in seat, throwing objects that may cause injury or damage property)</p>	<ul style="list-style-type: none"> - Avoid power struggles - Redirect student - Reinforce expectation/rules and 	<ul style="list-style-type: none"> - Administrator/parent/legal guardian conference

<p>2.2 Disrespectful Behavior (continual walking away and talking back, directing profanity or obscene offensive gestures towards staff)</p> <p>2.3 Intimidation/Threats to others (threatening behavior directed towards a staff member or adult of authority, inappropriate/threatening physical contact between students)</p> <p>2.4 Insubordination (chronic refusal to follow staff direction or participate in school activities, refusal to serve detention, refusal to report to office, unauthorized presence in hallway during class time, running out of the classroom or other common space, unintentional injuries to others)</p> <p>2.5 Improper use of Technology (using computer equipment without permission, intentional misuse of school equipment, accessing files/school information without permission)</p> <p>2.6 Theft (possession of property less than \$250)</p> <p>2.7 Documented pattern of persistent Tier 1 behavior</p>	<p>provide student with clear, direct and concise consequences/options</p> <ul style="list-style-type: none"> - Speak to student one-on-one - Take away privileges and unstructured time - Parent/legal guardian contact in writing or by phone - Track student behavior weekly or daily - In-class time out for an identified time 	<ul style="list-style-type: none"> - Temporary removal of student from classroom for less than 1 hour <ol style="list-style-type: none"> 1. Buddy Room (Try 1st) 2. Pride Room (Try 2nd) - Action plan based on restorative justice + Behavior contract - In-school disciplinary action exclusion from extracurricular activities, and/or written reflection, mediation, or similar actions of short duration minimizing the student's loss of academic instruction time)
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Tier #3 Behaviors: - Generally handled by teacher or administrator depending on the situation and severity; Administrator involves support specialists (including Special Education team) when appropriate; Teacher/administrator must document behavior/resolution in writing; Administrator notifies guardian

Example of Behaviors	Responses/Approaches	Consequences
<p>3.1 Academic Dishonesty (cheating, altering report cards or notes)</p> <p>3.2 Bullying/harassment (using severe humiliating and/or intimidating language/behavior including on the internet)</p> <p>3.3 Abusive language (written or verbal use of slurs, based on actual or perceived race, color religion, national origin, sex, age, personal appearance, sexual orientation, gender identity, familial status, disability, and/or place of residence, including derogatory sexual language)</p> <p>3.4 Fighting/Serious Physical Aggression (engaging in reckless behavior that may cause</p>	<ul style="list-style-type: none"> -Verbal redirection - Temporary student removal from classroom for less than half of the day <ol style="list-style-type: none"> 1. Buddy Room 2. Pride Room - Action plan based on restorative justice +Behavior contract - In-school disciplinary action (exclusion from extracurricular activities, 	<ul style="list-style-type: none"> - Parent/legal guardian conference - Alternative assignment or academic penalty - Out of school suspension for repeated offenses, (Second offense: one day out of school suspension, third offense: two days out of school suspension – in

<p>harm to self or others, fighting where there is no injury or weapon)</p> <p>3.5 Defiance/Disrespect (excessive lying to or giving misleading information to school staff, possession or distribution of obscene/pornographic material on school premises)</p> <p>3.6 Inappropriate language (obscene and/or seriously offensive language or gestures)</p> <p>3.7 Disruption (verbal, written or physical threat to person/property, continuous talking out of turn, yelling, noise with materials; horseplay/ rough-housing and/or sustained out of seat behavior when redirected)</p> <p>3.8 Theft (possession of stolen property more than \$250)</p> <p>3.9 Documented pattern of persistent Tier 2 behavior</p>	<p>and/or written reflection, mediation, or similar actions of short duration minimizing student's loss of academic instruction time)</p> <ul style="list-style-type: none"> - Parent/legal guardian contact in writing or by phone by administrator - Administrator/student conference - In-school suspension for. day for first time offense (with instructional work) 	<p>accordance with AB 168)</p>
<p>Tier 4 Behaviors: Handled by administrator and may include additional actions to support the student and stimulate corrective behaviors; Administrator documents incident; Administrator notified parent/guardian</p>		
<p>Example of Behaviors</p>	<p>Responses/Approaches</p>	<p>Consequences</p>
<p>4.1 Fighting/Serious Physical Aggression (fighting which creates substantial risk of or results in injury to an individual, assault with a weapon)</p> <p>4.2 Harassment/Bullying (inciting other to violence or disruption, using an article that is not normally considered a weapon to intimidate or threaten another person)</p> <p>4.2 Theft/Property Damage/ (cause of major damage to another student's property, vandalizing school/staff property that cause disruption to the school environment)</p> <p>4.5 Abusive language (continual/excessive written or verbal use of slurs based on actual or perceived race, color religion, national origin, sex, age, personal appearance, sexual orientation, gender identity, familial status, disability, and/or place of residence, including derogatory sexual language)</p> <p>4.6 Other offenses (any behavior/conduct including, but not limited to,</p>	<ul style="list-style-type: none"> - Action plan based on restorative justice + Parent/legal guardian conference - Seek administrator support to follow up on a case by case basis 	<ul style="list-style-type: none"> - In-school suspension for 1 day (with instructional work) - Out of school suspension for 1-3 days (in accordance with AB 168) - Expulsion (in accordance with AB 168)

<p>possession/distribution of alcohol and/or drugs, gambling, arson, possession of knife, explosives/handgun, or other illegal conduct that causes disruption to the school operation or causes substantial harm to self or others)</p> <p>4.7 Documented pattern of persistent Tier 3 behavior</p>		
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Table 14. Disciplinary Chart.

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

In extreme cases and in accordance with AB 168, students may receive in-school suspension as well as suspensions that prevent the student from entering the school for a specified period of time. Students may be temporarily excluded from school/class for up to three days by the principal. A voluntary re-entry meeting with the appropriate Administrator will be offered to the parents/legal guardians at the time the student returns to the classroom. Longer periods of suspension need to be approved by the Governing Board (or Designee).

“Recommended Parent/Legal Guardian Shadowing” is offered as a preventive measure that may be taken as part of the plan of action based on restorative justice and prior to suspension/expulsion for significant misbehavior. The parent/legal guardian will be encouraged to accompany the child to school, and remain with the student during class, lunch, enrichment, etc. for a designated time determined by the principal.

Pursuant to NRS 392.4655, Eagle recognizes that suspension or expulsion from the school is the most severe disciplinary procedure that can be imposed on a child and will only consider it after all other disciplinary measures and procedures have been exhausted. Children, under parent/legal guardian representation, must be given due process in all disciplinary situations. A parent/legal guardian has the right to a conference with the principal regarding the reason(s) for suspending their child. Due process gives a parent/legal guardian/legal guardian has the right to appeal the principal’s decision within three (3) days after the conference. All appeals must be made in writing to the principal (or Designee), and addressed to Eagle Public Charter School at the official address of record. The Board of Trustees will review the determination in accordance with the procedure that is formally adopted by the Board.

- (3) Describe the process for completing a plan of action based on restorative justice prior to engaging in suspension and/or expulsion proceedings as required under Assembly Bill 168 (2019).

Eagle will comply with Assembly Bill 168 and a plan of action will be developed prior to suspending and/or expelling a student whenever possible (i.e. safety and security are not compromised).

Eagle's approach to culture and discipline is proactive, positive, and restorative. It is not punitive. Setting aside violent or criminal behaviors that warrant immediate suspension/expulsion in order to protect the safety of our community, our discipline plan outlines many opportunities for students to own their accountability and make amends.

When appropriate and/or necessary, plans of action will be developed individually and will include the three key elements of restoration, reintegration, and support. The SPCSA has already provided templates that Eagle will use as reference examples. Once a significant or repeated discipline offense is identified, Eagle will convene the SST to ensure the plan is developed with input from teachers, administrators, support personnel and the parents/guardians. Specific disciplinary concerns will have provisions included, which may include a behavior plan. Many of the components in the action plan can be addressed during tiered MTSS behavior support and through extending our SEL curricular offerings for that student that are already in place.

If a student is in possession of a firearm or a dangerous weapon, the student will be immediately removed from school and is subject to a mandatory expulsion or placement in an appropriate, alternate school. An explanation for the school's actions and a description of pending proceedings will be provided to the student and parent/guardian as soon as possible.

(4) Who will be responsible for implementing the school's discipline policy?

Our principal, as the instructional leader of Eagle, is ultimately responsible for culture and discipline. A common expectation of the entire Eagle team is to embrace our positive, consistent discipline policy that is aligned with PBIS, Second Step, and Responsive Classroom. Teachers will practice these principles every day in their classrooms.

(5) Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?

Teachers, administration, and office staff will be responsible for various aspects of documentation and communication. Data that needs to be entered into the SIS will be done directly by the principal or his/her designee with express oversight. Discipline data will be reviewed on an individual student basis during the monthly data meetings and at the campus wide level as a measure of the success of our SEL program. Analyzing data will allow best practices to be shared and areas for growth identified and addressed. The principal reports data to the SPCSA and the Governing Board with assistance from the Chief Operating Officer, ECS, and other team members tasked with managing data.

(6) Describe the school's proposed parent grievance policy.

Eagle recognizes that a parent grievance policy is necessary, but we are committed to resolving disputes before the conflict escalates to that level whenever possible. Our Governing Board will adopt a formal process after the approval of our charter; we expect the process to include the following components.

- 1) Filing a grievance should be convenient for a parent; forms are readily available and available in English and Spanish.
- 2) The principal will first attempt to resolve the grievance. If the parent is not satisfied, then it is escalated to the Superintendent (if hired) and then the Governing Board. Response timelines will be clearly stated and shall be as quick as is reasonable.
- 3) The Governing Board may appoint a sub-committee to investigate the grievance. In that case, the committee will bring their recommendation to the full Governing Board for formal action.
- 4) The decision of the Governing Board will be final.

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

Students are to wear the school uniform every day that school is in session unless otherwise specified. Each student will wear a polo shirt (colors are grade level dependent), khaki pants/shorts/skirts, and closed-toed shoes. Kindergarten students may wear denim instead of khaki. Skirts, skorts, or shorts must be knee length, and earrings larger than 1/2" in diameter are not permitted.

Plain polo shirts of the appropriate grade level color are acceptable, and select vendors will also sell uniform shirts/tops with the Eagle logo. If a student is not in uniform, the parent/legal guardian will receive a written notice and parents/legal guardians will be asked to bring the appropriate clothing. Families will be encouraged to contact the Family Engagement Coordinator if this policy provides a hardship for any reason.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- (1) As Attachment 3, provide the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

Eagle's school calendar will closely mirror that of the local school district⁵². We expect families will have students in multiple schools, so aligning the calendar and schedule to the local District is both convenient for the family and provides us sufficient opportunity to provide our students with a high quality education. Eagle does not anticipate seeking an alternative calendar, so the typical benchmarks will apply:

⁵² "2020-2021 School Calendar for Students." *Clark County School District*, www.ccsd.net/district/calendar/pdf/2020-2021-school-calendar-students.pdf. Accessed 30 Dec. 2019

- 180+ instructional days (including waivers)
- 3+ contingency days added at the end of the year
- Maximum of 5 early dismissal days
- Instructional minutes aligned with or exceeding the requirements in NAC 387.131.

Assuming Eagle was opening in 2020-21, a draft of our school calendar is included in Attachment 3. The 2021-22 school calendar will again use CCSD’s calendar as a baseline.

(2) Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school’s daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

At minimum, Eagle recognizes that we must meet or exceed the limits defined in NAC 387.131 and provide the following amount of instruction per grade:

- Kindergarten – 2 hours/day; 10 hours/week
- Grades 1 and 2 – 4 hours/day; 20 hours/week
- Grades 3, 4, 5, and 6 – 5 hours/day; 25 hours/week
- Grades 7 and 8 – 5.5 hours/day; 27.5 hours/week

Sample daily schedules are included below. These schedules exceed the limits defined in NAC 387.131, and adjustments may be made to best fit the needs of the school or students. For example, our daily schedule could be shifted slightly earlier or later to in response to a significant amount of parent feedback or local traffic demands. The personalized nature of our model may indicate that a student or a group of students would benefit from additional time in a certain core content area. We’ve exceeded the minimum expectations for all grade levels and we are confident that we can make these changes to best serve our students will still addressing all of the NVACS for all subjects.

Typical Elementary (K-5) Day

- Projected 8:30 – 3:30 (7 hours; 0 minutes)
- Less breakfast, lunch (45 minutes) = 6.25 hours of instructional time

Total # minutes	
100	ELA; including Writing
100	Math
50	Enrichment
35	2 nd Step (1x/week); Science (2x/week); Social Studies (2x/week)

45	Morning meeting, Pre-view material, Daily Reflection, Exit Tickets
45	Recess
45	Breakfast; lunch

Table 15. Typical allocation of minutes – Elementary School

Typical Middle School (6-8) Day

- Projected 8:30 – 3:30 (7 hours; 0 minutes)
- Less breakfast, lunch (45 minutes) = 6.25 hours of instructional time

Total # minutes	
45	ELA; Language Arts
45	ELA; Literature
45	Math
45	Math support/STEAM
45	Enrichment
45	Science
45	Social Studies
15	Homeroom/2 nd Step
45	Recess/Academic Support
45	Breakfast; lunch

Table 16. Typical allocation of minutes – Middle School

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

Our goal is 95% attendance across all grade levels and student subgroups. Establishing a culture of trust and support with both our students and parents is paramount to achieving that goal. We expect parents to notify us by 8:00am if their student will be absent and submit the written documentation explaining why the student needed to miss school that day. We will stress our expectations while working with families to understand obstacles that they may be facing. As supporting and advocating for our parents is one of our core supporting objectives, we will work with parents to overcome those obstacles. Teachers will initially collect attendance data each day; it will then be compiled and verified by the campus registrar. Parent outreach and other necessary follow-up will occur as soon as possible per the published Attendance Rubric.

While this rubric is subject to change to fit the needs of the school and reflect applicable law, a draft is included below.

	1 st – 4 th Tardy	5 th – 9 th Tardy	10 th – 14 th Tardy	15 th + Tardy*
Tardiness	<ul style="list-style-type: none"> • Phone Call 	<ul style="list-style-type: none"> • Phone Call • Formal Letter 	<ul style="list-style-type: none"> • Phone Call • Formal Letter • Mandatory Attendance Meeting 	<ul style="list-style-type: none"> • Attendance SST initiated • Tier 2 consequences
	1 st – 4 th ED	5 th – 9 th ED	10 th – 14 th ED	15+ ED*
Early Dismissal	<ul style="list-style-type: none"> • Phone Call 	<ul style="list-style-type: none"> • Phone Call • Formal Letter 	<ul style="list-style-type: none"> • Phone Call • Formal Letter • Mandatory Attendance Meeting 	<ul style="list-style-type: none"> • Attendance SST initiated • Tier 2 consequences
	1 st – 4 th EA	5 th – 9 th EA	10 th – 14 th EA	15+ EA*
Excused Absence	<ul style="list-style-type: none"> • Phone Call 	<ul style="list-style-type: none"> • Phone Call • Formal Letter 	<ul style="list-style-type: none"> • Phone Call • Formal Letter • Mandatory Attendance Meeting 	<ul style="list-style-type: none"> • Attendance SST initiated • Tier 2 consequences
	1 st Unexcused Absence	3 rd Unexcused Absence	5 th Unexcused Absence	10 th Unexcused Absence*
Unexcused Absence	<ul style="list-style-type: none"> • Phone Call 	<ul style="list-style-type: none"> • Phone Call • Formal Letter of Warning 	<ul style="list-style-type: none"> • Phone Call • Formal Letter #2 • Truancy Meeting • Attendance SST initiated • Attendance Contract signed 	
<p>*Note: Excessive truant issues are subject to the reporting and consequences as defined in NRS 392 and applicable laws and legislation. Eagle will review these requirements annually and work with our local law enforcement agency to address these issues as needed.</p>				

Table 17. Attendance Rubric

4. Operations Plan

BOARD GOVERNANCE

- (1) Describe the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how the board will evaluate the success of the school and school leader; and how the board will ensure that there will be active and effective representation of key stakeholders, including parents.

Eagle Charter Schools of Nevada will be the Governing Board of Eagle NV charter school. The primary role of the Governing Board is the success of all aspects of the charter school. The Board is ultimately accountable and responsible for the fiscal, academic, and operational successes of Eagle including ensuring compliance with applicable local, state and federal requirements.

Through effective governance, the Board will ensure these responsibilities and metrics are met without actively managing the day to day operations. As an example, the Board will hire a 3rd party to conduct an independent audit annually and will ensure that the CMO and principal comply with all reporting requirements as dictated by the authorizer and the state of Nevada. Assuming Eagle engages ECS as our CMO, the school principal and ECS report directly to the Board, allowing for streamlined reporting and oversight on academics and operations.

Ensuring educational and operational success

During regularly scheduled Board meetings, the principal and CMO (with support from the COO) will provide academic, fiscal, and operational reports that are aligned with the goals previously defined. The COO will also actively manage a reporting calendar to ensure all reporting requirements are met. Student academic growth will be monitored, projected performance on the upcoming state assessment will be analyzed, and action plans will be proposed and reported on as necessary. ECS will provide updated fiscal reports including balance sheet and budget vs. actual.

Principal and CMO Evaluation

Annually, the Board is directly responsible for the evaluation of the school principal and the CMO. Student academic success and 100% compliance with reporting and regulations are the key metrics that the Board will consider and track. As it deems necessary, the Board will also implement formal improvement plans and convene an Academic Committee, Finance Committee, or Operations Committee to establish academic, fiscal, or operational goals and assume a more active role in the management of the school if necessary.

Stakeholder representation

At capacity, the Board will have 5-9 members with diverse, professional backgrounds and a common mission aligned with the mission of Eagle. At minimum, the Board will have one member that is a parent of a currently enrolled student. The principal will include a parent/stakeholder update as a part of the regular report to the Board. Additionally, the Board may form Committees as it deems necessary; a "Parent/Stakeholder Outreach Committee" could be convened to represent stakeholders and ensure feedback is solicited and considered appropriately.

- (2) Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 4).

Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2020-21 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board. NAC 388A.130(4):

A proposed sponsor may not accept an application from a committee to form a charter school whose membership includes:

- (a) A potential contractor of the proposed charter school;*
- (b) A potential lessor of a facility that the proposed charter school may lease;*
- (c) A representative of an educational management organization with which the proposed charter school may contract;*
- (d) A person related by blood or marriage to a person described in paragraph (a), (b) or (c); or*
- (e) Two or more persons who are related by blood or marriage to each other.*

The Board Member Template has been provided at Attachment 4 as requested.

Below is a summary of qualifications for each of the Committee to Form members who are expected to transition to Governing Board Members. In accordance with its Bylaws, the Board membership may change to fit the needs of the school.

Jai Mallory has built her career on solving problems and bringing organizations into compliance with government and accounting regulations and best practices. She has worked with Eagle Academy Public Charter School since 2005, including the last nine years as Director of Business Operations and Facilities. Over that time period she has seen the school grow from serving 300 students to 920. She has also managed construction projects including a new \$9 million energy-efficient campus in the Fairlawn neighborhood, and also a \$20 million campus in the Congress Heights neighborhood of Washington, D.C., with a state-of-the-art \$1 million kitchen that serves breakfast, lunch and dinner at no cost to students.

Fatima Cotton is a Special Education teacher with a significant amount of experience working with students with autism. She has taught special education for the last five years and is nearly completed with her second Master's degree. Her education, experience and knowledge of working with students with special needs will be a tremendous asset to the development of the school.

Monica Johnson is a potential future parent of an Eagle student. She is currently studying education and brings first-hand experience and knowledge as a student and parent in the Clark County School District. Her current role as a Special Event and Group coordinator is a direct connection to countless community groups and she previously worked in the Business Office for Eagle Academy.

Mary Scott became an educator after a successful first career as an accountant. Transitioning from the classroom to administration, Scott now has 20 years of experience as a Vice Principal; 16 years of which have been in Clark County School District. Over her career, she's presented on a variety of topics from school improvement to launching a new school. She has experience as a Board Member, has written and managed a variety of grants, has a Masters in Educational Administration

and a Doctorate in Education Psychology. Scott’s incredible background, education, and experience are a true asset for any public school.

Although Dr. Joe Smith is expressly not a member of the Committee to Form and will not be on the Governing Board, the SPCSA has encouraged us to include his experience throughout the application. Dr. Smith has operated Eagle Academy in Washington D.C. since 2003. Eagle Academy schools serve a 100% at-risk population and have performed well on state administered exams. Dr. Smith’s prior experience as a professor allow him to work with a number of urban school districts in which he designed and directed very successful educational programs for at-risk students.

- (3) Provide, as Attachment 5, a completed, signed, and notarized Board Member Information Sheet for each proposed Board member as well as the board member’s resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

Attachment 5 has been provided as requested. Additionally, a Board Member Information Sheet for Nick Fleege has been included as requested in the downloaded template.

A summary of qualifications for our “Committee to Form” in accordance with NRS 388A.240 is included below.

Committee to Form Member	Role	Alignment to NRS 388A.240
Jai Mallory	Proposed Board Member; COO	Financial/Accounting expertise
Fatima Cotton	Proposed Board Member	Teacher
Monica Johnson	Proposed Board Member	Parent
Mary Scott	Proposed Board Member	Administration; Governance
Nick Fleege	Committee to Form (not expected to continue to Governing Board)	Experience specific to Charter School Accounting and Human Resources

Table 18. Proposed Committee to Form membership Qualifications

- (4) If the current Committee to Form does not include the full founding board, explain how and when the additional board members will be identified.

We expect four of the five members on the Committee to Form to transition to our founding Board. Upon approval of the charter, the Committee to Form will transition to the Governing Board. Throughout the application process, the Committee to Form will evaluate potential Board members, with a specific focus on members who have experience in school administration, law, and/or local business. New members can be suggested at any meeting and will be acted on once the Committee to Form transitions to the Governing Board (approval of the charter).

In accordance with NRS388A.240, our Governing Board will always have a minimum of one parent member. After initial student registration is complete, parents will be invited to nominate themselves or other parents for a Board position. The school principal and Governing Board will collectively work with the Parent Teacher Organization (PTO) to fully explain the duties and responsibilities of a Board member, and this Board position will then be filled per the process as outlined in the Board's governing docs.

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

The Governing Board's Conflict of Interest policy will include a questionnaire that would identify real or potential conflicts of interest. Board members will recuse themselves from acting on any resolutions in which there is a real or potential conflict of interest. Specific provisions in the policies include:

- Members must represent unconflicted loyalty to the interests of Eagle Charter Schools, NV
- Members must avoid conflicts of interest with respect of their fiduciary responsibility
- Members may not attempt to exercise individual authority over Eagle Charter Schools, NV

Attachment 6 has been uploaded as requested; a draft Code of Conduct policy has been included to supplement the other documents.

- (6) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. If these relationships pertain to members of the committee to form, this information should match the committee to form disclosures.

There are no current, actual conflicts of interest with any of the proposed Governing Board members. As our incoming COO and Board Member, Jai Mallory could have a perceived conflict of interest but will recuse herself on any/all matters that are related to her employment.

Board Members will update their Conflict of Interest questionnaire annually. Should an actual conflict of interest arise, Board Members will recuse themselves from acting on any related resolutions. If the conflict of interest is a substantial risk or obstacle in the Board's collective opinion, the conflicted Board Member will be removed from the Board.

Perceived conflicts of interest will be thoroughly and transparently discussed, investigated as necessary, and documented. If the Board determines the perceived conflict of interest is an actual conflict, then the Board's policy for actual conflicts of interest applies.

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

The Governing Board membership is expected to initially be composed of four of the five members of the Committee to Form. During the application review process, prospective Board Members will be identified, with specific focus on members with experience in school administration, law, or local business. Beyond these initial efforts, the Board will regularly evaluate its membership and may update the size and composition of the Board to best fit the needs of Eagle.

In addition to the initial Board training on Carver Governance, the Governing Board will also receive ongoing professional development and training. This will internally increase capacity by developing a Board that is continuously reflecting, improving, and adopting best practices.

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

The Governing Board for Eagle will collectively train on Carver Governance as presented by Miriam Carver or one of her verified trainers. All Board members will participate in this day long training and in the several meetings that follow. These trainings are individualized to the needs and experience of Governing Boards, but will typically include the following topics:

- Overview of Policy Governance
- Defining the role of the Governing Board
- Mission/Vision overview
- Goal Setting
- Policy creation; freedom within expanding limits

This initial, comprehensive training will take place during the incubation year and will culminate with the tools needed to hone the Board's mission and create Board policies and procedures. The Board will also refer to the "User's Guide to Fiscal Oversight"⁵³ produced by the National Charter School Resource Center to provide a reference of strong governance best practices and additional checklists to ensure sufficient goals, policies, and procedures are in place. Annually, the Governing Board will continue training via seminars, live trainers, or by reading and implementing one of the many books available on Policy Governance. The Board will take these opportunities to orient new Members, self-evaluate, and review policies on an ongoing basis.

⁵³ "Fiscal Oversight Toolkit – Boards." *National Charter School Resource Center*, [https://charterschoolcenter.ed.gov/sites/default/files/Fiscal%20Oversight%20Toolkit%20-%20Boards%20\(1\).pdf](https://charterschoolcenter.ed.gov/sites/default/files/Fiscal%20Oversight%20Toolkit%20-%20Boards%20(1).pdf). Accessed 6 Jan 2020

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

The principal and CMO report directly to the Governing Board; all instructional staff report to the principal and all operational staff report to the Chief Operating Officer (COO). The principal and CMO (in close conjunction with the COO) will produce regular reports as determined by the Board. A draft reporting schedule is included below. This assumes the Board meets quarterly; should the Board meet more frequently, then the reporting frequency will be adjusted accordingly.

Report	Frequency	Staff Member Responsible
Academic – Progress Monitoring	quarterly	Principal
Academic – NWEA Growth	Bi-annually – aligned with NWEA-MAP administration	Principal
Academic – SBAC	Annually – aligned with State’s release of results	Principal
Stakeholder satisfaction (surveys)	Bi-annually	Principal
Enrollment/Attendance/Attrition/Retention	Quarterly	Principal
Operating Budget	Quarterly	CMO
Budget vs. Actual	Quarterly	CMO
Projected Performance Framework score	Quarterly	CMO/COO
Balance Sheet	Quarterly	CMO
5 year projected budget	Annually	CMO/COO; in consult with Finance Committee

Table 19. Staffing reporting schedule to the Governing Board

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

The Governing Board will most often address issues with “the board as a whole”, but will also create Committees as it deems necessary. Typically, Committee will be tasked with presenting a recommendation to the full Board for action. Expected Committees are included below:

- **Academic Committee**
The Academic Committee is responsible for developing the academic goals of Eagle and, as necessary, will receive and review interim academic reports in advance of them being presented to the entire Governing Board. If academic performance is insufficient, the Academic Committee will work with the principal and CMO on the targeted improvement plan. This committee will be formed by Board Members with backgrounds in education and data analysis. As necessary, the Committee will work through the principal to gather additional feedback from teachers, parents and students on academic progress and goals.
- **Financial Committee**
The Financial Committee oversees the fiscal health of the school. The Committee works with ECS and the COO to review draft budgets and reports before they are presented to the Board. The Financial Committee consists of the Treasurer, COO, and other Board members with backgrounds in operations, finance, or small business management.
- **Facilities Committee**
The Facilities Committee is expected to be formed when significant facility projects are expected. This committee is responsible for identifying, acquiring, constructing, and improving school campuses as needed; much of this “leg work” is expected to be tasked to ECS per the services agreement. As dictated by Board policy, ECS would report to the Committee and the Committee will typically make recommendations to the Board in terms of the purchase of real property, selection of contractors, and other real property considerations. The COO will chair this committee and Committee members should have experience in real estate, construction, financing, and/or operations.

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

Eagle recognizes that a parent grievance policy is necessary, but we are committed to resolving disputes before the conflict escalates to that level whenever possible. Our Governing Board will adopt a formal process after the approval of our charter; we expect the process to include the following components.

- 1) Filing a grievance should be convenient for a parent; forms are readily available and available in English and Spanish.
- 2) The principal will first attempt to resolve the grievance, if the parent is not satisfied, then it is escalated to the Superintendent (once hired) and then to the governing Board. Response timelines will be clearly stated and shall be as quick as is reasonable.
- 3) The Board may appoint a sub-committee to investigate the grievance. In that case, the committee will bring their recommendation to the full governing board for formal action.
- 4) The decision of the Board will be final.

(12) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. You may add rows as appropriate. What actions would trigger removal from the board and under what process?

The Bylaws for the Governing Board will govern how Board members are elected and removed from their positions. As shown in the draft Bylaws in Attachment 6, “An elected Trustee may be removed with cause at any time by a majority vote of the Board, provided that such action is taken at a meeting of the Board called expressly for that purpose.”

The Board will codify goals for the Board as a whole and for individual members. The majority of these goals have been drafted in the “Driving for Results” portion of this application.

Goal	Purpose	Outcome Measure
Board – academic success	Ultimately, the mission of Eagle is to build a foundation for a promising future for all students. At the core of this mission, student academic success is the ultimate purpose of the complementary governing and managing pieces of Eagle.	<ul style="list-style-type: none"> • 100% of Academic Goals are achieved
Board – Financial health of organization	As fiduciaries, the Board is responsible for ensuring all fiscal considerations, including budgets, process, and procedures, are developed and monitored for success.	<ul style="list-style-type: none"> • 100% of Financial Goals are achieved • Annual audit
Member – training, meeting attendance, campus participation	Board Members are active, invested stakeholders who are committed to dedicating their time, energy and resources to fulfill the mission of Eagle.	<ul style="list-style-type: none"> • 10 hours/year of professional development • 75%+ meeting attendance • 5+ hours/month spent at the school/school sponsored events • 100% of Members make a financial donation

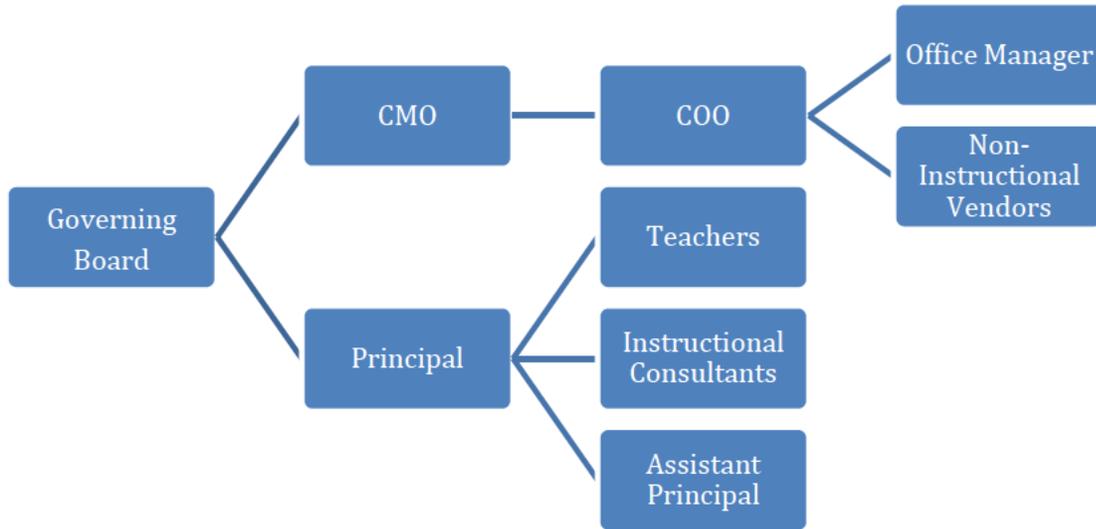
Table 20. Governing Board goals

LEADERSHIP TEAM

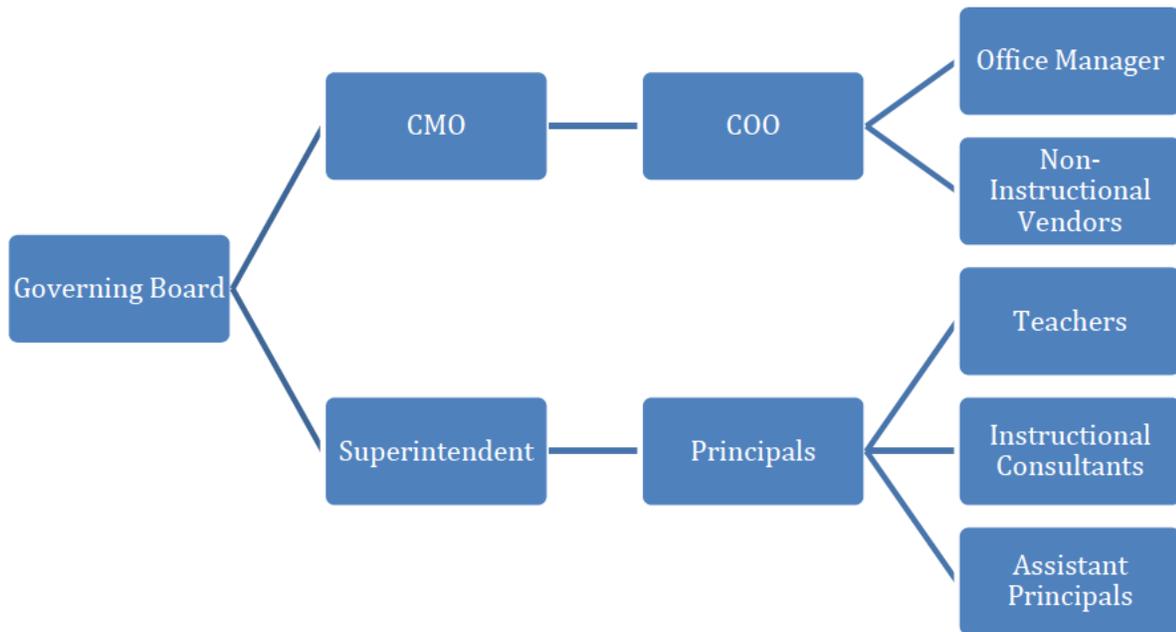
(1) Describe the proposed organizational model; include the following information:

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

Organizational Chart: Year 1 (Figure 4)



Organizational Chart: At capacity with multiple campuses (Figure 5)



(b) Job descriptions for each leadership role (provide as Attachment 7)

Job descriptions for all leadership and instructional positions projected for year 1 have been provided in Attachment 7. At capacity, we anticipate the Board may want to hire a Superintendent in order to streamline the reporting structure and support the principals; the job description for this position will be drafted if and when it is deemed necessary.

(c) Resumes of all current leadership (provide as Attachment 8). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2021-22 school year.

Resumes for Joe Smith (CEO of ECS) and Eduardo Trigueros, Jr. (incoming Director of IT) have been provided as requested in Attachment 8; Jai Mallory's resume was uploaded in Attachment 7.

Once ECS's services agreement is approved, the Governing Board and ECS will work together to identify an incoming principal. The team's collective experience in hiring, training, and working alongside successful principals will ensure that the search finds a qualified candidate who can motivate others, build a positive culture, use data to improve performance, build community relations, and offer professional development on great teaching. The successful candidate may be a past or current employee of Eagle Academy.

(d) Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 9)

Eagle NV is partnering with ECS to implement the educational model which is a close replication of Eagle Academy in Washington, D.C. Eagle Academy's recent academic performance has been uploaded as Attachment 9.

(2) Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:

- (a) School leadership, operations, and governance;
- (b) Curriculum, instruction, and assessment;
- (c) At-risk students and students with special needs;
- (d) Performance management; and
- (e) Parent and community engagement.

As Eagle Academy's founder and Director of Business Management respectively, Dr. Smith (CEO of ECS) and Jai Mallory (incoming COO) have a combined 30+ years of experience in implementing all aspects of Eagle Academy's school model. Beyond his experience in Founding Eagle Academy, Dr. Smith has specifically demonstrated additional capacity in each of these areas as he has previously served as a consultant utilizing his research and skills to enhance instructional programs and performance with 27 school districts, helped develop 21 public charter and private schools, and has

consulted with a number of corporations. His research has been published in *Educational Leadership*, the *Peabody Journal of Education*, *National Association of Secondary School Principals Bulletin*, *Principal* (Elementary Principal's Association journal), and *Phi Delta Kappan*.

Jai Mallory (incoming COO and prospective Governing Board Member) was the Accounting Manager for ACS Business and Accounting prior to joining Eagle Academy. Beyond her 14 years of experience with Eagle Academy, her prior professional career adds additional capacity in performance management and operations.

E.J. Trigueros, Jr. (incoming Director of IT) has been with Eagle Academy for 7 years and supports operations, curriculum and instruction as an expert in selecting technology and educational software for children.

Monica Johnson (prospective Governing Board Member) brings specific capacity in curriculum, instruction, assessment, and community engagement through her studies in early elementary education and her professional experience as an event coordinator.

Fatima Cotton (prospective Governing Board Member) brings an incredible collection of experience and education. As a former police officer and current Special Education teacher with a PhD in Conflict Analysis and Resolution, she is uniquely positioned to support our students and parents who are in the greatest need, engage the community, and support students with special needs.

Mary Scott (prospective Governing Board Member) has over a decade of experience in accounting and twenty years of experience as an Assistant Principal; sixteen years of which have been in Clark County. This most recent experience alone has provided her with the tools and ability to successfully implement school design in the areas of leadership, governance, curriculum, instruction, assessment, family engagement, success with at risk students, and performance management. Her breadth and depth of knowledge both of public education and of the community itself are tremendous assets to the Governing Board.

- (3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 10).

As part of the proposed services agreement, the CMO is responsible for coaching and training the principal on behalf of the local Superintendent (if hired) and the Eagle Governing Board. We believe professional development, like student instruction, is most effective when it is personalized to the individual. Based on the principal's background and experience, initial professional development will be recommended or required as appropriate. Once the school year begins, the Governing Board (or designee) will evaluate the principal on an ongoing basis and work with the principal on training, mentoring, and other professional development as would be beneficial. The competencies used for school leader selection are captured in the job description for principal (Attachment 7), and the competencies used for school leader evaluation are uploaded as Attachment 12. The Governing Board will utilize Attachment 12, or a similar evaluation tool, when analyzing the principal's performance annually.

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

The principal is ultimately responsible for the recruitment, hiring, development and retention of highly effective staff. The principal will form a committee of people with teaching experience to help select appropriate teachers and other instructional staff for the school. The principal will make the final selection of staff in consultation with ECS staff.

Recruitment

With administrative and CMO support, the principal will develop job descriptions and approve job postings. The principal will coordinate and oversee efforts that utilize traditional marketing opportunities, social media, career fairs, community partners, local colleges, and other resources necessary to inform highly qualified prospective team members about the campus. Clear expectations and timely, professional communication are standards that will be staples in this process.

Hiring

As prospective staff members are identified as initially qualified, the principal will supervise the hiring process. This is subject to the principal's professional judgement, but the process will typically include opportunities for candidates to submit written responses, teach a demonstration lesson, and participate in a live interview with the principal and other staff members.

Development

Professional development is an ongoing, personalized, and conscious effort to ensure all staff members are continuing to improve. The principal will deliver the PD when appropriate, and will often identify 3rd part experts to train the staff during the summer training and ongoing training. A specific focus on the effective use of data will be present.

Retention

Numerous articles and surveys tell us that people leave managers, they don't leave companies. The principal is responsible for developing a positive, supportive school culture for the staff. This, coupled with an open door policy, demonstrated student success, and equitable compensation are key components to retaining highly effective staff.

- (5) Explain your school leader's role in providing instructional guidance and school culture guidance. What role will other members of the leadership team play in providing instructional guidance and school culture guidance?

Instructional Guidance

The principal is ultimately responsible for ensuring the academic success of the school. In practice, this means that the principal is establishing academic goals, monitoring academic achievement data, and providing or coordinating professional development with significant support from ECS. Combining robust analysis of student data, formal and informal classroom observations, and

stakeholder surveys allows the principal to determine which adjustments and trainings are necessary to continuously improve the academic success of each student.

School Culture Guidance

Developing a strong school culture goes hand in hand with academic success. Clear goals and expectations, a supportive learning environment, restorative consequences, and reinforcing positive behavior are traits that build a strong relationships with individual students and a positive culture in the classroom, throughout the school, and across the community. Specific attention to positive outreach to families, celebrating successes, and intentional community partnerships are all the responsibilities of the principal. The entire team participates in these culture building activities, but the principal oversees the process and constantly monitors and adjusts as needed.

The principal is the academic leader of the campus, so the leadership team works to support the principal in this capacity. The specific tasks are subject to change based on the needs of the principal and the campus. The leadership team will be delegated a range of tasks from student discipline to parent outreach to data analysis with the common expectation of working together and demonstrating and reinforcing a positive, supportive culture.

STAFFING

- (1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school’s academic performance should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Three Tables are included below. The first table, “Proposed New School” projects our K-5 school growing alone to a K-8 school with no other schools in our network. The second table, “Network”, is the proposed expansion track with four elementary schools feeding one middle school. The third table, “CMO Staffing”, shows the projected staff positions for ECS.

Proposed New School

The staffing structure below contemplates our K-5 school growing to a K-8 school. As depicted in the next section, we plan on opening multiple elementary schools feeding one middle school in the coming years; in that scenario the out years in this chart would be impacted once a dedicated middle school campus is opened.

Year	21-22	22-23	23-24	24-25	25-26	26-27
School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	1	2	2	2	2	2
Add'l School Leadership Position 1 [COO]	1	1	1	1	1	1
Classroom Teachers (Core Subjects)	24	28	32	36	36	36

Classroom Teachers (Specials)	3	4	8	8	8	8
Special Education Teachers	3	4	4	5	5	5
ELL/TESOL Teachers/Reading Specialists	3	3	4	4	4	4
Student Support (Psychologist)	1	1	1	1	1	1
Student Support (Nurse)	1	1	1	1	1	1
Student Support (Counselor)			1	1	1	1
Teacher Aides and Assistants	1	1	1	1	1	1
School Operations Support Staff	2	2	2	2	2	2
IT Director	1	1	1	1	1	1
Total FTEs at School	42	49	59	64	64	64

Table 21. Staffing projections in single campus model

Network

Year	21-22	22-23	23-24	24-25	25-26	26-27
Number of elementary schools	1	1	2	3	4	4
Number of middle schools				1	1	1
Number of high schools	0	0	0	0	0	0
Total schools	1	1	2	4	5	5
Student enrollment	648	756	1512	2376	3240	3564
Elementary School Staff						
Principals	1	1	2	3	4	4
Assistant Principals	1	2	3	3	4	4
COO	1	1	1	1	1	1
Superintendent	0	0	1	1	1	1
Classroom Teachers (Core Subjects)	24	28	56	72	96	96
Classroom Teachers (Specials)	3	4	12	12	16	16
Special Education Teachers	3	4	7	9	12	12
ELL/TESOL Teachers/Reading Specialists	3	3	7	9	12	12
Student Support (Psychologist)	1	1	2	3	4	4
Student Support (Nurse)	1	1	2	3	4	4
Student Support (Counselor)			2	3	4	4
Teacher Aides and Assistants	1	1	2	3	4	4
School Operations Support Staff	2	2	4	6	8	8
IT Director	1	1	2	3	4	4
Total FTEs at Elementary Schools	42	49	103	131	174	174
Middle School Staff						
Principals				1	1	1
Assistant Principals				1	2	2
Classroom Teachers (Core Subjects)				16	24	36
Classroom Teachers (Specials)				4	7	9
Special Education Teachers				2	3	5
ELL/TESOL Teachers/Reading Specialists				2	2	3
Student Support (Psychologist)				1	1	1
Student Support (Nurse)				1	1	1

Student Support (Counselor)				1	1	1
Teacher Aides and Assistants				1	1	1
School Operations Support Staff				2	2	2
It Director				1	1	1
Total FTEs at Middle Schools				33	46	63
Total Network FTEs	42	49	103	164	220	237

Table 22. Staffing projections for multiple campus model

CMO

Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
EMO/CMO Organization Positions						
Chief Executive Officer	1	1	1	1	1	1
Chief Operations Officer	1	1	1	1	1	1
Director of Educational Support	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
IT Director	1	1	1	1	1	1
Controller	1	1	1	1	1	1
Business Manager	1	1	1	1	1	1
Nevada Regional Director Of Schools				1	1	1
Total CMO staff members	7	7	7	8	8	8

Table 23. CMO Staffing

HUMAN RESOURCES

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

Eagle’s target timeline for hiring teachers is February – June of the preceding school year. Key selection criteria are detailed in the job descriptions uploaded as Attachment 7. The critically important factors are identifying staff members who are aligned with the mission and vision of Eagle, are committed to contributing to a strong and supportive culture, and are capable of performing their job exceptionally well. As detailed in question 4 below, our hiring process is expected to include:

- Develop and post job openings
- Screen resumes
- Phone Interview
- Demonstration lesson
- Team Interview
- Reference and Background check
- Offer letter

- (2) Describe your plan to recruit and hire teachers/staff who are representative of your student body.

Similar to our student recruitment efforts, we will ensure that we promote staff opportunities in low income communities and throughout the immediate neighborhood of our campus. We will promote job openings through our students, families, and stakeholders, and will advertise in English and Spanish as appropriate. Ultimately, the most qualified candidate, regardless of race or economic background, will earn any open position.

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

Salary Ranges and benefits

Eagle projects our salaries to be competitive with the local market. Eagle anticipates a mean classroom teacher salary (inclusive of bonuses) of \$45,000; this is expected to range from \$42,000 to \$50,000 and will be dependent on experience and market need. We expect our specialized staff (ELL, Special Education, Therapists) to have salaries that range from \$48,000 to \$55,000. Our office staff is projected at \$35,000; IT Director at \$65,000; nurse at \$42,000; counselor at \$45,000; vice principal at \$65,000; principal at \$90,000, COO at \$120,000, and part time staff at \$20/hr. Salaries are tied to inflation; projected at 3%. Eagle projects covering \$4500 worth of medical premium per employee and has budgeted for FICA, unemployment insurance, and state retirement as appropriate. High performing teachers will receive a retention bonus ranging from \$300 to \$1,500 each year as judged by the principal, test scores, and the EMO recommendations.

Retaining high-performing teachers

Eagle will offer a competitive salary and a positive school climate and culture. By implementing a thorough and transparent hiring process, we will position ourselves to build a team with a common commitment to our mission. Teachers will be offered professional development and leadership opportunities; the best staff members are typically looking to continuously grow and improve, and Eagle will encourage and support that continued development. A bonus system as described above will be made available as well.

- (4) Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

While typical class sizes will range from 24-28 students, in practice our differentiating instructional techniques will center on small group, personalized instruction. Our teacher⁵⁴ to student ratio is 1:18; our adult⁵⁵ to student ratio is 15:1.

- (5) State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.

Hiring Process

- I. Develop and post job descriptions and openings
 - At the direction of the principal, the Human Resources Team (proposed to be ECS) will execute these postings as part of the services agreement. This step may also utilize career fairs, college connections, and other community resources to identify qualified candidates.
- II. Screen resumes for qualified candidates
 - The Human Resources team (or designee) will screen resumes and notify candidates that do not meet the posted requirements that their resume is not under further consideration.
- III. Phone interview
 - A member of the hiring team will conduct a phone interview. This preliminary interview is to confirm the job expectations and give the applicant the opportunity to demonstrate alignment with Eagle's mission and vision. Candidates that do not demonstrate alignment with Eagle's mission or do not appear to meet job expectations will be notified that their resume is not under further consideration.
- IV. Demonstration lesson (if applicable) complete with an opportunity for written responses
 - Instructional staff will be given the opportunity to teach a 20-30 minute demonstration lesson to students or submit a recorded demonstration lesson from a classroom setting; this may occur during the regular school day or may occur outside of school hours with student volunteers. Applicants will be scored via an abbreviated rubric built on Danielson's framework. The highest scoring applicants will be invited for a team interview; applicants that score below the minimum threshold will be notified that they are no longer under consideration at this time, but we ask permission to contact them directly if a position that better meets their strength becomes available.
- V. Team interview

⁵⁴ "SPED/ELL Teachers, Counselors" + "Grade Level Teachers" as defined in the budget workbook

⁵⁵ As measured by "FTE – Total". This does not include part time and contracted staff which will significantly lower the ratio.

- The principal and other instructional staff will conduct a team interview. There will be standard questions that are asked of all applicants and questions that are unique to each candidate based on their background and experience.

VI. Reference and background check

- Eagle will conduct background checks and screens in accordance with NRS 391.033 and other applicable law. Prospective employees who do not have a valid Nevada Teaching Credential will be required to obtain a background check as required through the Nevada Department of Public Safety. Annually, both our HR provider and the school principal will audit these records and confirm 100% of staff members have the required background check and paperwork in place.

VII. Offer letter

Dismissing personnel

The Eagle Employee Handbook will outline possible reasons for dismissing employees. The most common circumstances leading to employee termination are resignation, involuntary termination, layoff, and position elimination. Involuntary termination would most often be initiated if the employee repeatedly fails at successfully performing job duties or commits an act of dishonesty, an act of moral turpitude, or a felony.

Employment with Eagle will be based on mutual consent; both the employee and Eagle have the right to terminate employment “at-will”, with or without cause. Whenever possible, the direct Supervisor will attempt to conduct an exit interview to inform our hiring and training processes as part of our feedback loop of continuous improvement.

- (6) Explain how teachers will be supported and developed. Describe the school’s performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 11 as well as any supporting protocols or documentation.

Teachers will be supported and developed through our robust professional development (PD) and a common commitment to continuous improvement.

Performance Management System

Eagle’s approach to performance management is centered on a commitment of continuous improvement. Professional and student achievement expectations are clearly communicated; monitoring, evaluations, data analysis, and communication between the principal and the instructional staff will be frequent and ongoing; professional development will be structured to improve performance, which will inform updated achievement expectations and create follow up opportunities for discussion as we build a feedback loop of continuous improvement.

Teacher Evaluation

Professional development will be ongoing and informed by teacher evaluations using the Danielson Framework. Data will be used to inform instruction and identify best practices. All classrooms will be video-taped and teachers will review their lessons multiple time per year to reflect on their

“grows” and “glows” for that lesson. Attachment 11 is the Framework for Teaching Evaluation. The Danielson framework is a comprehensive evaluation tool and will have targeted implementation over time at Eagle.

- (7) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 12, your leadership evaluation tool(s), as well as any supporting protocols or documentation. *If your proposed school is a single-site school/not part of a network of schools, the board should provide their plans in response to these prompts.*

The principal of Eagle will be hired and evaluated by the Governing Board. The Board does not intend to micromanage the principal; the intent is that the principal will proactively seek development opportunities while the Board stays fully informed during the regular reporting schedule. Should the principal’s performance, which includes the overall academic performance of the school, fall short of expectations, then the Board will work with the principal to create a formal improvement action plan. The Governing Board shall evaluate the principal on the following standards:

- School Leadership
- Instructional Leadership: Improving Teaching and Learning
- Student-Centered Learning Climate
- Professional Development and Human Resource Management
- Parent Involvement and Community Relationships
- School Management
- Interpersonal Effectiveness
- Superintendent and Board Relationships
- Student test scores

Attachment 12 expands on this evaluation and is attached.

- (8) Please provide the succession plans for your proposed school’s leader. This should include both emergency/temporary succession plans as well as detailed description for how potential school leaders will be cultivated and developed.

In partnership with our CMO, Eagle NV has strong ties to Eagle Academy in Washington, D.C. Locally, Eagle’s principal will be tasked with developing internal capacity among the team. As an example, one of the characteristics of our vice principals will be the ability to assume the duties of the principal as necessary. From the outset, the vice principal will be able to assume the duties of principal should an emergency arise. Over the long term, professional development provided by ECS will build leadership skills within our administrative team through hands on training, 3rd party professional development, and site visits to other Eagle campuses.

- (9) Please explain the responsibilities of each of your school’s administrative/leadership team members. Identify the staff member responsible for leading payroll, benefits, and employee relations and describe how key HR responsibilities will be managed.

Our COO will manage all components of Human Resources; including payroll, benefits, and employee relations. Many of these duties are expected to be assigned to our CMO as part of the services agreement. In that scenario, the CMO would execute these duties at the direction of the Board while ensuring the COO is ultimately informed and involved as necessary.

Overall, our principal is responsible for the academic success of the campus, our COO is responsible for all operational considerations, and the vice principals work in support of the principal.

- (10) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Classroom and school-wide underperformance is also addressed in the “Driving for Results” section; it is included again here for reference.

Unsatisfactory leadership

Corrective actions at the school level are also increasingly intensive and structured as the duration of the academic underachievement increases.

- Immediate underachievement – Comprehensive, formal school performance results are not as readily available as interim classroom assessments, but immediate underachievement can still be observed and addressed in real time. The principal at Eagle is expected to be active and visible throughout the campus. He/she may observe opportunities for improvement in instruction, culture, enrichment, and other student support components.

Typically, the principal will make improvements via implementing or reinforcing policies or coaching students and staff to redirect and realign expectations as appropriate.

- Short Term underachievement – If campus-wide academic underachievement is observed at the mid-year NWEA MAP assessment, the principal needs to use the January professional development meeting to initiate a formal, documented improvement process.

Typically, the principal will create a staff action plan complete with third party professional development. The principal will inform the Governing Board at the next regularly scheduled meeting and present the action plan. Additionally, parent information sessions will be held throughout January to present the action plan and solicit feedback from parents. At the discretion of the principal, an additional campus-wide interim assessment may be administered to evaluate progress before the end of year state exams.

- Long Term underachievement – If campus-wide academic underachievement is observed at the end of year SBAC, the campus ultimately did not meet its most critical performance expectations. The Governing Board will now assume more of a managerial role in developing an improvement or turn-around plan.

Typically, the Board will create and approve a formal improvement plan. The Board will seek support from state resources and 3rd party consultants as appropriate. The campus underperformance is a significant factor in the Board’s evaluation of the principal, and the Board will determine if it is in the best interest of the students for the principal to continue.

If the Board determines that the current principal is the best option for the success of the campus, a formal improvement plan will be developed.

Unsatisfactory teacher performance

Corrective actions at the classroom level are increasingly intensive and structured as the duration of the academic underachievement increases.

- Immediate underachievement – If the academic underachievement is observed immediately during or after instruction via a teacher’s check for understanding or an exit ticket, then the teacher remediates, reteaches, and reassess in real time until students demonstrate mastery. This is a typical expectation of good teaching at Eagle.

Typically, the teacher is solely responsible for implementation.

- Short Term underachievement– If the academic underachievement is observed at the end of unit or during monthly data meetings, the teacher will use the monthly Professional Development to meet with their PLC to put together an action plan which includes self-directed coaching/observations opportunities to seek growth and feedback. This action plan will address two specific questions:
 - “Why did the students not master the material?”
 - Possible reasons: ineffective teaching, insufficient prior knowledge, a poorly written, administered or analyzed assessment
 - “Why did my prior assessments not identify this underachievement earlier?”
 - Possible reasons: interim assessments were not aligned with instruction, interim assessments are not aligned with unit assessment or progress monitoring results

Typically, the teacher is responsible with assistance from their PLC, peers, and any self-sought 3rd party resources. The self-directed action plan will be documented and student progress will be re-evaluated within two weeks.

- Repeated Short Term underachievement – If Short Term underachievement is observed twice in a row or if growth and proficiency goals are not met on the mid-year NWEA MAP assessment, then the instructional leader (principal or their designee) will meet with the teacher to create a formal action plan. We anticipate using portions of the Danielson framework to structure these action plans along with formal reviews. Typically, the both the instructional leader and the teacher are responsible for executing this plan, and the teacher is ultimately accountable. The formal action plan will include follow-up actions and expectations including additional evaluations and a frequent, formal analysis of student academic data over the next several months.
- Long Term underachievement – If the Short term underachievement is observed three times in a row or if student achievement is substandard on the end of year SBAC assessment, this pattern of underachievement requires significant intervention. A formal action plan has already been implemented; the principal will review this plan and make an employment decision. If the teacher is retained, formal coaching must be part of the revised employee action plan, and intensive supports and evaluations will be a required part of the support provided during the next academic year.

Typically the principal is responsible for this staffing decision. If the teacher is retained, the principal is also responsible for coordinating additional training, implementing the formal action plan, and continued follow-up and evaluations as required.

Staff changes and turnover

Proactive procedures around staff turnover need to be a consideration for all organizations. Eagle will work to minimize turnover through our robust hiring process designed to ensure team members are motivated, mission aligned, and capable, but we also recognize that student achievement is the most important measure of success. Changes in staff will be conveyed as transparently as is appropriate for the situation in order to facilitate a smooth transition. Qualified costs associated with transition can be immeasurable if they negatively impact culture, moral, or student performance. Quantitatively, the cost of replacing a team member can range from a few hundred dollars for typical office expenses and background checks to \$10,000 or more should we need provide short term contractor services or hire a 3rd party placement vendor to perform a nationwide search. Open communications and strong working relationships are important components to encouraging early decisions and notifications.

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

ECS will provide the majority of HR services via the proposed services agreement. A payroll vendor will be selected based on experience in Nevada, third party references, reporting capabilities, and an established track record. Our benefits provider will be selected after an exhaustive review lead by an independent broker.

For any HR services that do not fall under our agreement with our CMO, Eagle will typically engage 3rd parties for core HR functions; these vendors would report to the Chief Operating Officer. The primary consideration will be cost vs. benefits offered; employee education and customer service will also be important considerations.

STUDENT RECRUITMENT AND ENROLLMENT

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

- (1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of R 131. Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of

academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

The mission of Eagle is to serve at-risk students across Clark County. In identifying possible campus locations, Eagle utilized Opportunity 180's "Priority Footprint Map" and other available resources to identify locations with a high number of students who are zoned to low performing schools. Overlaying these areas of need with available property options was our first step in identifying potential campus locations. When analyzing neighborhoods, we want to locate in an area of need that ensures our Street Team's door to door efforts are disproportionately focused on at-risk families. The correlation between poverty and low school performance is undeniable, and these neighborhoods have a higher than average number of students with disabilities. Our local outreach efforts have already begun by setting up information booths at supermarkets, door to door efforts, and outreach with local businesses.

Looking forward, our team will continue community outreach and build on the 160+ interest forms we've already received from families in/around zip code 89104. We will embrace the opportunity to become part of the community, offer many invitations for parents and community members to provide feedback, and truly listen to their priorities and concerns. There will be dozens of marketing and community outreach efforts that will both inform the public about our school and offer opportunities for feedback. Printed materials will be available in English and Spanish. In addition to Eagle's door-to-door campaign, Eagle staff will continue to be at supermarkets on weekends as well as find meeting space to hold meetings with parents of potential students, e.g., libraries, community meeting rooms.

The registration process will be designed to be as convenient as possible. Families will have many opportunities to learn about the campus, and we will reinforce that Eagle is tuition free. While there are a host of opportunities for parents to be involved, there are no requirements for parents to volunteer or attend outside functions.

In accordance with our mission, Eagle's incoming students will receive enrollment preference as ordered below. Each category is a "bucket" that must be empty before enrolling students from the next preference category.

- 1) Pupils that are siblings of currently enrolled students
- 2) Pupils that are children of currently employed Eagle staff
- 3) Pupils that are children of Governing Board members
- 4) Pupils who are homeless
- 5) Pupils whose most recent enrollment was in a public school which received an annual rating established as one of the two lowest ratings possible indicating underperformance at the elementary, middle or high school level pursuant to the statewide system of accountability for public schools.
- 6) Pupils in Clark County

7) Pupils in Nevada

If the Eagle has sufficient capacity to enroll all students in a preference category, no lottery is needed for that category. If the school only has enough open seats to enroll some of the students in a particular preference category, then all students in that category are subject to a lottery. The lottery is run on a grade level basis beginning with the lowest grade with available seats.

If open enrollment is not active, students will be placed at the bottom of their prioritized category on the waiting list.

- (a) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

Subject to Board approval, Eagle anticipates hold open student registration from 1/1/21 – 2/15/21 before holding the lottery for the first year of operation. In subsequent years, Eagle anticipates holding open registration from 10/1 – 11/15 annually. Notification of open enrollment will be widely distributed (fliers, mailers within a 2 mi radius, Street Team efforts, and social media) at least 45 days prior to the start of open enrollment and the lottery will be held within two weeks of the end of open registration.

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

Currently, we project to enroll four sections of 27 students for each grade level. The entire leadership team will be responsible for monitoring progress, but the principal is ultimately accountable for achieving these enrollment targets. Our target reenrollment rate is 75% annually. This determination is aligned with recently reported transiency rates of Clark County School District of 25.4%⁵⁶. Minimum, planned, and maximum projected enrollment targets are included in the table below.

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

As a component of our summer Professional Development, the principal will ensure that all staff are trained on enrollment requirements. Our Special Education Director and third party consultants

⁵⁶ Pak, Amelia. "Students on the move pose problem for Clark County Schools." *Las Vegas Review Journal*, 17 Feb. 2018. <https://www.reviewjournal.com/news/education/students-on-the-move-pose-problem-for-clark-county-schools/>.

will provide training on best practices and legal requirements regarding providing services for students with special needs. After a student has a confirmed spot at Eagle, enrollment paperwork triggers our efforts to collect student records.

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

Beyond continuing our neighborhood and community engagement efforts noted throughout the application, we will have additional strategies to involve parents after student enrollment and post opening. While our principal is still accountable for student recruitment and retention, we expect our Community Liaison (typically the Vice Principal) to take a leading role in these efforts. Our enrollment push will be in the fall for the next school year so that families can plan accordingly and in advance. We'll supplement our continued outreach efforts (included again below for reference) with active PTO events and student shadowing opportunities.

Examples of continued outreach include:

- Active Social media platforms and an updated website
- Traditional print announcements
- Frequent information sessions about the school; including opportunities for Q and A
- Specific outreach to local homeless shelters and other community groups that work with at-risk students and families
- 1 on 1 meetings with prospective parents
- 1 on 1 meetings with community groups and other stakeholders
- Regularly scheduled open discussions with the principal
- Stakeholder surveys
- Parent focus groups
- Offering our space to host community events
- Regular "open door" informal meetings with the principal

Eagle will keep a current waiting list and will backfill vacancies immediately after a spot becomes available.

(3) Complete the following tables for the proposed school to open in 2021-22. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2021.

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

This Break even enrollment calculation assumes:

- "Reserves" is set to \$0; the current budget has a 5% reserve line item embedded in Operating Expenses.
- FFE expenses are considered on a "cash" basis (as reflected in the cash flow tab) and not a "book value" basis (as reflected in the summary tab)

- Expenses directly tied to student enrollment are adjusted accordingly, but this projection does not anticipate any reduction in technology costs or staffing. If our actual enrollment were to significantly differ from our planned enrollment, then staffing would be adjusted accordingly.

Compared with our planned enrollment, the following decreases in enrollment would still allow the budget to break even:

- Year 1: 57
- Year 2: 98
- Year 3: 83
- Year 4: 148
- Year 5: 154
- Year 6: 159⁵⁷

Grade Level	Number of Students					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K	98	94	97	91	90	90
1	98	94	97	91	91	90
2	98	94	97	91	91	90
3	99	94	98	91	91	90
4	99	94	98	92	91	90
5	99	94	98	92	91	90
6		94	98	92	91	91
7			98	92	91	91
8				92	91	91
Total	591	658	781	824	818	813

Table 24. Break even Enrollment

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

Grade Level	Number of Students					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K	108	108	108	108	108	108
1	108	108	108	108	108	108
2	108	108	108	108	108	108
3	108	108	108	108	108	108
4	108	108	108	108	108	108
5	108	108	108	108	108	108
6		108	108	108	108	108
7			108	108	108	108
8				108	108	108
Total	648	756	864	972	972	972

Table 25. Planned Enrollment

⁵⁷ The Summary tab of the budget workbook calculates total revenue, expense, and surplus for year 6 as a duplicate of year 5.

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

Grade Level	Number of Students					
	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K	119	119	119	119	119	119
1	119	119	119	119	119	119
2	119	119	119	119	119	119
3	119	119	119	119	119	119
4	118	119	119	119	119	119
5	118	118	119	119	119	119
6		118	118	119	119	119
7			118	118	118	118
8				118	118	118
Total	712	831	950	1069	1069	1069

Table 26. Maximum Enrollment

- (4) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. Start-Up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

Rationale for enrollment and growth

Eagle will open serving four sections of 27 students in each grade from kindergarten through 5th grade. Enrolling 4 sections per grade level allows Eagle to develop and support additional enrichment and remedial opportunities for students. As our 5th grade cohort transitions to middle school with traditional rotations, our enrollment plan will allow us to hire subject level experts in ELA, math, Science, and Social Studies for each of the 4 sections of students.

Demonstrated capacity for opening at scale

In concert with ECS, Eagle NV is uniquely positioned to open at scale. We are proposing to open serving 6 grade levels and 648 students; the primary Eagle Academy campus in Washington D.C. also has 6 grade levels and serves more than 800 students. Our Chief Operating Officer is transferring to Eagle NV from Eagle Academy, and Joe Smith and the ECS team are strong partners with Eagle NV. Together, they bring first-hand experience and proven track records in managing this campus and model at a scale that is larger than our projected 1st year enrollment.

- (5) As Attachment 13, please provide evidence of demand from prospective students and families within the community you intend to serve.

161 parent interest forms in Attachment 13 are attached as requested.

INCUBATION YEAR DEVELOPMENT

- (1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2020-2021) to ensure that the school is ready for a successful launch in fall 2021. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 14 ("Incubation Year Planning Table").

Attachment 14 is provided as requested.

- (2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program and why that organization was chosen.

Upon approval of our charter and services agreement, the Eagle NV Governing Board and ECS will work together to identify potential principal candidates. Upon selection by the Board, ECS will be responsible for training the principal on all aspects of the Eagle model, if he/she is not already familiar with Eagle. Our ideal candidates will have a proven track record of serving at-risk students, and his/her primary tasks will initially be focused on community outreach, marketing, developing procedures and hiring and training staff.

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

Our Chief Operating Officer will transition to Eagle NV from Eagle Academy. After charter approval, our incoming COO will split her time between training her replacement in Washington DC and launching Eagle NV. As reflected in the budget, the COO and principal (once identified) are projected to be the equivalent of .25FTE during the incubation year. Should Eagle secure additional incubation year funding, these positions will transition to Eagle full time and at full compensation as early as January 2021. We have \$150,000 in funds already committed to Eagle's year 0 budget. We are confident that we will be able to raise additional funds to help support year 0; that will allow us to hire additional staff members and expedite the transition for the principal and the COO.

Additionally, ECS will provide a multitude of services during the incubation year as outlined in the services agreement. This is the equivalent of Eagle hiring full time staff member with the skills sets of a chief financial officer, chief academic officer, and bookkeeper with additional expertise in real estate, facility development, hiring, professional development, and student recruitment.

SERVICES

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

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

Eagle will not be providing transportation for students unless required as part of an Individualized Education Plan or comparable legally-required accommodation. We will provide before and after school care and will work to secure grants and donations to minimize the cost to families. Part of our criteria when evaluating a location includes projecting how many students can walk to school (with appropriate supervision) and working with the RTC to develop public transportation options for students and families when appropriate. We will also work with the PTO to schedule “car pool” orientation/meeting opportunities in advance of school opening.

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

Eagle expects to contract with a catering food service provider to provide food; Eagle will maintain responsibility for managing the applications, paperwork, and reimbursements related to the National School Lunch Program.

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

Our Chief Operating Officer has 15 years of experience managing facilities in Washington D.C. - including janitorial and landscape maintenance needs. During year 0, she will interview and vet many different 3rd party vendors. We anticipate the campus will have one full time and one part time custodian (porter) assigned to it, and other maintenance services will be secured as necessary. The COO will also develop and manage a regular maintenance calendar in concert with our landlord.

- (d) School health and nursing services: Describe your plans for providing nursing services, including, how student required immunizations will be monitored.

Eagle will have a school nurse on site as reflected in the budget. Requirements for administering basic student medication will be conveyed to parents, and complete documentation for all health services will be kept in the student’s file.

- (e) Purchasing processes

The Governing Board will adopt financial policies which are reviewed annually. These policies will establish thresholds that require multiple bids, Board approval, involvement of the authorizer, or a formal RFP. The Chief Operating Officer (COO) will work with the CMO (or alternate Back Office vendor) to develop procedures aligned with GAAP and applicable rules and regulations. An

approval system for purchases will be developed; this will utilize digital systems and limit printed copies to the greatest extent possible and practical. This approval system will include a check and balance with the Board approved budget to ensure that the expense is permitted.

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

Eagle will contract with a 3rd party security firm to provide one or more full time security personnel on campus. To the greatest extent possible, any campus renovations or construction will incorporate best practices on safety in schools. Classroom doors that can be locked from inside the classroom, entry doors that are constantly locked and controlled via the lobby, security cameras, and other considerations will be implemented as is practical.

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

Eagle will engage 3rd party proposals for design and installation of a robust server and networking solution to fit our needs. We anticipate these needs to include low voltage wiring throughout the campus for hard wired connections, security components, Wireless Access Points, and additional hardware. Additionally, we expect to incorporate electrical runs for charging stations and a complete server room solution including data back-up solutions. Technology will be prevalent throughout our campus and is an important asset in our ability to personalize instruction and assessments. Anticipated hardware utilized in year one includes:

- Laptops for each administrative and instructional staff member
- Desktop computers for the front office
- Projectors and Smart Boards in each classroom
- Security cameras in each classroom and throughout the school
- Wireless access points sufficient to support needed coverage and user demand
- 1:1 Chromebooks for each student

Our campus network will be equipped with appropriate firewalls, and teachers will have the ability to “ghost” view student screens at all times. Technology policies outlining appropriate use by students, staff, and the public will be adopted and reviewed annually. Technology instruction will be constantly reinforced as part of good teaching, classroom management, and specific attention to applicable NVACS.

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

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

While the CMO is new to Nevada, ECS does have extensive experience with PowerSchool and other Student Information Systems. The principal, vice principal, COO, Special Education Director, Office manager, and CMO team member will all be trained in both PowerSchool and the Infinite Campus system and each will be responsible for select components of academic, attendance, financial, or operational data. Ultimately, the COO is the project manager and is responsible for establishing deadlines, submission calendars, and monitoring progress to ensure compliance.

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

It is expected that the Governing Board will pass policies that mandate that the campus be compliant with data security regulations and exceed the minimum regulations when best practices dictate. With support from ECS, the principal and COO will work together to develop necessary procedures to protect student, family and employee data. Staff members will be trained on FERPA and other applicable security measures; our technology solution will include security considerations to ensure we have the infrastructure, hardware, and software available to implement effective security measures, and our Facilities Committee will consider data security needs when renovating the campus. Many of our 3rd party vendors and contractors will receive explicit written expectations around data security, this includes vendors in the fields of security, food service, human resources, bookkeeping and accounting, and technology.

- (5) In addition to the narrative above, provide as Attachment 15, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.

Attachment 15 is attached as requested.

FACILITIES

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

(a) The desired location of the school facility;

Using the Priority Footprint Map and feedback from local real estate agents, Eagle has identified three zip codes in Clark County as our areas of focus: 89104/89106, 89115, and 89121/89122. We have identified four potential campus locations; the facility in 89104 is our current preferred location.

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

Our facility needs are typical when compared with other Elementary school models. Our campus will have typical classroom sizes and auxiliary spaces (gym, lunch room, offices). We will consider facility solutions in the range of 80-110 sf/student. As reflected in the budget, we will have 4 sections of students in each grade level. That results in 24, 28, 32, and 36 general education classrooms as we grow from year 1 to capacity.

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

In addition to general education classrooms, we are projecting six classrooms for our reading specialists and Special Education teachers. We may use these classrooms for 2-4 staff members and use mobile dividers when necessary. We are projecting two additional classrooms for our STEAM program and six enrichment classrooms to support our increasing enrollment. The total number of projected classrooms is fifty.

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

Eagle projects one gym and two Multi-purpose/Cafeteria spaces at 6600 sf each. Also projected: 8 offices, 4 storage rooms, a health Suite, 4 Special Education breakout rooms, two teacher's lounges, two additional open conference rooms, two training rooms for professional development, two server rooms, and a 30% multiplier for hallways and bathrooms. Additionally, we will utilize outdoor space (if available) for additional PE and extension activities.

(2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility, including progress to date, partners, and any evidence that supports the credibility of the plan. Please include the organization's plans to finance the facility, including:

(a) Total project cost

(b) Financing and financing assumptions

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

In year 1, our budget currently projects an annual lease cost of \$546,000 for 65,000sf; this lease cost is projected to increase with our student body as we expand to fill 100% of our preferred facility option: a 96,000 sf facility available at \$8.40/sf which includes a sufficient budget for necessary tenant improvements.

Should that option not materialize, Eagle has interest from three different, experienced, large scale charter school funding and construction partners that would be interested in working with us. Our budget is designed to support a facility solution that totals 20% or less of annual revenue; our target facility expense is less than 15% of revenue at scale. Eagle Academy’s significant experience in charter school facilities and construction allows Eagle to consider new construction opportunities should a suitable remodel not be available. An example of possible terms on a new construction is included below:

Expense	Unit	Unit Cost	Units	Project Cost
Land	Acre	\$150,000	4	\$ 600,000
Site Development	sf	\$3.75	174240	\$ 653,400
Vertical Construction	sf	\$ 125	60000	\$ 7,500,000
Furniture and Tech				\$ 450,000
Closing Costs	3%			\$ 276,102
Financed Cost				\$ 9,479,502

Interest	5.25%
Term	30
Annual Debt Service	(\$634,339)

Table 27. Draft Terms for New Campus Construction

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

Eagle does not yet have an executed MOU; the requested attestation is uploaded as Attachment 16.

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

Over the 17 year history of Eagle Academy, Dr. Smith (CEO of ECS) and Jai Mallory have managed eight separate school construction projects as summarized below. These projects range from a 2500 sf kitchen to an 88,000 sf remodel/expansion of the main campus.

FACILITY PROJECTS:

- 2019 - New build out; 18,000sf
Eagle is currently managing a new build out of 18,000SF. This is within new construction of an apartment, condominium complex on the Riverwalk in DC.
- 2018-2019 - Purchase/Construction; 23,000 sq ft
Fairlawn Campus, 2345 Naylor Rd. WDC / Costello Construction / LEED Gold (in progress)
- 2017 - Lease/Construction; 7500 sq ft
Central Administration Offices, Piedmont Building Services, 400 Virginia Ave, WDC
- 2016 - Construction; 2500 sq ft
Kitchen- Congress Heights Campus, 3400 Wheeler Rd., WDC, / Whiting Turner Construction/ Eagle completely renovated the kitchen in this building and it now serves three campuses. The renovation was with an external grant.
- 2011-2013 - Lease/Renovation; 88,000 sq ft
Congress Heights Campus, 3400 Wheeler Rd. WDC / Whiting Turner Construction / Renovation and construction of school building to include indoor swimming pool and state of the art gymnasium / LEED Gold / AIA Awards. Eagle acquired and renovated a 60,000SF school and added 28,000SF of new construction to the school. The building won Five American Institute for Architecture Awards, three for first place in 2013. Eagle then added three (3) playground spaces to the new school. All three playgrounds were paid for with external grants.
- 2009 - Construction; 10,000 sq ft
Capital Riverfront Campus, 2017 New Jersey Ave. WDC- Eichberg Construction / added a second floor for additional classrooms and offices. Eagle constructed a new playground. The playground was paid for with an external grant.
- 2008 - Renovation; 10,000 sq ft
Capital Riverfront Campus, 2017 New Jersey Ave. WDC- Eichberg Construction / added a second floor for additional classrooms and offices.
- 2003-2013 - Lease/Renovation; 40,000 sq ft
Blue Castle, 700 M Street, SE WDC- Over the next 8 years, Eagle continued to acquire and build out the space, including interior renovations of classrooms and offices to change entrance from M Street side to 8th Street side.

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

Our Chief Operating Officer (COO) has 15 years of experience maintaining school facilities in Washington, DC, and she will manage 3rd party custodial, landscaping, and maintenance vendors and needs. Pending the final lease, some of these tasks may be the responsibility of the landlord, but we are equipped to manage them as necessary.

(6) Communication with local jurisdictions and municipalities is important when opening up a new charter school. In some cases, municipalities may have additional processes that are required, or may request information from proposed charter schools. Please explain, in detail, the applicant team’s interactions with the local jurisdiction to date. Specifically, the applicant should clarify if a proposed school is approved for final land use from the local government entity, as well as describe any other pertinent topics related to the facility (ex. queueing for drop-off and pick-up, providing sufficient recreation space). If the applicant has approval from the local jurisdiction for the proposed location, please provide that as Attachment 16 to the final application.

Eagle has not yet discussed the facility solution with the local jurisdiction. Eagle will schedule those meetings during the charter approval process and will work closely with the local jurisdictions when designing the campus, parking, and procedures for dropping off and picking up students.

ONGOING OPERATIONS

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

Eagle will utilize the “Crisis and Emergency Response MODEL PLAN Guidance checklist” as our template for developing our Emergency Management (Operations) Plan (EOP). As referenced in the checklist, applicable NRS code and the Federal Guide for Developing High-Quality School Emergency Operations Plans will also be incorporated.

Our Chief Operating Officer (COO) will primarily be responsible for the EOP. We will ensure our 3rd party security personnel are included in the development team and their entire staff will be trained on our EOP and must demonstrate understanding and mastery in order to be assigned to our campus. Our campus design and technology will implement best practice safety features and our security system will include audible alarms, video and sound recording, and the ability to notify and transmit to outside parties. After completing the Sample Risk Assessment Worksheet in Step 2 of developing the EOP, a procedure defining the course of action for each threat and hazard will be developed. At the policy level, our Governing Board will have at least one member on the development team and will approve the EOP annually. The Board will also set policies that dictate that all staff members are trained on the EOP, community stakeholders are involved and informed appropriately, appropriate drills are conducted on campus, and copies of the EOP are available as dictated in the plan.

A draft timeline of implementing the EOP is included below:

Step	Title	Projected deadline
1	Form Development Team	April 1, 2021 (including teaching staff prevents this from beginning sooner)
2	Understand the Situation; Identify Threats and Hazards	May 1, 2021

3	Determine Goals and Objectives	May 15, 2021
4	Plan Development	June 15, 2021
5	Plan Preparation, Review, and Approval	July 31 st , 2021
6	Implementation and Maintenance	Ongoing. August 15 th , 2021 for Teacher Professional Development

Table 28. Emergency Management Plan timeline

(2) Provide, as Attachment 17, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

Attachment 17 is uploaded as requested.

5. Financial Plan

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

The Table of Contents for the Governing Board's draft Financial Policy is included below. Processes and systems for accounting and payroll can be found in Sections 12 (Accounting) and 5 (Payroll) respectively. Anticipated contracted services, including the audit process, are found in Section 1 (General Financial Procedures), and criteria and procedures for selecting contractors are located in Sections 1, 4 (Purchasing and Procurement), and 14 (Grants and Contracts). Sections 1, 4, 5, 12, and 14 are included in their entirety. Pending approval of the Services agreement with ECS (Attachment 21), ECS will be tasked with acting as the CFO and bookkeeper; final policies will be updated as necessary.

Financial Policy Table of Contents

- I. General Financial Procedures
- II. Receipts
- III. Cash Disbursements
- IV. Purchasing and Procurement
- V. Payroll
- VI. Travel and Expenses
- VII. Consultants
- VIII. Purchase of Equipment
- IX. Leases
- X. Insurance
- XI. Telephone
- XII. Accounting
- XIII. Investment Policy
- XIV. Grants and Contracts
- XV. Budgets
- XVI. Record Retention
- XVII. Petty Cash

I. GENERAL FINANCIAL POLICIES

Purpose

The purpose of the General Policies is to identify the policies, protocols and procedures that form the framework for Eagle Charter School of Nevada financial matters, including but not necessarily limited to responsibility and accountability for the governance, administration, and management of

financial operations, performance, and results and regulations that ensure their accuracy and integrity.

1. The Eagle Charter School of Nevada Board of Trustees is responsible to Eagle Charter School Incorporated who will formulate financial policies, protocols and procedures, delegating appropriately the administration and management of financial policies, protocols and procedures, and governing and evaluating financial operations, activities, performance, and results in corporation with Eagle Charter School of Nevada.
2. The Chief Executive Officer (CEO) of Eagle Charter Schools has administrative responsibility for financial operations, activities, performance, and results including signing all contracts and agreements.
3. The Chief Executive Officer (CEO) of Eagle Charter Schools has the sole responsibility for reviewing and monitoring all contracts and agreements, and management responsibility for financial operations including all protocols and procedures for ensuring accurate budgeting, payment of payroll, contractual obligations and invoices, financial reporting, and audit systems. In the absence of a designated CEO, the DIRECTOR OF OPERATIONS will have the responsibility of all of the above.
4. The Human Resources (HR) Manager will maintain a personnel file for each employee, containing appropriate documents, such as the signed compensation agreement, approval of changes in compensation, an I-9 immigration form, and withholding forms for taxes, benefits, deferred compensation, and charitable contributions.
5. The Secretary of the Board or designee will prepare accurate minutes of all meetings of the Board of Trustees with the Head of School responsible for noting items in the minutes relating to finance and take appropriate action.
6. Current job descriptions will be maintained for all employees indicating financial duties and responsibilities.
7. Financial duties and responsibilities will be separated so that no one employee has sole control over:
 - Cash receipts;
 - Disbursements;
 - Payroll;
 - Reconciliation of bank accounts; and
 - Audits
8. All employees involved with financial protocols and procedures shall take vacations or leaves of 5 consecutive workdays each year. During such periods, back-up personnel who have been cross-trained in their duties will perform their tasks.
9. A blanket employee dishonesty insurance coverage in the amount of \$10,000 shall be maintained.
10. Professional financial service providers will be established annually. Until changed these include but may not be limited to:
 - QuickBooks Professional software;
 - Bill.com bill payment software;
 - Paycom for payroll services;
 - Bank of America for banking and investments;
 - BDO USA LLP and Crystal Star Associates (the Finance team) for accounting and internal auditing.

11. The Eagle Charter Schools Board of Trustees shall annually contract in July with an independent auditing firm for a full audit of the books, to be completed prior to the following first of November.
12. The Eagle Charter Schools Board of Trustees must approve changes to the financial policies, protocols and procedures prior to implementation.
13. The financial policies, protocols and procedures will be reviewed annually by the Finance Committee and approved annually by the Eagle Charter Schools Board of Trustees Executive Committee.

IV. PURCHASING AND PROCUREMENT

Purpose

The purpose of Purchasing policies, protocols and procedures is to specify the methods for approving and making purchases for Eagle Charter School.

A. PURCHASES

1. All purchases must be approved in advance by the DIRECTOR OF OPERATIONS or the Principal.
2. If purchase is less than \$125, persons authorized by the DIRECTOR OF OPERATIONS or the Principal for immediate purchase and delivery can make the purchase. When this is done, invoice/receipt copies are to be turned into the Director of Operations.
3. The DIRECTOR OF OPERATIONS shall inform the Eagle Charter School Board of Trustees of all contracts for \$25,000 or more.
4. A contract shall only be valid if it is signed by the DIRECTOR OF OPERATIONS or a member of the Eagle Charter School Board of Trustees Executive Committee.

B. PURCHASES UP TO \$24,999

5. The DIRECTOR OF OPERATIONS has the authority of the Board of Trustees to enter into contracts for the corporation that do not exceed \$25,000.00 unless it has already been approved in the budget.
6. If the contract exceeds \$25,000, the DIRECTOR OF OPERATIONS shall inform the Executive Committee of the Board before the contract is signed.
7. The DIRECTOR OF OPERATIONS or the Executive Committee may require a bidding process for contracts in excess of \$25,000. The bidding process will be similar to Section C below.

C. PURCHASES OVER \$25,000

8. Purchases of \$25,000 or more will be required to undergo a competitive bid procedure.
9. All bid requests will contain clear specifications and will not contain features, which unduly restrict competition.

10. All bids must be noticed in the Nevada Register and one mass circulation newspaper as required by DC charter school regulations.
11. The DIRECTOR OF OPERATIONS will be responsible for ensuring that all conditions and specifications of a contract, bid, or order have been satisfactorily fulfilled and will be responsible for timely follow-up of these purchases.
12. The DIRECTOR OF OPERATIONS or designee will obtain at least 3 bids wherever possible unless prior approval by Executive Committee has been obtained.
13. Purchases of over \$25,000 will not be fragmented or reduced to components of less than \$25,000 to avoid the bid process.
14. All contracts of \$25,000 or more shall be approved by the Board of Trustees.

V. PAYROLL

Purpose

The purpose of Payroll policies, protocols and procedures is to specify the responsibilities for completing and authorizing accurate time sheets, the payroll processes, including the issuance of employee checks as well as the payment of relevant taxes.

A. TIME SHEETS

1. Each hourly employee will be responsible for completing a time sheet on a bi-weekly basis and using the time clock to enter when arriving at work and when leaving work. Non-Compliance may result in reduced pay.
2. Completed time sheets will be dated and signed by the employee, time cards will be stapled to the back, and both will be submitted to the appropriate supervisor at the end of the last working day of each pay period and then submitted to Human Resources by the Supervisor.
3. No payroll checks will be issued without a completed time sheet and time card if required.
4. Incomplete time sheets and cards will be returned to the employee for correction.
5. The Human Resources Director/Manager or designee will verify the accuracy of the time sheets.
6. Employees will be paid every two weeks, deductions are itemized on each paycheck.

B. PAYROLL

1. The payroll entry form will be prepared by the Human Resources Manager and reviewed by the Finance Team. Payroll reports are sent to the DIRECTOR OF OPERATIONS or Designee for review.
2. The Finance Team is responsible for entering payroll reports into the accounting system.
3. Voluntary terminations will be paid at regular pay date. Involuntary terminations will be paid on day of separation.
4. 10 month employees that are being paid based on 12 months who leave before the year is over will receive additional pay for the adjustment.

C. PAYROLL TAXES

5. Paychex/selected payroll processing company will prepare and transmit the payroll tax reports, W-2 forms, and 1099 forms.
6. The Human Resources Manager will verify payroll tax preparation on a monthly basis.

D. BENEFITS

1. Payroll will be prepared in accordance with the personnel policies and benefit plan.

XII. ACCOUNTING

Purpose

The purpose of the policies, protocols and procedures for Accounting is to specify the requirements for the entry, reporting and maintenance of financial transactions.

1. Eagle Charter School will utilize a double entry system for accounting of all transactions, using classes or funds to delineate various programs.
2. Adequate documentation will be maintained to support all general entries.
3. At the end of each month, the Finance Team will prepare a Balance Sheet and Monthly Budget versus Actual activities comparison Report and a Cash Flow Projection Report that will be reviewed by the DIRECTOR OF OPERATIONS and reported at the quarterly meetings of the Board of Trustees.
4. The Finance Team will also prepare, as required, a Balance Sheet, Monthly Budget versus Actual activities comparison Report and Cash Flow Statement for the DC Public Charter School Board.
5. Eagle Charter School will maintain its accounting records on the accrual basis in a manner that facilitates the preparation of audited financial statements conforming to generally accepted accounting principles.
6. The tax return in Form 990 will be prepared annually. The Board of Trustees in conjunction with the audit will authorize preparation of Form 990.
7. Copies of Form 990 will be filed by the Finance Team and will also be available with the DIRECTOR OF OPERATIONS. A copy of the Eagle Charter School Form 990 shall be located at the front desk for public inspection and/or copying.

XIV. GRANTS AND CONTRACTS

Purpose

The purpose of the policies, protocols and procedures for Grants and Contracts is to specify the responsibilities associated with maintenance and reporting of grants contracts. Grants management consists of monitoring a grant to ensure that the criteria set by contract or grant

agreement is being met, and that activities are in compliance with the requirements of the agreement.

- a) The DIRECTOR OF OPERATIONS or designee will:
 - i. Review each award and contract to ensure compliance with all financial and programmatic provisions;
 - ii. Review and approve all reports to funding sources; and
 - iii. Report the status of every grant to the Board of Trustees on a timely basis.

- b) The DIRECTOR OF OPERATIONS or the Finance Team or designee will:
 - i. Maintain originals of all grants and contracts in a file;
 - ii. Prepare and maintain on a current basis a Grants/Contracts Summary for each grant or contract awarded to Eagle Charter School.

- c) The Finance Team will:
 - i. Prepare initial entries as appropriate to record each award;
 - ii. Prepare financial reports to funding sources as required by the DIRECTOR OF OPERATIONS. This form shall include the:
 - i. Name, address, contact person, and phone number of the funding organization/source;
 - ii. Time period of the grant and period of performance/period applicable for expenditures;
 - iii. All significant covenants (such as bonding or liability insurance requirements) and allow ability/restrictions on expenditures;
 - iv. All required financial and program report and due dates;
 - v. The chart of accounts line item number for the revenue deposited.

(2) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:

- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at \$5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
- (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (g) Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:
 - *How the projected number of students in each applicable subgroup was determined*
 - *How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)*
 - *How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated*

Attachment 18 is uploaded as requested.

(3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.

Attachment 19 is uploaded as requested. Included at the end of Attachment 19 are facility details as requested in the Financial Plan Workbook.

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

The Eagle Governing Board shall annually contract with an independent auditing firm for a full audit of the books, to be completed prior to the following first of November. The Governing Board is further tasked with approving and monitoring a comprehensive Financial Policy complete with 3rd party oversight, reporting requirements, and additional checks and balances. This will be completed during the incubational year and reviewed at least annually.

The CEO of ECS and our incoming COO have managed the reporting and audit requirements for Eagle Academy in Washington D.C. for over a decade. During that time, Eagle Academy has remained in good standing with the D.C. authorizer and has not had a single significant audit finding.

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

6. Addendum

Please complete the following addendum if you are either:

- A start-up applicant (committee to form) seeking to contract with a non-profit charter management organization (CMO) or for-profit educational management organization (EMO),
OR
- An experienced Non-Profit CMO Applicant

If you are not sure whether you are required to complete this Addendum, please contact Mark Modrcin at mmodrcin@spsca.nv.gov prior to final submission.

LEADERSHIP FOR EXPANSION

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

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

With 17 years of experience and multiple campuses in Washington D.C., ECS is actively sought out by talented, motivated leaders who are attracted to Eagle's mission. Traditional recruitment strategies are also successful; word of mouth advertising; social media, career fairs; and paid job search platforms all typically yield multiple qualified candidates to choose from.

Leadership training occurs in house. Just as we prioritize individualized instruction for our students, we tailor our principal training to each member of our team. The incoming principal must be aligned with our philosophy and mission; we then work with our principal to develop a training program that addresses areas of need. This is a dynamic, ongoing process and not simply a "one size fits all" approach. We recognize that our training program may need to become more structured as we expand to multiple campuses, but our approach of individualizing training to fit the needs of the income team member will remain.

- (2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 20). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
 - (a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 20) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director.

Joe Smith, CEO of ECS, will fill the duties typically held by a Regional Director until Eagle NV's expansion warrants a dedicated Regional Director position; that is currently projected for year 4.

Dr. Smith's qualifications have been discussed throughout the application. A formal job description will be developed in consult with the Eagle NV Governing Board and in response to the current phase of Eagle NV's growth. Dr. Smith's resume is included as part of Attachment 8; expected broad candidate qualifications for a Regional Director have been uploaded as Attachment 20.

SCALE STRATEGY

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

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

At capacity, Eagle NV projects to open four elementary schools feeding one middle school and serve over 3,500 students annually. We will ensure that our academic results and financial health both warrant opening an additional campus before proceeding. The launch of future campuses will generally mirror what has been outlined for the first campus, and we will be able to use our established resources to interview staff, host informational sessions, offer student shadowing opportunities, etc. Eagle's second campus is projected to open in year 3; this timing allows us to demonstrate that our academic model was successful in year 1 and ensure that Eagle NV has sufficient resources to fund the year 0 costs associated with opening a new campus.

The Governing Board will form a Facilities Committee and task ECS with identifying possible campus facility options as outlined in the services agreement. ECS will present campus options to the Governing Board for consideration and action as appropriate. Both new construction and remodel options will be considered. It is expected that purchasing a campus will be possible on/around year 4 once Eagle NV can access the bond market as a rated entity.

ECS will concurrently begin identifying potential school leaders and arranging interviews for the Board's consideration. We expect to hire the incoming principal by January 1st. With support from ECS, this allows the principal to spend the next seven months training, recruiting students, building neighborhood relationships, and leading the effort on hiring staff.

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

ECS does not operate in other states; this question is not applicable.

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

As part of the services contract, ECS is responsible for developing the academic model and ensuring curricular alignment with both Nevada and the Eagle model, providing much of the professional development, and providing data analysis and reporting. These are the three primary factors that

will ensure the fundamental features are identified (academic model), taught (PD), and monitored (data reporting).

- (4) Explain any shared or centralized support services the CMO/EMO or its affiliates will provide to schools in Nevada, which should align to the proposed management contract. Please include

(a) Any academic support resources should your school expect from the EMO or CMO ECS will assist in the development and implementation of the entire academic program as outlined in the charter application. This program will be rooted in the proven Eagle academic model with specific attention to college/career readiness and social emotional growth. ECS will also recommend policies and procedures relating to student recruitment, student admissions, student records, student discipline, school year requirements, school day requirements, special education, student testing, extracurricular programs, and community partnerships.

- (b) Any processes for collecting and reporting data across the network of CMO/EMO schools in Nevada and in other jurisdictions.

In consult with the principal, ECS will produce reports on the educational progress of each student by analyzing results of interim and end of year assessments. ECS will also assist with any reports required by the SPCSA or other governmental agencies.

ECS will also assist the Board in conducting biannual, comprehensive school evaluations which will include classroom observations, comprehensive data analysis, independent reviews of student work, parent panels, student surveys, teacher interviews, and other activities as identified by the Board and ECS designed to obtain a detailed picture of the school and student success.

- (5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the CMO/EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 21. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity.

The draft services agreement is included as Attachment 21. Included in Attachment 21 is an exhibit that crosswalks the goals of the school with the obligations and deliverables of ECS; this will be updated to reflect any changes in the goals of Eagle NV as the primary tool that the Board uses to evaluate ECS.

- (6) Identify any school positions which will be employed by the CMO/EMO or may be employed by the CMO/EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or

the SPCSA, how will the board ensure there is appropriate oversight and management of that individual's activities by school employees or the board?

Pending the final services agreement, the Director of IT may be an employee of ECS. As confirmation of appropriate oversight, this position will report to the school's COO.

(7) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

In the context of defining the role of each partner, the chart below is completed via the "RACI" matrix.

- Responsible – Stakeholder that leads, manages, and completes the task (typically within framework that has already been approved by the Board)
- Accountable – Stakeholder that is ultimately evaluated on the success of this function
- Consult – Stakeholder will provide input on the function.
- Inform – Stakeholder needs to know about the function.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals	Consult/Responsible – Along with the principal, ECS advises the Board on appropriate goals and is responsible for achieving success.	Accountable to the SPCSA and other legislative bodies	Consult/Responsible – Along with ECS, the principal advises the Board on appropriate goals and is responsible for achieving success.
Curriculum	Responsible for ensuring alignment to Nevada standards and the Eagle model	Accountable to the SPCSA	Consult with ECS
Professional Development	Responsible for providing a significant amount of Professional Development per the services agreement	Accountable for budget Informed of PD per regular reports	Accountable for ensuring all staff members receive appropriate and required PD.
Data Management and Interim Assessments	Responsible for data analysis and reports per the services agreement. Consult and advise the	Informed per regular reports.	Accountable for academic success. Must ensure data is used to inform instruction and student groupings;

	principal on appropriate interim assessments, including scheduling and evaluation of results.		Accountable re: administration and oversight of all interim assessments
Promotion Criteria	Consult with the principal on Eagle standards and Nevada requirements.	Accountable to the students, families, and SPCSA.	Responsible for ensuring alignment to posted criteria and ensuring alignment with Nevada law.
Culture	Responsible for monitoring culture, providing professional development, and advising the principal as appropriate.	Informed per regular reports.	Accountable to the students, staff and Board.
Budgeting, Finance, and Accounting	Responsible for developing draft budget, producing regular reports, creating draft policies and procedures, bookkeeping, and ensuring compliance with all applicable rules, regulations, policies, and procedures.	Accountable for the fiscal health of the organization; Board Members are fiduciaries.	Consult with ECS on academic budget line items and school level purchase policies.
Student Recruitment	Responsible for producing enrollment and marketing material as outlined in the services agreement; consulted on overall strategy, goals, etc.	Accountable for legally required items (student lottery timeline) Informed on recruitment/retention on a regular basis.	Responsible for proposing recruitment policies and plans to the Board Accountable for student recruitment/retention.
School Staff Recruitment and Hiring	Responsible for advertising positions and initial screening of candidates per the services agreement; Consulted on for the	Accountable to ensure all employment rules, laws, and regulations are followed.	Responsible for ensuring campus is staffed appropriately with qualified, mission-aligned team members.

	duration of the hiring process.		
HR Services (payroll, benefits, etc.)	Responsible for providing most HR services as part of the services agreement.	Accountable to ensure all employment rules, laws, and regulations are abided by.	Consult with ECS.
Development/ Fundraising	Consult with the Board as requested.	Responsible and Accountable for all fundraising efforts.	Responsible for supporting and executing any functions as requested by the Board.
Community Relations	Consult on mutually beneficial partnerships; share contacts and resources related to national organizations	Responsible for managing relationships at the governance/political level; informed of community relationships and satisfaction via regular reports.	Accountable for community and stakeholder relationships and involvement
IT	Responsible for facilitating IT purchases (within the approved budget) to properly equip the school; Responsible for providing troubleshooting, website and network design, and an E-Rate application annually per the services agreement.	Accountable for budgeting as appropriate; informed on all technology matters via regular reports.	Accountable – must ensure all technology is functioning, used appropriately, and utilized to the full capacity for the benefit of the students and staff.
Facilities Management	Consult with the COO on operational matters.	Informed via regular reports	Responsible and Accountable for managing the entire facility - including supplies, and vendors.
Vendor Management / Procurement	Responsible for contracting with third	Accountable for ensuring all third parties are properly vetted,	Responsible for managing relationship with third parties and coordinating

	parties at the direction of the school/Board	procurement protocols are followed as appropriate, conflicts of interest are avoided, and services performed are in the best interest of students.	contracts that have not been tasked to ECS.
Student Support Services	Consult with the principal on support programs.	Informed of MTSS success and other support programs via regular academic reports.	Accountable for successful implementation of all support programs.

Table 29. Division of decision making responsibilities

(8) Provide, as Attachment 22, the following organization charts (including both network management and schools within the network):

- (a) Year 1 network as a whole
- (b) Year 3 network as a whole
- (c) Year 6 network as a whole

The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. Clearly show the CMO’s/EMO’s role and the role of positions employed by the CMO/EMO in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

ECS’ Organizational charts have been provided as Attachment 22 as requested. Two charts have been provided as the Organizational Charts for years 1 and 3 are projected to be the same. Since ECS has no other active schools under management, no school level organization charts have been provided. If ECS considers additional expansion opportunities, the projected organizational structure of those new locations is expected to mirror that of Eagle NV.

SCHOOL MANAGEMENT CONTRACTS

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

(1) If you are a committee to form (not a CMO applicant), describe the CMO/EMO selection process which was followed and how and why was this particular CMO/EMO was selected?

For the past several years, multiple Nevada stakeholders have expressed a desire for the Eagle model to be expanded to Clark County. Effectively, the Eagle model was identified prior to the Committee to Form being established.

Joe Smith, CEO of ECS, founded Eagle Academy PCS in Washington D.C and has been ultimately responsible for providing high quality seats to thousands of District students who otherwise would have attended some of the lowest performing schools in the country. So, although ECS is a newly established organization, this fact is not reflective of the incredible knowledge and experience the ECS team has with educating at-risk students and with charter schools. ECS was formed to ensure fidelity to Eagle's proven academic model, best accounting practices are implemented, and funds earmarked for different sources (and different states!) are not co-mingled.

Our team has had several discussions with the SPCSA staff about the most appropriate application process. Utilizing a Committee to Form, instead of ECS applying directly as a CMO, underscores our collective desire that Eagle NV is committed to continued and significant local involvement as the Eagle model is molded to meet the needs of Clark County families.

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

The CMO reports directly to the Governing Board and will be formally reviewed annually against the school performance goals established by the Board. The Board establishes policies, procedures, and a budget that the CMO must operate within; ongoing communication and reporting during regularly schedule Board meetings will be the primary source for interim monitoring of progress toward goals. The Services Contract will be negotiated "at arm's length" and the Board will retain its own counsel for review of said contract.

- (3) Please describe what role, if any, the CMO/EMO has played and/or will play in the start up and incubation year for the school. Please also provide a draft of an agreement or MOU, as applicable.

The CMO has contributed time, energy, and resources toward developing the charter application and initiating community outreach efforts. During the incubation year, the CMO will begin offering extensive support as defined in the services agreement, without additional compensation. ECS is fully invested in the success of Eagle NV and is volunteering their resources and expertise to ensure a successful campus launch. No additional agreement or MOU has been executed.

- (4) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed CMO/EMO or any affiliated business entities, including, without limitation, any past or current employment, business or familial

relationship between any officer, employee, or agent of the proposed CMO/EMO and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable. Include a copy of the term(s) included or to be included in the contract, a staff handbook and other policy guidance which will clarify the board's policy for the school regarding the receipt by board or school staff of any free or largely discounted gifts, funds, jobs or personal services from the CMO/EMO at any time before, during or after a contract term with the CMO/EMO.

No existing or potential conflicts of interest exist between the proposed Governing Board and the CMO.

Jai Mallory, a current employee of Eagle Academy PCS in Washington D.C., is serving on the Committee to Form and is a prospective employee of Eagle NV.

The Board's policies will specify gift considerations; the approved policy is expected to state that no Eagle NV staff or Board member can accept a significant (valued at \$100 or more) personal gift or similar consideration from a person or vendor that has an active contract with Eagle NV.

(5) Please provide the following in Attachment 23:

- (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the CMO/EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);
- (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
- (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.

5.a, 5.b, and 5.c have been provided as part of Attachment 21; 5.d has been provided as Attachment 23 as requested.

(6) Provide, as Attachment 24, a copy of the management organization's three most recent audits and other historical financial documents for the CMO/EMO. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have the entity provide such information to them for evaluation by a qualified financial professional and attach a notarized certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the application to the SPCSA are directed to contact the SPCSA and request that the agency work with its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal.

Since ECS is newly formed as a CMO, no company audited financials are available.

However, the members of ECS have provided the same services to Eagle Academy, PCS for the past 17 years; the formation of a separate CMO is due to fiscal transparency and best accounting practices. As such, the three most recent audits for Eagle Academy, PCS are included as Attachment 24.

(7) Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the CMO's/EMO's schools.

ECS has no additional schools; hence this question is not applicable.

(8) Complete the CMO/EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template for each of the EMO's schools.

ECS has no additional schools; hence this question is not applicable. Additional achievement and audit data for Eagle Academy PCS can be provided upon request.

(9) Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year.

Since ECS is newly formed, no audited financials are available. However, the audited financials for Eagle Academy PCS in Washington DC have been provided as Attachment 24.

CHARTER MANAGEMENT ORGANIZATIONS APPLYING FOR SPONSORSHIP DIRECTLY

This section applies to experienced CMO applicants.

(1) If this application is being submitted by an existing Charter Management Organization, please respond to the following (or explain if not applicable):

- (a) To what extent does the governance model of the charter management organization applicant require a waiver from the governance provisions of the charter school law pursuant to NRS 388A.243? If the charter management organization is from another state, how does the board of the charter management organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents?
- (b) Will the existing non-profit board govern the new school, or has the CMO formed a new non-profit corporation governed by a separate board?
- (c) If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
- (d) If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

The application for Eagle Charter Schools, NV is being submitted by a Committee to Form; hence this question is not applicable.

Attachment 1

Eagle does not yet have any formal MOUs or contracts with our community partners; those will be finalized in the incubation year as we confirm our exact location and solicit feedback from registered families.

Attachment 2

Eagle does not propose to offer a high school or dual credit program, hence this request is inapplicable.

Attachment 3

Eagle Elementary Charter School 2020-2021 School Calendar

July 2020						
No School on Shaded Days						
S	M	T	W	TH	F	S
19	20	21	22	23	24	25
26	I	I	I	I	I	

July 2020	
7/27-7/31 - Staff inservice	

August 2020						
No School on Shaded Days						
S	M	T	W	TH	F	S
						1
2	I	I	I	I	I	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2020 (16 days)	
8/3 - 8/7 - Staff Inservice	
Monday, August 10 - Classes begin	

September 2020						
No School on Shaded Days						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	H	8	9	10	11
12	13	I	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

September 2020 (20 days)	
Monday, September 7 - Labor Day	
Monday, September 14 - Staff Inservice	

October 2020						
No School on Shaded Days						
S	M	T	W	TH	F	S
				1	2	3
4	I		6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	H
30						31

October 2020 (19 days)	
Monday, October 5 - Staff Inservice	
Wednesday, October 14 - Parent/Teacher Conferences	
Friday, October 30 - Nevada Day Observed	

November 2020						
No School on Shaded Days						
S	M	T	W	TH	F	S
1	2	I	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November 2020 (15 days)	
Monday, November 2 - No School	
Tuesday, November 3 - Staff Inservice (Election Day)	
Wednesday, November 11 - Veterans Day	
11/25 - 11/27 - Thanksgiving Break	

December 2020						
No School on Shaded Days						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December 2020 (14 days)	
12/21 - 12/31 - Winter Break	

School calendar continued

January 2021						
No School on Shaded Days						
S	M	T	W	TH	F	S
					1	2
3	4	I	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January 2021 (17 days)
1/1 - 1/4 - Winter Break
Tuesday, January 5 - Staff Inservice
Monday, January 18 - MLK Jr. Day

February 2021						
No School on Shaded Days						
S	M	T	W	TH	F	S
	1	2	3	4	5	6
7	I	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

February 2021 (18 days)
Monday, February 8 - Staff Inservice
Monday, February 15 - Presidents' Day

March 2021						
No School on Shaded Days						
S	M	T	W	TH	F	S
	1	2	3	4	I	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March 2021 (19 days)
Friday, March 5 - Staff Inservice

April 2021						
No School on Shaded Days						
S	M	T	W	TH	F	S
				1	2	3
4	I	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April 2021 (18 days; +1 Contingency)
Monday, April 5 - Staff Development
Monday, April 26 - 1st Contingency Day

May 2021						
No School on Shaded Days						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 2021 (18 days; +2 Contingency)
Thursday, May 27 - Teacher Inservice; 2nd Contingency Day
Friday, May 28 - Teacher Inservice; 3rd Contingency Day
Monday, May 31 - Teacher Inservice

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 Eagle Elementary Charter School
2. Full name Jai Mallory
Home Address [REDACTED]
Business Name and Address Eagle Academy PCS, 3400 Wheeler Rd., SE Washington, DC 20032
Phone Number [REDACTED]
E-mail address jmallory@eagleacademypcs.org
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. **I have worked at Eagle Academy PCS in Washington DC for fourteen years and have a broad experience and knowledge of the operations of a charter school, facilities management, construction and renovation as well as compliance, regulations, accountability, policies and procedure, bookkeeping, audits and Human Resources.**
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? **I am passionate about children and I love creating environments and space and opportunities for them to learn**

Start-Up Charter School Board Member Information

and grow. I am proud to be part of a very hard working group of people and part of a school organization that has successfully provided this to students and families and made a difference in the quality of the students' education.

7. What is your understanding of the appropriate role of a public charter school board member?
Boards should partner with both the authorizer and the management of the school to provide fiduciary governance. To ensure that the school is financially viable and able to pursue its primary educational goals. To implement regular monitoring practices;
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 have 14 years of experience working for a high performing charter school and engaging with both the school administrators as well as the school board members. I have regularly attended the board meetings. I am very familiar with the expectations and requirements of being a board member and their fiduciary duties.**
9. Describe the specific knowledge and experience that you would bring to the board.
I have 14 years of experience working in a charter school organization with multi campus locations. I am knowledgeable of the operations of a charter school, facilities management, construction and renovation as well as compliance, regulations, accountability, policies and procedure, bookkeeping, audits and Human Resources.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Increased academic achievement is the foundation of our mission with a commitment to the "cognitive, social, and emotional growth" of students, which aligns with and expands on this purpose. In support of our mission, we believe in community involvement, being advocates for entire families, and transparency.
2. What is your understanding of the school's proposed educational program?
Eagle Elementary is a replication of the proven model of Eagle Academy in Washington D.C. and will serve K-5 and expand to K-8; Will teach to the Common Core standards; Will offer a robust STEAM program; To educate the whole child.
3. What do you believe to be the characteristics of a successful school?
Effective leadership, clear goals and direction, frequent monitoring of learning and teaching, supportive learning environment, high level of family and community involvement, focused professional development. Curriculum, instruction and assessments aligned with state standards, high levels of collaboration and communication, high standards and expectations for all students. Fiscally sound.
4. How will you know that the school is succeeding (or not) in its mission?
By on-site visits to the school and by academic growth and proficiency on interim and state assessments

Governance

1. Describe the role that the board will play in the school's operation.
To provide fiduciary governance in line with the authorizer and local, state and federal

Start-Up Charter School Board Member Information

laws, without getting involve in the day to day operations. To develop a process for monthly oversight, checks and balances, on site visits.
Develop goals, develop a plan for fundraising

2. How will you know if the school is successful at the end of the first year of operation?
By reviewing the Annual Audit, Annual Report, Academic growth and proficiency on interim and state assessments, Re-enrollment,
3. How will you know at the end of three years of the school is successful?
By reviewing the Annual Audit, Annual Report, Academic growth and proficiency on interim and state assessments, Re-enrollment. By reviewing the approved long-term financial plan to ensure that school is on track.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **1. Ensure fiscal accountability by creating strong financial policies and procedures and compliance practices. 2. Ensure transparency and accountability by intentional redundancy, segregation of duties and policy. 3. Ensure that proper policies are in place for human resources, procurement, etc. 4. Conduct monthly board meetings to review monthly financials and other reporting. 5. Build a strong working relationship with the authorizer and school administrators.**
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 immediately inform fellow board members to initiate a formal investigation. We would document all actions and decisions. We would determine through the process if we need to take a more forensic approach and also determine who else will need to be notified (authorizer).**

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. X Yes
-Joe Smith: CEO of Eagle Academy PCS, DC- we both work a EAPCS, DC
-Fatima Cotton: She was a colleague of the Executive Director of Eagle Academy PCS, DC, Cassandra Pinkney.
-Monica Johnson: Her son attended a summer camp a EAPCS, DC in 2009.
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. X Yes
-Clifford Owens: recruiting him for Principal position. He currently works at EAPCS, DC.
-Eduardo Trigueros: recruiting him for IT Manager. He currently works at EAPCS, DC.
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

Start-Up Charter School Board Member Information

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.

X 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.

X 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.

X 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.

X None. Yes

Start-Up Charter School Board Member Information

Certification

I, Jai Mallory, 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 Eagle Elementary Charter School is true and correct in every respect.

Jai Mallory
Signature

12/26/19
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Eagle Elementary Charter 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.

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

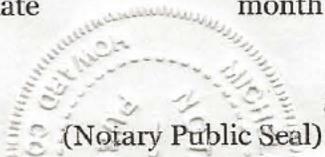
Julinda Mallory
Name Printed

Title

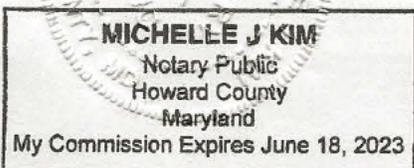
12/27/19
Date

Subscribed and sworn to before me

This 27th day of December, 2019
date month year



Michelle J Kim 12/29/2019



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 **Eagle Elementary Charter School**

2. Full name **Fatima Cotton**

- Home Address **[REDACTED]**

- Business Name and Address _____
- Phone Number **[REDACTED]**

- E-mail address **[REDACTED]**

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
I am a long time resident and also a special education teacher in the Clark County School District. I have wealth of experience, knowledge and expertise to be an effective board member.
 Resume and professional bio are attached.
4. 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
5. Why do you wish to serve on the board of the proposed charter school?
I am a teacher in Clark County School District and am very knowledgeable about the school system here. I was previously a coordinator for the Broward County School District, and am a retired Detroit Police officer. I believe my experience will be beneficial to Eagle Elementary Charter School in the low performing ditricts. I see this as a great

Start-Up Charter School Board Member Information

opportunity to further positively impact the children and families of my community.

6. What is your understanding of the appropriate role of a public charter school board member?
I believe my role as a charter school board member is to make sure the school performs with excellence through clear evaluative measures. A board member ensures the mission of the school is achieved. They hold the leaders responsible for academic success. We are responsible for fiduciary governance and work with the school administration and the Nevada charter authorizer.
7. 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.

When I was on the Detroit Police Department, I was a foster care review board member. My role was to review requested cases of children in the state foster care system. I am also currently a Special Education teacher and I believe that I fully understand the importance of education and specifically the education system in Clark County. My experience and skill set and input will be of great value as board member.

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

My experience as a Clark County School District Special Education teacher gives me a great understanding of the education system in CCSD and firsthand knowledge of the challenges facing educators, students and families. I will be able to provide valuable input to maintain a high performing charter school. I have a Ph.D in Conflict Analysis and Resolution. When I was on the Detroit Police department, I worked in Narcotics Drug Education Unit. I worked with at-risk youth and children from low-income families. I taught drug education, violence prevention, and conflict resolution. Additionally, I worked for the Broward County School district as a coordinator. In that position, I trained teachers and administrators on the Anger Management program my team initiated in the schools. I reviewed grants for the Department of Education for schools in other school districts.

School Mission and Program

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

From my research, the mission and guiding beliefs is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity and problem-solving abilities. They emphasize cognitive, social, and emotional growth by engaging children as active learners in an inclusive learning environment.

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

Eagle Academy founders have successfully implemented a strong educational foundation in the classroom. They will operate a K-5, K-8 program and will be able to achieve a high performing charter school in Clark County.

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

Start-Up Charter School Board Member Information

A successful school ensures every child has a high-quality education. Students learn creativity and problem solving.

4. How will you know that the school is succeeding (or not) in its mission?
Board members will monitor the performance of teachers and administrators and make them accountable for results of the students. We will also review monthly financials and other reporting by the school leaders. We will have regular scheduled visits to the school.

Governance

1. Describe the role that the board will play in the school's operation.
The role of the board is to support the school's vision while simultaneously holding the leaders accountable in regards to student outcomes and complying with local laws and regulations. The Board should be comfortable making large decisions and operating behind the scenes, being careful not to micromanage school leaders.
2. How will you know if the school is successful at the end of the first year of operation?
Starting with the mission is critical to a new school. Interim assessments will be used to monitor progress internally. Review of various reports including the annual audit.
3. How will you know at the end of three years of the school is successful?
Student evaluations and teacher evaluations. The board will evaluate if there was growth in student assessments and in re-enrollment.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Every decision should lead back to the mission of the school. The charter school, families, community will work together to ensure the mission for all children to receive the best education. The charter school should follow all federal and state regulations and laws that apply to them.
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 talk to the other board members of the school to investigate the concerns and devise a process of investigating the concern. I would document the process in case it turns out to be a valid concern.

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
-Joe Smith: met him through Cassandra Pinkney, Executive Director of EAPCS, DC.
-Jai Mallory: met her through Cassandra Pinkney, Executive Director of EAPCS, DC.
-Monica Johnson: She is my granddaughter.

Start-Up Charter School Board Member Information

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

Start-Up Charter School Board Member Information

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, Fatima Cotton, 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 Eagle Elementary Charter School is true and correct in every respect.

Fatima Cotton
Signature

12/10/19
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Eagle Elementary Charter 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.

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.

[Handwritten Signature]

Fahima Cotton

Signature of Certifying Charter School Official

Name Printed

12/27/19

Title

Date

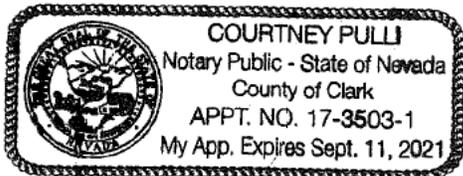
State of Nevada, County of Clark
Subscribed and sworn to before me

This ^{27th} ~~12/24/19~~^{CP} day of December 2019

date month year

[Handwritten Signature]

(Notary Public Seal)



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 Eagle Elementary Charter School
2. Full name Monica Johnson
Home Address [REDACTED]
Business Name and Address _____
Phone Number [REDACTED]
E-mail address [REDACTED]
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
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?
I am a longtime Clark County resident and was a student in CCSD. My two children currently attend CCSD and are elementary and middle school age. As a parent I am personally aware of the challenges and difficulties within the Clark County school system. I want to support the improvement of not only my children's education but also the educational success of current and future students in the Clark County school district.

Start-Up Charter School Board Member Information

7. What is your understanding of the appropriate role of a public charter school board member?
To attend board meetings. To provide the strategic vision for the school and to hold school leaders accountable for academic success, and to make sure they stay within the budget. To provide oversight and governance by ensuring compliance. To review financial reports and other reports monthly and to attend board meetings.
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.
My personal experiences as a parent and also my past experience as a student in the Clark County school system have both come together to provide the experience needed to serve as a successful board member in a Clark County charter school. As a parent of children in Clark County I am eager to see education thrive. As an active community member I will focus on what is best for the students and always put the students, parents and community first in decision making.
9. Describe the specific knowledge and experience that you would bring to the board.
I am long time Clark County resident who knows the community well. I have two children who attend schools in Clark County, one in the third grade and the second in the seventh grade. I have also graduated from the Clark County school district. I have been an active volunteer taking an active interest in my children's education. I will be a strong community advocate when setting goals, values and standards. I will be able to attend key community, school social, and political events. I will be able to lead or assist in fundraising events.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The schools mission is to educate the children who need the most help. that every child deserves a quality education and to succeed.
2. What is your understanding of the school's proposed educational program?
It will be K-5 school with smaller class sizes and robust technology program for students. The will grow to a K-8 school.
3. What do you believe to be the characteristics of a successful school?
Teacher support, student support, parent engagement. Early intervention programs.
4. How will you know that the school is succeeding (or not) in its mission?
By attending regular board meetings, asking questions, and being involved. by Seeing the growth of student test scores. by monitoring the schools budget to see that children are receiving the benefit of the funds.

Governance

1. Describe the role that the board will play in the school's operation.
The board will expect a full financial report and educational report with documentation at each meeting and will execute the schools mission through assessing and support.

Start-Up Charter School Board Member Information

2. How will you know if the school is successful at the end of the first year of operation?
By test scores, by enrollment numbers, by school financial audit.
3. How will you know at the end of three years of the school is successful?
By test scores, by enrollment numbers, by school annual financial audit.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **in addition to reports and discussion at board meetings, board members need to tour the school to observe that the programs and expenditures cited in the board meetings are being implemented in the school. I also want to see that the children are happy at the school.**
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? **First I would share my concerns with the head of school or the chair of the board of the school to verify whether my concerns are valid. if we cannot determine whether what I have learned is true or not, I would have to share my concerns with other board members and the State Charter Authority.**

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. X Yes
-Joe Smith: met him at EAPCS, DC where my 3 year old son attended a summer camp.
-Jai Mallory: met her at EAPCS, DC where my 3 year old son attended a summer camp.
-Monica Johnson: She is my grandmother.
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.
X 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.
X 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

Start-Up Charter School Board Member Information

precise nature of the business that is being or will be conducted.

X 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.

X 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.

X None. Yes

Certification

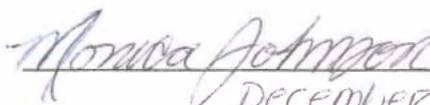
I, Monica Johnson, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Eagle Elementary Charter School is true and correct in every respect.

Signature

Date

Certification

I, Monica Johnson, 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 Eagle Elementary Charter School is true and correct in every respect.



December 27, 2019

Signature

Date

Statement of Assurances
Revised June, 2015

1. The charter school herein named, Eagle Elementary Charter 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.

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 Eagle Elementary Charter School
2. Full name Mary B. Scott
Home Address [REDACTED]
Business Name and Address Eagle Academy PCS, 3400 Wheeler Rd., SE Washington, DC 20032
Phone Number [REDACTED]
E-mail address [REDACTED]
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school. **I have been involved in education for most of my adult life. I began on a school board of my parish elementary school in St. Louis, MO. I taught inner city students' economics and computer programming in St. Louis, MO and later became an assistant principal. I followed my family to Las Vegas, Nevada and became an assistant principal in the Clark County School District also choosing to work in Title 1 inner city schools. One of my positions included the building and opening of a new high school. I am experienced with every level of the primary and secondary education system. I have worked with facilities, budget, special education, and the English language population.**
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

Start-Up Charter School Board Member Information

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? **I am passionate regarding education and driven to create an environment where students can learn and grow to their fullest potential. I have twenty plus years of experience to offer.**
7. What is your understanding of the appropriate role of a public charter school board member? **The role of a public charter school board member is to communicate the vision and mission of the school to the community as well as measure the success through regular monitoring.**
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 have over 20 years as an educator in the public-school system and keep myself up to date with best practices and data collection. I sat on a Parish school board for years moving the school in a positive direction. I also sat on a board of a newly formed charter school in Las Vegas until the start-up was complete. Doing so gave me an understanding of Nevada compliance, regulations, and accountability a charter school has to the State.**
9. Describe the specific knowledge and experience that you would bring to the board. **I have over 20 years as an educator in the public-school system and keep myself up to date with best practices and data collection. I sat on a Parish school board for years moving the school in a positive direction. As a teacher and administrator, I have worked in almost every role so I can share my experience to make more informed decisions. I also sat on a board of a newly formed charter school in Las Vegas until the start-up was complete. Doing so gave me an understanding of Nevada compliance, regulations, and accountability a charter school has to the State.**

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? **Increased academic achievement is the foundation of the mission with a commitment to the "cognitive, social, and emotional growth" of students, which aligns with and expands on this purpose. In support of the mission, I believe in community involvement, being advocates for entire families, and transparency so they understand why decisions are made.**
2. What is your understanding of the school's proposed educational program? **Eagle Elementary is a replication of the proven model of Eagle Academy in Washington D.C. and will serve K-5 and expand to K-8; Will teach to the Common Core standards; Will offer a robust STEAM program; To educate the whole child preparing them to become a successful member of our society.**
3. What do you believe to be the characteristics of a successful school? **Effective leadership, clear goals and direction, frequent monitoring of learning and teaching, supportive learning environment, high level of family and community involvement, focused**

Start-Up Charter School Board Member Information

professional development. Curriculum, instruction and assessments align with state standards, high levels of collaboration and communication, high standards and expectation for all students. Data collection is important to communicate success and focus on needed improvements.

4. How will you know that the school is succeeding (or not) in its mission? **We will know if the school is succeeding by on-site visits, proficiency on interim and state assessments, and data collection.**

Governance

1. Describe the role that the board will play in the school's operation. **The board will provide fiduciary governance in line with the authorizer and local, state, and federal laws without getting involved in the day to day operations. The board will develop a process for monthly oversight, checks and balances, and on-site visits. Also, the board will develop goals and a plan for fundraising.**
2. How will you know if the school is successful at the end of the first year of operation? **The board will know the school is successful by reviewing the annual audit, annual report, academic growth and proficiency on interim and state assessments, data collection results, and re-enrollment.**
3. How will you know at the end of three years of the school is successful? **The board will know the school is successful at the end of three years by reviewing the annual audit, annual report, academic growth and proficiency on interim and state assessments, data collection results, and re-enrollment. Also, by reviewing the approved long-term financial plan to ensure that the school is on track.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **1. Ensure fiscal accountability by creating strong financial policies, procedures and compliance practices. 2. Ensure transparency and accountability by intentional redundancy, segregation of duties and policy. 3. Ensure that proper policies are in place for human resources, procurement, etc. 4. Conduct monthly board meetings to review monthly financials and other reporting. 5. Build a strong working relationship with the authorizer and school administrators.**
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 immediately inform the board president to initiate a formal investigation. We would document all actions and decisions. We would determine through the process if we need to take a more forensic approach and also determine who else will need to be notified.**

Start-Up Charter School Board Member Information

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

Jai Mallory – Operations Manager EAPCS, DC

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

Start-Up Charter School Board Member Information

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, Mary Scott, 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 Eagle Elementary Charter School is true and correct in every respect.

Mary Scott
Signature

7/9/2020
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, ___Eagle Elementary Charter 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.

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.

Mary Scott

Signature of Certifying Charter School Official

MARY Scott

Name Printed

Board Member
Committee to Form

Title

7/9/2020

Date

Subscribed and sworn to before me

This 09 day of July 2020

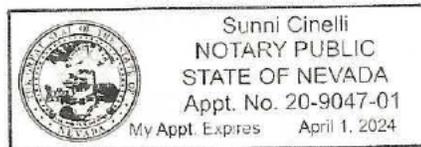
date

month

year

Sunni Cinelli
#20904701
04/01/2024

(Notary Public Seal)



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 Eagle Charter Schools of Nevada
2. Full name Nick Fleege
Home Address [REDACTED]
Business Name and Address N/A
Phone Number [REDACTED]
E-mail address [REDACTED]

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
I have a BS in Mechanical engineering and have been a teacher, administrator, and have over a decade of experience founding and expanding charter school models. As a Teach for America Corps member, I spent three years teaching in traditional public schools with a large population of low income and at risk students. I then taught for one year at a high performing charter school before transitioning to a Director position where I was responsible for all aspects related to expanding the number of campuses and high quality seats both inside and outside of Arizona. After 3 years and 10,000 students, transitioned to Carpe Diem to help develop their model.

4. Resume and professional bio are attached.

Start-Up Charter School Board Member Information

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?

First and foremost, I'm a huge proponent of closing the achievement gap and offering school choice to students across the country. I've had the opportunity to become familiar with the Eagle model and team and I'm convinced that this will be an excellent offering for students in Clark county.

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

As fiduciaries, Board members are given the incredible responsibility of managing public funds to deliver the best education possible for students. Board members should embrace the role of governance vs. management. They establish the framework which allows the team to manage the high quality educational choice being offered.

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.

As reflected in my resume, I've been working on founding and expanding charter schools for a decade; which includes directly managing several Board of Directors. Additionally, my background in Engineering has given me a strong foundation for project management, and my experience in real estate is a useful skillset that many educational Boards lack.

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

I have successfully completed all tasks necessary to establishing a charter school. This includes identifying locations, managing construction projects, training and hiring staff, recruiting students, developing policies and procedures, building community and shareholder support, and managing a Board of Directors.

School Mission and Program

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

Eagle is committed to serving at-risk students by educating the entire child through differentiated and personalized instruction.

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

By integrating technology and differentiated instruction throughout the regular classroom setting, Eagle's academic program is designed to meet students at their current level of performance. The resulting success will close achievement gaps while allowing gifted students to continue to access accelerated curriculum. Integrated into the academics is an express focus on social/emotional development.

Start-Up Charter School Board Member Information

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

Ultimately, student safety and success is the ultimate measure of a school. The characteristics of that success can look different in classrooms and cities across Nevada. To the greatest extent possible, I believe we should personalize instruction and develop the soft skills necessary to be successful in our global economy.

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

As a Board member, adherence to our mission, academic results, fiscal health, and legal compliance are leading indicators of success. Stakeholder surveys, community support, parent involvement, and other auxiliary factors are also important to monitor, but those factors are usually well correlated with academic and fiscal success.

Governance

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

The Board is responsible for embracing the mission and vision of the school and establishing limits within which the Eagle staff will operate. Establishing "Freedom within increasing limits" is one way I like to envision successful governance of a strong team that is demonstrating success. Establishing budgets, maintaining strong community relationships, ensuring compliance with local, state, and federal regulations, long term planning, and evaluating the success of the school vs. clear metrics and SMART goals are Board duties. Managing the day-to-day operations and executing strategies within these limits are the responsibility of the staff.

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

As outlined in the charter application, academic results, stakeholder surveys, fiscal health, student attendance, discipline data, and legal compliance are key measures of success that will be defined and reviewed annually.

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

Building on the answer above, these same measures of success will be evaluated but the quantitative measures will be higher – i.e. the bar will be raised. Instead of setting our academic target for Adequate Growth Percentile to be equal to or greater than 100% of CCSD (year 1 goal), the target is increased to 120% for year 3. I project that our target days cash on hand will increase from 30 to 60. Legal compliance will remain at 100% expected across all years and measures.

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

The key initial steps include:

- Establishing a clearly defined mission and vision,
- Making strong hires for the key positions/consultants
- Establishing goals and articulating clear performance evaluation timelines and methods

Start-Up Charter School Board Member Information

- Constant and strict adherence to best practices throughout the budgeting process
 - A commitment to governing vs. managing. Board training can help clarify this distinction as the board sets the expectations and allows the staff the freedom to manage as necessary in order to achieve success.
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?

Every Board should have policies around conflict of interest and ethics for a reason. The actions in question need to be immediately reviewed against these policies. If there "feels" to be a perceived conflict but the actions are in alignment with Board policies, then it's time for the Board to have an open discussion about the circumstance and determine whether the action should be prohibited (policies will be updated) or is acceptable. Everything is documented and the Board agrees to a path forward as appropriate.

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

I have worked with Jai Mallory while working on the charter application.

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

I have worked with Jai Mallory (incoming COO) while working on the charter application.

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

I have worked with Jai Mallory (incoming COO) and Joe Smith (CEO of ECS) while working on the charter application.

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

Start-Up Charter School Board Member Information

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

I have worked with Joe Smith (CEO of ECS) while working on the charter application.

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

I am aware of ECS's structure and have provided feedback on the draft terms of the services agreement after reviewing it from the school's perspective, but have no ownership or employment considerations with ECS.

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

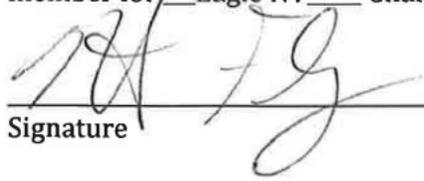
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information 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, Nick Fleege, 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 Eagle NV Charter School is true and correct in every respect.


Signature

7/10/20
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, ___Eagle Charter Schools of Nevada___,
(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.



____ Nick Fleege _____

Signature of Certifying Charter School Official

Name Printed

____ Committee to Form Member _____

____ 7/10/20 _____

Title

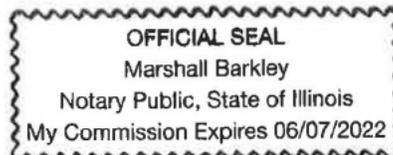
Date

Subscribed and sworn to before me

This 10 day of July 2020
date month year



(Notary Public Seal)



JAI MALLORY

Biography

Jai Mallory has built her career on solving problems and bringing organizations into compliance with government and accounting regulations and best practices. She has worked with Eagle Academy Public Charter School since 2005, including the last nine years as Director of Business Operations and Facilities. Over that time period she has seen the school grow from serving 300 students to 920. She has also managed construction projects including a new \$9 million energy-efficient campus in the Fairlawn neighborhood, and also a \$20 million campus in the Congress Heights neighborhood of Washington, D.C., with a state-of-the-art \$1 million kitchen that serves breakfast, lunch and dinner at no cost to students.

Before that, she was the Accounting Manager for ACS Business and Accounting. The firm focused on nonprofit organizations and it was here that Jai learned about the economics of charter schools. Her working relationship with Eagle Academy Public Charter School led them to hire her, first as Business Manager and ultimately as Director of Business Operations and Facilities. In her 14 years working for Eagle Academy, she has helped the organization thrive by ensuring accounting practices in line with District of Columbia and federal regulations and overseeing the construction of state-of-the-art facilities that allow the minds and bodies of students to grow. Jai has not confined herself to the business side of the school, volunteering at school functions and also tutoring students and learning first-hand the mission of a charter school.

She began her career working with record labels and music publishers to establish best practices regarding management, licensing and distribution. She learned BMI and ASCAP regulations to ensure they were implemented correctly. She managed the accounting, marketing and promotions. Her talent for management drew the notice of other young entrepreneurs in the city and she was further able to get experience with facilities renovations and construction, procurement and management, overseeing the renovation of three buildings in Washington, DC, while at the same time organizing city events as diverse as a fundraiser for U2 lead singer Bono, Howard University's homecoming celebration, and the NBA All-Star weekend.

When she took over as board president of her homeowners' association they were on the verge of bankruptcy. The building was in neglect for years due to lack of funds and poor management. Her management and accounting acumen helped her turnaround the Association and put it on a firm financial foundation. Now the Association has in excess of four million dollars in reserves, a newly renovated pool and workout facility, a new playground and basketball and tennis courts, a new state of the art boiler system, as well as a new organizational structure with complete HR processes and new policies and procedures in place to follow.

Jai Mallory immigrated to the US with her parents and three siblings when she was five years old. She is the mother of one son whom she raised and he is a professor at a University in North America and in his spare time he also teaches at an ESL school.

Jai, who speaks Telugu and Tamil in addition to English, and enjoys spending time with her family, playing and coaching table tennis and also volunteers to support community-oriented events in her neighborhood.

JAI MALLORY

Summary

Has worked with Eagle Academy Public Charter School for 14 years, including the last eight as Director of Business Operations and Facilities.

Experience

Eagle Academy Public Charter School

Director of Business Operations and Facilities / 2011 to present

Work directly with the CEO regarding relevant aspects of operations of the school. Ensuring compliance with requirements as set out by the District of Columbia Charter Public School Board; Working with members and attending meetings of the Eagle Academy PCS Board of Trustees; Work with the CPA firm to organize annual financial audits and managing the audit process with regard to grant audits, Workman's Comp audit, 401(k) audit and Medicaid audit; Managed accounts receivable and accounts payable as well as financial records; Working with law firms; obtaining permits and licenses and overseeing insurance claim processing; Reviewing internal policies and procedures including internal controls and Human Resources; Oversees vendors and contractors, secures and manages contracted building services such as cleaning company and security company. Managing the construction of new facilities, including the main Congress Heights campus and the expansion of the Capitol Riverfront campus (see Facility Projects section);

Eagle Academy Public Charter School

Business Manager / 2008 to 2011

Work directly with CFO; Managing financial records, accounts receivable and accounts payable, overseeing annual audit process, working with CPA firm and law firm, handle insurance claims; Oversaw school building renovations and construction; Oversaw vendors and contractors.

Facility Projects

- 2019 – Construction/Lease: (18,000SF) Currently negotiating a build out within new construction of an apartment, condominium complex in SW, Washington, DC.
- 2018-2019 – Construction/Purchase- Project Manager (23,000 sq. ft.) Fairlawn Campus, 2345 Naylor Rd., SE Washington, DC; Costello Construction; LEED Gold certified, energy efficient with solar (in progress).
- 2017 Renovation/Lease- Project Manager (7500SF) Central Administration Offices, Piedmont Building Services, 400 Virginia Ave, SW Washington, DC
- 2016 - Renovation- Project Manager (2,500SF) Kitchen- Congress Heights, 3400 Wheeler Rd., SE Washington, DC; Whiting Turner Construction/ Kitchen- \$1 million self-prep kitchen and hiring of a chef to allow Eagle Academy to provide breakfast, lunch and dinner to all students in-house. The renovation was with an external grant.
- 2011-2013 – Renovation and Construction/Lease- Project Manager (88,000SF) Congress Heights, 3400 Wheeler Rd. Washington / Whiting Turner Construction / renovation and construction of school building to include indoor swimming pool and state of the art gymnasium; Eagle acquired and renovated a 60,000SF vacant public school building and added 28,000SF of new construction to the school. Three (3) new playground spaces were added and paid for through an external grant. LEED Gold certified; AIA Awards.
- 2009 - Construction/Lease- Project Manager (10,000SF) Capital Riverfront Campus, 2017 New Jersey Ave., Washington; Eichberg Construction; extended the second floor for additional classrooms and offices. A new playground was added and paid for through an external grant.
- 2008- Renovation/Lease- Project Manager (8500SF) Capital Riverfront Campus, 1017 New Jersey Ave., SE, Washington, DC; Eichberg Construction
- 2008 - 2013 Renovation/Lease- Project Manager (55,000SF) Blue Castle, 700 M Street, SE Washington; Eagle continued to acquire and build out space within the building including interior renovations of classrooms and offices to changing the main entrance from M Street side to 8th Street side.

ACS Business and Accounting

Accounting Manager / 2005 to 2008

Managed financial records for multiple nonprofit organizations including Eagle Academy PCS; Prepared records for annual financial audits and managing the audit process; Certified In QuickBooks accounting software.

Independent Consultant

1999 to 2005

Oversaw accounts payable for clients as well as renovation of new facilities; Was responsible for media, marketing, radio and print advertising; Oversaw event management, including a fundraiser for the U2 frontman Bono, Art Openings for renown contemporary artist Stevens J. Carter, Howard University's homecoming, and NBA All-star Weekend DC; Secured corporate sponsorships; Organized and implemented community outreach.

Facility Projects

- Facilitated renovation of a (25,000SF) building in the Downtown Historic District in the Penn Quarter neighborhood of Washington, DC.
- Facilitated renovation of a (42,000SF) landmark former restaurant as part of the District's revitalization of the Southwest Waterfront.
- Facilitated renovation of a (35,000SF) entertainment complex at 9th & F Street, NW., Washington, DC.

Independent Consultant

Publishing, Royalties, Licensing, Distribution, Marketing / 1992 to 1999

Clients: ICE Records, RAS Records, Tafari Publishing, XTM Music/Polygram UK, Ariwa Studios UK. Administered royalties and publishing through ASCAP and BMI for producers and artists; Managed accounting, marketing and promotions.

Education

Green Schools National Network

Continuing Education Units / 2014 to present.

Training focusing on use of green energy sources in school facilities and creating sustainable educational communities.

National Alliance for Public Charter Schools

Continuing Education Units / 2008 to present.

Training focusing on media and public relations, addressing race issues in education reform, community relations and student nutrition.

Prince Georges Community College University of Maryland

Accounting, Computer, and Writing Courses

Memberships

NAPCS- National Alliance for Public Charter Schools, annual conference attendee since 2008.

DCAPCS- DC Association of Public Charter Schools since, 2008.

NACSA- National Association of Charter School Authorizers, since 2019

RECon, a real estate, developer and business facilitation and consultancy services industry trade fair in Las Vegas that partners developers with city economic development officials; Annual conference attendee since 2012.

Community Associations Institute since 2012.

Volunteering and Community Involvement

- Eagle Academy PCS: Tutoring and mentoring students.
- TEDxECUAD, British Columbia: Volunteer, supporter and VIP conference attendee
- BOMA Global, France: Volunteer, supporter and VIP conference attendee.
- Board Member and President of condominium homeowners' association. Turned HOA around from insolvency to \$4 million in reserves. Managed capital improvements and renovations including new recreational amenities.
- Works closely with the Prince George's County, Maryland Police Department Gang Unit to improve community and neighborhood safety.
- Works with Prince Georges County council members to address community concerns.
- Participant in District of Columbia Ward 8 Citizens' Advisory Council and hosts their monthly meetings of that Ward's Advisory Neighborhood Commissions
- Partnership with the 7th District of the DC Metropolitan Police Department for school safety.
- Works with District of Columbia council members for their continued support of charter schools.
- Member of a 10-member professional table tennis team and coaches and trains table tennis for children age 5 and up.

FATIMA COTTON

Biography

Fatima Cotton had a career as a police officer in Detroit, Michigan, before beginning a second career as a special education teacher in the Clark County School District focusing on autism. While working as a police officer, Fatima taught drug education, violence prevention and conflict resolution as part of the Narcotics Drug Education Unit. In Detroit, she also was a peer grant reviewer, reviewing grants for the Department of Education and Citibank. Later, she would work for the Broward County School District in Florida training teachers and administrators anger management.

Fatima returned to school, ultimately receiving a Ph.D. in Conflict Analysis and Resolution and became a teacher, now working at Durango High School. She is deeply invested in the future of children as a mother of five, a grandmother of ten and now a great-grandmother of five. She cherishes her opportunities to babysit her grandchildren and great-grandchildren and loves to read, travel and power-walk.

She believes the experiences she's had as a law enforcement officer and a teacher uniquely qualify her for her role on a board overseeing a charter school in the city she calls home.

FATIMA A. COTTON

OBJECTIVE - Eagle Elementary Charter School Board Member

EDUCATION

2016-2017	Nova Southeastern University	Fort Lauderdale, FL
Autism Endorsement		
2015-2016	Nova Southeastern University	Fort Lauderdale, FL
Certificate in Qualitative Research		
2014	Nova Southeastern University	Fort Lauderdale, FL
Ph.D. in Conflict Analysis and Resolution		
Coursework includes: Mediation, Facilitation, Conflict and Crisis Management, Negotiation, among other classes related to the field of Conflict Analysis and Resolution		
2006	Nova Southeastern University	Fort Lauderdale, FL
Master of Arts in Cross-Disciplinary Studies-Major in Conflict Analysis and Resolution		
Coursework included: Family Therapy, Psychology, and Sociology		
1997	Wayne State University	Detroit, MI
B. A. – Interdisciplinary Studies – Social Sciences		
Coursework included: Sociology, Criminal Justice and Communication		

PROFESSIONAL EXPERIENCE

2019 – Present	Durango High School	Las Vegas, NV
Autism Teacher		
2018 - 2019	Shelley Berkley Elementary School	Las Vegas, NV
Licensed Intermediate Autism Teacher		
2016- 2018	Canarelli Middle School	Las Vegas, NV
Licensed Autism Teacher for 6-8 grade		
2015-2016	R. Guild Gray E.S.	Las Vegas, NV
Kindergarten Special Education Teacher Long-term Substitute Teacher		
2015-2016	Early Childhood Special Education Teacher (ECSE)	
Long term Substitute Teacher Yvonne Gates Head Start and Spring Valley Head Start		
2012-2014	Clark County School District	Las Vegas, NV
Reading Skills Development and Zoom Program		

Tutor

- Help young children (grades 1-3) learn how to read with advanced pre-selected lessons and materials.

2005-2007 Clark County School District Las Vegas, NV

Para Professional AVID tutor

- Tutored students to become masters of reassurance and AVID strategies (WICR: writing, inquiry, collaboration, and reading).
- Help students learn to take Cornell Notes and formulate higher levels of questions.
- Communicate effectively with students to amplify motivation and subject area mastery.

2000-2003 School Board of Broward County Ft. Lauderdale, FL

Special Investigative Unit

Middle School Drug and Violence Prevention Coordinator

- Developed and implemented Substance Abuse Awareness/ Violence Prevention Education for students and in-service programs to teachers, principals, administrators, parents, and community agencies in Broward County, Florida.
- Collected data and worked with district staff including Executive Director, Research and Evaluation and Director of Health Education Services and other resources to analyze and develop recommendations.
- Selected to review numerous grant proposals for the U.S. Department of Education, Broward Education Foundation and Citibank – grant peer reviewer
- Trained newly hired officers regarding resolving conflicts peacefully and drug recognition

Training

- Basic and advanced gang training with Broward School Board
- Received training in No Child Left Behind-Bully prevention

Volunteer

- Family Court - Family Violence Intervention Program (TPO),
- Safe Nest Domestic Violence Program,
- Las Vegas Metropolitan Police Department
- Clark County Detention Center

MONICA JOHNSON

Biography

Monica Johnson is deeply invested in the Las Vegas community and the Clark County School District. A graduate of a CCSD high school, her two children currently attend local elementary and middle schools. She is currently attending UNLV and works as Special Event and Group Coordinator for MGM Hotels.

Monica's children are her priority and she interrupted her career ambitions to stay at home with them until they were old enough to go to school. She sees Eagle Academy, as a key ingredient in the progress of education in Clark County. She is so certain of this that she has decided to enroll her youngest in the new proposed Eagle Elementary Charter School. Monica looks forward to assisting the school by leading fundraising efforts and connecting it with local community organizations and supporters so that it becomes a vital part of the Clark County educational infrastructure.

Monica Johnson

EDUCATION

University of Nevada, Las Vegas
Bachelor of Science – Elementary Education

Estimated date of graduation
Spring 2021

WORK EXPERIENCE

Special Event and Group Coordinator
Aria / MGM Hotels

2018-Present

- Maintain a key sense of ownership and notify supervisors of any potential issues related to inventory, rate, occupancy or special requests.
- Maintain timely communication, both written and verbal, between group contacts, clients, sales managers, and supervisors/management, providing expedient guest resolution within established scope of authority.
- Review sales contracts to ensure all contractual obligations are met.
- Accurately maintain and monitor rate, availability, inventory levels and booking for all channels of distributions.
- Prepare/provide reconciliation of master rooming specifications between hotel and client lists, ensuring accurate attrition and commission fees are processed. Prepare estimates and collect payments as applicable.
- Attend pre-conferences, pre-planning and post meeting with clients and hotel staff as needed.
- Coordinate with multiple departments to ensure and maintain executive planning of conferences and conventions.

Guest Service Representative
Aria / MGM Hotels

2016-2018

- Delivered Forbes 4-star and AAA 5-diamond standards of customer service while working in a fast paced environment.
- Represented the hotel in regard to guest complaints and situations that required instant action.
- Conducted on-the-job training and coaching for new hires.
- Generated revenue by completing upsells and offering special amenities

Sales Manager
Fossil

2013-2016

- Lead a team of 25 associates to set and achieve the highest standards in retail execution.
- Trained new workers and ensured that associates understood company policies.
- Participated in fiscal period ending inventories.
- Responsible for bank deposits, and paperwork.
- Handled all cash, check, and credit/debit transactions with 100% accuracy.
- Continually achieved top sales and increased store profitability.

MARY SCOTT

Biography

Mary Scott has dedicated her career to lifting up students living in poverty and first-generation high school graduates. She was not allowed college preparatory classes in high school because her counselor felt that due to her life situation, she should “get a job” after graduation. When she entered college, she decided to become a teacher and have a “seat at the table,” so she could be the voice for students that do not have a voice.

Ms. Scott has twenty plus years of education experience. She began her career in St. Louis, Missouri teaching computer programming and economics at an inner-city school. She accepted the position of Department Chair of Animation to open a magnet school at the first high school for African American students west of the Mississippi (Charles H. Sumner High School). Ms. Scott moved to Las Vegas, Nevada, in 2004 as an Assistant Principal. She has worked in three Title 1 high schools serving a majority of Hispanic and African American populations. During her employment as an assistant principal, she has performed most duties at the high school level. From facilities management to curriculum administrator, she has implemented a variety of programs that address curricular needs as well as cultural and socio-economic differences. For instance, as the Career Technical Education (CTE) supervisor, she brought Graphic Design and Cyber Security as a part of the curriculum. As an instructional leader, she works with teachers to use assessment data to confirm evidence of successful learning. Ms. Scott has been working toward reengaging disconnected and disadvantaged students for her entire career. She mentors students to focus them on matriculation and help them with success in the world beyond the classroom.

Mary B. Scott



Education

Doctoral Coursework – Education Psychology – Learning and Technology
University of Nevada – Las Vegas, Las Vegas, Nevada

Masters of Science Degree – Educational Administration and Supervision
Southern Illinois University at Edwardsville, Edwardsville, Illinois
August 1998

Bachelors of Science Degree – Business Administration
Southern Illinois University at Edwardsville, Edwardsville, Illinois
August 1994

Associates of Science Degree – Business Administration
Southwestern Illinois College, Belleville, Illinois
August 1990

Work Experience

2004 – Present **Clark County School District** **Las Vegas, NV**

2014 – Present **Assistant Principal – Del Sol High School**
Supervise Special Education, English Language Learner (ELL), Social Studies, Math, and Foreign Languages, teachers; Administrator for Special Education, Attendance and Discipline, English Language Learner (ELL) program, Special Education Programs, activities, graduation, and yearbook.

2010 – 2014 **Assistant Principal – Valley High School**
Supervise English, Special Education, English Language Learner (ELL), Social Studies, Foreign Language, Fine/ Performing Arts, English Language Learner Program teachers, Administrator for Special Education, Technology, Facilities, Activities, Attendance and Discipline, English Language Learner (ELL) program, Transportation, Crisis Management and Security.

2004 – 2010 Assistant Principal – Rancho High School

Curriculum administrator, House II (Sophomore Academy) supervisor, restructuring committee chair, school improvement chair, House III (College of Business and Natural Resources) supervisor, Athletics, Facilities, Budget, Special Education, State/Federal Gear-Up grant, and SB404 grant Coordination and Management, Freshman Academy, Attendance and Discipline, English Language Learner (ELL) program, Transportation, Crisis Management, Security, Supervisor for English, Science, Foreign Language Departments and Activities, 9th grade Summer Transition Program

1997 – 2004 St. Louis Public Schools St. Louis, MO

2000 – 2004 Assistant Principal – Gateway High School Responsible for 10th grade, Special Education, and reclassified students discipline, Special Education Teachers 10th grade Counselors and 10th grade Teachers, Social Workers, and Child Care Workers evaluation. I am also responsible for 504 Coordination, Transportation, Michael School for multiple and severe disabilities, Teachers Aides, Security, and 10th grade activities.

1999 – 2000 Animation Specialist – Sumner MEGA High School

Responsible for professional development of staff, developing and implementing an animation/videography career academy, developing curriculum, department head, maintain and support technology, participate in developing new teachers in the mentor program, teach computer animation, videography, HTML, and JavaScript programming language, computer club sponsor

1997 – 1999 Computer Science Teacher – Gateway High School

Responsible for teaching computer programming and application classes, taught web development to St. Louis Public School employees, assist in choosing district textbooks, revising curriculum, charged with integrating entrepreneurship into curriculum

1997 – 1998 Graduate Assistant – Southern Illinois University at Edwardsville, Edwardsville, Illinois

Assisted in teacher evaluation research, data collections, and analysis in Educational Administration Department, assemble supplemental materials to compliment textbooks, reviewer to AIMS Journal

1996 – 1998 Teacher – Sanford Brown College, Hazelwood, Missouri

Responsible for teaching a variety of business classes including accounting, math, economics, and computer applications, assisted in choosing textbooks and writing course objectives

**1984 – 1996 Accountant – Defense Finance and Accounting Service
& Farmers Home Administration, St. Louis, Missouri**

Performed general ledger accounting, analyzed daily reports and made necessary adjusting journal entries, performed monthly and year-end closing procedures and prepared reports, coordinated activities with financial analysts of the command, reconciled government contracts, advised accounting clerks on technical matters, trained new employees, researched and interpreted regulations used as guidelines for determining financial operations

Professional Presentations

- Presentation for Nevada Honor Grant at 2006 MEGA Conference
- Presentation for successfully opening animation magnet school at Model School Conference 2003 (International Center/Ed Leadership)
- Missouri School Improvement Plan (MSIP) state reviewer

Honors and Achievements

- Initiated Freshman transition program and Freshman Academy at Rancho High School
- Missouri School Improvement Plan (MSIP) state reviewer
- Participate yearly in visiting other districts and performing state review
- Participated in Gateway school improvement plan and state review

Grants

- Authored and coordinating \$612,000 SB404 Grant
- Authored and coordinating Nevada Honor Grant
- Authored and coordinated Kaufmann Entrepreneurship Grant to infuse entrepreneurship into the current curriculum
- Authored Parsons Blewitt Grant for consultant in development of animation/videography career academy

School Board Involvement

- Board member (1996 – 2001), secretary (1998 – 2000), Board President (2000 –2001) of Trinity Lutheran School – Soulard, St. Louis
- Chairperson of governance sub-committee for Concordia Middle School steering committee (1998)
- Secretary of Concordia Middle School (1998 – 2000)

Conferences Attended

Exceptional School leaders (NASSP)	07/2013
American Education Research Association (AERA)	04/2010
Model Schools Conference (International Center/Ed Leadership)	06/25/06
Successful Freshman Transitions (NASSP)	07/25/06

Certifications

- California Certification (#170097634) 2022

- Nevada Certificate (#348543826) 2020
 - School Administrator K-12
 - Business Education 7-12

- Missouri Certification (#0213751) 1997
 - Administrative Certificate
 - Business Education – (PC II)

- Illinois Certifications (#1558967) 1996
 - Administrative Certificate
 - Vocational Business Education 6 – 12
 - Social Studies 6 – 8

Associations

- Association of California School Administrators
- American Educational Research Association (AERA)
- Association for Supervision and Curriculum Development (ASCD)
- National Association of Secondary School Principals (NASSP)
- International Society of Technology Educators (ISTE)
- Las Vegas Macintosh Users' group (LVMUG) Secretary
- Council of Business Women – Las Vegas chapter

NICK FLEEGE

Biography

As an engineer turned educator, Nick Fleege began his career in education as a Teach for America Corp member in Laveen, Arizona. He taught Special Education, Algebra, Geography, and Robotics for five years before being tasked with developing and directing the growth strategy for BASIS Schools as they expanded from two to twelve campuses across three states.

Most recently, Fleege has served as COO for Carpe Diem schools, founding staff member for a real estate development company in San Antonio, TX, and has been providing services as an educational consultant to potential, new, and growing charter operators. Over his career, Fleege has been responsible for all aspects related to opening a charter school and is especially skilled at budgeting, hiring and training staff, facility design and development, strategic planning, project management, and Governing Board oversight.

Fleege's desire to see proven, skilled operators provide high quality choice to at-risk communities drew him to the Eagle model. As Eagle's Committee to Form transitions to the Governing Board upon approval of the charter, Fleege is committed to sharing his experiences and assisting the Board (if asked) throughout the launch of Eagle NV.

Nick Fleege

COO/Director/Founder

Dedicated, motivated professional who values community and teamwork; **thrives when developing and leading a growing, dynamic organization.** Experienced team-builder. Skilled in hiring, training, and evaluating staff. Results driven manager with experience optimizing performance at all levels of an organization; Entrusted with advising Boards of Directors on vision, operations, and strategic planning. Applies strong analytical skills to review contracts, develops and manages budgets in excess of \$10M annually, **supervises construction of new facilities**, and ensures fiscal health of organizations.

Core competencies include:

- Strategic Planning • Organizational Expansion • Budget Development and Reporting • Project Management • Training
 - Hiring • Data Analysis • Leadership • K-12 Education • Public Speaking • Technical Writing
-

Professional Experience

EvolvingEd • 2017-present

EvolvingEd offers a full menu of consulting services specifically suited for new and expanding schools.

Founder

I partner with several charter schools in all aspects of academics, operations, and expansion. Specific services include budgeting, strategic planning, technical writing, and project management.

Rosewood Residential • 2018-2019

Rosewood Residential develops built-to-last communities in central Texas; with an express focus on the beauty, quality, and value of our properties.

Founding Staff member/COO

Responsible for all aspects of developing and growing the company in concert with the vision of the CEO. This includes hiring/managing staff, budgeting at the project and company level, site evaluation and selection, managing all third party partners (architect, engineer, sales team), and ensuring the overall success of the organization.

- 102 front doors in New Braunfels; 216 front doors in NE San Antonio

Learning Schools of Texas (dba Carpe Diem San Antonio) • 2013-2018

Carpe Diem Indiana (CDI) • 2016-2017

Carpe Diem Schools are tuition-free charter schools, educating 6 – 12th grade students utilizing digital curriculum alongside high quality, personalized instruction.

Founding staff/COO/CFO

Founding staff member, COO and CFO for LST; responsible for obtaining the charter, developing facilities, managing the Board of Directors, evaluating fiscal and academic results, developing and managing the budget and ensuring operational compliance with state and federal regulations.

- Managed site selection, design, and construction of the building as Owner's Rep
- Developed new school model to enhance curricular offerings and improve operational budget
- Reduced organization's reliance on startup philanthropy by 68%; Secured \$800K in startup federal grants
- Assumed COO duties for CDI to bridge their comprehensive change in management (8/16 – 7/17)

BASIS.ed • 2008-2013

BASIS offers students an education that prepares them for rigorous intellectual pursuits in accordance with the highest international standards. BASIS schools have consistently ranked among the best schools in the United States – and the world.

Director: Headquarters

As Director of HQ; responsible for overseeing New Schools development, IT, and HR departments while we added 3 schools, 1500 students and 150 staff members. Responsible for leading organizational growth of >300% between both Director positions and managed the campus site selection, design, and construction for ten campuses.

- Reported directly to CEO; responsible for organizational health and growth in New Schools Development, IT, and HR.
- Solely responsible for all aspects of expanding to San Antonio, Texas (legislative, fiscal, staffing, marketing); Exceeded enrollment target by 40%
- Managed development of internal IT software applications

Director: New School Development

Responsible for opening BASIS campuses in new markets across the country; including, but not limited to, writing charter and grant applications, securing facilities, creating and managing budgets, recruiting students, and hiring and training staff.

- Successfully led expansion to 5 locations across Arizona and Washington, DC
- Created and delivered network-wide training program for 175 new teachers
- Added over 4000 students and 275 staff members; secured over \$2M in federal grants

Teach for America/Isaac School District • 2004-2008

Taught Middle School and High School Special Education, math, and science. Developed curriculum, managed the 21st century grant, and produced student results that measurably and consistently scored in the top 10% of both growth and raw performance when compared to the district or the state.

Education/Certifications

University of Illinois at Urbana-Champaign • Bachelor of Science in Mechanical Engineering
• Series 6, 63, 25 • IL Certified Firefighter (Basic Operations)

**DRAFT Bylaws
Of
Eagle Charter School of Nevada
a Nevada Non-Profit corporation**

Article I. General Provisions

Section 1.01 Charter

Eagle Charter School of Nevada hereafter called the Corporation, shall be operated in a manner consistent with the Charter granted to the Corporation pursuant to Nevada Public Charter School Authority regulations governing public charter schools as well as the Articles of Incorporation as a 501 (c)(3) entity.

Section 1.02 Registered Office

The Corporation shall maintain a registered office within Clark County, Nevada at such place as the Board of Trustees (the "**Board**") may designate.

Section 1.03 Other Offices

The Corporation may maintain additional offices within or outside of Nevada at such other places as the Board may designate.

Article II. Board of Trustees

Section 2.01 Power of Board

The Board shall manage the affairs of the Corporation in conformance with Nevada law, the Articles of Incorporation as a 501 (c) (3) entity, the Corporation's Charter, Eagle Charter Schools, Inc. regulations and these Bylaws.

Section 2.02 Number of Trustees

A. Upon the adoption of these Bylaws, the Board shall consist of five (5) to seven (7) persons; provided that at any time thereafter, the Board shall consist of no fewer than five (5) and no more than seven (7) persons. A majority of the Trustees must reside in Nevada. In the event that a Trustee no longer resides in the Nevada and as a result a majority of the Board no longer consists of Nevada residents, such Trustee no longer residing in Nevada shall be automatically removed from the Board upon five (5) days' notice to such Trustee.

B. Upon the Corporation's commencement of operations as a Nevada public charter school, the Board of Trustees shall include at least one (1) parent/guardian

representatives, who shall be a parent or guardian of a child properly enrolled at the Eagle Charter School of Nevada (the “**Eagle**”). The Principal/Superintendent of the Eagle shall nominate candidates for election by the Board to serve as parent/guardian representative(s). Parents and/or guardians nominated and elected shall have children properly enrolled in Eagle.

C. The Superintendent/Principal shall serve as non-voting *ex officio* member of the Board.

Section 2.03 Election and Term of Trustees

A. The first Board shall consist of those persons named in the Application to become a Nevada Charter School. All Trustees shall hold office until the first annual election of Trustees.

B. A Trustee may serve simultaneously as one or more officers.

C. No decrease in the number of Trustees shall have the effect of shortening the term of any incumbent Trustee.

Section 2.04 Chairperson

A. The Board shall elect, by a majority vote, a Trustee to serve as Chairperson of the Board (the “**Chairperson**”), whose duty it will be to preside at all meetings of the Board and assume other duties as designated by the Board. The Chair shall prepare the agenda for all meetings of the Board and provide them to the Secretary for distribution to the Trustees not later than one (1) day prior to each Board meeting, preside at all meetings of the Board, coordinate the business and actions of the Board, and represent the Board at external meetings.

The Chair shall serve until a new Chair is elected by a majority vote of the Board.

B. The Board shall elect, by a majority vote, a Trustee to serve as Treasurer of the Board, whose duty it will be to preside at all meetings of the Board and assume other duties as designated by the Board in the event that the Chairperson is not able to carry out such duties. The Treasurer shall serve until the earlier of the expiration of his or her term on the Board or until a new Treasurer is elected by a majority vote of the Board. The Treasurer shall also be responsible for conducting the orientation of new and/or incoming Trustees of the Board

Section 2.05 Vacancies

Any vacancy in the Board occurring as a result of an increase in the number of Trustees may be filled by the affirmative vote of a majority of the Trustees then in office even though less than a quorum of the Board. A Trustee elected to fill a vacancy shall be

elected for the unexpired term of his or her predecessor in office and shall serve until his or her successor is elected and qualified.

Section 2.06 Removal

An elected Trustee may be removed with cause at any time by a majority vote of the Board, provided that such action is taken at a meeting of the Board called expressly for that purpose.

Section 2.07 Resignations

A. Except as otherwise required by law, any Trustee of the Corporation may resign at any time by giving written notice to the Chair of the Board . Such resignation shall take effect at the time specified therein, or if not specified, at the time such resignation is submitted.

B. A parent/guardian representative serving as a Trustee shall be automatically removed as a Trustee in the event that such parent/guardian representative ceases to have a child properly enrolled at the Eagle. A Trustee who fails to attend three (3) consecutive meetings of the Board of Trustees without first providing notice of such absence and explanation of such absence to the Chair shall be automatically deemed to have resigned as a Trustee.

Section 2.08 Meetings of the Board

A. Regular meetings of the Board of Trustees may be held upon five (5) days' written notice to all Trustees (including by email and facsimile) at such time and place as the Board of Trustees may determine from time to time. In addition, any two Trustees or any two officers may call a special meeting of the Board upon not less than three (3) days' written notice to all Trustees. Meetings of the Board, including special meetings, may be held at such place within or outside of Clark County, Nevada, as may be prescribed by resolution of the Board of Trustees.

B. Any Trustee may waive notice of a meeting by written waiver. A Trustee's attendance at any meeting shall constitute waiver of notice of such meeting, except attendance for the sole purpose of objecting to the transaction of business because the meeting is not lawfully called or convened.

Section 2.09 Quorum and Action by the Board

Unless a greater proportion is required by law, a majority of the number of Trustees then in office shall constitute a quorum for the transaction of business. Except as otherwise provided by law or the Articles of Incorporation or these Bylaws, the act of a majority of the Trustees present at a meeting at which a quorum is present shall be deemed an official act of the Board.

Section 2.10 Meetings by Telephone or Video Conference

Any or all Trustees may participate in a meeting of the Board or a committee of the Board by means of conference telephone or video or by any other means of communications by which all persons participating in the meeting are able to hear one another, and such participation shall constitute presence in person at the meeting.

Section 2.11 Action by Unanimous Consent

Any action required or permitted to be taken by the Board or any committee may be taken without a meeting if all Trustees consent in writing, including email consent, to the adoption of a resolution authorizing the action, and such consents are filed with the minutes of proceedings of the Board or committee.

Article III. Committees

Section 3.01 Board Committees

The Board, by resolution adopted by a majority of the Trustees in office, may appoint one or more committees, each of which shall consist of two or more Trustees, which committees shall have and exercise such authority of the Board as may be specified in the resolution. The minimum number of committees will be in compliance with Nevada Public Charter School Laws and/or Regulations.

Section 3.02 Advisory Committees

The Board may also elect or appoint such advisory committees (which may include individuals who are not Trustees) as the Board may deem appropriate. Advisory committees shall not have authority to act on behalf of the Board of Trustees or to in any way bind the Corporation to any contract or other obligation.

Article IV. Officers, Employees and Agents of the Corporation

Section 4.01 Officers

A. The Board shall elect a President, a Secretary and a Treasurer. Any two or more offices may be held by the same person except the offices of Chairperson and Secretary.

B. Terms of each of the officers shall commence on the first day of August and end on the last day of July of the following year, or as otherwise determined by the Board in its discretion.

Section 4.02 Term of Office and Removal

A. Each officer shall hold office for a term of one year and until his or her successor has been elected or appointed and qualified.

B. Upon a majority vote of the Board, the Board may remove any officer whenever in its judgment the best interest of the Corporation will be served thereby; provided, however, that removal of an officer shall be without prejudice to such officer's contract rights, if any. The election of an officer shall not of itself create contract rights.

Section 4.03 Powers and Duties of Officers

Subject to the control of the Board, all officers shall have such authority and perform such duties in the management of the property and affairs of the Corporation as may be provided in these Bylaws or by resolution of the Board and, to the extent not so provided, as generally pertain to their respective offices.

Section 4.04 President

The President shall coordinate the business and actions of the Corporation, shall represent the Corporation at external meetings related to Corporation business, and perform such other functions the Board shall, from time to time, deem necessary and appropriate.

Section 4.06 Treasurer

The Treasurer shall present a report on the financial condition and affairs of the Corporation at each meeting of the Board.

Section 4.07 Secretary

A. The Secretary shall record and maintain records of all proceeding of the Board in books kept for that purpose and shall give such notices of meetings of the Board as are required by the Charter, these Bylaws or by law. The Secretary shall also conduct, report and archive records of all Board meetings and all communiqués that relate to Board business with external organizations .

B. In the absence of the Secretary from any meeting of the Board, the person presiding at the meeting shall designate another person present to perform the duties of the Secretary.

Section 4.08 Employees and Agents

The Board may appoint employees and agents who shall have such authority and perform such duties as the Board may prescribe. The Board may, by majority vote, remove any employee or agent at any time with or without cause. Removal with cause shall be without

prejudice to such person's contract rights, if any. The appointment of such person as an employee or agent shall not itself create contract rights.

Section 4.09 Compensation of Officers, Employees and Agents

The Corporation may pay compensation in reasonable amounts to officers for services rendered, as determined by a majority of the entire Board of Trustees. The Corporation may pay compensation in reasonable amounts to employees and agents for services rendered, such amount to be fixed by the Board or by the Executive Director pursuant to power delegated by the Board. No Trustee shall receive any compensation for services rendered as a Trustee.

Section 4.10 Security

The Board may require officers, employees or agents to give security for the faithful performance of their duties.

Article V. Indemnification

Section 5.01 Indemnification

To the fullest extent permitted by law, the Corporation shall indemnify any present or former Trustee or officer or any person who may have served at the Corporation's request as a Trustee or officer of another corporation, and may, by resolution of the Board of Trustees, indemnify any employee, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by the individual so indemnified in connection with any threatened, pending or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, to which he or she may be or is made a party by reason of being or having been such Trustee, officer, or employee. Further, nothing herein contained shall be deemed to restrict the right of the Corporation to indemnify the directors, officers or any agents or employees of the Corporation in such cases as it deems appropriate even though not specifically provided for in this Article. Anything contained herein to the contrary notwithstanding, no director or officer shall be so indemnified by the Corporation with respect to any claim, etc., which is settled or compromised unless such settlement or compromise has been approved by the Board of Trustees.

Section 5.02 Advances

Before the final disposition of any action, suit or proceeding referred to in this Article, the Corporation shall pay the expenses incurred by any present or former Trustee or officer referred to in this Article who seeks indemnification in defending a civil or criminal action, suit or proceeding, upon receipt by the Corporation of an undertaking by or on behalf of such individual to repay such amount if it shall ultimately be determined that he is not entitled to be indemnified by the Corporation as authorized in this Article. Such expenses

incurred by the employees and agents of the Corporation may also be so paid upon such terms and conditions, if any, as the Board deems appropriate.

Section 5.03 Not Exclusive

The indemnification provided by this Article shall not be deemed exclusive of any other rights to which such Trustee, officer, or employee may be entitled under any statute, Bylaw, agreement, vote of the Board, or otherwise.

Section 5.04 Insurance

The Board may authorize the purchase of insurance on behalf of any Trustee, officer, employee or agent against any liability asserted against or incurred by such person which arises out of such person's status as a Trustee, officer, employee, or agent or out of acts taken in such capacity, whether or not the Corporation would have the power to indemnify the person against that liability under law.

Section 5.05 Limitations

Notwithstanding the foregoing, in no case shall the Corporation indemnify, reimburse, or insure any person for any taxes imposed on such individual under chapter 42 of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended ("the Code"). Further, if at any time the Corporation is deemed to be a private foundation within the meaning of § 509 of the Code then, during such time, no payment shall be made under this Article if such payment would constitute an act of self-dealing or a taxable expenditure, as defined in § 4941(d) or § 4945(d), respectively, of the Code.

Article VI. Miscellaneous

Section 6.01 Fiscal Year

The fiscal year of the Corporation shall end on June 30 of each year or on such other date as the Board may determine.

Section 6.02 Corporate Seal

The corporate seal shall be in such form as the Board may determine.

Section 6.03 Checks, Notes and Contracts

A. The Board shall determine those persons authorized on the Corporation's behalf to sign checks, drafts, or other orders for payment of money; to sign acceptances, notes, or other evidences of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments; provided that no such contract or transaction shall be entered into by or on behalf of the Corporation if such contract or transaction is a

prohibited transaction or would result in the denial of the tax exemption under either Section 503 or Section 507 of the Internal Revenue Code of 1986 and its regulations as they now exist or as they may be amended, from time to time.

B. In the absence of resolution by the Board determining otherwise, endorsements on transfers of shares, bonds or other securities owned by the Corporation shall be signed by the President or a Vice President, if any, and by the Secretary or an Assistant Secretary, if any.

Section 6.04 Funds of the Corporation

A. Voluntary contributions to support the activities and programs of the Corporation shall be solicited and received in the name of the Corporation. The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the Corporation.

B. The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the Board, without being restricted to the class of investments which a trustee is or may be permitted by law to make or any similar restriction, provided, however, that no action shall be taken by or on behalf of the Corporation if such action is a prohibited transaction or would result in the denial of the tax exemption under Section 503 or Section 507 of the Internal Revenue Code of 1986 and its Regulations as they now exist or as they may be amended, from time to time.

C. These Bylaws are subject to the provisions of the District of Columbia Nonprofit Corporation Act, Title 29-501 et seq. of the District of Columbia Code and to the Corporation's Articles of Incorporation, as they may be amended from time to time. If any provision of these bylaws is inconsistent with a provision of said law or of the Articles of Incorporation, the provision of the law or of the Articles of Incorporation, as the case may be, shall govern. The Corporation is organized and shall be operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and all cases, rules and regulations thereunder. If any provision of these Bylaws is inconsistent with the requirements of said Section 501(c)(3), such provision shall be void and of no effect.

D. Such officer or officers as from time to time shall be designated by the Board, shall have power to control and direct the disposition of any property of the Corporation deposited in the custody of any trust company, bank, or other custodian.

E. No Trustee, officer, or employee of or member of a committee of or person connected with the Corporation, or any other private individual shall receive at any time any of the net earnings or pecuniary profit from the operations of the Corporation, provided that this shall not prevent the payment to any such person of such reasonable compensation for services rendered to or for the Corporation in effecting any of its

purposes as shall be fixed by the Board; and no such person or persons shall be entitled to share in the distribution of any of the corporate assets upon the dissolution of the Corporation. All members of the Board and officers of the Corporation shall be deemed to have expressly consented and agreed that upon such dissolution or winding up of the affairs of the Corporation, whether voluntary or involuntary, the assets of the Corporation, after all debts have been satisfied, then remaining in the hands of the Board shall be distributed in such amounts as the Board of Trustees may determine or as may be determined by a court of competent jurisdiction upon application of the Board, exclusively to charitable, religious, scientific, testing for public safety, literary, or educational organizations which would then qualify under the provisions of Section 501(c)(3) of the Internal Revenue Code of 1986 and its regulations as they now exist or as they now exist or as they may be amended, from time to time, and in accordance with the Corporation's Articles of Incorporation.

Section 6.05 Books and Records

The Corporation shall keep, either electronically or in hard copy, at its registered or principal office in Clark County, Nevada:

- (1) correct and complete books and records of account, and
- (2) minutes of the proceedings of the Board of Trustees and any committee having any of the authority of the Board.

Section 6.06 Amendment of Articles and Bylaws

The Articles and Bylaws of the Corporation may be amended by a majority vote of the Trustees then in office.

Section 6.07 Loans to Trustees and Officers

The Corporation shall not make any loans to its Trustees or officers.

Section 6.08 Conduct of Meeting

Except as otherwise provided by the Bylaws of this Corporation, the proceedings at all meetings of the Board of Trustees shall be conducted in accordance with Roberts Rules of Order.

Section 6.09 Dissolution

In the event of the dissolution of the Corporation any surplus funds or other assets on hand shall be distributed according to the provisions of the Articles of Incorporation of the Corporation.

**EAGLE CHARTER SCHOOLS OF NEVADA
CODE OF ETHICS**

POLICY TYPE	BOARD PROCESSES
POLICY TITLE	CODE OF ETHICS

Purpose: The purpose of this policy is to specify the code of ethics that will be maintained in the highest ethical standards by the Board of Trustees.

Policy: Each Board Member will conduct Eagle Charter School of Nevada business with integrity and comply with all applicable laws in a manner that excludes considerations of personal advantage or gain.

Gifts, Favors, and Payments by Eagle Charter School or Received by Board

Members: Gifts, favors, and payments may be given to others at Company expense, if they meet all of the following criteria:

1. They are consistent with accepted business practices
2. They are of sufficiently limited value and in a form that will not be construed as a bribe or payoff
3. They do not accept a gift in cash or cash equivalent
4. They are not in violation of applicable law and generally accepted ethical standards
5. Board members shall not seek or accept for themselves or others any gifts, favors entertainment, payments without a legitimate business purpose.
6. Public disclosure of the facts will not embarrass Eagle Charter Schools
7. Board members may accept for themselves and members of their family's common courtesies usually associated with customary business practices. These include but are not limited to:
 - Lunch and/or dinner with vendors, sometimes including spouses as long as the invitation is extended by the vendor.
 - Gifts of small value from vendors (the receipt of alcoholic beverages is discouraged).

Conflicts of Interest:

Board members should avoid any situation which involves or may involve a conflict between their personal interest and the interest of Eagle Charter Schools of Nevada. Each Board member shall make prompt and full disclosure in writing to the Board of any potential situation which may involve a conflict of interest

Compliance & Confidential Information:

The revelation or use of any confidential product information, data on decisions, plans, or any other information which might be contrary to the interest of Eagle Charter Schools without prior authorization, is prohibited. The misuse, unauthorized access to, or mishandling of confidential information, is strictly prohibited and may subject any Board member to immediate discharge.

**EAGLE CHARTER SCHOOLS OF NEVADA
CONFLICT OF INTEREST POLICY**

POLICY TYPE	BOARD PROCESSES
POLICY TITLE	CONFLICT OF INTEREST

Purpose: The purpose of this policy is to address any conflict of Interest that may arise governing individual and collective behaviors of the Board of Trustees.

Policy: The Board of Trustees commits itself and its members to ethical, business-like, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members.

This includes:

1. Members must represent loyalty to the interests of the Eagle Charter School of Nevada. This accountability supercedes
 - Conflicting loyalties such as to advocacy, interest groups, or membership on other staffs;
 - The personal interest of any Board member acting as a consumer of Eagle’s services.

2. Members must avoid conflict of interest with respect to their fiduciary responsibility:
 - There must be no conduct of private business or personal services between any Board member and Eagle, except as procedurally controlled, to assure openness, competitive opportunity, and equal access to inside information.
 - Board members must not use their positions to obtain employment for themselves, family members, or close associates. Should a member desire employment, he or she must first resign.
 - Members will annually disclose their involvements with other organizations, vendors, or any other associations that might produce a conflict.

3. Board members may not attempt to exercise individual authority over Eagle Charter School, NV except as set forth in Board policies:
 - Members interaction with the public, press, or other entities must recognize the same limitation and the inability of any board member to speak for the Board except to repeat explicitly stated board decisions.
 - Members will give no consequence or voice to individual judgments of the performance of the Executive Director or staff.
 - Members will respect the confidentiality appropriate to issues of a sensitive nature.

**EAGLE CHARTER SCHOOLS OF NEVADA
CONFLICT OF CODE OF CONDUCT**

POLICY TYPE	BOARD PROCESSES
POLICY TITLE	CODE OF CONDUCT

Purpose: The purpose of this policy is to specify the code of conduct governing individual and collective behaviors of the Board of Trustees.

Policy: The Board of Trustees commits itself and its members to ethical, business-like, and lawful conduct, including proper use of authority and appropriate decorum when acting as Board members.

This includes:

1. Members must represent unconflicted loyalty to the interests of the Eagle Charter Schools, NV. This accountability supercedes:
 - Conflicting loyalties such as to advocacy, interest groups, or membership on other boards or staffs;
 - The personal interest of any Board member acting as a consumer of Eagle Charter Schools, NV’s services.
2. Members must avoid conflict of interest with respect to their fiduciary responsibility:
 - Board members must not use their positions to obtain employment for themselves, family members, or close associates. Should a member desire employment, he or she must first resign.
 - Members will annually disclose their involvements with other organizations, vendors, or any other associations that might produce a conflict.
3. Board members may not attempt to exercise individual authority over Eagle Charter Schools, NV except as explicitly set forth in Board policies:
 - Members interaction with the public, press, or other entities must recognize the same limitation and the inability of any board member to speak for the Board except to repeat explicitly stated board decisions.
 - Members will respect the confidentiality appropriate to issues of a sensitive nature.

Job Title: Chief Operating Officer

Chief Operating Officer Job Purpose:

Plans, directs, and oversees a Eagle Charter Schools, NV, operational policies, rules, initiatives, and goals. Helps organization execute long-term and short-term plans and directives by implementing judgement, vision, management, and leadership.

Chief Operating Officer Job Duties:

- Measures effectiveness and efficiency of operational processes both internally and externally and finds ways to improve processes
- Develops and implements growth strategies
- Works to ensure Eagle Charter Schools, NV, stays within its annual budget
- Monitors and balances shifts of funds among line items working with the Principal.
- Provides mentoring to all employees, including management
- Coordinates with human resources department to recruit skilled talent and keep the best employees
- Oversees daily operations and makes adjustments as necessary
- Presents new ideas and cash flow strategies to Superintendent, board of trustees, and other school resources
- Supervises and approves the purchasing program to ensure that expenditures match school goals
- Evaluates marketing plans and their implementation
- Provides a system for employee salaries and benefits, and makes sure employees feel valued
- Promotes communication between colleagues for the benefit of information flow and to curb any problems that arise

Chief Operating Officer Skills and Qualifications:

Computational Skills, Interpersonal Skills, Legal Compliance, Customer Service, Financial Analysis, Certification, Logistics Knowledge, Industry Knowledge, Accounting Knowledge, IT Knowledge, Public Speaking, Problem Solving, Plan Implementation, Critical Thinking, Presentation Skills, Motivational Knowledge, Product Knowledge, Leadership, Time Management, Crisis Management, Risk Management, Exceptional Oral and Written Communication Skills, Budgeting and Sales Experience, Strategic Planning, Business Development



Job Title: Principal

Mission: Eagle Academy Public Charter School’s mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity, problem-solving abilities, emphasizing cognitive, social and emotional growth by engaging children as active learners.

Vision: Eagle Academy Public Charter School students become confident individuals with positive self-esteem. They will be respectful, effective communicators; creative problem solvers; critical, reflective thinkers; self-directed lifelong learners; and users of current technology. In our vision, ALL students will develop a strong foundation for continual learning by working to high standards and expectations of achievement. Accountability will be shared between parents, educators and the students themselves. Our school will provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies

Job Description: The Principal serves first and foremost as the school’s instructional leader, overseeing the implementation of the Core Knowledge Curriculum and the assessment of student outcomes. As the academic head of the school, the Principal plays the pivotal role in establishing and sustaining a top-quality learning environment that is built on a culture of high expectations and child-centered instructional practices. In that capacity, the Principal will assume full responsibility for all aspects of the school’s academic program, including curriculum and instruction, professional development, discipline and student support services, and general day-to-day operations.

Reports to: The Principal reports directly to the Chief Operating Officer and will work closely with the school’s Executive Director/Founder.

Supervises: Building Personnel

Qualifications:

- At least three years of school-level or district level leadership experience with a record of improving student achievement results in an early childhood learning environment;
- A performance- and results-driven approach to school leadership and student outcomes;
- Experience coaching a school staff to excellence and a commitment to continuous improvement;
- Comfort synthesizing and prioritizing data to solve problems and develop strategies to achieve ambitious academic goals;
- Strong problem-solving, critical thinking and analytic skills;
- Outstanding oral and written communication skills and the ability to move comfortably in public forums;

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- Ability to establish a team-building, facilitative rapport with peers, staff, students, parents and external stakeholders;
- Experience with managing fiscal and human resources in a school capacity;
- Experience with local, state, and federal compliance;
- A demonstrated passion for advancing educational opportunities in low-income communities –extensive knowledge of the charter school movement, while extremely valuable, is not required for this position;
- The Principal must an advanced degree in K-12 school administration, curriculum & instruction or a related field with strong academic preparation.

Job Functions and Responsibilities:

As the academic leader of the school, the principal’s primary focus will be on creating and sustaining a culture of continuous improvement and academic excellence through engaging and developmentally appropriate instruction. Specific responsibilities will include, but are not limited to:

Curriculum and Instruction

- Oversee the implementation and evaluation of the curriculum and instructional program;
- With the Director of Teaching and Learning, implement and administer the assessment system and equip staff to use student performance data to set achievement targets, strengthen instruction and improve student outcomes.
- Work with staff to create a schedule that supports effective curricular implementation and that provides time for teachers to get together to share student work and plan strategies to help students reach the standards
- Oversee the school’s compliance with external parties including the Public Charter School Board (PCSB), Office of the State Superintendent (OSSE), Middle States Accreditation (MSA), and all federal and local policies and laws;

Assessment

- Work with leadership and faculty to ensure that the school meets federal and state requirements, and specifically makes AYP through NCLB legislation;
- Analyze school assessment data (external and internal) to make academic and programmatic decisions and to plan with the school’s staff and community to set ambitious school, classroom, and individual student goals;
- Work cooperatively with the Director of Teaching and Learning to coach, supervise and evaluate staff through informal classroom visits, regular classroom observations, pre and post observation conferences, lesson plan review, and a written evaluation for each instructional staff member;
- Design, deliver, and evaluate research-based professional development for *all* staff that fosters improved student achievement, developmentally appropriate instructional approaches, using data to strengthen student performance, positive school climate, and productive staff morale;

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Family Engagement

- Communicate the message of standards-driven teaching and learning to parents/guardians, business partners, staff, and students;

Student Support/School Culture

- Lead a dynamic professional learning community that embraces accountability and student results;
- Manage, supervise, and evaluate effective procedures for the day-to-day operation of the school consistent with its philosophy, mission, values and goals, including, but not limited to: instructional programs; curriculum; discipline systems to ensure a safe, orderly, and productive school climate; assessment; creation of schedules; personnel management and assignment of duties; care, security, and repair of school property; and administrative office operations;
- Recruit, hire, and retain exceptional teachers and staff
- Leads the school instructional committee and attends Parent Advisory Board Meetings.
- Select, lead, and manage the School Leadership Team and other leadership structures needed to develop key academic goals and to ensure those goals are attained; Coordinate with the other executive staff on school governance and program implementation; Work with staff to create a schedule that supports effective curricular implementation and that provides time for teachers to get together to share student work and plan strategies to help students reach the standards
- Work with staff to create a schedule that supports effective curricular implementation and that provides time for teachers to get together to share student work and plan strategies to help students reach the standards Administer and supervise a program of student activities that best serves the needs of the school and supports student success;
- Initiate celebrations to acknowledge progress and success in meeting of standards and targets;
- Establish and maintain effective school/community relations through communication, outreach.
- Stay abreast of research and national trends in order to continue personal professional development

Other

Perform other duties as assigned by (supervisor)

7/23/2012



Job Title: Vice Principal

Mission:

Eagle Academy Public Charter School’s mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity, problem-solving abilities, emphasizing cognitive, social and emotional growth by engaging children as active learners in an inclusive learning environment.

Vision:

Eagle Academy Public Charter School students become confident individuals with positive self-esteem. They will be respectful, effective communicators; creative problem solvers; critical, reflective thinkers; self-directed lifelong learners; and users of current technology. In our vision, ALL students will develop a strong foundation for continual learning by working to high standards and expectations of achievement. Accountability will be shared between parents, educators and the students themselves. Our school will provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies

Job Description:

The Vice Principal assists the Principal in the performance of the various leadership responsibilities, which are attendant to the successful administration of the school. The specific duties, which are assigned by the Principal and the decision-making authority related to such assignments are as established in the working relationship between the Principal and Vice Principal. The Vice Principal is responsible for the direct supervision of any employee upon delegation of this responsibility by the Principal. The Vice Principal, in cooperation with any other site administrator, may be assigned full responsibility for all site employees in the absence of the Principal from the site.

Reports to: Principal

Qualifications:

- Bachelor's or Master's degree in Education or related field
- Minimum of 3-5 years of successful teaching experience required (preferably in an urban school setting)
- Ability to thrive in a fast-paced, dynamic, and rapidly-changing environment.
- Intellectual agility, a commitment to maintaining rigorous standards, and a demonstrated ability to think strategically and execute on multiple priorities simultaneously.
- In-depth knowledge of the city, public charter school system and target client populations.

- Strong written and oral communication skills, including active listening and public speaking skills. Job candidates must have flexible interpersonal and human relations skills. This means they need the ability to develop positive working relationships with both client and co-workers.
- Innovative, creative and collaborative thinker.
- Strong problem-solving and independent decision-making skills.

Job Functions and Responsibilities:

Incumbent has the following duties and responsibilities:

- Assists in the development, implementation supervision and evaluation of the instructional/education programs in areas assigned
- Facilitates PLC's
- Performs lunch duty and monitors lunch room
- Handles all parent concerns
- Collaborates with the Principal in coordinating all aspects of the school program and related activities. Assumes duties of the principal in his/her absence
- Maintains appropriate records
- Assists in the implementation and enforcement of school wide policies and procedures
- Provides leadership to staff and students in the maintenance of safe, clean and orderly school facility
- Works with the Principal in providing instructional leadership
- Supervises and oversees all summer programs
- Assist in MTSS
- Make recommendations to the principal concerning the school's administrative procedures and program of instruction.
- Possess extensive knowledge of curricular and instructional strategies for the elementary learner.
- Be able to work hand-in-hand with staff to plan and implement engaging and age appropriate curriculum and instructional strategies.
- Support a vision for learning that will be embraced by staff, families and the community in promoting student achievement and success.
- Act as liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life.
- Assist in the preparation of reports, records, lists and all other paper work required or appropriate to the school's administration.
- Possess a background and keen awareness of the diverse instructional and support needs of Special Education students.
-
- Foster and maintain positive professional relationships with students, staff, families and the community.
- Provide leadership for major initiatives and change efforts relative to school improvement goals.
- Communicate clearly and effectively with students, families, staff, administrators and the Eagle Academy PCS community.

- Assist the requisitioning, receiving and distributing of supplies, textbooks and equipment, and keep an accurate record of supplies, textbooks and equipment.
- Be actively visible within the school during the school day, at school events and within the community.
- Support the principal to provide leadership for continuous improvement of the school culture and ensure that students have a safe and orderly educational learning environment.
- Supervise conduct within the school and oversee disciplinary procedures, keeping records of any disciplinary action.
- Assist in the development of the master schedule for the school and in the monitoring of student scheduling.
- Assist in the organization of grade level or departmental meetings, which are effective in implementing and improving curriculum and instruction.
- Observe, coach and evaluate staff for continuous improvement.
- Assist in preparing and implementing plans for emergency situations
- Cooperate with support service personnel in organizing and conducting effective maintenance, custodial, food service and other necessary support service programs, and make recommendations for alterations and improvements in those areas.
- Adhere to PCSB policy, regulations and respond to administrative requests in a timely and accurate manner.
- Performs other duties as may be assigned by the principal



Job Title: Lead Teacher

Mission: Eagle Academy Public Charter School’s mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity, problem-solving abilities, emphasizing cognitive, social and emotional growth by engaging children as active learners.

Vision: Eagle Academy Public Charter School students become confident individuals with positive self-esteem. They will be respectful, effective communicators; creative problem solvers; critical, reflective thinkers; self-directed lifelong learners; and users of current technology. In our vision, ALL students will develop a strong foundation for continual learning by working to high standards and expectations of achievement. Accountability will be shared between parents, educators and the students themselves. Our school will provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies

Job Description: The Lead Teacher is responsible for the cognitive and affective development of each student. In addition to all the duties of an Eagle Academy Teacher, the Lead Teacher is the first person that other teachers turn to when they have questions about curriculum, student behavior and school protocol, among other things.

Reports to: Building Principal

Supervises: None

Qualifications:

- Bachelor’s degree required in Early Childhood Education and/or Special Education
- Attain a Master’s Degree in Early Reading, Science, Math or Special Education within five years of appointment to Eagle. Other Master Degrees with approval of CEO.
- Meet the appropriate grade level and subject area requirements for the District of Columbia
- Minimum of two years of successful classroom teaching experience, preferably within an urban school setting (preferred)
- Deep knowledge and experience with effective instructional and behavioral methods and strategies for educating urban youth
- Ability to thrive in a fast-paced, dynamic, and rapidly-changing environment
- Intellectual agility, a commitment to maintaining rigorous standards, and a demonstrated ability to think strategically and execute on multiple priorities simultaneously
- Innovative, creative and collaborative thinker
- A lead teacher must have exceptional people skills, as they will interact with a variety of individuals on a daily basis. They need to have the ability to communicate effectively in

both oral and written form, as they will be conveying information from training and the administration to colleagues.

- Has experience in working in under resourced communities and is able to read and adjust to cultural differences

Job Functions and Responsibilities:

Curriculum and Instruction

- Organizes and provides a program of instruction for students designed to meet the needs of all levels of ability in the class
- Determines the immediate objectives and methods of achieving the ultimate objectives; selects materials and methods of teaching which will accomplish these objectives.
- Prepares lesson plans based on the approved Eagle curriculum and instructional program. Also prepares tests and classroom activities that will promote an orderly learning experience for the pupil's progress; encourage pupil self-evaluation.
- Shows sensitivity to the readiness levels of the children in order to organize the presentation of material for the most effective learning in the various areas of reading, literature, social studies, oral and written language, spelling, handwriting, science, mathematics, music, art, physical education, health and safety.
- In planning both for daily work and for extended programs, the teacher uses, in addition to the eagle curriculum manual, sources of material such as internet sites, reference books, magazines, daily newspapers and other publications. The teacher also uses the results of professional conferences both with fellow teachers and with consultants on educational matter.

Assessment

- Maintains individual student portfolio on a weekly basis and reviews portfolios with building Principal on a monthly basis.
- Analyzes instructional method and materials carefully to anticipate the specific difficulties, which a pupil is likely to encounter, and plans a program which will help overcome these anticipated difficulties.
- Maintains and submits any and all reports as may be required by the Principal.

Family Engagement

- Proactively communicate with families to share progress and develop a supportive home-school relationship
- Develops leadership and special talents among students by sponsoring out-of-class activities as such dramatic programs, participate in science fairs and art contests, etc.

- Cooperates with the home and with social and educational services to further student welfare.
- Confers and involves parents in the educational/supplemental activities of the school.
- Refers Parents to the Parent Center via the Lead Teacher regarding *all* personal conflicts/issues beyond academic classroom management in order to maintain a culture of professional ethics and student security.

Student Support/School Culture

- Participates in management and discipline throughout the school in a manner consistent with policy and practice at the elementary level, also with student groups away from school; at lectures, concerts, contests, etc.
- Keeps informed about and uses the results of standardized tests as a guide in modifying pupil programs to meet individual, needs makes checks and uses cumulative records to better understand and guide the pupil.
- Controls the physical environment of the classroom, maintains order, and arranges the pace of work and the individual demands on particular children so as to foster the physical and emotional health of the classroom.
- Takes responsibility for the classroom and for the storing and distribution of books and other school property as required; participates in the responsibility for the protection and maintenance of the school plant and equipment, and supervises the children in their use
- Perform other duties as assigned by (supervisor)

Check us out online:

Website: <http://www.eagleacademypcs.org>



@eagleacademypcs.org



<https://www.facebook.com/EagleAcademyPCS>

Job Title: Teacher Assistant

Mission: Eagle Academy Public Charter School’s mission is to build the foundation for a promising future for all students in a rich, robust learning environment that fosters creativity, problem-solving abilities, emphasizing cognitive, social and emotional growth by engaging children as active learners.

Vision: Eagle Academy Public Charter School students become confident individuals with positive self-esteem. They will be respectful, effective communicators; creative problem solvers; critical, reflective thinkers; self-directed lifelong learners; and users of current technology. In our vision, ALL students will develop a strong foundation for continual learning by working to high standards and expectations of achievement. Accountability will be shared between parents, educators and the students themselves. Our school will provide students with a safe and secure learning environment where they will take advantage of a wide variety of resources and learning strategies

Job Description: Work collaboratively with Eagle educators to provide academic and social-emotional support to students in aligned with the mission and goals of the school. Primary function is to assist the teacher in the day-to-day operations in the classroom.

Reports to: Principal

Supervises: none

Qualifications:

Candidates for the teaching assistant position must have a secondary school diploma or its recognized equivalent for a highly qualified paraprofessional. Therefore, successful candidates will have either: (1) completed two years of study at an institution of higher education; (2) obtained an associate’s (or higher) degree; or (3) achieve a score of 461 on the Paraprofessional Assessment, the state’s formal academic assessment, demonstrating knowledge of and the ability to assist in instructing reading, writing, and mathematics.

Candidates must be energetic, reliable, integrity driven and have strong communication skills to ensure effective, positive interactions with their teaching team, staff, parents and children.

Job Functions and Responsibilities:

Curriculum and Instruction

Assist students in classroom, on playground, on field trips and in other places according to the schedule

Instructs students one-to-one or in small groups as planned/directed by Teachers using Eagle curriculum and instructional programs.

Assessment

Collects records and assists the teacher in the evaluation and analyses of student assessment data.

Files students class work in portfolios keeps a journal and records instructional interactions with students.

Family Engagement

Assistants should defer all parental requests until they are brought to the attention of the classroom teacher.

Student Support/School Culture

Shares the responsibility with the Teacher of ensuring that students are safe and achieve their goals to become proficient self- managers, enjoy learning and school.

Attends conferences, workshops and seminars to improve professional skills.

May assist in preparing children's meals as assigned by the Teacher or Director;

Monitors the lunchroom and playground areas;

Fosters and maintains good working relationship with colleagues

Exercises appropriate decision-making when faced with challenges in the classroom.

Is committed to excellence and conveys that commitment and high expectations to all students, parents and colleagues.

Passionate about working with children and dedicated to doing whatever it takes to provide the best education possible to the students

Perform other duties as assigned by (supervisor)

Joe M. Smith, Ph.D.
Chief Executive Officer
Eagle Academy Public Charter School

Biography

Dr. Joe M. Smith has worked in education for over 35 years. He earned his Doctorate in Philosophy from the Union Institute and University, and his Master of Arts degree from Rowan University. He served as a professor of education at The College of New Jersey, where he developed and was awarded over \$22 million in grants and contracts. Dr. Smith also served as the Graduate Advisor for the Master of Arts in Teaching and for the Secondary School Principals Certification programs. During his tenure, he was Director of a number of large urban grants, e.g., Teacher Corps, Project BUILD (redevelopment of urban high schools), and Alternative Route to Teaching.

Dr. Smith's research has been published in *Educational Leadership*, the *Peabody Journal of Education*, *National Association of Secondary School Principals Bulletin*, *Principal* (Elementary Principal's Association journal), and *Phi Delta Kappan*. He was invited to present his research at a number of national education conferences, e.g., American Educational Research Association, Annual Meeting of the Colleges for Teacher Education, National Conference of the Association for Supervision and Curriculum Development, Teacher Corps National Conference.

Following his work with GPU Nuclear on restoring Three Mile Island Nuclear Power Plant and Forked River Nuclear Power Plant, Dr. Smith was invited to present at the Conference of Nuclear Plant Operators. His research paper on training for nuclear power plant safety became required reading for all nuclear power operators.

Dr. Smith also served as a consultant utilizing his research and skills to enhance instructional programs and performance with 27 school districts, developing 21 public charter and private schools, and a number of corporations including the Johnson and Johnson, GPU Nuclear, Mercer Community College, Chem-Fleur, and New Jersey Bank. He has been interviewed on his methods, and to discuss the impact of his research on the field of education on national news broadcasts – ABC World News, BBC, WOR, NPR, various public television networks, and the New York Times among many other media conduits.

Joe M. Smith, Ph.D.



EDUCATION

Ph.D., Union Institute and University	1975
M.ED., Rowan University	1968
B. A. Rutgers University	1965

WORK EXPERIENCE

Chief Executive Officer
Eagle Academy Public Charter School
Washington, DC **2002-Present**

Developed school from inception and opening with 114 students to its present operations in three school building, with 920 students, and a consistent Top Tier 1 ranking in the District of Columbia.

Professor
College of New Jersey
Trenton, New Jersey

Created and instructed undergraduate courses in the art and science of teaching the including weekly field trips to urban schools and professional placement of undergraduate students in urban classrooms to aide with instruction. Developed and taught the graduate courses in Educational Research, Intro and advanced, Curriculum and Instruction, Foundations of Education, School Administration, School Law. Master of Art in Teaching classes. Advisor to the MAT and the Principals Certification Program. Served and chaired the Graduate Admission Committee, Academic Performance Committee, Faculty Promotions Committee, and multiple other collegewide committees. Brought in \$22M in grants and contracts to the College that supported my research.

Senior Administrator for Training
GPU Nuclear
Parsippany, New Jersey

Responsible for the development and supervision of nuclear operator training programs and for training of support personnel at GPU Nuclear. Helped to develop plan and materials, and rationale for the restoration of GPU's Three Mile Island Nuclear power plant after its accident in 1980. Plan was fully accepted by the Nuclear Power Commission and the second reactor allowed to re-open in 1982. Presented work and finding a the National Conference of Nuclear Power Operators. My papers were the only ones selected by the Nuclear Power Commission as required reading for all staff operating nuclear power plants in the United States.

**Professor
Rowan University
Glassboro, New Jersey**

Instructed undergraduate courses in the Foundation of Education Department. Developed and instructed urban field placement courses for undergraduate education majors.

**Teacher
Deptford Public Schools
Deptford, New Jersey**

Instructed self-contained classroom for 7th grade students. Students were placed in classrooms based on test schools. I had the 7-7 group out of 14 classrooms. My class received the highest achieved and absolute scores on the end of the year standardized tests. The even outscored the 7-1 class who were classified as “gifted.” The was transferred to teach various social science courses at Deptford High School. I was elected president of the teachers union and negotiated the most comprehensive teachers’ union contract in the State of New Jersey and also got my teachers the highest percentage pay increase of all the school district in New Jersey. Deptford offered me a position as principal but I chose to become a professor instead.

**Regional Director
New Jersey Rural Manpower Development Program
Trenton and Hackettstown, New Jersey**

Supervised the creation and development of the first anti-poverty program in New Jersey for Sussex, Warren, and Passaic Counties. Screened and hired site supervisor and coordinated with job placement developer.

Consultant: 1972 through 2003

Opened 19 charter schools in five states for charter school operators. Applications were ranked in the top 10 in each state: Texas, Arizona, New Jersey, New York, and District of Columbia.

Consultant on training and development to a variety of school districts and corporations including Fortune 50 companies.

EDUARDO TRIGUEROS JR

DETAILS



SKILLS

Apple Certified Technician

CCNA - A+ - Security+ - Network+

NEC WebPro VOIP

LANGUAGES

Spanish

English

PROFILE

- Highly motivated, dynamic and energetic individual with over ten years of experience in the Technology field.
- Dedicated manager with a strong work ethic and the ability to build lasting work relationships.
- Excellent in high volume fast paced work environment.
- Adept at communicating effectively with vendors and staff.
- Exceptional organizational and planning skills; enjoy new challenges.
- Experienced with servers, computers, Apple products, security camera systems, hand held devices, voice over internet and more.
- Coordinate, plan and lead computer related activities for the school.

EMPLOYMENT HISTORY

IT Manager at Eagle Academy PCS, Washington DC

June 2012 — Present

- Coordinate, plan and lead computer related activities for the school.
- Deploy and supervise new equipment such as software or hardware to help with the learning of students and staff.
- Maintains information technology strategies.
- Researches and implements technological strategic solutions.
- Develop innovative network troubleshooting methods that reduce downtime and lower repair costs.
- Work closely with departmental managers to determine the maintenance and growth needs of the network.
- Determine the rationale and methods for upgrading company network software programs each time an update is released.
- Coaches and trains employees.
- Initiates, coordinates, and enforces systems, policies, and procedures.
- Maintains organization's effectiveness and efficiency by defining and delivering strategic plans for implementing information technologies.
- Completes projects by coordinating resources and timetables with user departments and data center.
- Verifies application results by conducting system audits of technologies implemented.
- Preserves assets by implementing disaster recovery and back-up procedures and information security and control structures.
- Recommends information technology strategies, policies, and procedures by evaluating organization outcomes.
- Identifies problems and evaluates trends.
- Maintains professional and technical knowledge by attending educational workshops, reviewing professional publications, establishing personal networks, and participating in professional societies.

Assistant Branch Manager at Capital One Bank, Bethesda

October 2004 — June 2012

- Oversee bank security measures.
- Lead branches sales goals.
- Monitor branch financial activities.
- Perform audits, review reports, and manage cash levels.
- Maintain high standards of customer service to gain and retain customers.

 EDUCATION

○ Multi Certification, George Mason University, Fairfax
July 2013 — March 2014

○ Computer Science , PG Community College, Largo
August 2002 — June 2004



3400 Wheeler Road SE
(202) 544-2646
www.eagleacademypcs.org

Note from the School

Eagle Academy PCS' mission is to build the foundation for a promising future for all students. We practice the Community Schools model, offering wraparound services and interventions for students and families. Our curriculum includes science, technology, engineering, arts, mathematics, music, and physical education courses. Our one-to-one technology integration and blended learning initiatives develop students' 21st-century skills.

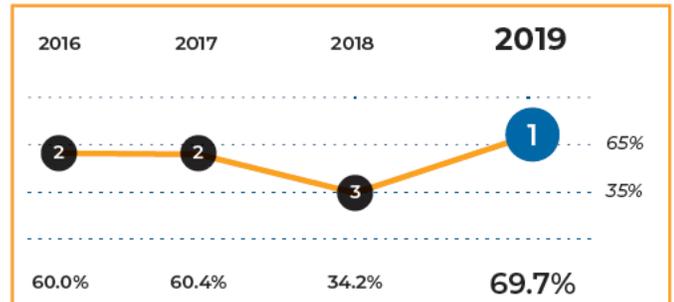
Eagle Academy PCS - Congress Heights



Tier Explanations

- 1 High Performing**
(65.0% - 100%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

Tiers and Scores



School Profile (2019–20)

Board Chair
Ronald Hasty

Chief Executive Officer & Chief Financial Officer
Joe Smith, Ph.D.

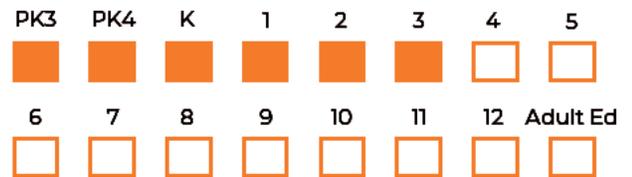
Principal
Clifford Owens

First School Year
2003-2004

Grades Served

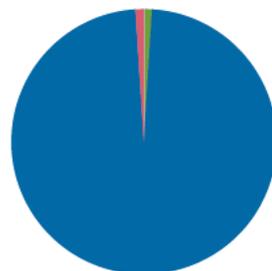
Current Grades
 Future Grades

Part of a PK-3 network.



Student Demographics (2018–19)

Total Enrollment
682



- American Indian/Alaskan 0.0%
- Asian 0.1%
- Black/African American 99.4%
- Hawaiian/Pacific Islander 0.0%
- Hispanic/Latino, any race 0.4%
- Two or More Races 0.0%
- White 0.0%

English Learner
0.0%

Special Education
18.8%

At-Risk
68.5%

Eagle Academy PCS - Congress Heights

2019 School Quality Report

2018-19 Grades Measured: PK3 - 3



Points Earned Points Possible

Student Progress (45 points): Academic Improvement Over Time

Growth on the school's NWEA MAP assessment in reading		20.3	22.5
Growth on the school's NWEA MAP assessment in mathematics		22.5	22.5

Student Achievement (20 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts Approaching College and Career Ready and Above		2.6	6.0
College and Career Ready		1.8	4.0
PARCC: Mathematics Approaching College and Career Ready and Above		3.2	6.0
College and Career Ready		1.3	4.0

Gateway (5 points): Outcomes in Key Subjects that Predict Returning Students' Future Educational Success

3rd Grade English Language Arts College and Career Ready		2.4	5.0
8th Grade Mathematics College and Career Ready			

School Environment (30 points): Predictors of Future Student Progress and Achievement

Attendance In-seat attendance		4.6	9.0
Re-enrollment Percent of eligible students who re-enrolled		1.8	9.0
Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS) Emotional Support		4.0	4.0
Classroom Organization		2.9	4.0
Instructional Support		2.3	4.0

TOTAL SCORE 69.7

TIER 1

69.7 out of 100

2018–19 Grades Measured: PK3 - 3



Points Earned Points Possible

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Social Emotional Learning: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year





2019

School Quality Report



WARD

6

2345 R Street SE
Washington, DC 20020
(202) 459-6825
www.eagleacademypcs.org

Note from the School

Eagle Academy PCS' mission is to build the foundation for a promising future for all students. We practice the Community Schools model, offering wraparound services and interventions for students and families. Our curriculum includes science, technology, engineering, arts, mathematics, music, and physical education courses. Our one-to-one technology integration and blended learning initiatives develop students' 21st-century skills.

Eagle Academy PCS - Fairlawn

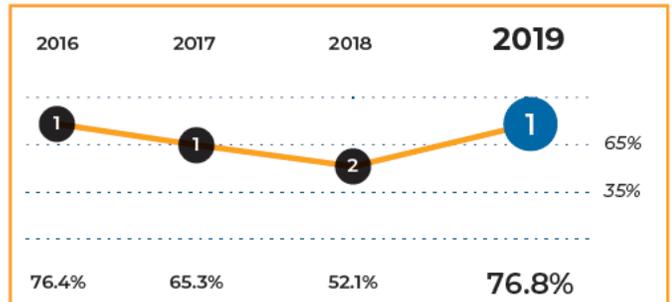
(Formerly known as Eagle Academy PCS - Capitol Riverfront)



Tier Explanations

- 1 High Performing**
(65.0% - 100%)
- 2 Mid Performing**
(35.0% - 64.9%)
- 3 Low Performing**
(0.0% - 34.9%)

Tiers and Scores



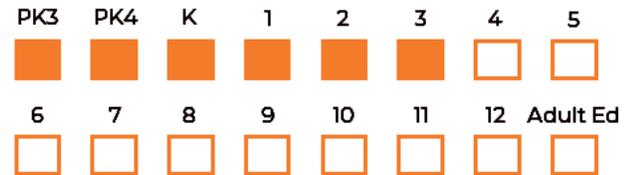
School Profile (2019–20)

Board Chair Ronald Hasty	Chief Executive Officer & Chief Financial Officer Joe Smith, Ph.D.	Principal Sabrina OGilvie	First School Year 2012-2013
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Grades Served

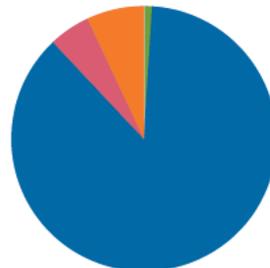
Current Grades
 Future Grades

Part of a PK-3 network.



Student Demographics (2018–19)

Total Enrollment
156



- American Indian/Alaskan 0.0%
- Asian 1.3%
- Black/African American 86.5%
- Hawaiian/Pacific Islander 0.0%
- Hispanic/Latino, any race 5.1%
- Two or More Races 0.0%
- White 7.1%

English Learner
0.6%

Special Education
20.5%

At-Risk
57.1%

2018–19 Grades Measured: PK3 - 3



Points Earned Points Possible

Student Progress (45 points): Academic Improvement Over Time

Growth on the school's NWEA MAP assessment in reading		22.5	22.5
Growth on the school's NWEA MAP assessment in mathematics		22.5	22.5

Student Achievement (20 points): Approaching, Meeting, or Exceeding College and Career Ready Standards

PARCC: English Language Arts Approaching College and Career Ready and Above		3.0	6.0
College and Career Ready		1.7	4.0
PARCC: Mathematics Approaching College and Career Ready and Above		4.0	6.0
College and Career Ready		2.6	4.0

Gateway (5 points): Outcomes in Key Subjects that Predict Returning Students' Future Educational Success

3rd Grade English Language Arts College and Career Ready		2.6	5.0
8th Grade Mathematics College and Career Ready			

School Environment (30 points): Predictors of Future Student Progress and Achievement

Attendance In-seat attendance		5.9	9.0
Re-enrollment Percent of eligible students who re-enrolled		0.9	9.0
Teacher Interaction Observations: Classroom Assessment Scoring System (CLASS) Emotional Support		4.0	4.0
Classroom Organization		4.0	4.0
Instructional Support		3.1	4.0

TOTAL SCORE 76.8

TIER 1

76.8 out of 100

2018–19 Grades Measured: PK3 - 3



Points Earned **Points Possible**

Additional Measures: Early Childhood Student Outcomes on School-Selected Assessments

PK Pre-Literacy: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Math: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year



PK Social Emotional Learning: Teaching Strategies GOLD

Percent of students who met or exceeded the publisher's expectations for growth by the end of the year

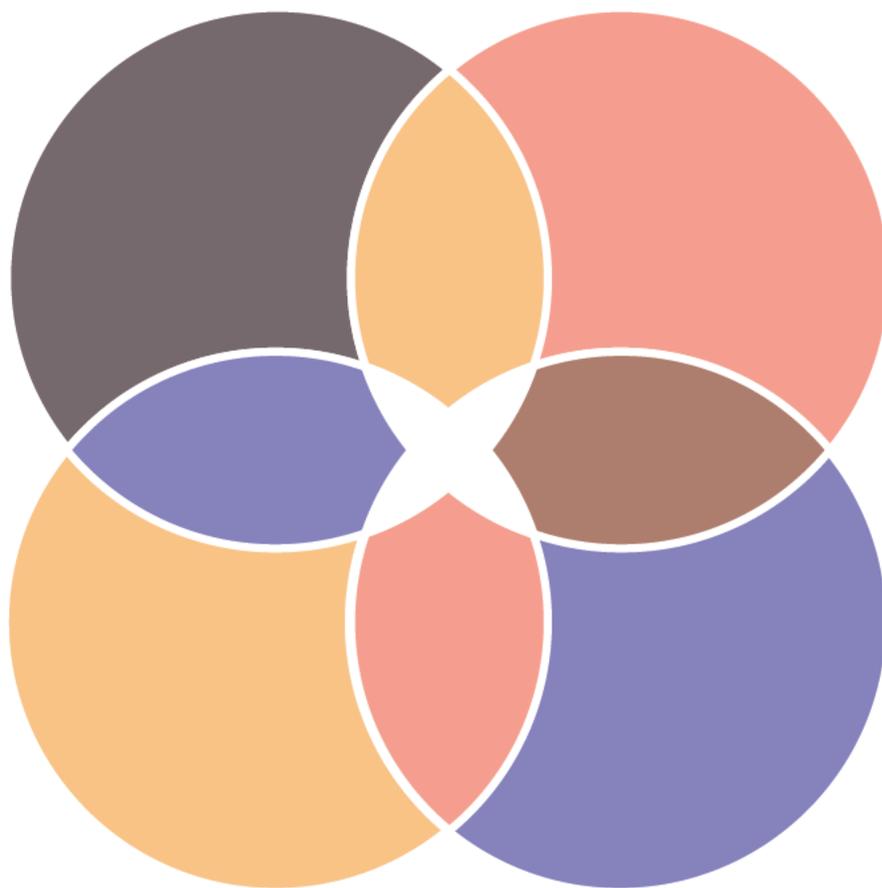


Attachment 10

The competencies used for school leader selection are captured in the job description for Principal (Attachment 7), and the competencies used for school leader evaluation are uploaded as Attachment 12.

THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT

2013 EDITION



CHARLOTTE DANIELSON

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The Framework for Teaching Evaluation Instrument, 2013 Edition, is available in PDF format from the Danielson Group website: www.danielsongroup.org. Anyone may download this file and use the print version in his or her own setting.

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THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT

2013 EDITION

CHARLOTTE DANIELSON

VERSION 1.2 • 8/25/14

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The Framework for Teaching identifies those aspects of a teacher’s responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. While the Framework is not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession.

The 1996 Edition

First published by ASCD in 1996, *Enhancing Professional Practice: A Framework for Teaching* was an outgrowth of the research compiled by Educational Testing Service (ETS) for the development of *Praxis III: Classroom Performance Assessments*, an observation-based evaluation of first-year teachers used for the purpose of licensing. The Framework extended this work by examining current research to capture the skills of teaching required not only by novice teachers but by experienced practitioners as well.

The Framework quickly found wide acceptance by teachers, administrators, policymakers, and academics as a comprehensive description of good teaching, including levels of performance—unsatisfactory, basic, proficient, and distinguished—for each of its 22 components.

The 2007 Edition

The 2007 edition of the Framework, also published by ASCD as *Enhancing Professional Practice: A Framework for Teaching*, incorporated several important enhancements. Most importantly, it reflected educational research that had been conducted since 1996; this was fully described in its Appendix, “The Research Foundation.” Moreover, the 2007 edition included frameworks for nonclassroom specialist positions, such as school librarians, nurses, and counselors. These individuals, while typically part of the teacher bargaining unit in a school district, have very different responsibilities from those of classroom teachers. Therefore, they need their own frameworks, tailored to the details of their work. These frameworks were written to reflect the recommendations of their professional organizations, such as the American Association of School Librarians, but organized according to the same structure as that of the Framework for Teaching: Planning and Preparation, The Environment, Delivery of Service (the equivalent of Instruction), and Professional Responsibilities.

The 2007 edition of the Framework for Teaching retained the architecture of the 1996 edition; in both cases, the complex work of teaching is divided into 4 domains and 22 components. Furthermore, each component is composed of several smaller elements, which serve to further define the component. A few of the components were renamed:

- 1c: “Selecting Instructional Goals” was changed to “Setting Instructional Outcomes.”
- 1f: “Assessing Student Learning” was revised to “Designing Student Assessments.”
- 3a: “Communicating Clearly and Accurately” was revised to “Communicating with Students.”
- 3d: “Providing Feedback to Students” was altered to “Using Assessment in Instruction.”
- 4d: “Contributing to the School and District” was changed to “Participating in a Professional Community.”

Most of these revisions were simple clarifications to the language. In the case of 4d, for example, the original name implied to some people that “Contributing to the School and District” was an additional responsibility, not integral to the work of teaching; whereas the new name, “Participating in a Professional Community,” suggests that it is an essential professional obligation.

However, the revisions to 1f and 3d were significant: the 2007 edition clearly assigned the design of student assessments (1f) to Domain 1: Planning and Preparation, and 3d: Using Assessment in Instruction to Domain 3: Instruction. These distinctions were not as apparent in the 1996 edition.

The 2011 Edition

In 2009, the Bill and Melinda Gates Foundation embarked on the large research project Measures of Effective Teaching (MET), which entailed the video capture of over 23,000 lessons, analyzed according to five observation protocols, with the results of those analyses (together with other measures) correlated to value-added measures of student learning. The aim of the study was to determine which aspects of a teacher’s practice were most highly correlated with high levels of student progress.

INTRODUCTION

The Framework for Teaching was one of the models selected for this large-scale study, which involved the (online) training and certification of hundreds of observers for the purpose of rating the quality of teaching in the lessons. In order to fulfill this obligation, it became necessary to supply additional tools to aid in the training of observers, so that they could make accurate and consistent judgments about teaching practice as demonstrated in the large numbers of videotaped lessons. The following additional tools included:

- *Rubric language tighter even than that of the 2007 edition of the Framework for Teaching.* Furthermore, the levels of performance in the 2011 revision are written at the component, rather than the element, level. While providing less detail, the component-level rubrics capture all the essential information from those at the element level and are far easier to use in evaluation than are those at the element level.
- *“Critical attributes” for each level of performance for each component.* These critical attributes provide essential guidance for observers in distinguishing between practice at adjacent levels of performance. They are of enormous value in training and in the actual work of observation and evaluation.
- *Possible examples for each level of performance for each component.* These examples serve to illustrate the meanings of the rubric language. However, they should be regarded for what they are: possible examples. They are not intended to describe **all** the possible ways in which a certain level of performance might be demonstrated in the classroom; those are, of necessity, particular to each grade and subject. The possible examples simply serve to illustrate what practice might look like in a range of settings.

These enhancements to the Framework for Teaching, while created in response to the demands of the MET study, turned out to be valuable additions to the instrument in all its applications.

Practitioners found that the enhancements not only made it easier to determine the level of performance reflected in a classroom for each component of the Framework, but also contributed to judgments that are more accurate and more worthy of confidence. As the stakes in teacher evaluation become higher, this increased accuracy is absolutely essential.

As with the 2007 edition, there were absolutely no changes to the architecture of the 2011 edition. Therefore, those educators who invested resources in learning the language of the 2007 edition simply gained additional tools to help them in the challenging work of applying the Framework to actual classroom teaching.

The 2013 Edition

The principal reason for releasing the 2013 edition of the Framework for Teaching Evaluation Instrument was to respond to the instructional implications of the Common Core State Standards (CCSS). Since the CCSS have been adopted in the vast majority of states, it seemed to make sense to explore what these would mean in the classroom.

The CCSS, when fully implemented, will have a profound effect on education in America. They envision, for literacy and mathematics initially, deep engagement by students with important concepts, skills, and perspectives. They emphasize active, rather than passive, learning by students. In all areas, they place a premium on deep conceptual understanding, thinking and reasoning, and the skill of argumentation (students taking a position and supporting it with logic and evidence).

In particular, the CCSS advocate specific recommendations in different curricular areas:

- In ELA and literacy in all fields, a close reading of text and a greater emphasis on nonfiction works in addition to fiction
- In mathematics, a focus on the principal topics in each grade level, with growing fluency and skill in the application of mathematical concepts

To the extent that the CCSS deal with what students should learn in school so they will be prepared for college and careers, the biggest implications are in the areas of curriculum and assessment. Educators and policymakers must revise their curricula and their classroom and district assessments, and must locate instructional materials to support the new learning.

But teachers will also have to acquire new instructional skills in order to bring the CCSS to life for their students. Teaching for deep conceptual understanding, for argumentation, and for logical reasoning have not, after all, been high priorities in most school districts or preparation programs. In most classrooms, students don't take an active role in their own learning, nor do they (respectfully) challenge the thinking of their classmates. All of this will represent a major departure, and therefore a major challenge, for many teachers.

But educators who are familiar with the Framework for Teaching will recognize much in the philosophy of the CCSS that is similar to the underlying concepts of the Framework. After all, the centerpiece of the Framework is student engagement, which is defined not as "busy" or "on task," but as "intellectually active." Learning activities for students may be "hands-on," but they should always be "minds-on." Furthermore, the hallmark of distinguished-level practice in the Framework is that teachers have been able to create a community of learners, in which students assume a large part of the responsibility for the success of a lesson; they make suggestions, initiate improvements, monitor their own learning against clear standards, and serve as resources to one another.

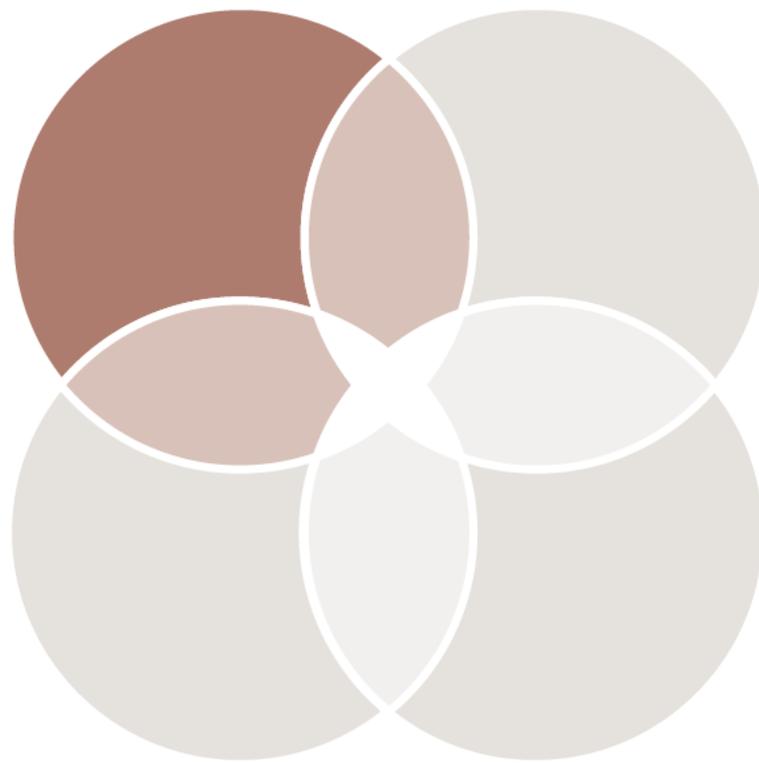
However, despite a deep shared philosophy of teaching and learning between the CCSS and the Framework, there are some specific additions that can be made to the rubric language to bring it into complete alignment; those have been added, particularly in the following domains:

- Domain 1—1c: Setting Instructional Outcomes, 1e: Designing Coherent Instruction, and 1f: Designing Student Assessments
- Domain 3—3a: Communicating with Students, 3b: Using Questioning and Discussion Techniques, 3c: Engaging Students in Learning, and 3d: Using Assessment in Instruction

But because the Framework is a generic instrument, applying to all disciplines, and the CCSS are discipline specific, many of the enhancements to the Framework are located in the possible examples, rather than in the rubric language or critical attributes for each level of performance.

Attentive readers who are deeply familiar with the Framework may notice some slight modifications to the language of the rubrics themselves; this has been done, as in previous revisions, in the interest of clarity. Teaching is highly complex work, and describing it is also challenging; as we receive feedback on confusing words and phrases, we try to improve the wording to minimize ambiguity. But educators who have become familiar with the 2011 version of the Framework, who "speak that language" and may have completed the online training and assessment program produced by Teachscape, should know that none of the revisions would alter the assessments of teaching represented in the videotaped lessons.

DOMAIN 1



PLANNING AND PREPARATION

1a DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.

The elements of component 1a are:

Knowledge of content and the structure of the discipline

Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.

Knowledge of prerequisite relationships

Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy

Different disciplines have “signature pedagogies” that have evolved over time and been found to be most effective in teaching.

Indicators include:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students’ questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

UNSATISFACTORY • LEVEL 1

In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

CRITICAL ATTRIBUTES

- The teacher makes content errors.
- The teacher does not consider prerequisite relationships when planning.
- The teacher's plans use inappropriate strategies for the discipline.

POSSIBLE EXAMPLES

- *The teacher says, "The official language of Brazil is Spanish, just like other South American countries."*
- *The teacher says, "I don't understand why the math book has decimals in the same unit as fractions."*
- *The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words.*
- *And others...*

BASIC • LEVEL 2

The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

- The teacher's understanding of the discipline is rudimentary.
- The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
- Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.

- *The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together.*
- *The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value.*
- *The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

- The teacher can identify important concepts of the discipline and their relationships to one another.
- The teacher provides clear explanations of the content.
- The teacher answers students’ questions accurately and provides feedback that furthers their learning.
- Instructional strategies in unit and lesson plans are entirely suitable to the content.

- *The teacher’s plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.*
- *The teacher has realized her students are not sure how to use a protractor, and so she plans to have them practice that skill before introducing the activity on angle measurement.*
- *The teacher plans to expand a unit on civics by having students simulate a court trial.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

- The teacher cites intra- and interdisciplinary content relationships.
- The teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed.
- The teacher’s plans reflect recent developments in content-related pedagogy.

- *In a unit on 19th-century literature, the teacher incorporates information about the history of the same period.*
- *Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter.*
- *And others...*

1b DEMONSTRATING KNOWLEDGE OF STUDENTS

Teachers don't teach content in the abstract; they teach it to *students*. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

The elements of component 1b are:

Knowledge of child and adolescent development

Children learn differently at different stages of their lives.

Knowledge of the learning process

Learning requires active intellectual engagement.

Knowledge of students' skills, knowledge, and language proficiency

What students are able to learn at any given time is influenced by their level of knowledge and skill.

Knowledge of students' interests and cultural heritage

Children's backgrounds influence their learning.

Knowledge of students' special needs

Children do not all develop in a typical fashion.

Indicators include:

- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

UNSATISFACTORY • LEVEL 1

The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.

CRITICAL ATTRIBUTES

- The teacher does not understand child development characteristics and has unrealistic expectations for students.
- The teacher does not try to ascertain varied ability levels among students in the class.
- The teacher is not aware of students' interests or cultural heritages.
- The teacher takes no responsibility to learn about students' medical or learning disabilities.

POSSIBLE EXAMPLES

- *The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds.*
- *The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.*
- *The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.*
- *And others...*

BASIC • LEVEL 2

The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.

- The teacher cites developmental theory but does not seek to integrate it into lesson planning.
- The teacher is aware of the different ability levels in the class but tends to teach to the “whole group.”
- The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

- *The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.*
- *In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.*
- *Lesson plans make only peripheral reference to students' interests.*
- *The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

- The teacher knows, for groups of students, their levels of cognitive development.
 - The teacher is aware of the different cultural groups in the class.
 - The teacher has a good idea of the range of interests of students in the class.
 - The teacher has identified “high,” “medium,” and “low” groups of students within the class.
 - The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning.
 - The teacher is aware of the special needs represented by students in the class.
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- *The teacher creates an assessment of students' levels of cognitive development.*
 - *The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class.*
 - *The teacher administers a student interest survey at the beginning of the school year.*
 - *The teacher plans activities using his knowledge of students' interests.*
 - *The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson.*
 - *The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December.*
 - *The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America.*
 - *And others...*

DISTINGUISHED • LEVEL 4

The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

- The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.
 - The teacher seeks out information from all students about their cultural heritages.
 - The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.
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- *The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students.*
 - *The teacher plans to provide multiple project options; each student will select the project that best meets his or her individual approach to learning.*
 - *The teacher encourages students to be aware of their individual reading levels and make independent reading choices that will be challenging but not too difficult.*
 - *The teacher attends the local Mexican heritage day, meeting several of his students' extended family members.*
 - *The teacher regularly creates adapted assessment materials for several students with learning disabilities.*
 - *And others...*

1c SETTING INSTRUCTIONAL OUTCOMES

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.

The elements of component 1c are:

Value, sequence, and alignment

Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.

Clarity

Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.

Balance

Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.

Suitability for diverse students

Outcomes must be appropriate for all students in the class.

Indicators include:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability

UNSATISFACTORY • LEVEL 1

The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.

CRITICAL ATTRIBUTES

- Outcomes lack rigor.
- Outcomes do not represent important learning in the discipline.
- Outcomes are not clear or are stated as activities.
- Outcomes are not suitable for many students in the class.

POSSIBLE EXAMPLES

- *A learning outcome for a fourth-grade class is to make a poster illustrating a poem.*
- *All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge.*
- *The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles.*
- *Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct.*
- *None of the science outcomes deals with the students' reading, understanding, or interpretation of the text.*
- *And others...*

BASIC • LEVEL 2

Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.

- Outcomes represent a mixture of low expectations and rigor.
- Some outcomes reflect important learning in the discipline.
- Outcomes are suitable for most of the class.

- *Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts.*
- *The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling.*
- *Most of the English Language Arts outcomes are based on narrative.*
- *And others...*

PROFICIENT • LEVEL 3

Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.

- Outcomes represent high expectations and rigor.
- Outcomes are related to “big ideas” of the discipline.
- Outcomes are written in terms of what students will learn rather than do.
- Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.
- Outcomes, differentiated where necessary, are suitable to groups of students in the class.

- *One of the learning outcomes is for students to “appreciate the aesthetics of 18th-century English poetry.”*
- *The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War.*
- *The learning outcomes include students defending their interpretation of the story with citations from the text.*
- *And others...*

DISTINGUISHED • LEVEL 4

All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

- The teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- The teacher connects outcomes to previous and future learning.
- Outcomes are differentiated to encourage individual students to take educational risks.

- *The teacher encourages his students to set their own goals; he provides them a taxonomy of challenge verbs to help them strive to meet the teacher’s higher expectations of them.*
- *Students will develop a concept map that links previous learning goals to those they are currently working on.*
- *Some students identify additional learning.*
- *The teacher reviews the project expectations and modifies some goals to be in line with students’ IEP objectives.*
- *One of the outcomes for a social studies unit addresses students analyzing the speech of a political candidate for accuracy and logical consistency.*
- *And others...*

1d DEMONSTRATING KNOWLEDGE OF RESOURCES

Student learning is enhanced by a teacher’s skillful use of resources. Some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

The elements of component 1d are:

Resources for classroom use

Materials must align with learning outcomes.

Resources to extend content knowledge and pedagogy

Materials that can further teachers’ professional knowledge must be available.

Resources for students

Materials must be appropriately challenging.

Indicators include:

- Materials provided by the district
- Materials provided by professional organizations
- A range of texts
- Internet resources
- Community resources
- Ongoing participation by the teacher in professional education courses or professional groups
- Guest speakers

UNSATISFACTORY • LEVEL 1

The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.

CRITICAL ATTRIBUTES

- The teacher uses only district-provided materials, even when more variety would assist some students.
- The teacher does not seek out resources available to expand her own skill.
- Although the teacher is aware of some student needs, he does not inquire about possible resources.

POSSIBLE EXAMPLES

- *For their unit on China, the students find all of their information in the district-supplied textbook.*
- *The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself.*
- *A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment."*
- *In the literacy classroom, the teacher has provided only narrative works.*
- *And others...*

BASIC • LEVEL 2

The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.

- The teacher uses materials in the school library but does not search beyond the school for resources.
- The teacher participates in content-area workshops offered by the school but does not pursue other professional development.
- The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.

- *For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library.*
- *The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year.*
- *The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.*
- *In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.

- Texts are at varied levels.
- Texts are supplemented by guest speakers and field experiences.
- The teacher facilitates the use of Internet resources.
- Resources are multidisciplinary.
- The teacher expands her knowledge through professional learning groups and organizations.
- The teacher pursues options offered by universities.
- The teacher provides lists of resources outside the classroom for students to draw on.

- *The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts.*
- *The teacher takes an online course on literature to expand her knowledge of great American writers.*
- *The ELA lesson includes a wide range of narrative and informational reading materials.*
- *The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

- Texts are matched to student skill level.
- The teacher has ongoing relationships with colleges and universities that support student learning.
- The teacher maintains a log of resources for student reference.
- The teacher pursues apprenticeships to increase discipline knowledge.
- The teacher facilitates student contact with resources outside the classroom.

- *The teacher is not happy with the out-of-date textbook; his students will critique it and write their own material for social studies.*
- *The teacher spends the summer at Dow Chemical learning more about current research so that she can expand her knowledge base for teaching chemistry.*
- *The teacher matches students in her Family and Consumer Science class with local businesses; the students spend time shadowing employees to understand how their classroom skills might be used on the job.*
- *And others...*

1e DESIGNING COHERENT INSTRUCTION

Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.

The elements of component 1e are:

Learning activities

Instruction is designed to engage students and advance them through the content.

Instructional materials and resources

Aids to instruction are appropriate to the learning needs of the students.

Instructional groups

Teachers intentionally organize instructional groups to support student learning.

Lesson and unit structure

Teachers produce clear and sequenced lesson and unit structures to advance student learning.

Indicators include:

- Lessons that support instructional outcomes and reflect important concepts
- Instructional maps that indicate relationships to prior learning
- Activities that represent high-level thinking
- Opportunities for student choice
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

UNSATISFACTORY • LEVEL 1

Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.

CRITICAL ATTRIBUTES

- Learning activities are boring and/or not well aligned to the instructional goals.
- Materials are not engaging or do not meet instructional outcomes.
- Instructional groups do not support learning.
- Lesson plans are not structured or sequenced and are unrealistic in their expectations.

POSSIBLE EXAMPLES

- *After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.*
- *The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.*
- *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.*
- *The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text.*
- *And others...*

BASIC • LEVEL 2

Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.

- Learning activities are moderately challenging.
- Learning resources are suitable, but there is limited variety.
- Instructional groups are random, or they only partially support objectives.
- Lesson structure is uneven or may be unrealistic about time expectations.

- *After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.*
- *The teacher finds an atlas to use as a supplemental resource during the geography unit.*
- *The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.*
- *The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.*
- *The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.*
- *And others...*

PROFICIENT • LEVEL 3

Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.

- Learning activities are matched to instructional outcomes.
- Activities provide opportunity for higher-level thinking.
- The teacher provides a variety of appropriately challenging materials and resources.
- Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.
- The plan for the lesson or unit is well structured, with reasonable time allocations.

- *The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.*
- *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.*
- *The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.*
- *The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.*
- *The fourth-grade math unit plan focuses on the key concepts for that level.*
- *And others...*

DISTINGUISHED • LEVEL 4

The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

- Activities permit student choice.
- Learning experiences connect to other disciplines.
- The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- Lesson plans differentiate for individual student needs.

- *The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.*
- *While completing their projects, the students will have access to a wide variety of resources that the teacher has coded by reading level so that students can make the best selections.*
- *After the cooperative group lesson, the students will reflect on their participation and make suggestions.*
- *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.*
- *The teacher has contributed to a curriculum map that organizes the ELA Common Core State Standards in tenth grade into a coherent curriculum.*
- *And others...*

1f DESIGNING STUDENT ASSESSMENTS

Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment *for* learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.

The elements of component 1f are:

Congruence with instructional outcomes

Assessments must match learning expectations.

Criteria and standards

Expectations must be clearly defined.

Design of formative assessments

Assessments for learning must be planned as part of the instructional process.

Use for planning

Results of assessment guide future planning.

Indicators include:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

UNSATISFACTORY • LEVEL 1

Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.

CRITICAL ATTRIBUTES

- Assessments do not match instructional outcomes.
- Assessments lack criteria.
- No formative assessments have been designed.
- Assessment results do not affect future plans.

POSSIBLE EXAMPLES

- *The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc.*
- *The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?"*
- *The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving."*
- *And others...*

BASIC • LEVEL 2

Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.

- Only some of the instructional outcomes are addressed in the planned assessments.
- Assessment criteria are vague.
- Plans refer to the use of formative assessments, but they are not fully developed.
- Assessment results are used to design lesson plans for the whole class, not individual students.

- *The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers.*
- *The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal.*
- *A student asks, "If half the class passed the test, why are we all reviewing the material again?"*
- *And others...*

PROFICIENT • LEVEL 3

All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.

- All the learning outcomes have a method for assessment.
- Assessment types match learning expectations.
- Plans indicate modified assessments when they are necessary for some students.
- Assessment criteria are clearly written.
- Plans include formative assessments to use during instruction.
- Lesson plans indicate possible adjustments based on formative assessment data.

- *The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation.*
- *The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined.*
- *The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities.*
- *Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept.*
- *And others...*

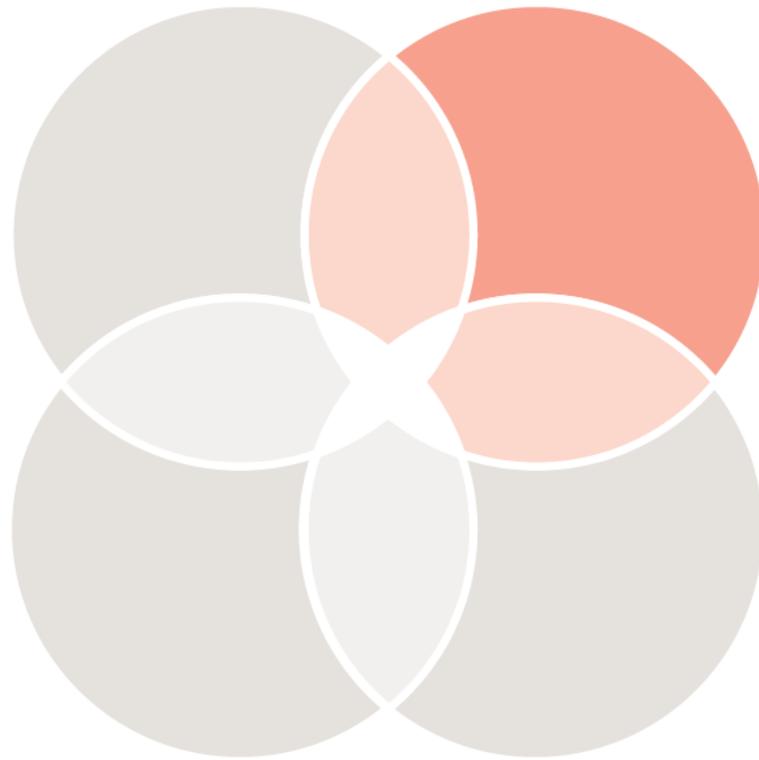
DISTINGUISHED • LEVEL 4

All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

- Assessments provide opportunities for student choice.
- Students participate in designing assessments for their own work.
- Teacher-designed assessments are authentic, with real-world application as appropriate.
- Students develop rubrics according to teacher-specified learning objectives.
- Students are actively involved in collecting information from formative assessments and provide input.

- *To teach persuasive writing, the teacher plans to have his class research and write to the principal on an issue that is important to the students: the use of cell phones in class.*
- *The students will write a rubric for their final project on the benefits of solar energy; the teacher has shown them several sample rubrics, and they will refer to those as they create a rubric of their own.*
- *After the lesson the teacher plans to ask students to rate their understanding on a scale of 1 to 5; the students know that their rating will indicate their activity for the next lesson.*
- *The teacher has developed a routine for her class; students know that if they are struggling with a math concept, they sit in a small group with her during workshop time.*
- *And others...*

DOMAIN 2



THE CLASSROOM ENVIRONMENT

2a CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

“Respect” shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).

The elements of component 2a are:

Teacher interactions with students, including both words and actions

A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.

Student interactions with other students, including both words and actions

As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.

Indicators include:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students’ backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

UNSATISFACTORY • LEVEL 1

Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.

CRITICAL ATTRIBUTES

- The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels.
- Students' body language indicates feelings of hurt, discomfort, or insecurity.
- The teacher displays no familiarity with, or caring about, individual students.
- The teacher disregards disrespectful interactions among students.

POSSIBLE EXAMPLES

- *A student slumps in his chair following a comment by the teacher.*
- *Students roll their eyes at a classmate's idea; the teacher does not respond.*
- *Many students talk when the teacher and other students are talking; the teacher does not correct them.*
- *Some students refuse to work with other students.*
- *The teacher does not call students by their names.*
- *And others...*

BASIC • LEVEL 2

Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.

- The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.
- The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.

- *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.*
- *A few students do not engage with others in the classroom, even when put together in small groups.*
- *Students applaud halfheartedly following a classmate's presentation to the class.*
- *The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.*
- *And others...*

PROFICIENT • LEVEL 3

Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.

- Talk between the teacher and students and among students is uniformly respectful.
- The teacher successfully responds to disrespectful behavior among students.
- Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.
- The teacher makes general connections with individual students.
- Students exhibit respect for the teacher.

- *The teacher greets students by name as they enter the class or during the lesson.*
- *The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.*
- *Students attend fully to what the teacher is saying.*
- *Students wait for classmates to finish speaking before beginning to talk.*
- *Students applaud politely following a classmate's presentation to the class.*
- *Students help each other and accept help from each other.*
- *The teacher and students use courtesies such as "please," "thank you," and "excuse me."*
- *The teacher says, "Don't talk that way to your classmates," and the insults stop.*
- *And others...*

DISTINGUISHED • LEVEL 4

Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

- The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.
- There is no disrespectful behavior among students.
- When necessary, students respectfully correct one another.
- Students participate without fear of put-downs or ridicule from either the teacher or other students.
- The teacher respects and encourages students' efforts.

- *The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).*
- *Students say "Shhh" to classmates who are talking while the teacher or another student is speaking.*
- *Students clap enthusiastically for one another's presentations for a job well done.*
- *The teacher says, "That's an interesting idea, Josh, but you're forgetting..."*
- *A student questions a classmate, "Didn't you mean _____?" and the classmate reflects and responds, "Oh, maybe you are right!"*
- *And others...*

2b ESTABLISHING A CULTURE FOR LEARNING

A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students’ natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

The elements of component 2b are:

Importance of the content and of learning

In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.

Expectations for learning and achievement

In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers’ expectations for high student achievement is their insistence on the use of precise language by students.

Student pride in work

When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators include:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

UNSATISFACTORY • LEVEL 1

The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.

CRITICAL ATTRIBUTES

- The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.
- The teacher conveys to at least some students that the work is too challenging for them.
- Students exhibit little or no pride in their work.
- Students use language incorrectly; the teacher does not correct them.

POSSIBLE EXAMPLES

- *The teacher tells students that they're doing a lesson because it's in the book or is district-mandated.*
- *The teacher says to a student, "Why don't you try this easier problem?"*
- *Students turn in sloppy or incomplete work.*
- *Many students don't engage in an assigned task, and yet the teacher ignores their behavior.*
- *Students have not completed their homework; the teacher does not respond.*
- *And others...*

BASIC • LEVEL 2

The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.

- The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.
- The teacher conveys high expectations for only some students.
- Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."
- The teacher's primary concern appears to be to complete the task at hand.
- The teacher urges, but does not insist, that students use precise language.

- *The teacher says, "Let's get through this."*
- *The teacher says, "I think most of you will be able to do this."*
- *Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking.*
- *The teacher does not encourage students who are struggling.*
- *Only some students get right to work after an assignment is given or after entering the room.*
- *And others...*

PROFICIENT • LEVEL 3

The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.

- The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.
- The teacher demonstrates a high regard for students' abilities.
- The teacher conveys an expectation of high levels of student effort.
- Students expend good effort to complete work of high quality.
- The teacher insists on precise use of language by students.

- *The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job."*
- *The teacher says, "This idea is really important! It's central to our understanding of history."*
- *The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."*
- *The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint.*
- *Students get to work right away when an assignment is given or after entering the room.*
- *And others...*

DISTINGUISHED • LEVEL 4

The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

- The teacher communicates passion for the subject.
- The teacher conveys the satisfaction that accompanies a deep understanding of complex content.
- Students indicate through their questions and comments a desire to understand the content.
- Students assist their classmates in understanding the content.
- Students take initiative in improving the quality of their work.
- Students correct one another in their use of language.

- *The teacher says, "It's really fun to find the patterns for factoring polynomials."*
- *A student says, "I don't really understand why it's better to solve this problem that way."*
- *A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation.*
- *Students question one another on answers.*
- *A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.*
- *And others...*

2c

MANAGING CLASSROOM PROCEDURES

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class “runs itself.”

The elements of component 2c are:

Management of instructional groups

Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.

Management of transitions

Many lessons engage students in different types of activities: large group, small group, independent work. It’s important that little time is lost as students move from one activity to another; students know the “drill” and execute it seamlessly.

Management of materials and supplies

Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.

Performance of classroom routines

Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

Supervision of volunteers and paraprofessionals

Not every teacher has the benefit of assistance from volunteers and paraprofessionals, but those who do recognize that it takes both organization and management to help these individuals understand their duties and acquire the skills to carry them out.

Indicators include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

UNSATISFACTORY • LEVEL 1

Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.

CRITICAL ATTRIBUTES

- Students not working with the teacher are not productively engaged.
- Transitions are disorganized, with much loss of instructional time.
- There do not appear to be any established procedures for distributing and collecting materials.
- A considerable amount of time is spent off task because of unclear procedures.
- Volunteers and paraprofessionals have no defined role and/or are idle much of the time.

POSSIBLE EXAMPLES

- *When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.*
- *There are long lines for materials and supplies.*
- *Distributing or collecting supplies is time consuming.*
- *Students bump into one another when lining up or sharpening pencils.*
- *At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.*
- *And others...*

BASIC • LEVEL 2

Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.

- Students not working directly with the teacher are only partially engaged.
- Procedures for transitions seem to have been established, but their operation is not smooth.
- There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.
- Classroom routines function unevenly.
- Volunteers and paraprofessionals require frequent supervision.

- *Some students not working with the teacher are off task.*
- *Transition between large- and small-group activities requires five minutes but is accomplished.*
- *Students ask what they are to do when materials are being distributed or collected.*
- *Students ask clarifying questions about procedures.*
- *Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.*
- *And others...*

PROFICIENT • LEVEL 3

There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.

- Students are productively engaged during small-group or independent work.
- Transitions between large- and small-group activities are smooth.
- Routines for distribution and collection of materials and supplies work efficiently.
- Classroom routines function smoothly.
- Volunteers and paraprofessionals work with minimal supervision.

- *In small-group work, students have established roles; they listen to one another, summarizing different views, etc.*
- *Students move directly between large- and small-group activities.*
- *Students get started on an activity while the teacher takes attendance.*
- *The teacher has an established timing device, such as counting down, to signal students to return to their desks.*
- *The teacher has an established attention signal, such as raising a hand or dimming the lights.*
- *One member of each small group collects materials for the table.*
- *There is an established color-coded system indicating where materials should be stored.*
- *Cleanup at the end of a lesson is fast and efficient.*
- *And others...*

DISTINGUISHED • LEVEL 4

Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.

- With minimal prompting by the teacher, students ensure that their time is used productively.
- Students take initiative in distributing and collecting materials efficiently.
- Students themselves ensure that transitions and other routines are accomplished smoothly.
- Volunteers and paraprofessionals take initiative in their work in the class.

- *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.*
- *A student reminds classmates of the roles that they are to play within the group.*
- *A student redirects a classmate to the table he should be at following a transition.*
- *Students propose an improved attention signal.*
- *Students independently check themselves into class on the attendance board.*
- *And others...*

2d MANAGING STUDENT BEHAVIOR

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

The elements of component 2d are:

Expectations

It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

Monitoring of student behavior

Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.

Response to student misbehavior

Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

UNSATISFACTORY • LEVEL 1

There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.

CRITICAL ATTRIBUTES

- The classroom environment is chaotic, with no standards of conduct evident.
- The teacher does not monitor student behavior.
- Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

POSSIBLE EXAMPLES

- *Students are talking among themselves, with no attempt by the teacher to silence them.*
- *An object flies through the air, apparently without the teacher's notice.*
- *Students are running around the room, resulting in chaos.*
- *Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.*
- *And others...*

BASIC • LEVEL 2

Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

- The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- The teacher attempts to keep track of student behavior, but with no apparent system.
- The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

- *Classroom rules are posted, but neither the teacher nor the students refer to them.*
- *The teacher repeatedly asks students to take their seats; some ignore her.*
- *To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."*
- *And others...*

PROFICIENT • LEVEL 3

Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.

- Standards of conduct appear to have been established and implemented successfully.
- Overall, student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- The teacher’s response to student misbehavior is effective.

- *Upon a nonverbal signal from the teacher, students correct their behavior.*
- *The teacher moves to every section of the classroom, keeping a close eye on student behavior.*
- *The teacher gives a student a “hard look,” and the student stops talking to his neighbor.*
- *And others...*

DISTINGUISHED • LEVEL 4

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.

- Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
- The teacher silently and subtly monitors student behavior.
- Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

- *A student suggests a revision to one of the classroom rules.*
- *The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.*
- *The teacher speaks privately to a student about misbehavior.*
- *A student reminds her classmates of the class rule about chewing gum.*
- *And others...*

2e ORGANIZING PHYSICAL SPACE

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.

The elements of component 2e are:

Safety and accessibility

Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.

Arrangement of furniture and use of physical resources

Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.

Indicators include:

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

UNSATISFACTORY • LEVEL 1

The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

CRITICAL ATTRIBUTES

- There are physical hazards in the classroom, endangering student safety.
- Many students can't see or hear the teacher or see the board.
- Available technology is not being used even if it is available and its use would enhance the lesson.

POSSIBLE EXAMPLES

- *There are electrical cords running around the classroom.*
- *There is a pole in the middle of the room; some students can't see the board.*
- *A whiteboard is in the classroom, but it is facing the wall.*
- *And others...*

BASIC • LEVEL 2

The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.

- The physical environment is safe, and most students can see and hear the teacher or see the board.
- The physical environment is not an impediment to learning but does not enhance it.
- The teacher makes limited use of available technology and other resources.

- *The teacher ensures that dangerous chemicals are stored safely.*
- *The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work.*
- *The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work.*
- *And others...*

PROFICIENT • LEVEL 3

The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.

- The classroom is safe, and all students are able to see and hear the teacher or see the board.
- The classroom is arranged to support the instructional goals and learning activities.
- The teacher makes appropriate use of available technology.

- *There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.*
- *Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.*
- *The use of an Internet connection extends the lesson.*
- *And others...*

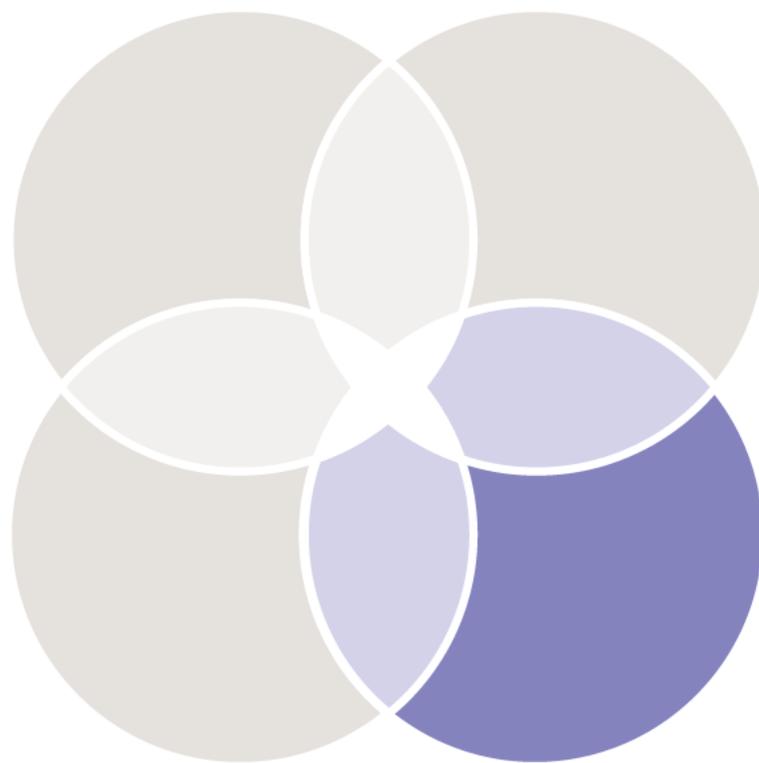
DISTINGUISHED • LEVEL 4

The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

- Modifications are made to the physical environment to accommodate students with special needs.
- There is total alignment between the learning activities and the physical environment.
- Students take the initiative to adjust the physical environment.
- The teacher and students make extensive and imaginative use of available technology.

- *Students ask if they can shift the furniture to better suit small-group work or discussion.*
- *A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes.*
- *A student suggests an application of the whiteboard for an activity.*
- *And others...*

DOMAIN 3



INSTRUCTION

3a COMMUNICATING WITH STUDENTS

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

The elements of component 3a are:

Expectations for learning

The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.

Directions for activities

Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.

Explanations of content

Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.

Use of oral and written language

For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.

Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

UNSATISFACTORY • LEVEL 1

The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

CRITICAL ATTRIBUTES

- At no time during the lesson does the teacher convey to students what they will be learning.
- Students indicate through body language or questions that they don't understand the content being presented.
- The teacher makes a serious content error that will affect students' understanding of the lesson.
- Students indicate through their questions that they are confused about the learning task.
- The teacher's communications include errors of vocabulary or usage or imprecise use of academic language.
- The teacher's vocabulary is inappropriate to the age or culture of the students.

POSSIBLE EXAMPLES

- *A student asks, "What are we supposed to be doing?" but the teacher ignores the question.*
- *The teacher states that to add fractions they must have the same numerator.*
- *Students have a quizzical look on their faces; some may withdraw from the lesson.*
- *Students become disruptive or talk among themselves in an effort to follow the lesson.*
- *The teacher uses technical terms without explaining their meanings.*
- *The teacher says "ain't."*
- *And others...*

BASIC • LEVEL 2

The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.

- The teacher provides little elaboration or explanation about what the students will be learning.
- The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
- The teacher makes no serious content errors but may make minor ones.
- The teacher's explanations of content are purely procedural, with no indication of how students can think strategically.
- The teacher must clarify the learning task so students can complete it.
- The teacher's vocabulary and usage are correct but unimaginative.
- When the teacher attempts to explain academic vocabulary, it is only partially successful.
- The teacher's vocabulary is too advanced, or too juvenile, for students.

- *The teacher mispronounces "_____."*
- *The teacher says, "And oh, by the way, today we're going to factor polynomials."*
- *A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.*
- *A student asks, "What do I write here?" in order to complete a task.*
- *The teacher says, "Watch me while I show you how to _____," asking students only to listen.*
- *A number of students do not seem to be following the explanation.*
- *Students are inattentive during the teacher's explanation of content.*
- *Students' use of academic vocabulary is imprecise.*
- *And others...*

PROFICIENT • LEVEL 3

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.

- The teacher states clearly, at some point during the lesson, what the students will be learning.
- The teacher’s explanation of content is clear and invites student participation and thinking.
- The teacher makes no content errors.
- The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they’re learning.
- Students engage with the learning task, indicating that they understand what they are to do.
- If appropriate, the teacher models the process to be followed in the task.
- The teacher’s vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
- The teacher’s vocabulary is appropriate to students’ ages and levels of development.

- *The teacher says, “By the end of today’s lesson you’re all going to be able to factor different types of polynomials.”*
- *In the course of a presentation of content, the teacher asks students, “Can anyone think of an example of that?”*
- *The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher’s attention.*
- *The teacher says, “When you’re trying to solve a math problem like this, you might think of a similar, but simpler, problem you’ve done in the past and see whether the same approach would work.”*
- *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun.*
- *The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

- If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
- The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- The teacher points out possible areas for misunderstanding.
- The teacher invites students to explain the content to their classmates.
- Students suggest other strategies they might use in approaching a challenge or analysis.
- The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.
- Students use academic language correctly.

- *The teacher says, “Here’s a spot where some students have difficulty; be sure to read it carefully.”*
- *The teacher asks a student to explain the task to other students.*
- *When clarification about the learning task is needed, a student offers it to classmates.*
- *The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples.*
- *The teacher asks, “Who would like to explain this idea to us?”*
- *A student asks, “Is this another way we could think about analogies?”*
- *A student explains an academic term to classmates.*
- *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means “not” and that the prefix un- also means the same thing.*
- *A student says to a classmate, “I think that side of the triangle is called the hypotenuse.”*
- *And others...*

3b

USING QUESTIONING AND DISCUSSION
TECHNIQUES

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

The elements of component 3b are:

Quality of questions/prompts

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

Discussion techniques

Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed x," when what they mean is "I said x." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.

Student participation

In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

UNSATISFACTORY • LEVEL 1

The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

CRITICAL ATTRIBUTES

- Questions are rapid-fire and convergent, with a single correct answer.
- Questions do not invite student thinking.
- All discussion is between the teacher and students; students are not invited to speak directly to one another.
- The teacher does not ask students to explain their thinking.
- Only a few students dominate the discussion.

POSSIBLE EXAMPLES

- *All questions are of the "recitation" type, such as "What is 3 x 4?"*
- *The teacher asks a question for which the answer is on the board; students respond by reading it.*
- *The teacher calls only on students who have their hands up.*
- *A student responds to a question with wrong information, and the teacher doesn't follow up.*
- *And others...*

BASIC • LEVEL 2

The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.

- The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.
- The teacher invites students to respond directly to one another's ideas, but few students respond.
- The teacher calls on many students, but only a small number actually participate in the discussion.
- The teacher asks students to explain their reasoning, but only some students attempt to do so.

- *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"*
- *The teacher asks, "Who has an idea about this?" The usual three students offer comments.*
- *The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.*
- *The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters.*
- *And others...*

PROFICIENT • LEVEL 3

While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another without ongoing mediation by teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.
- The teacher asks students to justify their reasoning, and most attempt to do so.

- *The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"*
- *The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?"*
- *The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.*
- *The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.*
- *The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the text and to explain their thinking to a neighbor.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

- Students initiate higher-order questions.
- The teacher builds on and uses student responses to questions in order to deepen student understanding.
- Students extend the discussion, enriching it.
- Students invite comments from their classmates during a discussion and challenge one another's thinking.
- Virtually all students are engaged in the discussion.

- *A student asks, "How many ways are there to get this answer?"*
- *A student says to a classmate, "I don't think I agree with you on this, because..."*
- *A student asks of other students, "Does anyone have another idea how we might figure this out?"*
- *A student asks, "What if...?"*
- *And others...*

3c

ENGAGING STUDENTS IN LEARNING

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are “What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?” If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be “minds-on.”

The elements of component 3c are:

Activities and assignments

The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.

Grouping of students

How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more-advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.

Instructional materials and resources

The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning—for example, the use of primary source materials in social studies.

Structure and pacing

No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. And since much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.

Indicators include:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

UNSATISFACTORY • LEVEL 1

The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

CRITICAL ATTRIBUTES

- Few students are intellectually engaged in the lesson.
- Learning tasks/activities and materials require only recall or have a single correct response or method.
- Instructional materials used are unsuitable to the lesson and/or the students.
- The lesson drags or is rushed.
- Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.

POSSIBLE EXAMPLES

- *Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.*
- *Students fill out the lesson worksheet by copying words from the board.*
- *Students are using math manipulative materials in a rote activity.*
- *The teacher lectures for 45 minutes.*
- *Most students don't have time to complete the assignment; the teacher moves on in the lesson.*
- *And others...*

BASIC • LEVEL 2

The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”

- Some students are intellectually engaged in the lesson.
- Learning tasks are a mix of those requiring thinking and those requiring recall.
- Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.
- The materials and resources are partially aligned to the lesson objectives.
- Few of the materials and resources require student thinking or ask students to explain their thinking.
- The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.
- The instructional groupings used are partially appropriate to the activities.

- *Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.*
- *Students are asked to fill in a worksheet, following an established procedure.*
- *There is a recognizable beginning, middle, and end to the lesson.*
- *The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.*
- *And others...*

PROFICIENT • LEVEL 3

The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.

- Most students are intellectually engaged in the lesson.
- Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- Students are invited to explain their thinking as part of completing tasks.
- Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- The pacing of the lesson provides students the time needed to be intellectually engaged.
- The teacher uses groupings that are suitable to the lesson activities.

- *Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.*
- *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.*
- *Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.*
- *Students are asked to create different representations of a large number using a variety of manipulative materials.*
- *The lesson is neither rushed nor does it drag.*
- *And others...*

DISTINGUISHED • LEVEL 4

Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

- Virtually all students are intellectually engaged in the lesson.
- Lesson activities require high-level student thinking and explanations of their thinking.
- Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
- Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

- *Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated.*
- *Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem.*
- *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.*
- *Students identify or create their own learning materials.*
- *Students summarize their learning from the lesson.*
- *And others...*

3d USING ASSESSMENT IN INSTRUCTION

Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a “finger on the pulse” of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter, the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a “teachable moment,” or enlisting students' particular interests to enrich an explanation.

The elements of component 3d are:

Assessment criteria

It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, of a clear oral presentation).

Monitoring of student learning

A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but is planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.

Feedback to students

Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.

Student self-assessment and monitoring of progress

The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

Indicators include:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

UNSATISFACTORY • LEVEL 1

Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.

CRITICAL ATTRIBUTES

- The teacher gives no indication of what high-quality work looks like.
- The teacher makes no effort to determine whether students understand the lesson.
- Students receive no feedback, or feedback is global or directed to only one student.
- The teacher does not ask students to evaluate their own or classmates' work.

POSSIBLE EXAMPLES

- *A student asks, "How is this assignment going to be graded?"*
- *A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.*
- *The teacher forges ahead with a presentation without checking for understanding.*
- *After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give."*
- *And others...*

BASIC • LEVEL 2

Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.

- There is little evidence that the students understand how their work will be evaluated.
- The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.
- Feedback to students is vague and not oriented toward future improvement of work.
- The teacher makes only minor attempts to engage students in self- or peer assessment.

- *The teacher asks, "Does anyone have a question?"*
- *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.*
- *The teacher says, "Good job, everyone."*
- *The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.*
- *The students receive their tests back; each one is simply marked with a letter grade at the top.*
- *And others...*

PROFICIENT • LEVEL 3

Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.

- The teacher makes the standards of high-quality work clear to students.
- The teacher elicits evidence of student understanding.
- Students are invited to assess their own work and make improvements; most of them do so.
- Feedback includes specific and timely guidance, at least for groups of students.

- *The teacher circulates during small-group or independent work, offering suggestions to students.*
- *The teacher uses specifically formulated questions to elicit evidence of student understanding.*
- *The teacher asks students to look over their papers to correct their errors; most of them engage in this task.*
- *And others...*

DISTINGUISHED • LEVEL 4

Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

- Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.
- The teacher is constantly “taking the pulse” of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.
- Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
- High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

- *The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.*
- *While students are working, the teacher circulates, providing specific feedback to individual students.*
- *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.*
- *Students offer feedback to their classmates on their work.*
- *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.*
- *And others...*

3e

DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.

The elements of component 3e are:

Lesson adjustment

Experienced teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher’s store of alternate instructional strategies and the confidence to make a shift when needed.

Response to students

Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.

Persistence

Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point), these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.

Indicators include:

- Incorporation of students’ interests and daily events into a lesson
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
- The teacher seizing on a teachable moment

UNSATISFACTORY • LEVEL 1

The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.

CRITICAL ATTRIBUTES

- The teacher ignores indications of student boredom or lack of understanding.
- The teacher brushes aside students' questions.
- The teacher conveys to students that when they have difficulty learning, it is their fault.
- In reflecting on practice, the teacher does not indicate that it is important to reach all students.
- The teacher makes no attempt to adjust the lesson in response to student confusion.

POSSIBLE EXAMPLES

- *The teacher says, "We don't have time for that today."*
- *The teacher says, "If you'd just pay attention, you could understand this."*
- *When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then."*
- *And others...*

BASIC • LEVEL 2

The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.

- The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson.
- The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.
- In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.
- The teacher's attempts to adjust the lesson are partially successful.

- *The teacher says, "I'll try to think of another way to come at this and get back to you."*
- *The teacher says, "I realize not everyone understands this, but we can't spend any more time on it."*
- *The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.

- The teacher incorporates students' interests and questions into the heart of the lesson.
- The teacher conveys to students that she has other approaches to try when the students experience difficulty.
- In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.
- When improvising becomes necessary, the teacher makes adjustments to the lesson.

- *The teacher says, "That's an interesting idea; let's see how it fits."*
- *The teacher illustrates a principle of good writing to a student, using his interest in basketball as context.*
- *The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach.*
- *And others...*

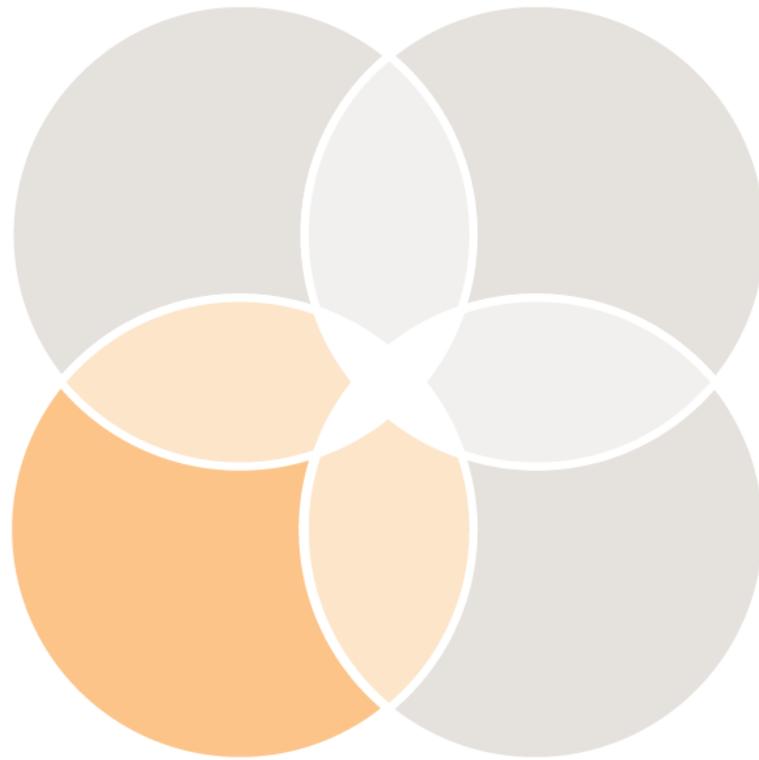
DISTINGUISHED • LEVEL 4

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

- The teacher seizes on a teachable moment to enhance a lesson.
- The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.
- In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
- The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.

- *The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it."*
- *The teacher incorporates the school's upcoming championship game into an explanation of averages.*
- *The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it."*
- *And others...*

DOMAIN 4



PROFESSIONAL RESPONSIBILITIES

4a REFLECTING ON TEACHING

Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.

The elements of component 4a are:

Accuracy

As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.

Use in future teaching

If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.

Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

UNSATISFACTORY • LEVEL 1

The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.

CRITICAL ATTRIBUTES

- The teacher considers the lesson but draws incorrect conclusions about its effectiveness.
- The teacher makes no suggestions for improvement.

POSSIBLE EXAMPLES

- *Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"*
- *The teacher says, "That was awful; I wish I knew what to do!"*
- *And others...*

BASIC • LEVEL 2

The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.

- The teacher has a general sense of whether or not instructional practices were effective.
- The teacher offers general modifications for future instruction.

- *At the end of the lesson, the teacher says, "I guess that went okay."*
- *The teacher says, "I guess I'll try _____ next time."*
- *And others...*

PROFICIENT • LEVEL 3

The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.

- The teacher accurately assesses the effectiveness of instructional activities used.
- The teacher identifies specific ways in which a lesson might be improved.

- *The teacher says, “I wasn’t pleased with the level of engagement of the students.”*
- *The teacher’s journal indicates several possible lesson improvements.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

- The teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness.
- The teacher’s suggestions for improvement draw on an extensive repertoire.

- *The teacher says, “I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed.”*
- *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.*
- *And others...*

4b

MAINTAINING ACCURATE RECORDS

An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

The elements of component 4b are:

Student completion of assignments

Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students' success in completing them.

Student progress in learning

In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally but must be updated frequently.

Noninstructional records

Noninstructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.

Indicators include:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate noninstructional records

UNSATISFACTORY • LEVEL 1

The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.

CRITICAL ATTRIBUTES

- There is no system for either instructional or noninstructional records.
- Record-keeping systems are in disarray and provide incorrect or confusing information.

POSSIBLE EXAMPLES

- *A student says, "I'm sure I turned in that assignment, but the teacher lost it!"*
- *The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored."*
- *On the morning of the field trip, the teacher discovers that five students never turned in their permission slips.*
- *And others...*

BASIC • LEVEL 2

The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.

- The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information.
- The teacher's process for tracking student progress is cumbersome to use.
- The teacher has a process for tracking some, but not all, noninstructional information, and it may contain some errors.

- *A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!"*
- *The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time."*
- *On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.

- The teacher’s process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.
- The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing.
- The teacher’s process for recording noninstructional information is both efficient and effective.

- *On the class website, the teacher creates a link that students can access to check on any missing assignments.*
- *The teacher’s gradebook records student progress toward learning goals.*
- *The teacher creates a spreadsheet for tracking which students have paid for their school pictures.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.

- Students contribute to and maintain records indicating completed and outstanding work assignments.
- Students contribute to and maintain data files indicating their own progress in learning.
- Students contribute to maintaining noninstructional records for the class.

- *A student from each team maintains the database of current and missing assignments for the team.*
- *When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals.*
- *When they bring in their permission slips for a field trip, students add their own information to the database.*
- *And others...*

4c COMMUNICATING WITH FAMILIES

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.

The elements of component 4c are:

Information about the instructional program

The teacher frequently provides information to families about the instructional program.

Information about individual students

The teacher frequently provides information to families about students' individual progress.

Engagement of families in the instructional program

The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.

Indicators include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

UNSATISFACTORY • LEVEL 1

The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.

CRITICAL ATTRIBUTES

- Little or no information regarding the instructional program is available to parents.
- Families are unaware of their children's progress.
- Family engagement activities are lacking.
- There is some culturally inappropriate communication.

POSSIBLE EXAMPLES

- *A parent says, "I'd like to know what my kid is working on at school."*
- *A parent says, "I wish I could know something about my child's progress before the report card comes out."*
- *A parent says, "I wonder why we never see any schoolwork come home."*
- *And others...*

BASIC • LEVEL 2

The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.

- School- or district-created materials about the instructional program are sent home.
- The teacher sends home infrequent or incomplete information about the instructional program.
- The teacher maintains a school-required gradebook but does little else to inform families about student progress.
- Some of the teacher's communications are inappropriate to families' cultural norms.

- *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."*
- *A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."*
- *The teacher sends home weekly quizzes for parent or guardian signature.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.

- The teacher regularly makes information about the instructional program available.
- The teacher regularly sends home information about student progress.
- The teacher develops activities designed to engage families successfully and appropriately in their children’s learning.
- Most of the teacher’s communications are appropriate to families’ cultural norms.

- *The teacher sends a weekly newsletter home to families that describes current class activities, community and/or school projects, field trips, etc.*
- *The teacher creates a monthly progress report, which is sent home for each student.*
- *The teacher sends home a project that asks students to interview a family member about growing up during the 1950s.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and successful.

- Students regularly develop materials to inform their families about the instructional program.
- Students maintain accurate records about their individual learning progress and frequently share this information with families.
- Students contribute to regular and ongoing projects designed to engage families in the learning process.
- All of the teacher’s communications are highly sensitive to families’ cultural norms.

- *Students create materials for Back-to-School Night that outline the approach for learning science.*
- *Each student’s daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian.*
- *Students design a project on charting their family’s use of plastics.*
- *And others...*

4d PARTICIPATING IN THE PROFESSIONAL COMMUNITY

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

The elements of component 4d are:

Relationships with colleagues

Teachers maintain professional collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.

Involvement in a culture of professional inquiry

Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.

Service to the school

Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.

Participation in school and district projects

Teachers contribute to and support larger school and district projects designed to improve the professional community.

Indicators include:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

UNSATISFACTORY • LEVEL 1

The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.

CRITICAL ATTRIBUTES

- The teacher's relationships with colleagues are characterized by negativity or combativeness.
- The teacher purposefully avoids contributing to activities promoting professional inquiry.
- The teacher avoids involvement in school activities and district and community projects.

POSSIBLE EXAMPLES

- *The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.*
- *The teacher does not attend PLC meetings.*
- *The teacher does not attend any school functions after the dismissal bell.*
- *The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class."*
- *And others...*

BASIC • LEVEL 2

The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.

- The teacher has cordial relationships with colleagues.
- When invited, the teacher participates in activities related to professional inquiry.
- When asked, the teacher participates in school activities, as well as district and community projects.

- *The teacher is polite but seldom shares any instructional materials with his grade partners.*
- *The teacher attends PLC meetings only when reminded by her supervisor.*
- *The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."*
- *The teacher contributes to the district literacy committee only when requested to do so by the principal.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher’s relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.

- The teacher has supportive and collaborative relationships with colleagues.
- The teacher regularly participates in activities related to professional inquiry.
- The teacher frequently volunteers to participate in school events and school district and community projects.

- *The principal remarks that the teacher’s students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.*
- *The teacher has decided to take some free MIT courses online and to share his learning with colleagues.*
- *The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there.*
- *The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

- The teacher takes a leadership role in promoting activities related to professional inquiry.
- The teacher regularly contributes to and leads events that positively impact school life.
- The teacher regularly contributes to and leads significant district and community projects.

- *The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.*
- *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.*
- *The teacher leads the annual “Olympics” day, thereby involving the entire student body and faculty in athletic events.*
- *The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community.*
- *And others...*

4e

GROWING AND DEVELOPING PROFESSIONALLY

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

The elements of component 4e are:

Enhancement of content knowledge and pedagogical skill

Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.

Receptivity to feedback from colleagues

Teachers actively pursue networks that provide collegial support and feedback.

Service to the profession

Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.

Indicators include:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

UNSATISFACTORY • LEVEL 1

The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

CRITICAL ATTRIBUTES

- The teacher is not involved in any activity that might enhance knowledge or skill.
- The teacher purposefully resists discussing performance with supervisors or colleagues.
- The teacher ignores invitations to join professional organizations or attend conferences.

POSSIBLE EXAMPLES

- *The teacher never takes continuing education courses, even though the credits would increase his salary.*
- *The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form.*
- *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.*
- *And others...*

BASIC • LEVEL 2

The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.

- The teacher participates in professional activities when they are required or provided by the district.
- The teacher reluctantly accepts feedback from supervisors and colleagues.
- The teacher contributes in a limited fashion to professional organizations.

- *The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.*
- *The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.*
- *The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development.
- The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.
- The teacher actively participates in organizations designed to contribute to the profession.

- *The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.*
- *The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.*
- *The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

- The teacher seeks regular opportunities for continued professional development, including initiating action research.
- The teacher actively seeks feedback from supervisors and colleagues.
- The teacher takes an active leadership role in professional organizations in order to contribute to the profession.

- *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.*
- *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.*
- *The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*
- *And others...*

4f SHOWING PROFESSIONALISM

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

The elements of component 4f are:

Integrity and ethical conduct

Teachers act with integrity and honesty.

Service to students

Teachers put students first in all considerations of their practice.

Advocacy

Teachers support their students' best interests, even in the face of traditional practice or beliefs.

Decision making

Teachers solve problems with students' needs as a priority.

Compliance with school and district regulations

Teachers adhere to policies and established procedures.

Indicators include:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling district mandates regarding policies and procedures

UNSATISFACTORY • LEVEL 1

The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.

CRITICAL ATTRIBUTES

- The teacher is dishonest.
- The teacher does not notice the needs of students.
- The teacher engages in practices that are self-serving.
- The teacher willfully rejects district regulations.

POSSIBLE EXAMPLES

- *The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.*
- *The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare.*
- *The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.*
- *When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities.*
- *The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break.*
- *And others...*

BASIC • LEVEL 2

The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.

- The teacher is honest.
- The teacher notices the needs of students but is inconsistent in addressing them.
- The teacher does not notice that some school practices result in poor conditions for students.
- The teacher makes decisions professionally but on a limited basis.
- The teacher complies with district regulations.

- *The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her."*
- *The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.*
- *The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.*
- *When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance.*
- *The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair.*
- *And others...*

PROFICIENT • LEVEL 3

The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.

- The teacher is honest and known for having high standards of integrity.
- The teacher actively addresses student needs.
- The teacher actively works to provide opportunities for student success.
- The teacher willingly participates in team and departmental decision making.
- The teacher complies completely with district regulations.

- *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.*
- *Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons.*
- *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.*
- *The English department chair says, “I appreciate when _____ attends our after-school meetings; he always contributes something meaningful to the discussion.”*
- *The teacher learns the district’s new online curriculum mapping system and writes in all of her courses.*
- *And others...*

DISTINGUISHED • LEVEL 4

The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

- The teacher is considered a leader in terms of honesty, integrity, and confidentiality.
- The teacher is highly proactive in serving students.
- The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.
- The teacher takes a leadership role in team and departmental decision making.
- The teacher takes a leadership role regarding district regulations.

- *When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion.*
- *After the school’s intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions.*
- *The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.*
- *The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.*
- *When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation.*
- *And others...*

Evaluation of the Principal for Eagle Charter Schools, NV

Eagle Charter School shall evaluate the Principal on the following eight (8) standards:

1. School Leadership
2. Instructional Leadership: Improving Teaching and Learning
3. Student-Centered Learning Climate
4. Professional Development and Human Resource Management
5. Parent Involvement and Community Relationships
6. School Management
7. Interpersonal Effectiveness
8. Superintendent and Board Relationships

Time of Evaluation: Annual; March of each year.

Evaluation Team: Superintendent or Board of Trustees

Data Sources: Student scores, annual audit, Accountability Plan results, goals established between the Board/Superintendent and the Principal, interviews with staff, Board members, community agencies, students, and parents.

Use of the Instrument

The instrument uses the following properties to rate performance in the Standard:

1. A set of Key Behaviors that describe actions that demonstrate skill in the Standard; and
2. A numbered rating scale with behavior descriptions for each rating.
3. An emphasis of the Quality of the behavior.

Each evaluator will rate each of the Key Behaviors using the scale, The rating is based on the demonstrated quality of the Key Behavior. As you complete each rating, please consider the principal's work on behalf of special populations, including children with disabilities, children who are bilingual and those who are homeless.

On each page, circle the rating number (1 to 4) that is most accurate.

1 = Rarely (Almost never)

3 = Often (Usually)

2 = Occasionally (Every now and then)

4 = Most of the time (Almost always)

1. School Leadership

Definition: Leads the school by building high performing teams, responsibly managing work and people, and enlisting others in the school vision.

Key Behavior Rating Scale:

1 = Rarely (Almost never)

3 = Often (Usually)

2 = Occasionally (Every now and then)

4 = Most of the time (Almost always)

Behavior: Builds High Performing Teams

- 1 2 3 4 Encourages and responds to input from team members
- 1 2 3 4 Works with staff and students to establish and build teams within the school
- 1 2 3 4 Helps the team set inspiring goals
- 1 2 3 4 Focuses the team on achieving specific, measurable results
- 1 2 3 4 Works effectively with Superintendent and implements Superintendent's policies and procedures positively and effectively with school staff.

Behavior: Supervises the Work of Others

- 1 2 3 4 Works in close partnership with the administrative staff and others on items such as the accountability plan development and school budget
- 1 2 3 4 Involves teachers, staff, parents, and community appropriately in decision making
- 1 2 3 4 Delegates responsibility and tasks well by setting and communicating expectations and timelines

Behavior: Implements the Vision

- 1 2 3 4 Communicates the Board's school vision and mission with parents and community groups/organizations.
- 1 2 3 4 Directs the development of the Board's school vision and mission with staff, and ensures that the staff furthers the school vision
- 1 2 3 4 Communicates and demonstrates a clear personal vision for improving the school.

Rating Scale for School Leadership:

Circle the rating number that equals your Average Rating. (See page 1 for further instructions)

4 = Exceeds: Has a track record of successful school leadership.

3 = Meets: Often demonstrates school leadership, but appears uncommitted.

2 = Needs Improvement: Sometimes shows basic school leadership skills but is often ineffective.

1 = Unsatisfactory (does not meet): Rarely leads the school, and is not effective.

Narrative: add any additional comments or observations regarding this standard:

2. Instructional Leadership—Improving Teaching and Learning

Definition: Promotes the success of all students by creating an instructional program that continually strives to improve teaching and learning.

Key Behavior Rating Scale:

1 = Rarely (Almost never)

3 = Often (Usually)

2 = Occasionally (Every now and then)

4 = Most of the time (Almost always)

Behavior: Assessment

- 1 2 3 4 Directs the evaluation of student learning by requiring the use of a variety of techniques and sources of information.
- 1 2 3 4 Analyzes and communicates data about students, staff, and community.
- 1 2 3 4 Uses school and student data to create programs and activities that serve student needs and support the curriculum
- 1 2 3 4 Monitors the implementation of the Instructional Program using school data and other resources and provides regular detailed reports to the Superintendent and the Board.

Behavior: Curriculum and Instruction

- 1 2 3 4 Supports the professional development of staff and the development of the curriculum and instructional program by staff.
- 1 2 3 4 Uses research, teacher expertise, recommendations from professional associations, and student assessment data to make instructional decisions.
- 1 2 3 4 Works with staff to align curriculum with standards-based Instruction.
- 1 2 3 4 Makes improvement of instruction the principal's primary responsibility by developing and implementing a system to monitor instruction across classrooms and the school.
- 1 2 3 4 Supports and promotes innovative teaching methods including the use of technology and encourages teachers to pilot appropriate innovative programs to engage students.
- 1 2 3 4 Provides programs to meet the needs of special education and limited English proficient students

Rating Scale for Instructional Leadership:

Circle the rating number that equals your Average Rating. (See page 1 for further instructions)

4 = Exceeds: supports the improvement of teaching and learning through the staff.

3 = Meets: Often successfully improves teaching and learning, but needs to work with staff.

2 = Needs Improvement: Sometimes improves teaching and learning, but is often ineffective.

1 = Unsatisfactory (does not meet): Rarely improves teaching and learning.

Narrative: add any additional comments or observations regarding this standard:

3. Student-Centered Learning Climate

Definition: Creates and maintains a school environment that focuses on students and emphasizes high academic expectations, personal interaction, caring, discipline, and order.

Key Behavior Rating Scale:

1 = Rarely (Almost never)

3 = Often (Usually)

2 = Occasionally (Every now and then)

4 = Most of the time (Almost always)

Behavior: High Academic Expectations

Works with groups staff, parents/community, and other committees to set and communicate high academic expectations

Creatively develops and implements programs and policies to encourage, recognize and reward students' effort, success, and achievement

Helps teachers set and meet high expectations for themselves and their students

Behavior: Personal Interactions and Caring

Creates an atmosphere of respect among and towards students

Helps students and staff form productive and respectful relationships, which will, in turn, help improve academic achievement

Ensures that staff feel respected, valued, and important

Behavior: Discipline and Order

Develops and implements a plan to maintain and/or increase student attendance

Implements and enforces policies and procedures, such as the school safety plan and staff handbook, consistently and responsibly to help ensure an environment that is safe, stable, and conducive to learning

Helps to develop and follows uniform discipline code and security plan.

Creates a school environment that supports students through crisis and other challenges

Rating Scale for Student-Centered Learning Climate:

4 = Exceeds: Supported a student-centered climate by setting and communicating high academic expectations, respect and caring, and maintaining discipline and order.

3 = Meets: Often creates a student-centered climate, but is sometimes not strong at setting and communicating high academic expectations, creating an atmosphere of respect and caring, and/or maintaining discipline and order.

2 = Needs Improvement: Sometimes creates a student-centered climate, but is often ineffective due to an inability to communicate academic expectations and/or create an atmosphere of respect and caring.

1 = Unsatisfactory (does not meet): Rarely creates a student centered learning climate, is not effective at setting and communicating academic expectations and/or creating an atmosphere of respect and caring.

Narrative: add any additional comments or observations regarding this standard:

4. Professional Development and Human Resources Management

Definition: Encourages professional development, recruits and selects outstanding staff, and effectively supervises teachers and staff in order to improve student learning and academic achievement.

Key Behavior Rating Scale:

1 = Rarely (Almost never)

3 = Often (Usually)

2 = Occasionally (Every now and then)

4 = Most of the time (Almost always)

Professional Development

1 2 3 4 Encourages teachers to participate in staff development and provides them with the means to do so

1 2 3 4 Demonstrates a commitment to continually improve her knowledge, skills, and capabilities.

1 2 3 4 Develops and utilizes the human resource skills needed to manage teachers and staff.

1 2 3 4 Links professional development with the WAPCS goals.

Recruitment and Hiring

1 2 3 4 Keeps track of personnel needs, moves quickly to fill vacancies with excellent teachers and staff.

1 2 3 4 Involves staff and personnel committee in recruiting, hiring, and supporting new teachers and staff

Staff Observation/Evaluation and Instructional Supervision

1 2 3 4 Engages teachers in goal setting to improve classroom practice

1 2 3 4 Regularly reviews, revises and communicates expectations of teacher performance orally and in writing.

1 2 3 4 Supports teachers by providing constructive feedback on a regular basis both orally and in writing.

1 2 3 4 Supervises and evaluates teachers and staff on their competence and productivity in accordance with Board rules and policies and procedures and documents in writing.

Circle the rating number that equals your Average Rating. (See page 1 for further instructions)

4 = Exceeds: Has a track record of promoting professional development and managing teachers and staff by consistently demonstrating a commitment to self-improvement, encouraging others to develop, providing feedback, and reviewing expectations with staff.

3 = Meets: Often succeeds at promoting professional development and managing teachers and staff, but is sometimes not strong at self-improvement, encouraging others to develop, providing feedback, and/or reviewing expectations with staff.

2 = Needs Improvement: Sometimes succeeds at promoting professional development and managing teachers and staff by demonstrating a commitment to self-improvement, encouraging others to develop, providing feedback, and/or reviewing expectations with staff.

1 = Unsatisfactory (does not meet): Rarely succeeds at promoting professional development and managing teachers and staff, and is not effective at developing self or staff.

Narrative: add any additional comments or observations regarding this standard:

5. Parent Involvement and Community Partnerships

Definition: Collaborates with families and community members, responds to diverse community interests and needs, and uses community resources.

Key Behavior Rating Scale:

- 1 = Rarely (Almost never) 3 = Often (Usually)
2 = Occasionally (Every now and then) 4 = Most of the time (Almost always)

Parent Involvement

- 1 2 3 4 Creates programs that address parent needs.
- 1 2 3 4 Encourages administrators and teachers to regularly communicate and meet with parents about classroom expectations/activities, student progress and suggestions for improvement.
- 1 2 3 4 Removes obstacles for parents to get involved at school.
- 1 2 3 4 Works with parents and community members.
- 1 2 3 4 Communicates regularly to parents what is happening at the school.

Community Partnerships

- 1 2 3 4 Creates effective partnerships with businesses, community organizations, and agencies.
- 1 2 3 4 Enlists help from the business community for the school.
- 1 2 3 4 Makes the community feel welcome and encourages community participation.
- 1 2 3 4 Establishes relationships and works cooperatively with community leaders.
- 1 2 3 4 Invites feedback from the community.

Rating Scale for Parent Involvement and Community Partnerships:

4 = Exceeds: Has a track record of successfully involving parents and creating community partnerships by consistently providing helpful parent programs, making parents and community feel welcome, and establishing relationships with the community.

3 = Meets: Often involves parents and creates community partnerships, but is sometimes not strong at providing helpful parent programs, making parents and community feel welcome, and/or establishing relationships with the community.

2 = Needs Improvement: Sometimes involves parents and creates community partnerships, but is often ineffective due to weakness in providing helpful parent programs, making parents and community feel welcome, and/or establishing relationships with the community.

1 = Unsatisfactory (does not meet): Rarely involves parents and creates community partnerships, and is not effective at providing helpful parent programs and making parents and community feel welcome.

Narrative: add any additional comments or observations regarding this standard:

6. School Management & Daily Operations

Definition: Manages school resources and facilities effectively, uses knowledge of policies and procedures to make sound decisions, and ensures the efficient operation of the school.

Key Behavior Rating Scale:

1 = Rarely (Almost never)

3 = Often (Usually)

2 = Occasionally (Every now and then)

4 = Most of the time (Almost always)

Daily Operations

Supervises personnel and resources to ensure facility's management.

Organizes school resources to address instructional needs.

Consistently prepares and files reports according to the instructions, guidelines and timelines of Board rules, policies and procedures, existing laws, and agreements to ensure smooth daily operations.

Uses available technology to improve school administration and operations (such as attendance and budgets).

Maintains high standards and acts to ensure a clean school.

Fiscal Management

Secures supplemental funding (such as grants, discretionary funds) from outside sources to enhance school programs and ensures these resources are used for their designated purposes.

Coordinates the budget and resources.

Ensures fiscal policies are followed.

Provides the Superintendent with budget and internal accounts reports on a monthly basis.

Rating Scale for School Management & Daily Operations:

4 = Exceeds: Has a track record of ensuring successful school operation by consistently managing the budget and ensuring the safe and efficient operation of the school.

3 = Meets: Often succeeds at managing school resources and daily operations, but is sometimes not strong at managing the budget and/or ensuring the safe and efficient operation of the school.

2 = Needs Improvement: Sometimes succeeds at managing school resources and daily operations effectively but is often ineffective at managing the budget and/or ensuring the safe and efficient operation of the school.

1 = Unsatisfactory (does not meet): Rarely manages school resources or daily operations effectively, and is not effective at managing the budget and/or ensuring the safe and efficient operation of the school.

Narrative: add any additional comments or observations regarding this standard:

7. Interpersonal Effectiveness

Definition: Communicates well with diverse groups by understanding and responding to their values, goals, needs, concerns, feelings, and agendas, resolves conflicts productively, and engages others, as appropriate, in decision making.

Key Behavior Rating Scale:

- 1 = Rarely (Almost never) 3 = Often (Usually)
2 = Occasionally (Every now and then) 4 = Most of the time (Almost always)

Communication

- 1 2 3 4 Confronts and resolves problems in a timely manner
- 1 2 3 4 Builds collaboration, understanding, and respect between different groups (Board, staff, parents, teachers, students, and community).
- 1 2 3 4 Effectively responds to concerns and issues of the Board, parents, teachers, staff, students, and community.
- 1 2 3 4 Promotes active communication among teachers, parents and students.
- 1 2 3 4 Uses ongoing written and oral communication to effectively communicate with different groups about vision, mission, organizational needs, learning activities and student achievement that follows Board's charter school contract and Board policies and procedures.

Interpersonal Sensitivity

- 1 2 3 4 Communicates an understanding of others' points of view, including the Board, students, staff, parents, and community members.
- 1 2 3 4 Maintains honesty and integrity in dealing with people.
- 1 2 3 4 Honors confidences and confidential information, within the limits of the law.
- 1 2 3 4 Follows through on promises and commitments.
- 1 2 3 4 Motivates and inspires staff to contribute to the success of the school.

Circle the rating number that equals your Average Rating. (See page 1 for further instructions)

4 = Exceeds: Has a track record of successfully understanding and interacting with diverse groups by consistently communicating an understanding of other points of view, responding to parent and community concerns, and facilitating collaboration, understanding and respect.

3 = Meets: Often understands and interacts effectively with diverse groups, but is sometimes not strong at communicating an understanding of other points of view, responding to parent and community concerns, and/or facilitating collaboration, understanding and respect.

2 = Needs Improvement: Sometimes interacts effectively with groups, but is often ineffective at communicating an understanding of other points of view, responding to parent and community concerns, and facilitating collaboration, understanding and respect.

1 = Unsatisfactory (does not meet): Rarely interacts with diverse groups, and is seldom able to understand other points of view or respond to parent and community concerns.

Narrative: add any additional comments or observations regarding this standard:

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Macdon Brothers

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Danny Wilton

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Danny Wilton

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Lakehla walter

Address:

ZIP Code:

Phone:

Email:

Signature:

Lakehla walter

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: KERRIE WILLIAMS

Address: _____

ZIP Code:  _____

Phone:  _____

Email:  _____

Signature: KERRIE WILLIAMS

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Maria Garcia

Address: _____

ZIP Code: _____

Phone:  _____

Email: _____

Signature: Maria Garcia

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

GEORGE ALLEN

Address:

ZIP Code:

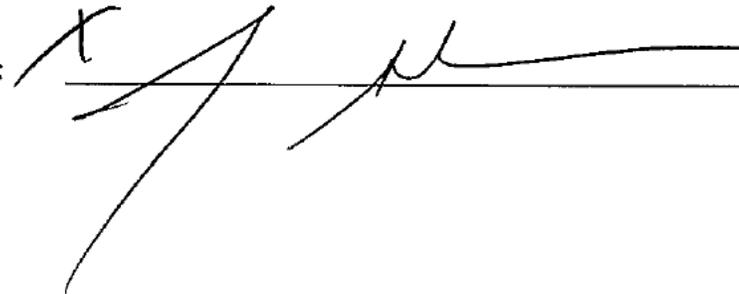


Phone:

Email:



Signature:



EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Shaun Johnson

Address: _____

ZIP Code:  _____

Phone: _____

Email:  _____

Signature: Shaun Johnson

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Keavon Daniels

Address:

ZIP Code:

Phone:

Email:

Signature:

Keavon L. Daniels

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Rhonda Amie

Address:

ZIP Code:

 _____

Phone:

Email:

 _____

Signature:

Rhonda Amie

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: *X Sharon Wright* _____

Address: _____

ZIP Code:  _____

Phone: _____

Email: *T* _____

Signature: *Sharon Wright* _____

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Alonso Jones

Address: _____

ZIP Code: [REDACTED]

Phone: _____

Email: [REDACTED]

Signature: Alonso Jones

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

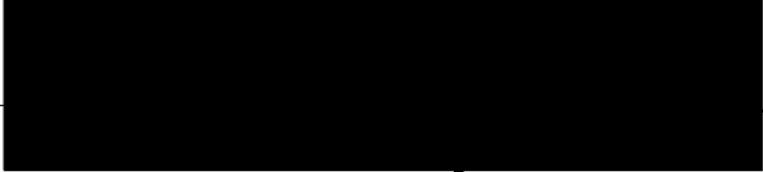
Please Print:

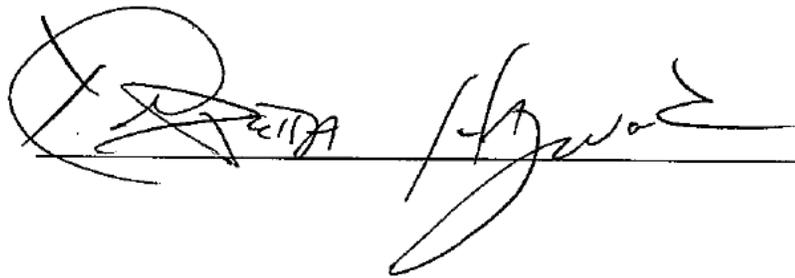
Name: Coretta Hayward

Address: _____

ZIP Code:  _____

Phone: _____

Email:  _____

Signature:  _____

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

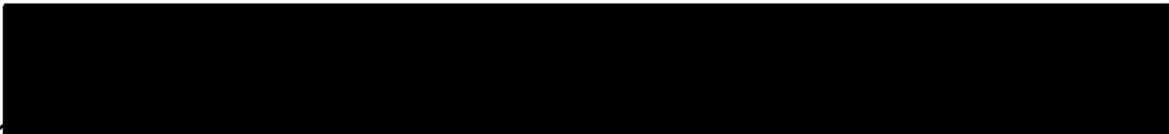
Please Print:

X Name: David Velázquez

Address: _____

ZIP Code:  _____

Phone: _____

X Email: 

X Signature:  _____

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 4 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Dexter Mason

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Dexter Mason

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Alexis Rubinstein

Address:

[REDACTED]

ZIP Code:

[REDACTED]

Phone:

[REDACTED]

Email:

[REDACTED]

Signature:

[Handwritten Signature]

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Branda Ramos

Address: _____

ZIP Code: [REDACTED]

Phone: [REDACTED]

Email: _____

Signature: [Handwritten Signature]

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Silvia Williams

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

[Redacted]

Email:

[Redacted]

Signature:

[Handwritten Signature]

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

John Mason

Address:

ZIP Code:

Phone:

Email:

Signature:

John Mason

22
8/10/04

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

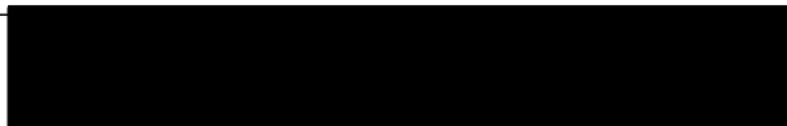
Please Print:

/

Name: Mariamya Ogband

Address: _____

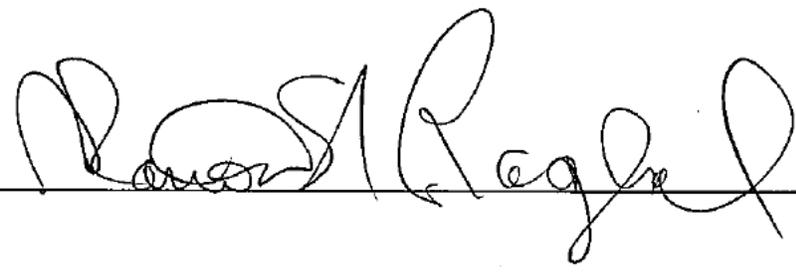
ZIP Code: 

Phone: 

X

Email: 

X

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

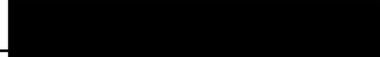
To Whom It May Concern:

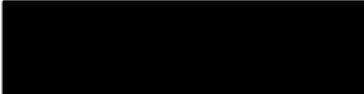
I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: William Flanagan

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

X Name: Dolores Sanders

Address: _____

ZIP Code:  _____

Phone: _____

X Email: 

X Signature: Dolores Sanders

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Jerry Weather

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: J We

35
extra zip codes

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

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Please Print:

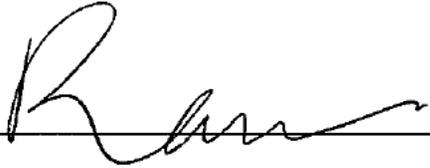
Name: Ricardo Molina

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

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Please Print:

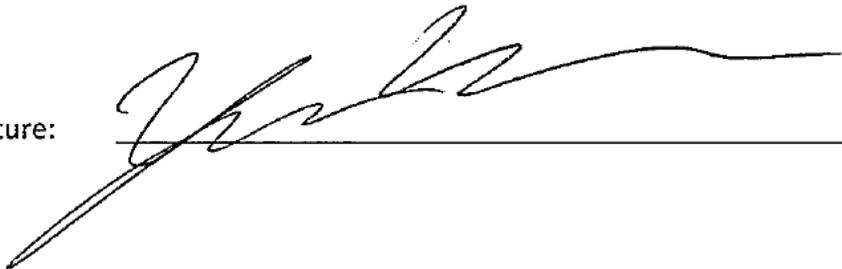
Name: Yordanis Mesa

Address: _____

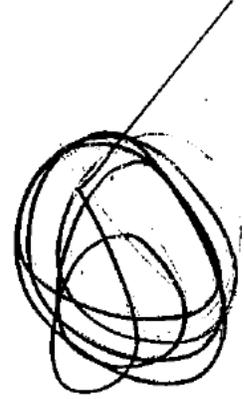
ZIP Code:  _____

Phone:  _____

Email:  _____

Signature:  _____

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County



To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Mary Steele Robinson

Address: [REDACTED]

ZIP Code: [REDACTED]

Phone: [REDACTED]

Email: _____

Signature: Mary Steele Robinson

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

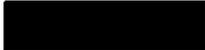
I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Lillian Friedman

Address: _____

ZIP Code:  _____

Phone: 702-735-8800  _____

Email:  _____

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

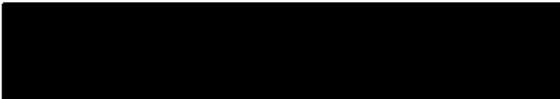
I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Cynthia Robles

Address: _____

ZIP Code:  _____

Phone:  _____

Email: _____

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

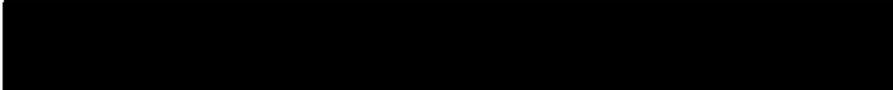
To Whom It May Concern:

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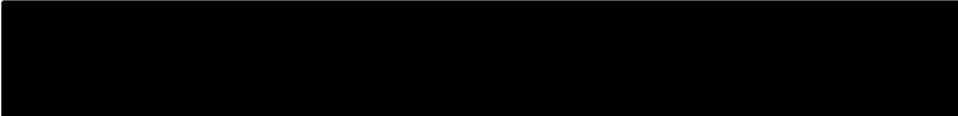
Please Print:

Name: MONICK P. NICHOLSON

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: Monick Nicholson

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Irene Austin

Address: _____

ZIP Code:  _____

Phone: _____

Email: _____

Signature: Irene Austin

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print: Tina Love

Name: Tina Love

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Tina Love

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Sam Harris SR

Address:

[REDACTED]

ZIP Code:

[REDACTED]

Phone:

[REDACTED]

Email:

Signature:

Sam Harris SR

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Rashanigw Carol Auy

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

[Redacted]

Email:

[Redacted]

Signature:

RCA

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: BYRON SIMS

Address: 

ZIP Code:  _____

Phone:  _____

Email: 

Signature: Byron Sims

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: FRANK SMITH

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Frank J. Smith

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

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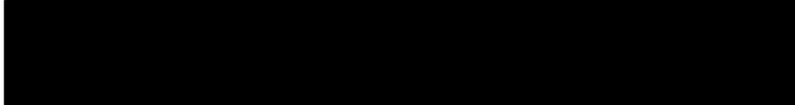
Please Print:

Name: Michael Harris

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: M. Harris

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 6 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

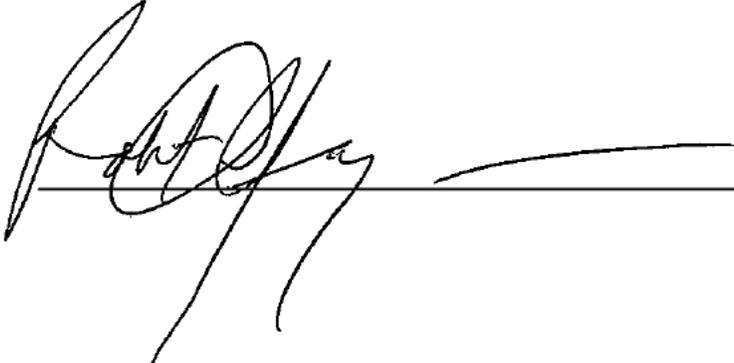
Name: Robert D. Hayes

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 3 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Victoria Cunningham

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: Victoria Cunningham

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

ANTHONY WILLIAMS

Address:

ZIP Code:

Phone:

Email:

Signature:

Anthony Williams

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: ANN B. SCOTT

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Ann Scott

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Philip C Bernstein

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

[Redacted]

Email:

[Redacted]

Signature:

Philip C Bernstein

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

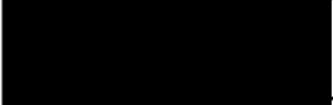
I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: ALLEN CASBON RN

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Allen Casbon

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print: Milton Moore

Name: _____

Address:  _____

ZIP Code:  _____

Phone:  _____

Email: _____

Signature: Milton Moore

**EAGLE CHARTER SCHOOLS OF NEVADA
Clark County**

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Michael HARRISON

Address: _____

ZIP Code: _____

Phone: _____

Email: _____

Signature: Michael Harrison

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Elisabel Saavedra

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: Elisabel Saavedra

**EAGLE CHARTER.SCHOOLS OF NEVADA
Clark County**

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Larry Smith

Address: _____

ZIP Code:  _____

Phone: _____

Email: _____

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Deborah H Wilson

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

[Redacted]

Email:

Signature:

Deborah H Wilson

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

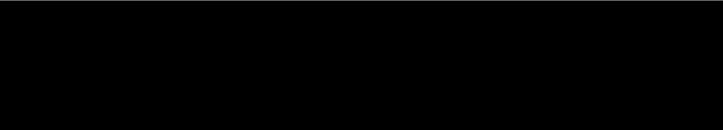
I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: DARRELL CARTER JR

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Antonette Trupp

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Antonette Trupp

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

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Please Print:

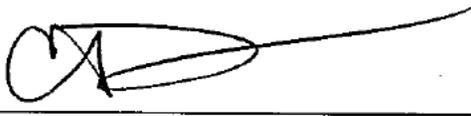
Name: Champagne Tanipo

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Roman Stewart

Address: 

ZIP Code: 

Phone: /

Email: 

Signature: Roman Stewart

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

X
Name:

K. Clardy

Address:

[Redacted]

X
ZIP Code:

[Redacted]

X
Phone:

[Redacted]

↑
Email:

[Redacted]

~
Signature:

K. Clardy

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

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Please Print:

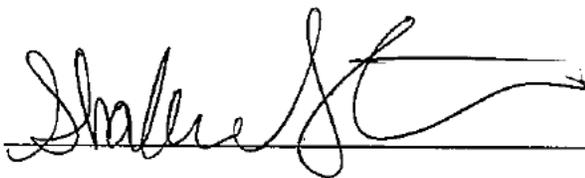
X Name: Sharlene Verrette

Address: 

X ZIP Code: 

o Phone: 

o Email: _____

o Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

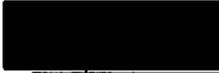
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Please Print:

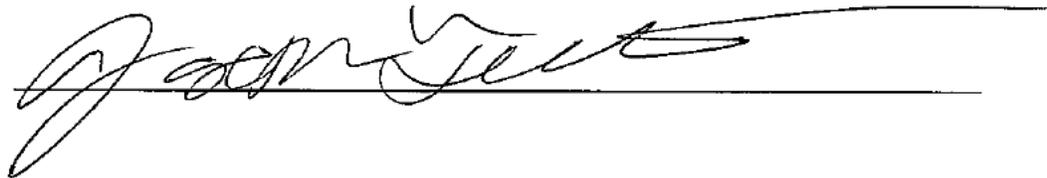
Name: Joseph Tedesco

Address: 

ZIP Code: 

Phone: _____

Email: 

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 4 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Myra Miller

Address:

[REDACTED]

ZIP Code:

[REDACTED]

Phone:

[REDACTED]

Email:

Signature:

Myra Miller

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Bill Evans

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: Bill Evans

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Vaneshia Taylor

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: Vaneshia Taylor

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

DEON GATEWOOD

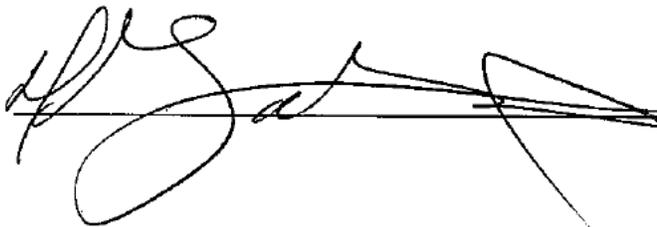
Address:

ZIP Code:

Phone:

Email:

Signature:



EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

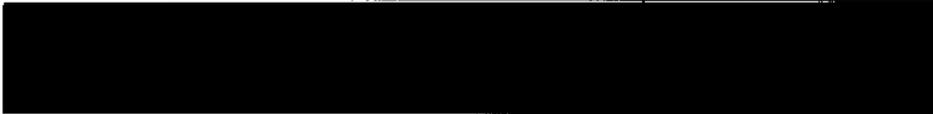
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Please Print:

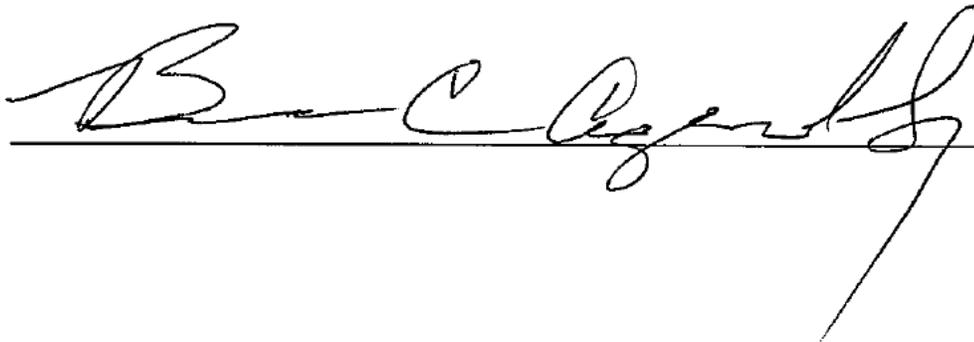
Name: Bruce C Agard, Sr

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 3 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Cassandra Williams

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

[Redacted]

Email:

[Redacted]

Signature:

Cassandra Williams

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

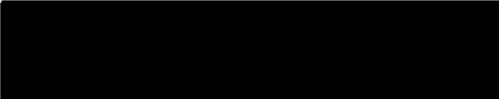
I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Araceli Ramirez

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Araceli Ramirez

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 4 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Christian Rodriguez

Address:

ZIP Code:

Phone:

Email:

Chissseza@gmail.com

Signature:

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Sandra Arceale

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

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Please Print:

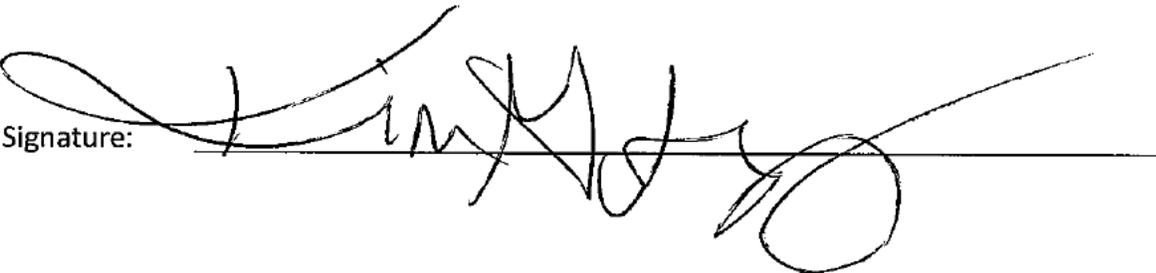
Name: Rim Guerrero-Avery

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Debra Mitchell

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: Debra Mitchell

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 3 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Wanda Howard

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: Wanda Howard

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Jerry Rivera

Address: _____

ZIP Code:  _____

Phone:  _____

Email:  _____

Signature:  _____

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: R. Phillips

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

David Robinson

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

[Redacted]

Email:

NONE

Signature:

David Robinson

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

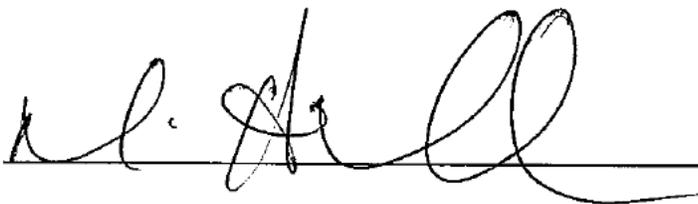
Name: DARNELL HALL

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

X Name: Alzora Shelby

Address: 

X ZIP Code: 

Phone: 

X Email: _____

X Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

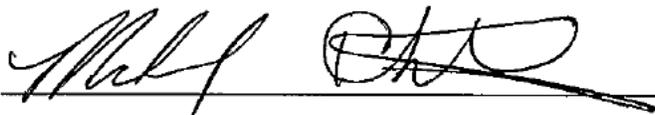
Name: Michael Chilton

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: 

**EAGLE CHARTER SCHOOLS OF NEVADA
Clark County**

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: LISA Williams

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have [REDACTED] children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

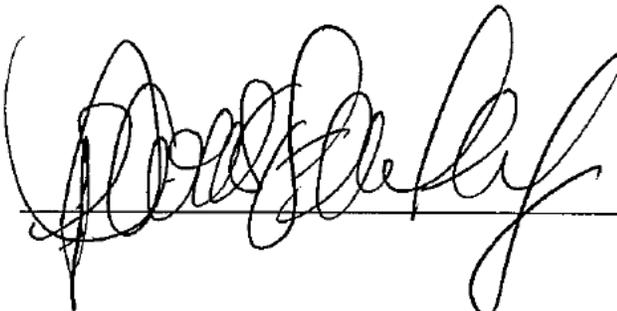
Name: DIAMOND FINLEY | IYANNA FINLEY

Address: [REDACTED]

ZIP Code: [REDACTED]

Phone: [REDACTED]

Email: _____

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Henry Johnson

Address:

ZIP Code:

[REDACTED]

Phone:

Email:

Signature:

Henry Johnson 89106

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Kim Lawson

Address:

ZIP Code:



Phone:

Email:

Signature:

Kim Lawson

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Robert Tolbert

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: Robert Tolbert

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

BRUCE BRUCE

Name:

Address:

ZIP Code:

Phone:

Email:

Signature:

Bruce Bruce

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 3 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: RAY C. PERLIZ (SR)

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Ray C. Perliz Sr

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 3 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

JaiVareus D. Joshua

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

[Redacted]

Email:

[Redacted]

Signature:

JaiVareus D. Joshua

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Just Mark

Address:

ZIP Code:

_____ [REDACTED] _____

Phone:

Email:

_____ [REDACTED] _____

Signature:

Just Mark

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

KEITH JAMES

Address:

ZIP Code:

Phone:

Email:

Signature:

Keith James

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 3 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Darius Mitchell

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: Darius Mitchell

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Gary McMiller

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

[Redacted]

Email:

Signature:

Gary McMiller

**EAGLE CHARTER SCHOOLS OF NEVADA
Clark County**

To Whom It May Concern:

I have 8 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Jo Ann Kessler

Address:

[Redacted Address]

ZIP Code:

[Redacted ZIP Code]

Phone:

N/A

Email:

N/A

Signature:

Jo Ann Kessler

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 13 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Donald Miner

Address:

[Redacted]

ZIP Code:

[Redacted]

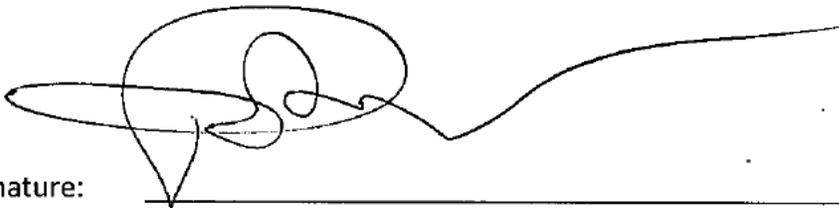
Phone:

[Redacted]

Email:

[Redacted]

Signature:



EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Shenica Cheery

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Shenica Cheery

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Charles Collin

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

[Redacted]

Email:

[Redacted]

Signature:

Charles Collin

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Rashonda Harris

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: Rashonda Harris

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

X

Name:

LATASHA WEST

Address:

[REDACTED]

X

ZIP Code:

[REDACTED]

X

Phone:

[REDACTED]

X

Email:

Signature:

LATASHA WEST

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Tyrone Brown

Address: _____

ZIP Code:  _____

Phone:  _____

Email: _____

Signature: Tyrone Brown

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 4 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Crystal Brown

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: Crystal Brown

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

X Name: Rhe Yuna Carlos

Address: _____

[Redacted]

X ZIP Code: _____

[Redacted]

X Phone: _____

[Redacted]

↑ Email: _____

X Signature: Rhe Yuna Carlos

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Juanita Williams

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: Juanita Williams

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

THEANDA JONES

Address:

ZIP Code:



Phone:

Email:

Signature:

Theanda Jones

**EAGLE CHARTER SCHOOLS OF NEVADA
Clark County**

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Jeffrey L Thomas

Address: 

ZIP Code: 

Phone: _____

Email: _____

Signature: Jeffrey L Thomas

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

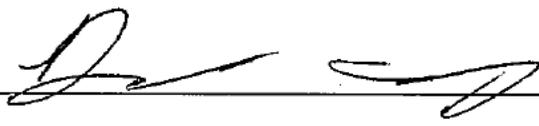
X Name: Brihney Escobedo

Address: 

X ZIP Code: 

X Phone: 

X Email: 

X Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/~~children~~ of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Bonnie Daniels

Address: 

ZIP Code: 

Phone: _____

Email: 

Signature: Bonnie Daniels

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern: *Grand children*

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: LEANN DANBERSON

Address: [Redacted]

ZIP Code: [Redacted]

Phone: [Redacted]

Email: [Redacted]

Signature: *Leann Danberson*

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Kyara Harvis

Address: _____

ZIP Code:  _____

Phone: _____

Email: _____

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: TJ Nelson

Address: [REDACTED]

ZIP Code: [REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

Signature: TJ Nelson

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Reuben Stubblefield

Address: 

ZIP Code:  _____

Phone:  _____

Email: _____

Signature: Reuben Stubblefield

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Tyrone P. Hobson

Address:

ZIP Code:

Phone:

Email:

Signature:

Tyrone P. Hobson

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: DaAndric P. Kel

Address: _____

ZIP Code:  _____

Phone: _____

Email: _____

Signature: Damon P. Kel

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have X child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Deanna Loucas

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Deanna Loucas

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Serita L. Ardintz

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

[Redacted]

Email:

[Redacted]

Signature:



EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Michael Moore

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Michael Moore

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Wayne L. May

Address: _____

ZIP Code:  _____

Phone: _____

Email:  _____

Signature: Wayne L. May

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Calvin Kelley

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Calvin Kelley

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 10 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

STEVIE FEAZZ II

Address:

[REDACTED]

ZIP Code:

[REDACTED]

Phone:

[REDACTED]

Email:

Signature:

Stevie Feazz II

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

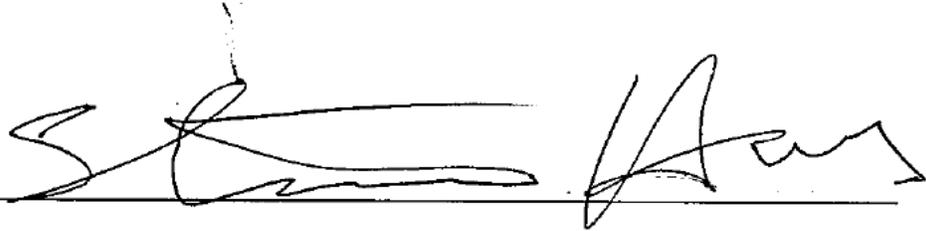
Name: STEVEN HAG

Address: 

ZIP Code: 

Phone: _____

Email: _____

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Jason Taylor

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

—

Email:

—

Signature:

Jason Taylor

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 5 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Rudy Smith

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Rudy Smith

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

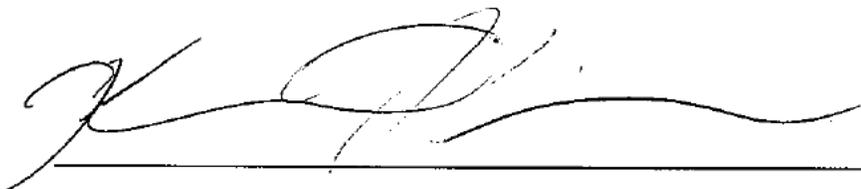
Name: Kenyana Robinson

Address: _____

ZIP Code:  _____

Phone: _____

Email: 

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Joe

Address:

ZIP Code:

Phone:

Email:

Signature:

Joe

**EAGLE CHARTER SCHOOLS OF NEVADA
Clark County**

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

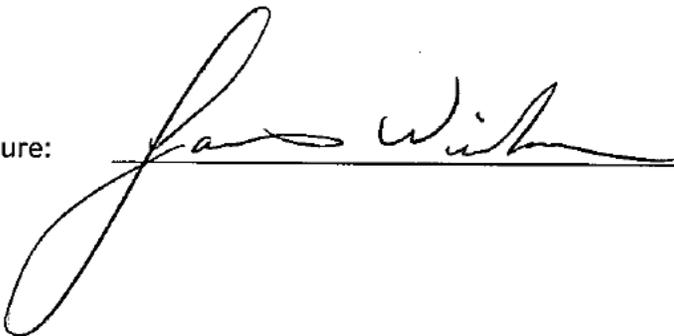
Name: James Wilkerson

Address: 

ZIP Code: 

Phone: _____

Email: _____

Signature: 

**EAGLE CHARTER SCHOOLS OF NEVADA
Clark County**

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Madison Payne

Address: _____

ZIP Code:  _____

Phone: _____

Email: _____

Signature: Madison Payne

**EAGLE CHARTER SCHOOLS OF NEVADA
Clark County**

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Bobby Barnes

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: 



EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

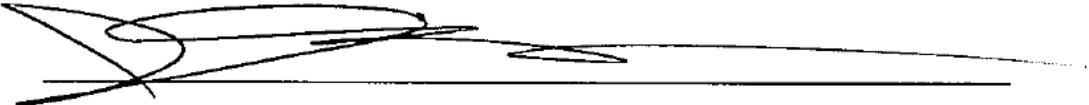
Name: Jennifer Zuckerman

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: 

101
89106

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Darryl Jones

Address: [REDACTED]

ZIP Code: [REDACTED]

Phone: [REDACTED]

Email: _____

Signature: [Handwritten Signature]

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Anthony Meridy

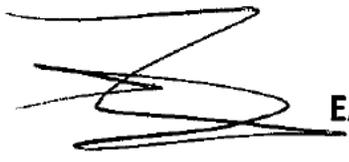
Address: 

ZIP Code: 

Phone: 

Email: 

Signature: 



EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

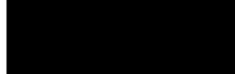
I have 3 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Antoine Hester

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Monisha

Address:

[REDACTED]

ZIP Code:

[REDACTED]

Phone:

[REDACTED]

Email:

[REDACTED]

Signature:

Monisha Patter

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 4 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

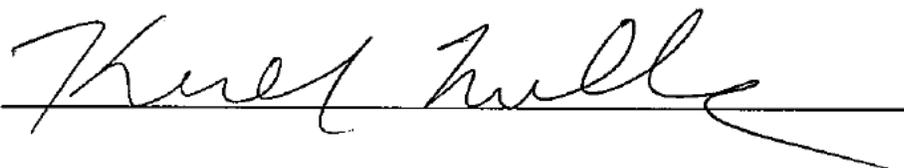
Name: Kendra Quillar

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

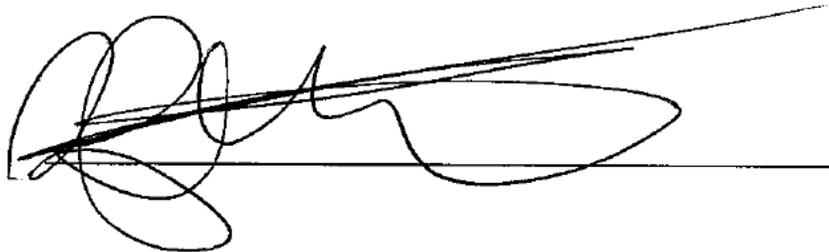
Name: Zakynah Robertson

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

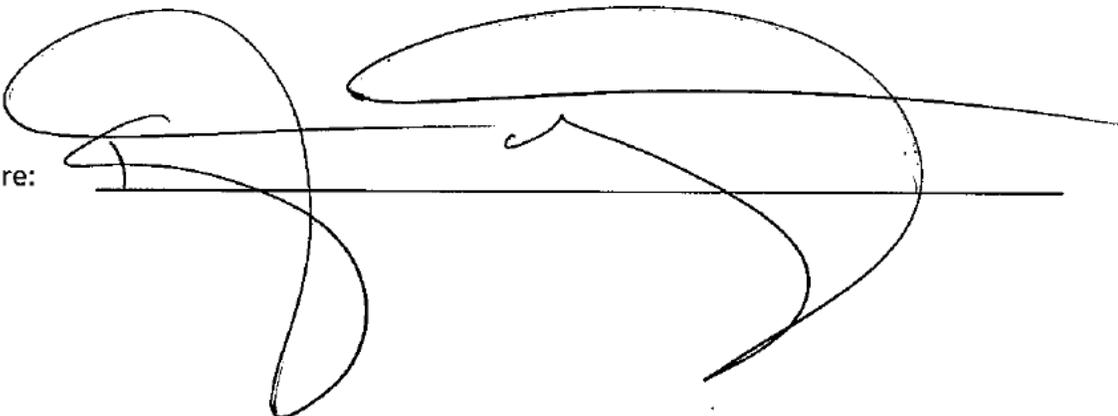
Name: Kimberley McCoy

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 5 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Christina Harris

Address: _____

ZIP Code:  _____

Phone: _____

Email:  _____

Signature: Christina Harris

**EAGLE CHARTER SCHOOLS OF NEVADA
Clark County**

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: VANESSA VALENCIA

Address: _____

ZIP Code: [REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

Signature: [Handwritten Signature]

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Louisa Broyles

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Louisa Broyles

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Wayne Mabrey

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Wayne Mabrey

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Shaun Shanklin

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

[Redacted]

Email:

[Redacted]

Signature:

[Handwritten Signature]

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Tamesha Bolden

Address: 

ZIP Code: 

Phone: _____

Email: _____

Signature: _____

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

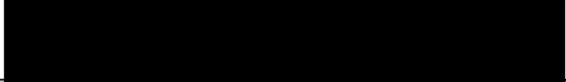
I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: maria martines

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: maria martines

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 6 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

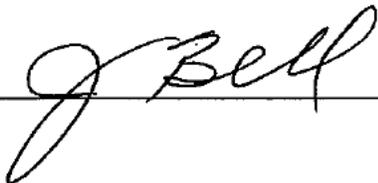
Name: Julie Bell

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: maria RAMOS

Address: 

ZIP Code: 

Phone: 

Email: 

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

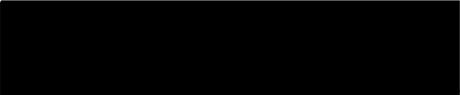
I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Jose Garcia

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: 

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Enriquez Randolph

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

[Redacted]

Email:

[Redacted]

Signature:

[Handwritten Signature]

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 3 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Michael Collins

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

[Redacted]

Email:

[Redacted]

Signature:

[Handwritten Signature]

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Emilia Andrade

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

[Redacted]

Email:

[Redacted]

Signature:

Emilia Andrade

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Duane Gibson

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

[Redacted]

Email:

[Redacted]

Signature:

Duane Gibson

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern: .

I have 5 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Mary Patton

Address:

[Redacted]

ZIP Code:

[Redacted]

Phone:

[Redacted]

Email:

[Redacted]

Signature:

Mary Patton

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Fatima Walker

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: FWalker

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Address:

ZIP Code:

Phone:

Email:

Signature:

Julio R Vargas

[Redacted Address]

[Redacted ZIP Code]

[Redacted Phone]

[Redacted Email]

Julio R Vargas

[Redacted Signature Box]

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 1 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Jessie lee Simon

Address:

[REDACTED]

ZIP Code:

[REDACTED]

Phone:

[REDACTED]

Email:

[REDACTED]

Signature:

Jessie lee Simon

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 0 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Lyrikal Lockett

Address: [REDACTED]

ZIP Code: [REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

Signature: [Handwritten Signature]

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have 3 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name:

Manuela

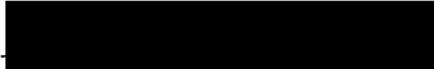
Address:



ZIP Code:



Phone:



Email:

Signature:

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Wendy Alvarado

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Wendy Alvarado

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

X Name:

BILLIE SMITH

Address:

[REDACTED]

X ZIP Code:

[REDACTED]

Phone:

[REDACTED]

Email:

[REDACTED]

Signature:

Billie Smith

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

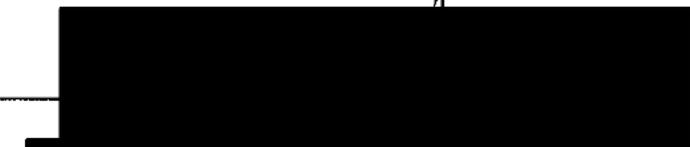
To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Debbie Douglas

Address: 

ZIP Code: 

Phone: 

Email: _____

Signature: Debbie Douglas

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Mary Porter

Address: _____

ZIP Code: 

Phone: 

Email: _____

Signature: Mary Porter

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Narnissia Wilbert

Address: [REDACTED]

ZIP Code: [REDACTED]

Phone: [REDACTED]

Email: [REDACTED]

Signature: Narnissia Wilbert

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

I have _____ child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

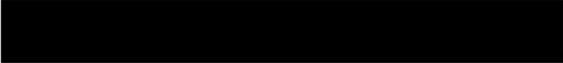
I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

X Name: Areli Hernandez M.

Address: 

ZIP Code: 

Phone: 

* Email: _____

* Signature: Areli M.H.

EAGLE CHARTER SCHOOLS OF NEVADA
Clark County

To Whom It May Concern:

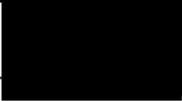
I have 2 child/children of elementary school age. I would be very interested in enrolling my child/children in a high performing, community friendly public charter school in my neighborhood.

I support having Eagle Elementary Charter School open in my neighborhood.

Please Print:

Name: Fred humphins

Address: 

ZIP Code: 

Phone: _____

Email: _____

Signature: Fred Humphins

Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 20-21) to ensure that the school is ready for a successful launch in fall 2021. Feel free to add rows as needed.

As noted in the Incubation Year Planning Table and throughout the application, Eagle’s proposed CMO (ECS) is a key partner in successfully launching Eagle NV and ensuring fidelity to the Eagle academic model. In areas where ECS is specifically tasked with completing an activity, such as establishing a chart of accounts, the Eagle staff member that is most critical to being involved in that process (the COO in this case) is also included below.

2020-2021 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Key Personnel	Milestone Date(s)
<i>INSTRUCTION</i>			
	Confirm instructional materials alignment with NVACS	Principal; CMO	May 2021
	Instructional materials ordered	COO; CMO	June 2021
	Classroom consumables ordered	COO; CMO	June 2021
	Class rosters completed	Principal; CMO	July 2021
	Create schedule for initial NWEA-MAP assessment and analysis	Principal	July 2021
	Scope and Sequence development for all NVACS/Courses	Principal; CMO	August 2021
	Contract with 3 rd party curriculum/assessment vendors as necessary	Principal; COO	August 2021
	Contract with 3 rd party specialists/therapists as dictated by student needs	Principal; COO	July 2021
	Training – Special Education	Principal; Special Education Director; CMO	July/August 2021
	Training – ELL students	Principal; ELL Director; CMO	July/August 2021
	Training – MTSS	Principal; CMO *all instructional staff are trained	July/August 2021
	Training – Differentiated Instruction	Principal; CMO *all instruction staff are trained	July/August 2021
	Student IEP records received	Principal; Special Education Director; Registrar	July/August 2021

	Student IEP meeting schedule drafted	Principal; Special Education Director	July/August 2021
	Finalize daily schedules	Principal; CMO	August 2021
<i>TALENT</i>			
	Principal identified and onboarding process begins	Governing Board; CMO	January 2021
	Chief Operating Officer onboarding process begins	Governing Board; CMO	January 2021
	Instructional staff interview process confirmed	Principal; CMO	December 2020
	Staffing need confirmed	Principal; CMO	February 2021
	Job descriptions updated/approved	Principal; CMO	January 2021
	Administrators hired	Principal; CMO	April 2021
	Employee Benefits package confirmed	COO; CMO	April 2021
	Instructional Staff hired	Principal; CMO	June 2021
	Operations staff hired	COO; CMO	June 2021
	3rd party data consultant hired (if necessary)	COO; CMO	June 2021
	Background/fingerprint checks complete	COO; CMO	June 2021
	Employee Handbook approved	COO; CMO	May 2021
	State and Federal employment posters posted	COO	August 2021
<i>OPERATIONS</i>			
	Facility identified	Governing Board; COO; CMO	Dec. 2020
	Facility under contract in consult with SPCSA as required	Governing Board; COO; CMO	Jan. 2021
	Facility renovated (ADA, Health Department, Building Department regulation met)	Governing Board; COO; CMO	July 2021
	Temporary office space secured	COO	May 2021
	School Calendar confirmed	Principal; CMO	January 2021
	Contract with Payroll provider	COO; CMO	January 2021
	School Uniform vendors secured	COO; CMO	May 2021
	Student information system secured	COO; Principal; CMO	Feb. 2021
	Incoming student records gathered	Principal; CMO	Aug. 2021
	Food service vendor identified	COO; Principal; CMO	May 2021
	Insurance secured	COO; CMO	June 2021
	Student/staff records process and procedures	COO; Principal; CMO	June 2021
	Security/Maintenance/Custodial contracts in place	COO; CMO	July 2021

	NSLP application	COO; Principal; CMO	June 2021
	Finalize Emergency Management Plan	COO; Principal; CMO	August 2021
	Finalize Emergency procedures (fire drills, lockdown, campus intruder, etc.)	COO; Principal; CMO	July 2021
	Student Information System (Powerschool; Campus Infinity) training	COO; Principal; Office Staff; CMO	June 2021
<i>TECHNOLOGY</i>			
	Campus email addresses created	COO; Director of IT	Dec. 2020
	Background check (Raptor) system installed	COO; Director of IT	June 2021
	Phone/Internet providers secured	COO; Director of IT; CMO	June 2021
	Campus renovated to support technology needs	COO; Director of IT; CMO	July 2021
	Security system installed	COO; Director of IT; CMO	July 2021
	Classroom technology installed	COO; Director of IT; CMO	July 2021
	Campus technology (copiers, desktop computers, etc.) purchased/installed	COO; Director of IT; CMO	July 2021
	Student Chromebooks purchased/formatted	Director of IT; CMO	July 2021
	Staff laptops purchased/formatted	COO; Director of IT; CMO	July 2021
<i>FINANCE</i>			
	Bank account established	Governing Board	Nov. 2020
	Authorized signers established	Governing Board	Nov. 2020
	3 rd party bookkeeper identified	COO; CMO	Feb. 2021
	Governing Board fiscal policies and procedures approved	Governing Board; CMO	Jan. 2021
	1 st year budget finalized	Governing Board; CMO	April 2021
	Chart of Accounts established	COO; CMO	March 2021
<i>PARENT & COMMUNITY ENGAGEMENT</i>			
	Community outreach; fliers, info sessions, Street Team canvassing, press releases, etc.	Principal; CMO	Ongoing
	Marketing materials updated	Principal; CMO	Oct. 2020
	Website and social media platforms updated	Principal; CMO	Oct. 2020
	Registration form completed in English and Spanish	COO; CMO	Nov. 2020
	Open enrollment window	Principal; Governing Board	Jan – Feb 2021

	Student enrollment lottery	Principal; Governing Board	Feb. 2021
	Enrollment target reached	Principal; CMO	May 2021
	Enrollment packet available in English and Spanish	COO; CMO	February 2021
	Student enrollment packets completed for each student	Registrar, COO; CMO	Aug. 2021
	Open House	Principal	July 2021
	Meet the Teacher	Principal	July 2021
	Home Visits	Principal	July – August 2021
<i>SCHOOL SYSTEMS & CULTURE</i>			
	Student handbook complete	Principal; CMO	June 2021
<i>OTHER</i>			
	Charter approved	Committee to Form; CMO	Oct. 2020
	501c3 application submitted	Governing Board	July 2020
	Governing Docs ratified	Governing Board	Nov. 2020
	Policy Governance Training	Governing Board; CMO	Jan. 2021
	Governing Board policies established	Governing Board; CMO	Jan. 2021
	Apply for Tax exemption	Governing Board; CMO	July 2020
	Board meeting calendar established	Governing Board	Jan. 2021

Attachment 15

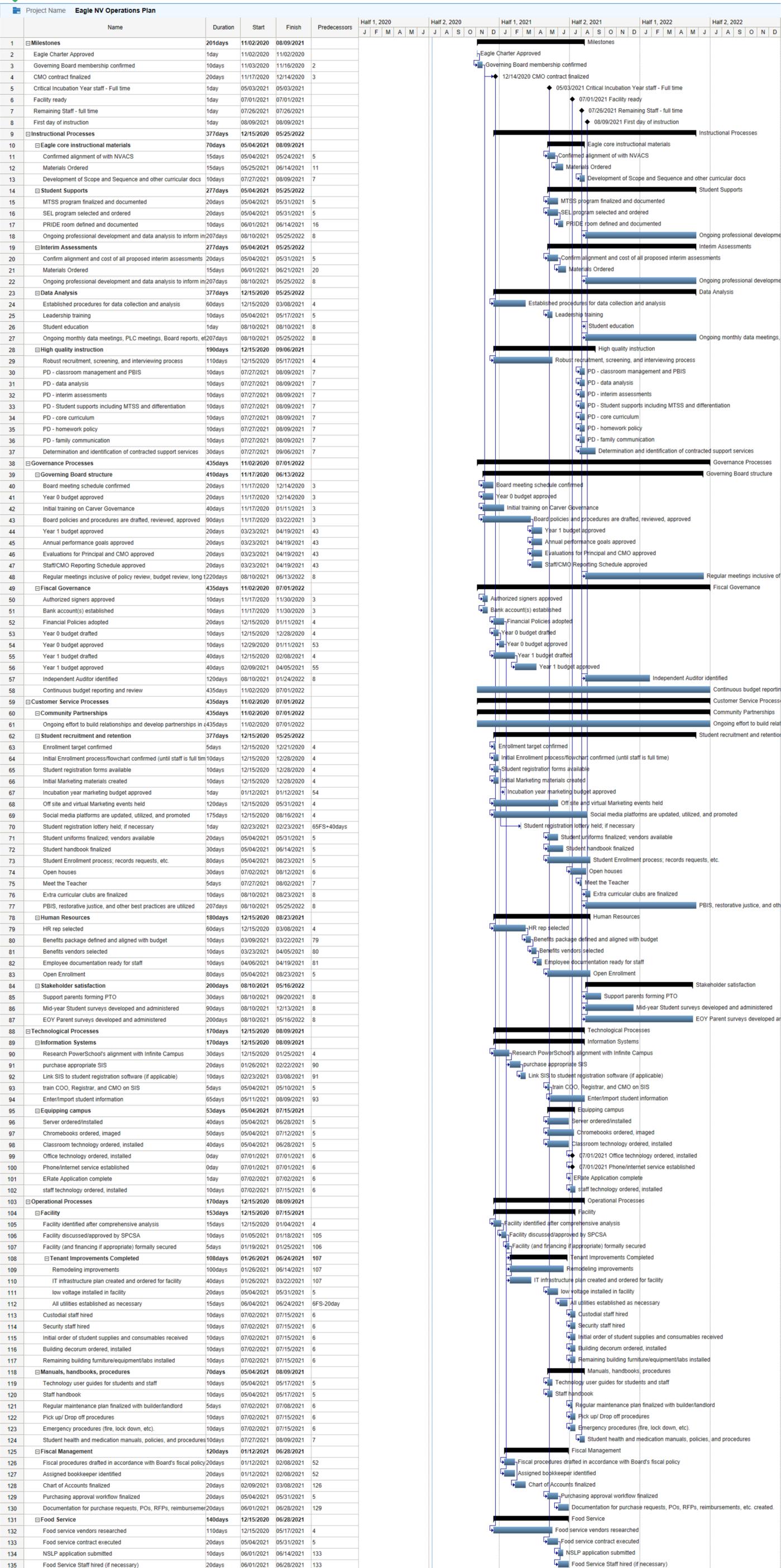
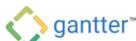
Developed as a Gantt chart, the framework of Eagle's operational execution plan is attached. As members of Eagle's prospective Governing Board, we look forward to building a strong, sustainable organization with a clear delineation between governance and management. The Governing Board is ultimately accountable for establishing policies that allow the staff to manage and execute the day to day tasks and responsibilities of running Eagle NV. As Board members, we are fiduciaries and have the responsibility of establishing limits that ensure our program is established in full compliance with applicable law and in the best interest of students and families.

To that end, our leadership team and CMO partner will improve, expand, and rearrange this template to create a true operational checklist to fit the managerial needs of the team. The following charts are presented at the following levels:

- a) Rolled up – Processes only
- b) Processes expanded one level
- c) Fully expanded to all tasks – The one page view is included as it is manageable via project management software, but contains too much information for standard sized print distribution. As such, it's been broken into multiple pages with two independent components:
 - i. List of all draft tasks
 - ii. Corresponding Gantt chart



Project Name Eagle NV Operations Plan						Half 1, 2020					Half 2, 2020					Half 1, 2021					Half 2, 2021					Half 1, 2022					Half 2, 2022															
ID	Name	Duration	Start	Finish	Predecessors	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D					
						1	<input type="checkbox"/> Milestones	201days	11/02/2020	08/09/2021																																				
2	Eagle Charter Approved	1day	11/02/2020	11/02/2020																																										
3	Governing Board membership confirmed	10days	11/03/2020	11/16/2020	2																																									
4	CMO contract finalized	20days	11/17/2020	12/14/2020	3																																									
5	Critical Incubation Year staff - Full time	1day	05/03/2021	05/03/2021																																										
6	Facility ready	1day	07/01/2021	07/01/2021																																										
7	Remaining Staff - full time	1day	07/26/2021	07/26/2021																																										
8	First day of instruction	1day	08/09/2021	08/09/2021																																										
9	<input type="checkbox"/> Instructional Processes	377days	12/15/2020	05/25/2022																																										
10	<input type="checkbox"/> Eagle core instructional materials	70days	05/04/2021	08/09/2021																																										
14	<input type="checkbox"/> Student Supports	277days	05/04/2021	05/25/2022																																										
19	<input type="checkbox"/> Interim Assessments	277days	05/04/2021	05/25/2022																																										
23	<input type="checkbox"/> Data Analysis	377days	12/15/2020	05/25/2022																																										
28	<input type="checkbox"/> High quality instruction	190days	12/15/2020	09/06/2021																																										
38	<input type="checkbox"/> Governance Processes	435days	11/02/2020	07/01/2022																																										
39	<input type="checkbox"/> Governing Board structure	410days	11/17/2020	06/13/2022																																										
49	<input type="checkbox"/> Fiscal Governance	435days	11/02/2020	07/01/2022																																										
59	<input type="checkbox"/> Customer Service Processes	435days	11/02/2020	07/01/2022																																										
60	<input type="checkbox"/> Community Partnerships	435days	11/02/2020	07/01/2022																																										
62	<input type="checkbox"/> Student recruitment and retention	377days	12/15/2020	05/25/2022																																										
78	<input type="checkbox"/> Human Resources	180days	12/15/2020	08/23/2021																																										
84	<input type="checkbox"/> Stakeholder satisfaction	200days	08/10/2021	05/16/2022																																										
88	<input type="checkbox"/> Technological Processes	170days	12/15/2020	08/09/2021																																										
89	<input type="checkbox"/> Information Systems	170days	12/15/2020	08/09/2021																																										
95	<input type="checkbox"/> Equipping campus	53days	05/04/2021	07/15/2021																																										
103	<input type="checkbox"/> Operational Processes	170days	12/15/2020	08/09/2021																																										
104	<input type="checkbox"/> Facility	153days	12/15/2020	07/15/2021																																										
118	<input type="checkbox"/> Manuals, handbooks, procedures	70days	05/04/2021	08/09/2021																																										
125	<input type="checkbox"/> Fiscal Management	120days	01/12/2021	06/28/2021																																										
131	<input type="checkbox"/> Food Service	140days	12/15/2020	06/28/2021																																										



Attachment 15.c.ii

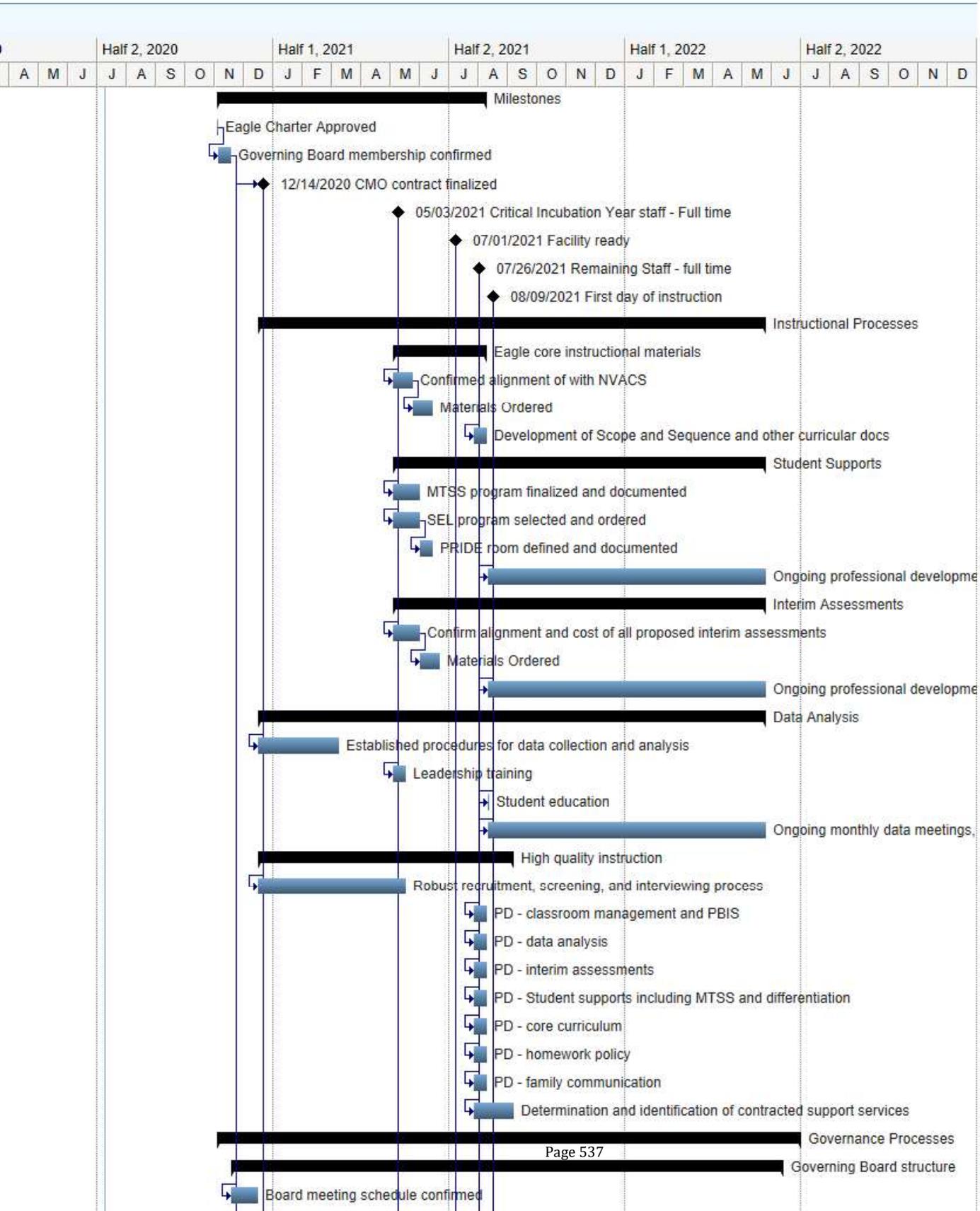


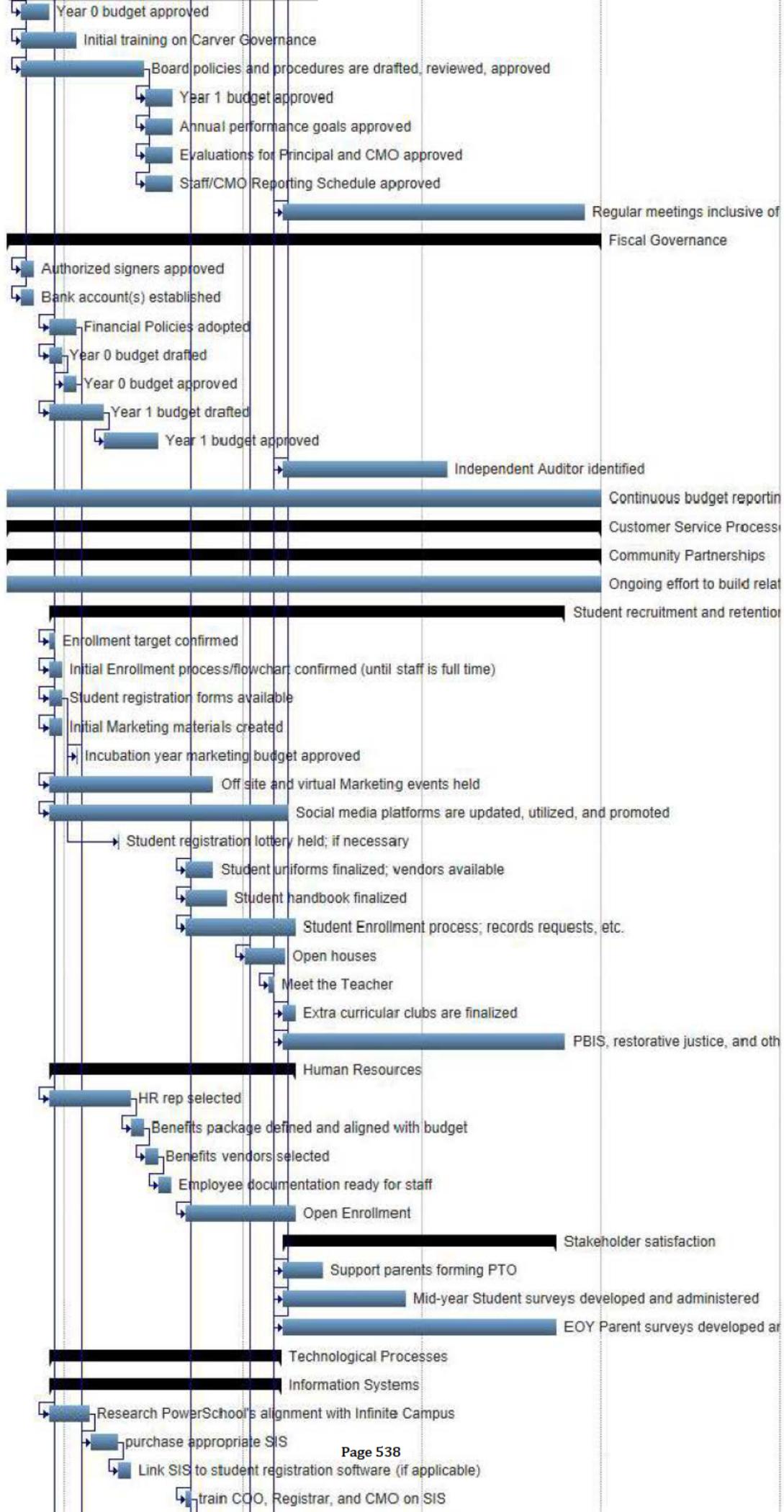
Project Name		Eagle NV Operations Plan				Half 1, 2020		
	Name	Duration	Start	Finish	Predecessors	J	F	M
1	<input type="checkbox"/> Milestones	201days	11/02/2020	08/09/2021				
2	Eagle Charter Approved	1day	11/02/2020	11/02/2020				
3	Governing Board membership confirmed	10days	11/03/2020	11/16/2020	2			
4	CMO contract finalized	20days	11/17/2020	12/14/2020	3			
5	Critical Incubation Year staff - Full time	1day	05/03/2021	05/03/2021				
6	Facility ready	1day	07/01/2021	07/01/2021				
7	Remaining Staff - full time	1day	07/26/2021	07/26/2021				
8	First day of instruction	1day	08/09/2021	08/09/2021				
9	<input type="checkbox"/> Instructional Processes	377days	12/15/2020	05/25/2022				
10	<input type="checkbox"/> Eagle core instructional materials	70days	05/04/2021	08/09/2021				
11	Confirmed alignment of with NVACS	15days	05/04/2021	05/24/2021	5			
12	Materials Ordered	15days	05/25/2021	06/14/2021	11			
13	Development of Scope and Sequence and other curricular docs	10days	07/27/2021	08/09/2021	7			
14	<input type="checkbox"/> Student Supports	277days	05/04/2021	05/25/2022				
15	MTSS program finalized and documented	20days	05/04/2021	05/31/2021	5			
16	SEL program selected and ordered	20days	05/04/2021	05/31/2021	5			
17	PRIDE room defined and documented	10days	06/01/2021	06/14/2021	16			
18	Ongoing professional development and data analysis to inform in	207days	08/10/2021	05/25/2022	8			
19	<input type="checkbox"/> Interim Assessments	277days	05/04/2021	05/25/2022				
20	Confirm alignment and cost of all proposed interim assessments	20days	05/04/2021	05/31/2021	5			
21	Materials Ordered	15days	06/01/2021	06/21/2021	20			
22	Ongoing professional development and data analysis to inform in	207days	08/10/2021	05/25/2022	8			
23	<input type="checkbox"/> Data Analysis	377days	12/15/2020	05/25/2022				
24	Established procedures for data collection and analysis	60days	12/15/2020	03/08/2021	4			
25	Leadership training	10days	05/04/2021	05/17/2021	5			
26	Student education	1day	08/10/2021	08/10/2021	8			
27	Ongoing monthly data meetings, PLC meetings, Board reports, et	207days	08/10/2021	05/25/2022	8			
28	<input type="checkbox"/> High quality instruction	190days	12/15/2020	09/06/2021				
29	Robust recruitment, screening, and interviewing process	110days	12/15/2020	05/17/2021	4			
30	PD - classroom management and PBIS	10days	07/27/2021	08/09/2021	7			
31	PD - data analysis	10days	07/27/2021	08/09/2021	7			
32	PD - interim assessments	10days	07/27/2021	08/09/2021	7			
33	PD - Student supports including MTSS and differentiation	10days	07/27/2021	08/09/2021	7			
34	PD - core curriculum	10days	07/27/2021	08/09/2021	7			
35	PD - homework policy	10days	07/27/2021	08/09/2021	7			
36	PD - family communication	10days	07/27/2021	08/09/2021	7			
37	Determination and identification of contracted support services	30days	07/27/2021	09/06/2021	7			
38	<input type="checkbox"/> Governance Processes	435days	11/02/2020	07/01/2022				
39	<input type="checkbox"/> Governing Board structure	410days	11/17/2020	06/13/2022				
40	Board meeting schedule confirmed	20days	11/17/2020	12/14/2020	3			

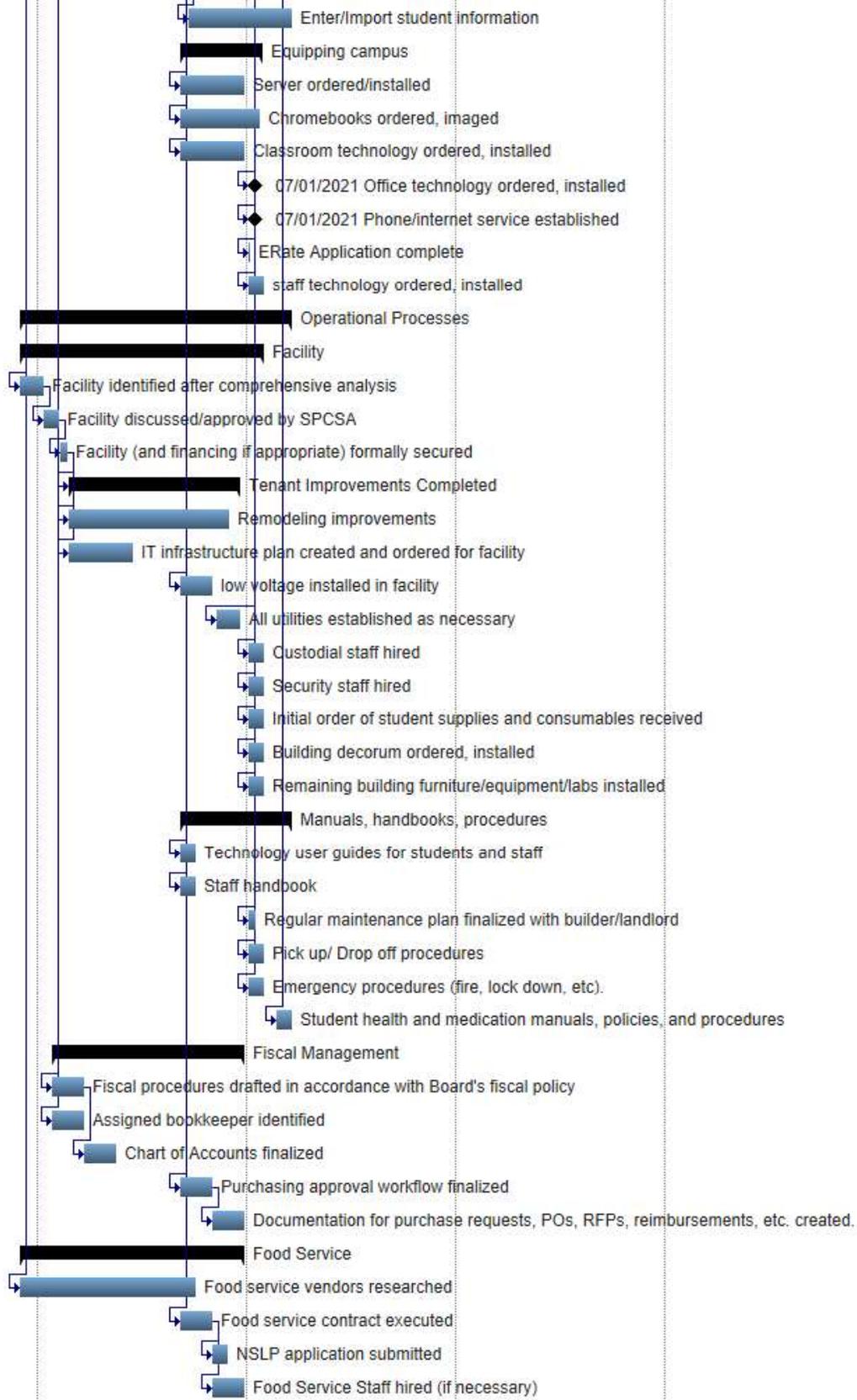
41	Year 0 budget approved	20days	11/17/2020	12/14/2020	3
42	Initial training on Carver Governance	40days	11/17/2020	01/11/2021	3
43	Board policies and procedures are drafted, reviewed, approved	90days	11/17/2020	03/22/2021	3
44	Year 1 budget approved	20days	03/23/2021	04/19/2021	43
45	Annual performance goals approved	20days	03/23/2021	04/19/2021	43
46	Evaluations for Principal and CMO approved	20days	03/23/2021	04/19/2021	43
47	Staff/CMO Reporting Schedule approved	20days	03/23/2021	04/19/2021	43
48	Regular meetings inclusive of policy review, budget review, long t	220days	08/10/2021	06/13/2022	8
49	☐Fiscal Governance	435days	11/02/2020	07/01/2022	
50	Authorized signers approved	10days	11/17/2020	11/30/2020	3
51	Bank account(s) established	10days	11/17/2020	11/30/2020	3
52	Financial Policies adopted	20days	12/15/2020	01/11/2021	4
53	Year 0 budget drafted	10days	12/15/2020	12/28/2020	4
54	Year 0 budget approved	10days	12/29/2020	01/11/2021	53
55	Year 1 budget drafted	40days	12/15/2020	02/08/2021	4
56	Year 1 budget approved	40days	02/09/2021	04/05/2021	55
57	Independent Auditor identified	120days	08/10/2021	01/24/2022	8
58	Continuous budget reporting and review	435days	11/02/2020	07/01/2022	
59	☐Customer Service Processes	435days	11/02/2020	07/01/2022	
60	☐Community Partnerships	435days	11/02/2020	07/01/2022	
61	Ongoing effort to build relationships and develop partnerships in e	435days	11/02/2020	07/01/2022	
62	☐Student recruitment and retention	377days	12/15/2020	05/25/2022	
63	Enrollment target confirmed	5days	12/15/2020	12/21/2020	4
64	Initial Enrollment process/flowchart confirmed (until staff is full tim	10days	12/15/2020	12/28/2020	4
65	Student registration forms available	10days	12/15/2020	12/28/2020	4
66	Initial Marketing materials created	10days	12/15/2020	12/28/2020	4
67	Incubation year marketing budget approved	1day	01/12/2021	01/12/2021	54
68	Off site and virtual Marketing events held	120days	12/15/2020	05/31/2021	4
69	Social media platforms are updated, utilized, and promoted	175days	12/15/2020	08/16/2021	4
70	Student registration lottery held; if necessary	1day	02/23/2021	02/23/2021	65FS+40days
71	Student uniforms finalized; vendors available	20days	05/04/2021	05/31/2021	5
72	Student handbook finalized	30days	05/04/2021	06/14/2021	5
73	Student Enrollment process; records requests, etc.	80days	05/04/2021	08/23/2021	5
74	Open houses	30days	07/02/2021	08/12/2021	6
75	Meet the Teacher	5days	07/27/2021	08/02/2021	7
76	Extra curricular clubs are finalized	10days	08/10/2021	08/23/2021	8
77	PBIS, restorative justice, and other best practices are utilized	207days	08/10/2021	05/25/2022	8
78	☐Human Resources	180days	12/15/2020	08/23/2021	
79	HR rep selected	60days	12/15/2020	03/08/2021	4
80	Benefits package defined and aligned with budget	10days	03/09/2021	03/22/2021	79
81	Benefits vendors selected	10days	03/23/2021	04/05/2021	80
82	Employee documentation ready for staff	10days	04/06/2021	04/19/2021	81
83	Open Enrollment	80days	05/04/2021	08/23/2021	5
84	☐Stakeholder satisfaction	200days	08/10/2021	05/16/2022	
85	Support parents forming PTO	30days	08/10/2021	09/20/2021	8
86	Mid-year Student surveys developed and administered	90days	08/10/2021	12/13/2021	8
87	EOY Parent surveys developed and administered	200days	08/10/2021	05/16/2022	8
88	☐Technological Processes	170days	12/15/2020	08/09/2021	
89	☐Information Systems	170days	12/15/2020	08/09/2021	
90	Research PowerSchool's alignment with Infinite Campus	30days	12/15/2020	01/25/2021	4
91	purchase appropriate SIS	20days	01/26/2021	02/22/2021	90
92	Link SIS to student registration software (if applicable)	10days	02/23/2021	03/08/2021	91
93	train COO, Registrar, and CMO on SIS	5days	05/04/2021	05/10/2021	5

94	Enter/Import student information	65days	05/11/2021	08/09/2021	93
95	☐ Equipping campus	53days	05/04/2021	07/15/2021	
96	Server ordered/installed	40days	05/04/2021	06/28/2021	5
97	Chromebooks ordered, imaged	50days	05/04/2021	07/12/2021	5
98	Classroom technology ordered, installed	40days	05/04/2021	06/28/2021	5
99	Office technology ordered, installed	0day	07/01/2021	07/01/2021	6
100	Phone/internet service established	0day	07/01/2021	07/01/2021	6
101	ERate Application complete	1day	07/02/2021	07/02/2021	6
102	staff technology ordered, installed	10days	07/02/2021	07/15/2021	6
103	☐ Operational Processes	170days	12/15/2020	08/09/2021	
104	☐ Facility	153days	12/15/2020	07/15/2021	
105	Facility identified after comprehensive analysis	15days	12/15/2020	01/04/2021	4
106	Facility discussed/approved by SPCSA	10days	01/05/2021	01/18/2021	105
107	Facility (and financing if appropriate) formally secured	5days	01/19/2021	01/25/2021	106
108	☐ Tenant Improvements Completed	108days	01/26/2021	06/24/2021	107
109	Remodeling improvements	100days	01/26/2021	06/14/2021	107
110	IT infrastructure plan created and ordered for facility	40days	01/26/2021	03/22/2021	107
111	low voltage installed in facility	20days	05/04/2021	05/31/2021	5
112	All utilities established as necessary	15days	06/04/2021	06/24/2021	6FS-20day
113	Custodial staff hired	10days	07/02/2021	07/15/2021	6
114	Security staff hired	10days	07/02/2021	07/15/2021	6
115	Initial order of student supplies and consumables received	10days	07/02/2021	07/15/2021	6
116	Building decorum ordered, installed	10days	07/02/2021	07/15/2021	6
117	Remaining building furniture/equipment/labs installed	10days	07/02/2021	07/15/2021	6
118	☐ Manuals, handbooks, procedures	70days	05/04/2021	08/09/2021	
119	Technology user guides for students and staff	10days	05/04/2021	05/17/2021	5
120	Staff handbook	10days	05/04/2021	05/17/2021	5
121	Regular maintenance plan finalized with builder/landlord	5days	07/02/2021	07/08/2021	6
122	Pick up/ Drop off procedures	10days	07/02/2021	07/15/2021	6
123	Emergency procedures (fire, lock down, etc).	10days	07/02/2021	07/15/2021	6
124	Student health and medication manuals, policies, and procedures	10days	07/27/2021	08/09/2021	7
125	☐ Fiscal Management	120days	01/12/2021	06/28/2021	
126	Fiscal procedures drafted in accordance with Board's fiscal policy	20days	01/12/2021	02/08/2021	52
127	Assigned bookkeeper identified	20days	01/12/2021	02/08/2021	52
128	Chart of Accounts finalized	20days	02/09/2021	03/08/2021	126
129	Purchasing approval workflow finalized	20days	05/04/2021	05/31/2021	5
130	Documentation for purchase requests, POs, RFPs, reimbursemer	20days	06/01/2021	06/28/2021	129
131	☐ Food Service	140days	12/15/2020	06/28/2021	
132	Food service vendors researched	110days	12/15/2020	05/17/2021	4
133	Food service contract executed	20days	05/04/2021	05/31/2021	5
134	NSLP application submitted	10days	06/01/2021	06/14/2021	133
135	Food Service Staff hired (if necessary)	20days	06/01/2021	06/28/2021	133

Attachment 15.c.ii







Attachment 16

Eagle does not yet have an executed MOU for a facility; facility details will be furnished as part of a charter contract amendment.

**INSURANCE PROPOSAL FOR
EAGLE ELEMENTARY CHARTER SCHOOL
LAS VEGAS, NEVADA**

COVERAGE	LIMITS	PREMIUM
UMBRELLA LIABILITY		\$6,608.00
PER OCCURRENCE/ PER POLICY YEAR	\$5,000,000	
STUDENT ACCIDENT		
MEDICAL PAYMENTS	\$25,000	\$4,867.00
ACCIDENTAL DEATH	\$25,000	
WORKERS COMPENSATION		\$10,500.00
Estimate Payroll: \$2,100,000		
DIRECTORS AND OFFICERS LIABILITY		\$4,000.00
Directors and Officers Coverage	1,000,000.00	
Employment Practices Coverage	1,000,000.00	
Estimated Annual Premium		\$51,230.00

Attachment 18

As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:

- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at \$5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
- (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (g) Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:
 - *How the projected number of students in each applicable subgroup was determined*
 - *How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)*
 - *How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated*

a) Revenue

- Overview: Enrollment projections are informed by the depth of experience within our Committee to Form and ECS' proven track record of success in Washington, D.C. Eagle projects to open with the same number of grade levels as Eagle Academy currently serves in Washington D.C. Eagle will continue to grow one grade level per year as we develop our middle school program in order to meet the needs of K-8 students in Clark County. The typical 108 students/grade is based on 27 students in each of four classes. Subgroup projected percentages are based off of our desire to locate in a low income neighborhood and our commitment of serving at-risk students.

While not reflected in the budget, we anticipate that the Distributive School Account funding levels will increase measurably before the 2021-22 school year as the new weighted funding formula is implemented. Depending on campus needs, this additional funding could allow us to:

- i. hire additional enrichment staff members,
 - ii. employ currently contracted support staff,
 - iii. reduce class size, and
 - iv. offer free lunch, extra-curriculars, and/or uniforms.
- Enrol Staff & Exp tab (row number in parenthesis)
 - i. Revenue projections for Distributive School Account (45), SPED (47), Title IA (49), Title IIA (50), Title III (51), and IDEA (52) were all provided within SPCSA's budget template; our research showed slightly different allotments for Title III funding so that was reduced by 1/3. The three revenue sources provided by Eagle are:
 1. Federal Breakfast Program (64)
 - a. \$2.20/free breakfast¹
 2. Federal Lunch Program (65)
 - a. \$3.43/free lunch¹
 3. Student fees (71)
 - a. Fees for Before/After Care. Projected at \$7/student daily for 30% of the campus. This is nearly a 50% reduction in cost to families compared with the \$11/day charge for Safekey.²

b) Funding

¹ "National School Lunch, Special Milk, and School Breakfast Programs." *Federal Register*, <https://www.federalregister.gov/documents/2019/08/07/2019-16903/national-school-lunch-special-milk-and-school-breakfast-programs-national-average-paymentsmaximum#p-31> Accessed 3 Jan. 2020

² "Safekey Program." *Clark County, Nevada*, <https://www.clarkcountynv.gov/parks/Pages/safekey.aspx>. Accessed 3 Jan. 2020

- Anticipated incubation year revenue: Eagle and ECS are committed to securing at least \$150,000 in grants and philanthropic contributions to fund expenses during the incubation year. Grants and donations above \$150,000 will supplement these year 0 activities by onboarding staff sooner.
- Secured incubation year revenue: As a term of the proposed services agreement (Attachment 21), if Eagle falls short of the \$150,000 goal for year 0, ECS commits to donate the difference between the amount of secured incubation year funds and \$150,000. Per the draft terms of the services agreement, these funds would be restricted to year 0 salaries, required supplies and technology, marketing, and enrollment expenses.
- Facility funding: Eagle currently does not project any lending/facility funding needs; this could change depending on the final facility solution.
- Ongoing philanthropic support: While Eagle will continuously work to secure donations and grants to support the ongoing academic program, this support is not anticipated in the budget. These funds will be used to provide enrichment and extension activities for students, offer free lunch for all students, offer free uniforms, and other efforts meant to further support our families.

c) Expenditures

- Overview:
Instructional and operational expenses are largely based on the actual costs of Eagle Academy’s Washington D.C. campuses.
- Enrol Staff & Exp Tab - Personnel:
Our staffing model is based on one grade level teacher for each group of 27 students, support and enrichment teachers that increase as student population increases, and a small administrative team. Additionally, we project to employ part time staff to manage the before and after care program; we will first offer this opportunity to our full time staff and expect to fill those positions from the team that is already in place.
 - i. Salaries:
 1. An average teaching salary of \$45,000 is projected to be competitive with Clark County School District’s salaries. For reference, the 1st year baseline salaries are \$40,644 and \$46,014 for teachers in Columns I and II respectively.³ Projected salaries for Special Education and ELL teachers are increased to \$48,000 and \$50,000 respectively to account for increased demand.

³ “Licensed, Professional Salary Table.” *Clark County School District*, <https://www.ccsd.net/employees/resources/pdf/salary-info/licensed-professional-salary-table-09302019.pdf>. Accessed 3 Jan. 2020

2. Administrative/Office staff – Salaries for our incoming COO, Principal, and IT Director are competitive with experienced professionals in surrounding schools. We expect at least two of these three positions to be filled by current staff members of Eagle Academy.
- ii. Payroll Tax and benefits
 1. Medical (84-88) – Employees that elect our health coverage will make up the difference (if any) between the Employer Contribution (\$4500) and the premium; Eagle will offer the same amount of coverage for each employee.
 2. FICA (89) – Medicare is 1.45%
 3. State Retirement (90, 91) – 29.25% total contribution⁴
 4. Unemployment Insurance - 2.95% of \$32,500⁵
- Enrol Staff & Exp tab - General Operating Expenses:
While consulting with ECS, some of these expenses are typically budgeted as a total annual cost but are required to be input on a per pupil or per FTE basis in the workbook; calculations have been entered accordingly.
 - Facilities tab:
These assumptions are based on our primary option of a leased space. Our proposal assumes we will step up our leased square footage commitment over the first three years of operation until we fully occupy the building in year 3. As reflected in the application, these assumptions will change should that specific property not be our ultimate facility solution.
 - FFE&T Tab:
Our experience with technology life expectancy differs slightly from what is embedded in the template:
 - i. Classroom technology (Smartboards) have a life expectancy of five to seven years
 - ii. Student Chromebooks have a life expectancy of four or five years
 - Additional considerations within the Financial Workbook:
Through many conversations with the SPCSA staff, the workbook template was modified to fit the budget projections of Eagle. These modifications/considerations include:
 - i. Summary tab

⁴ "Nevada PERS Retirement Plan." *University of Nevada, Reno*, <https://www.unr.edu/bcn-nshe/benefits/retirement/nevada-pers-plan>. Accessed 3 Jan. 2020

⁵ "UI Tax Services." *Unemployment Tax Information*, http://ui.nv.gov/ESSHTML/ui_information.htm. Accessed 3 Jan. 2020

1. Row 65 – FFE&T

When calculating break even and contingency scenarios, Eagle used the cash acquisition cost for line item (row 54 in the FFE&T tab) vs. the book expense (as reflected in the Summary tab). Attachment 19 is unchanged.

Impact on Eagle’s application: Since cash value is higher than the book value, our break even and contingency calculations are more conservative.

ii. Market tab

1. Column I – Over Capacity

Per Michael Dang, reliable campus capacity information is not readily available; this data was to be omitted.

Impact on Eagle’s application: None.

2. Column M – SPED in the Special Populations Table

Per Michael Dang, this data should be included in Column K: IEP.

Impact on Eagle’s application: None

iii. Enrol Staff and Exp tab

1. H1341 – Total Unemployment Insurance

Per prior communication with Michael Dang, Eagle believes this cell counts associated SPED/ELL expenses twice and expenses for our Guidance Counsel and Psychologist three times.

Impact on Eagle’s application: If correct, this over-estimates Unemployment Insurance expenses by 11 FTEs in year 1 (\$10,549). No adjustments to the budget or embedded analysis were made to account for this.

2. Rows 1348-1366 – Part time Employees

Except for the 3rd entry; these salaries are not tied to inflation. The 3rd PT staff entry is not based on the corresponding annual inputs for years 3-6.

Impact on Eagle’s application: The budget impact is minimal; no adjustments were made.

3. H1414 and H1415 do not reflect the inputs for year 1 expenses.

Eagle expects our parent and staff meetings budget to be \$5000,

\$7500, and \$10,000 in years 1, 2, and 3+ respectively.

Impact on Eagle application: Our break even analysis anticipates a \$5000 expense in cell H1415 in year 1.

iv. FFE&T tab – Financing Considerations (several rows modified)

1. The following FFE&T expenses were adjusted to assume that startup technology and furniture will be financed over 5 and 15 years respectively.
 - a. Row 23 – Faculty Laptops
 - b. Row 26 – 1:1 Student Chromebooks
 - c. Row 34 – Server hardware
 - d. Row 37 – Classroom Technology (Smartboards or equivalent)
 - e. Row 51 – Faculty Furniture
 - f. Row 52 – Student Furniture

Impact on Eagle’s application: This financing allows for expenses associated with equipping a new school to be spread out over multiple years. The budget impact is reflected throughout Eagle’s Workbook.

v. Incubation Tab – Cells cannot be edited

1. Position descriptions, numerical values for expenses, and revenue are locked cells that cannot be edited or entered as requested.

Impact on Eagle’s application: This tab is incomplete; the Summary tab does capture anticipated revenue, marketing expenses, and staff expenses associated with the Incubation Year.

vi. EMO/CMO – Cell formatting

1. Column C is rounded to the nearest percent; our proposed CMO fee is 9.5% but shows as 10%.

Impact on Eagle’s application: None; the embedded calculations are correct.

vii. CF Y1 Mo –

1. CMO/EMO expenses - These expenses were not included in the template. “CMO expenses” has been added to Row 40; pushing all subsequent rows down.

Impact on Eagle’s Application: This change corrects the Cash Flow

tab to align with Eagle's projected expenses.

2. Cash Reserves – Reserves are embedded as an operating expense. As such, rows 74-80 (among others) underestimate the projected cash position of the campus by considering these reserves as realized expenses.

Impact on Eagle's Application: When performing break even and contingency calculations and analysis, reserves were assumed to be 0%.

d) Contingency

- Overview: Under-enrollment is the primary risk; our revenue is not reliant on donations or grants, it is tied to enrollment. If Eagle misses our enrollment target by more than 9%, then we will need to cut costs or raise additional revenue. Securing grants, donations, or sufficiently increasing enrollment resolves the budget shortfall. If none of those efforts are successful, then Eagle needs to reduce expenses. Assuming a severe scenario where we miss our enrollment target by 20% (130 fewer students than projected) in year 1, we would project a budget shortfall of \$522,000. The following actions would balance the annual budget with an enrollment of 518:
 - i. Reduction of 130 Chromebooks (+\$9,009 amortized during the first year)
 - ii. Reduction of 8 full time staff members (+\$467,775)
 1. four grade level instruction staff (130 fewer students equates to ~4 fewer sections of students)
 2. one PE teacher
 3. one nurse – The office staff would assume these responsibilities
 4. one Reading/ELL specialist
 5. one Special Education assistant
 - iii. Reduction of one part-time after school care member (+\$13,500)
 - iv. Reduction of "Travel and Meetings" to account for fewer staff members (+\$8,000)
 - v. The current projected expenses for legal funds are purposefully conservative. This line item could be reduced by 50% (+\$25,000).
- Should the baseline funding amounts for state Special Education, Federal Title Grants, or IDEA fall short of projections, the budget surplus can absorb those reduced revenue numbers so long as enrollment meets projections. If there is an unexpected and drastic reduction in the baseline funding amounts, then Eagle will consider increasing class size by one student per class to overcome this shortfall. Special Education, ELL, and MTSS services provided will not be reduced.

e) Cash Flow Contingency (state and federal shortfall)

- As demonstrated reflected in the application, Eagle’s budget balances at 91% of the projected enrollment. Should projected enrollment be 20% less than budgeted, Eagle would reduce staff, reduce the number of classrooms, reduce 1:1 student technology, and reduce the projected legal funds budget (or equivalent adjustments) as reflected above and in advance of opening. This will allow for the annual budget to balance. Managing cash flow is then an act of timing; vendors would be put on Net 30, 60, and 90 as appropriate. While delaying payment until the receipt of funding is not ideal, our experience is that the relative certainty and security of state and federal funding alleviates the concern for many vendors.

f) Cash Flow Contingency (philanthropic shortfall)

- Eagle is not reliant on any ongoing philanthropic support; this question is not applicable.

g) Federal Revenue

- Projected number of students in each applicable subgroup

Eagle’s commitment is to locate in an area of great need; that alone will increase the number of students qualifying for free/reduced lunch, special education services and ELL services. The experience of Eagle Academy in Washington D.C. also tells us that we will attract a disproportionately high number of students that have special needs and that qualify for free/reduced lunch.

- Eagle’s Projections: FRL = 80%, SPED = 14%, ELL = 30%
- Clark County School District enrollment⁶: FRL = 63.8%, SPED = 11.8%, ELL = 24.8%

- Ensuring federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)

Section 14 of our proposed Fiscal policy outlines policies and procedures for grants and contracts. Proper coding of revenue and expenses drives alignment and compliance with federal grants, and our COO will be responsible for spot checking compliance and running interim audits and reports as part of her regular reporting expectations to the Governing Board. ECS will also be run grant specific budgets and reports during the regularly schedule Board meetings.

- How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated
 - If student population is higher or lower than projected, then revenue will be adjusted accordingly. Fewer students in these subgroups means less revenue, but also means that less money is needed to supplement the core academic program already being provided. Similarly, a greater number of students in these subgroups will increase funding and supplemental offerings.

⁶ “Fast Facts 2018-19.” *Clark County School District*, <https://newsroom.ccsd.net/wp-content/uploads/2018/10/Fast-Facts-2018-19-Eng.pdf>. Accessed 3 Jan. 2020

- ii. Should the baseline funding amounts for state Special Education, Federal Title Grants, or IDEA fall short of projections, the budget surplus can absorb those reduced revenue numbers so long as enrollment meets projections. If there is an unexpected and drastic reduction in the baseline funding amounts, then Eagle will consider increasing class size by one student per class to generate additional surplus and overcome this shortfall to continue offering the supplemental services.

Attachment 20

The preferred Regional Director candidate will have experience as a School leader, training and managing school leaders, and as a Chief Academic Officer (or similar). This will likely be a nationwide search and will focus on candidates with a demonstrated track record of success in serving at risk students. It is likely that the chosen team member will have experience as a successful superintendent, charter network leader, or principal overseeing multiple campuses that served several thousand students.

Educational Services Agreement

between

Eagle Charter Schools of Nevada, Inc.

and

Eagle Charter Schools, Inc.

EDUCATIONAL SERVICES AGREEMENT

THIS EDUCATIONAL SERVICES AGREEMENT (the "Agreement") is made and entered into as of this _____ day of _____, 20____ (the "Effective Date") by and between Eagle Charter Schools of Nevada, Incorporated (the "School"), a Nevada non-profit corporation, and Eagle Charter Schools, Inc. (the "ECS"), a District of Columbia non-stock corporation.

WHEREAS, ECS is an educational services provider with the qualifications, experience, and expertise necessary to effectively provide essential programming and services to charter schools;

WHEREAS, the School, led by its Board of Directors (the "Board"), is seeking approval of its application ("Charter Application") to operate a charter school (the "Charter") in the State of Nevada (the "State") from Nevada's State Public Charter School Authority (the "Authorizer") on _____ pursuant to Section _____ of the Nevada General Statutes;

WHEREAS, the School is entering into this Agreement with ECSN in order to meet its obligations under the Charter;

WHEREAS, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability, through which the parties will work together to deliver an exceptional education program (the "ECS School Model") and experience to the students enrolled at the School; and

WHEREAS, the Parties wish to define their relationship and set forth the terms and conditions of their respective rights and responsibilities to each other;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions, and agreements hereinafter expressed, the Parties agree as follows:

1. **TERM AND RENEWAL.** This Agreement shall be effective as of the Effective Date and shall continue through July 30, 2026 (the "Term") unless terminated prior to such date in accordance with Section 11 below. The Parties may elect to renew this Agreement. The Parties agree to give written notice of their intent to renew or not to renew this Agreement at least twelve (12) months prior to the expiration of the Term and, should both parties desire to renew this Agreement, they shall work diligently to negotiate such agreement by February 1, 2026.
2. **REPRESENTATIONS AND WARRANTIES.**
 - a. **Representations and Warranties of ECS.** ECS represents and warrants as follows:
 - i. **Organization and Tax-Exempt Status.** ECS is a non-profit corporation duly organized under the laws of the District of Columbia, with the purpose and legal ability to contract to provide educational management services. ECS shall notify the School in writing of any change in its corporate status, or if it enters into a receivership, becomes the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors. This notification shall be made as far in advance of any such change as is reasonably practicable.
 - ii. **Authority.** ECS possesses the requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes the valid and binding obligations of ECS, enforceable against ECS in accordance with its terms. ECS has applied for tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and shall at all times maintain tax-exempt status once it is approved.
 - iii. **Litigation.** There is no suit, claim, action, or proceeding now pending or, to the best of

the Board's knowledge, threatened, to which ECS is a party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School or prevent or hamper the consummation of the agreements contemplated by this Agreement. No judgment, order, decree or award has been entered against ECS.

- iv. Conduct of ECS. ECS's Services (defined below) provided under this Agreement shall comply with the Charter and all applicable laws and regulations.
- v. Background Checks. ECS agrees to conduct all background checks according to Nevada law.

b. Representations and Warranties of the School. The School represents and warrants as follows:

- i. Organization and Tax-Exempt Status. The School is a non-profit corporation duly organized under the laws of the State of Nevada, and shall at all times throughout the Term remain, a charter school in good standing with the Authorizer, and possesses the legal ability to operate a charter school and contract for the educational services contemplated in this Agreement. The School has applied for a tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and when received, shall at all times maintain tax-exempt status.
- ii. Authority. The School possesses the requisite power and authority to execute and deliver this Agreement and to perform its obligations hereunder and to consummate the agreements contemplated hereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its terms.
- iii. Litigation. There is no suit, claim, action, or proceeding now pending or, to the best of the Board's knowledge, threatened, to which the School is a party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School or prevent or hamper the consummation of the agreements contemplated by this Agreement. No judgment, order, decree or award has been entered against the School.
- iv. Full Disclosure. No representation or warranty of the School herein and no statement, information or certificate furnished or to be furnished by the School pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact necessary in order to make the statements contained herein not misleading or on which ECS would reasonably need to rely to perform its obligations under this Agreement.
- v. Background Checks. The Board agrees that prior to (i) hiring any applicant for a position in the School, (ii) hiring any contractor doing business with the School who performs a service involving direct student contact, or (iii) appointing or electing a director to its Board, the School shall submit to a records check of the state and national criminal history records checks before such applicant or potential board member is hired, appointed or elected, as applicable, or such contractor begins to perform such service. The criminal history records checks shall be conducted in accordance with the laws of Nevada.

- 3. CONDUCT OF THE SCHOOL AND THE BOARD.** The School at all times during the Term shall materially comply with all local, State, and federal laws and regulations that are applicable to the School, which include, but are not limited to, the Internal Revenue Code, the Family Educational Rights and Privacy Act, Nevada Education Law and regulations including the Nevada Charter School Law and implementing regulations, Nevada Freedom of Information Act, as well as its By-Laws and other such policies and procedures as the Board may adopt. The School will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide ECS with copies of all such records and to allow ECS, at ECS's discretion, to assist with the preparation and retention of such records to ensure that, among other things, ECS may perform all Services and duties set forth in this Agreement. The School is authorized to organize and operate the School and is vested by the Authorizer with all powers necessary to operate a charter school in Nevada. Except as so delegated to ECS herein (unless such delegation is prohibited by applicable law), the School shall at all times retain all rights and responsibilities under the Charter.

4. DELEGATION OF RESPONSIBILITY.

- a. General. The School hereby authorizes ECS to undertake on its behalf the functions specified in this Agreement in regards to the business, administrative and academic services of the School, it being understood that, at all times, ECS shall remain accountable and subject to the oversight of the School (and the Authorizer and other State authorities, if applicable) and the Board shall retain the ultimate rights and duties of oversight of the School pursuant to the Charter and applicable law. The School further authorizes ECS to take such reasonable actions that may not be expressly set forth in this Agreement, but which shall be implied as necessary in ECS's judgment to properly and efficiently provide services to the School, provided such actions are consistent with the Charter, applicable laws and the annual School budget approved by the Board. Furthermore, the School hereby designates employees of ECS, to the extent permitted by law, as agents of the School having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. § 5 1232g, the Family Educational Rights and Privacy Act ("FERPA"). ECS, its officers and employees shall comply with FERPA at all times.
- b. Right to Subcontract. Except to the extent prohibited by law or this Agreement, ECS may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract shall relieve or discharge ECS from any obligation or liability under this Agreement except as set forth in the Charter or as approved by the Board. If ECS subcontracts for any function or service it is obligated to provide pursuant to this agreement, ECS will include in its contract with the subcontractor a requirement that the subcontractor will provide to the School and ECS, upon request, a copy of any records and files maintained by the subcontractor relating to the subcontractor's services to or for the benefit of the School. Authorizer Authority . Nothing in this Agreement shall be construed in any way to limit the authority of the Authorizer, including, but not limited to, the authority of the Authorizer to take and enforce actions pursuant to the Nevada Charter School Law.

5. DUTIES AND OBLIGATIONS

- a. Duties and Obligations of ECS. Throughout the Term of this Agreement, ECS shall provide the following educational and operational services (the "Services") in consultation and communication with the Board and/or the School Leadership Team (defined as the Principal, Assistant Principal(s) and Director of Operations):
 - i Incubation Year Support
 1. ECS commits to working with the Board of Trustees to secure revenue to fund the School's Incubation Year (defined as the time between the Effective Date and July 31st, 2021), including assisting with applications for grants and philanthropy. Should the School secure less than \$150,000 in revenue for the Incubation Year, ECS commits to donating the difference between the amount of secured funds and \$150,000. This donation is specifically reserved for Incubation Year expenses inclusive of salaries, required supplies and technology, marketing, and student enrollment expenses.
 - ii Education and Instruction-Related Services.
 1. Work with the Board of Trustees to develop the charter application that meets Nevada's requirements and fulfils the educational vision of the Board.
 2. Support the School in its development and implementation of the educational programs and programs of instruction, as such programs are described in the Charter Application, by adapting the ECS School Model and recommending to the Board and the School's Leadership Team policies and procedures relating to student recruitment, student admissions, student records, student discipline, school year and school day requirements, special education, student testing, extracurricular and co-curricular activities and programs, and affiliation with

other groups, clubs or associations.

3. Report on the educational progress of each student at the School by analyzing the results of interim assessments and diagnostic tests developed and administered by the School as part of the School's student performance evaluation system.
4. Support the School in its development and implementation of a comprehensive program design for college and career readiness and social emotional growth.
5. Select and assist the School with acquiring instructional and Curricular materials, equipment, and supplies acquired at the expense of the School and shall remain property of the School.
6. Provide professional development to the School administration and instructional staff members over the summer and up to nine regularly scheduled professional development improvement days during the school year.

iii. Business Operations.

1. Assist the Board in conducting a school evaluation within two (2) years of the effective date of this Agreement and every two (2) years thereafter. The evaluation will be designed as a school inspection by a team of Board members, ECS staff, School personnel and outside evaluators. The team will observe classes and other school operations, analyze a wide variety of data, review student work samples, meet with a sampling of parents, students and teachers, and engage in other activities designed to obtain a detailed picture of school and student success.
2. Support the business administration of the School, including consulting with the School on the School's preparation and maintenance of the operating procedures of the School.
3. Provide support for the following services required by and for the direct benefit of the School, which shall include but not necessarily be limited to: auditing, legal, payroll, custodial and food services.
4. Receives all school funds, monitors and records expenditures based on school budget, and assists with the acquisition of materials, supplies, and equipment for use at the School. Materials, supplies and equipment purchased for the School shall become and remain the property of the School. Materials, supplies and equipment shall be paid for in accordance with the School's budget at the School's sole cost and expense.
5. Assist with contracts, at the School's sole cost and expense, for any other services or the acquisition of any other supplies or equipment which ECS and the Board deem necessary or reasonable to the attainment of the educational goals of the School.
6. Market and advocate for the School, which includes the development of marketing materials, which materials shall be paid for in accordance with the School's budget at the School's sole cost and expense.
7. Design and implement (along with the School's Leadership Team), student recruitment and enrollment materials, applications, procedures and systems, including the processing of student applications, all of which shall be paid for in accordance with the School's budget at the School's sole cost and expense.
8. Assist the School in preparing reports required to be submitted to the Authorizer or any other governmental authority, including any annual reports and any charter renewal application to be submitted to the Authorizer.
9. Support the School's compliance with all legal requirements, and all such conditions as may be imposed by the Authorizer or any other governmental authority.
10. Facilitate the School's purchase and procurement of information technology ("IT") equipment and services, which IT equipment and services shall be paid for in accordance with the School's budget at the School's sole cost and expense, including but not limited to: wireless/broadband capabilities for the School; telephone service; all hardware associated with telephone and wireless/broadband technology; access to ECS's shared server; laptop computers for teachers;

computers for administrators; personal chrome book for each student in classroom. In addition, ECS shall provide technology-related services to the School, including, troubleshooting and website and network design. ECS shall also complete the E-Rate application on the School's behalf.

11. Identify a facility for use by the School, in consultation with the Board, and arrange and supervise any necessary major improvements or repairs to such facility consistent with the School's budget at the School's sole cost and expense. ECS will provide assistance to negotiate the business terms of a lease, license or purchase transaction to secure such site, including any financing arrangement necessary to lease, license or purchase the site. The School shall be solely responsible for costs and expenses associated with such transaction. ECS shall not be liable under any lease or other document pertaining to such facility without its prior written consent.
12. Arrange for the subcontracting with third parties, if necessary, for after-school programs (at the School's sole cost and expense) which ECS and the Board deems reasonable, and which service shall be paid for in accordance with the School's budget.
13. Periodically provide students, parents, faculty members and other School stakeholders with written information or materials regarding the School's programming and provide any such information at the request of the Board or its designee.
14. Provide to the Board reports on the education, operational and financial performance of the School in the form of oral and summary reports at monthly Board meetings, as well as comprehensive quarterly written reports in a form mutually agreed upon by the Parties. Additionally, ECS shall provide other such reports as may be reasonably required by the Board or third parties from time to time.

iv Human Resources and Employment.

1. Lead the recruitment of the School's Principal (who shall be responsible for the day-to-day leading the administrative, instructional and student support staff). The Principal shall report to the School's Board.
2. Assist the Principal in the development of a School Leadership Team by recruiting and recommending for hire the Assistant Principal(s) (together, the "School Leadership Team"), who shall be responsible for the day-to-day operations of the School. The Principal shall have responsibility and authority for the supervision, discipline, retention, transfer and termination of the Assistant Principal(s).
3. Lead the recruitment and screening efforts of teachers, administrators and other personnel for the School. Specifically, ECS will work to build a pool of qualified applicants through advertising, networking and other methods. ECS will conduct preliminary screens of candidates and will forward the resumes of promising candidates to the Principal. The Principal, through a delegation of authority provided to him or her by the Board, shall have the final authority to select, hire and retain such teachers, administrators and other personnel.
4. Provide general human resources support including assisting the Principal and School Leadership Team with the selection and training of the administrative staff of the School, determining staff needs, recommending the adoption of procedures for the hiring, supervision, discipline and termination of personnel and other personnel policies and administrative procedures applicable to the staff, assisting the Board and School Leadership Team in setting compensation levels of the School's staff, and supporting the School in its development and training of administrative staff and consult with the School in the establishment of procedures for hiring substitute staff.
5. Assist the Board in selecting appropriate benefits plans for employees of the School and also arrange for the administration of employee benefits for such

employees.

6. The Parties acknowledge and agree that the Principal, School Leadership Team, teachers, administrative and other staff of the School shall be employees of the School and not of ECS.

v Budgeting, Financial Services and Reports.

1. ECS will implement and manage all finances for the School. ECS will provide a monthly financial report to the Board of Trustees and the principal.
 2. On or before May 15th of each year during the Term the School, ECS shall prepare an initial draft of the School budget for review with the Principal and Chief Operating Officer with the draft budget being submitted to the Board for final review and approval prior to the next fiscal year. The budget shall contain reasonable detail as requested by the Board and shall include projected expenses and costs reasonably associated with operating the School including, but not limited to: the projected cost of services and education programs provided to the School; leasehold and other lease or purchase costs incurred for the School facility (if applicable); maintenance and repairs to the School facility and capital improvements (if applicable); personnel salaries and benefits expenses; payroll processing expenses; supplies and furnishings necessary to operate the School; all taxes of any kind that may be assessed or imposed; insurance premiums and deductible payments; utilities; food service expenses, professional and legal fees; school development and start-up expenses, including costs of audits, Board expenses, and any other costs and expenses connected to the operation of the School.
 3. Provide all financial contracting services to the School, such as invoicing, receiving and processing funds in accordance with the School's applicable policies, processing of the School's payroll, and working with the School's staff to review documentation submitted in support of employee vouchers for reimbursable expenses.
 4. On behalf of the School, ECS shall arrange funding and payment of salaries, fringe benefits and payroll taxes for all individuals employed by the School. All such payments shall be made on a timely basis, in accordance with all applicable laws and regulations, including all tax requirements.
 5. Prepare and provide other necessary financial statements and reports to the Board as may be required by the Charter or applicable law and regulations, provided ECS is given reasonable advance notice. Such reports may include:
 - i. Within thirty (30) days after the end of each calendar month, unaudited financial statements for the calendar month most recently ended;
 - ii. Within sixty (60) days after the close of each fiscal quarter, unaudited financial statements of the School for the fiscal quarter most recently ended;
 - iii. At the request of the Board, but at a minimum, for each meeting of the Board's Finance and Audit Committee meeting, a financial statement that provides a comparison of budget to actual revenues and expenditures, with an explanation of significant variances;
 - iv. ECS shall also cooperate with the auditors retained by the Board to prepare annual audited financial statements of the School. ECS shall coordinate its work and the work of the auditors so as to allow for the delivery of such audited statements within 120 days after the close of each fiscal year; and
 - v. Assist the School with launching its operations.
- b. Duties and Obligations of the School. Throughout the Term of this Agreement, the School shall perform the following services in consultation and communication with the Board and ECS:

- i Education and Instruction-Related Services.
 1. Develop and implement the educational programs and programs of instruction, as such programs are described in the School's Charter Application.
 2. Develop and administer interim assessments and diagnostic tests designed to measure the progress of each student at the School with the assistance of ECS.
 3. Oversee and manage school quality with the support of ECS, including participating in an evaluation of the School within two(2) years of the effective date of this Agreement and every two (2) years thereafter.

- ii Business Operations.
 1. Support ECS in its fundraising, marketing, recruitment and advocacy efforts taken on by ECS for the direct benefit of the School by taking any action reasonably requested by ECS, including hosting open houses, devising a fundraising strategy in conjunction with ECS and supplying ECS with information necessary for ECS to conduct such efforts on the School's behalf.
 2. Arrange and supervise any minor improvements or repairs to the School's facility consistent with the School budget at the School's sole cost and expense.
 3. After consulting with ECS and the School Leadership Team, the Board shall create and adopt policies of the School, which shall be consistent with the Charter law and other applicable laws.
 4. In accordance with the Charter and the requirements of this Agreement, the Board shall work diligently to approve the annual budget within thirty (30) days of submission of the proposed budget by ECS to the Board in accordance with this Agreement.
 5. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may be imposed by the Authorizer or other governmental authority, are fully complied with at all times. If the Board shall at any time receive notice from any public authority or other person that the School is or may be in violation of the Charter or any applicable law or regulation the Board shall immediately notify ECS of the alleged violation and shall thereafter work diligently with ECS to investigate such alleged violation, determine whether such alleged violation in fact exists, promptly respond to the complaining party and to correct any violation found to exist.
 6. The Board, with consultation from ECS, the Principal and the School Leadership Team, as needed, shall establish a procedure for the receipt and timely review of complaint or grievances by any parent, community, individual, or institution.
 7. The Board shall be responsible for conducting an annual performance evaluation of the Principal with support from ECS.

- iii Human Resources and Employment.
 1. Interview principal candidates and select and hire a Principal from the group of qualified candidates presented to the School by ECS.
 2. Interview teacher and other staff candidates and select and hire teachers and other staff from the group of qualified candidates presented to the School by ECS.
 3. With support and direction from ECS, The School will design, implement and monitor professional development activities for the School's instructional personnel.
 4. Under the direction from ECS, The School will develop and deliver ongoing teacher and support staff training, including in areas such as college and career readiness and socio- emotional growth.
 5. Maintain responsibility for administrative tasks associated with the School's employee benefit plans.
 6. Maintain personnel records for employees in accordance with applicable law.

- iv Budget, Financial Services and Reports.

1. Arrange and pay for an annual audit of the School to be conducted in compliance with applicable law and regulations, and showing the manner in which funds are spent at the School. The annual audit shall be performed by a certified public accountant selected and approved by the Board.
- v Providing Information & Documentation. The Board and the School Leadership Team shall furnish ECS with all information, documents and records necessary for ECS to fully and effectively provide its Services and support and otherwise carry out its duties under this Agreement.
 - vi Tax Status. In accordance with the Charter and applicable law, the Board shall take all steps required to obtain and maintain the School's status as a tax-exempt organization under federal and State law such that contributions to the School are deductible to the donor for federal income tax purposes. In the event of arbitration, the Board and ECS shall agree that, notwithstanding any claims for relief each may seek from the other, it will require that any relief granted be consistent with maintaining the School's tax-exempt status. The Board may seek to establish a separate tax-exempt organization such as a "friends of" organization to conduct fund raising activities and receive tax-deductible contributions in support of the School. ECS shall provide such assistance as the Parties reasonably agree to be necessary to support the formation of such organization but ECS shall not be responsible for costs incurred in connection with such formation.
 - vii Annual Performance Review. The Board shall develop an annual charter management evaluation program to be conducted by the School under the oversight of the Board. The evaluation will be designed to evaluate the performance of ECS and its fulfillment of its obligations outlined in this Agreement. The School will conduct such evaluation no later than August 1st of each year or as otherwise directed by the Board, and in the course of such evaluation the School will analyze a wide variety of data, review ECS work samples, meet with a sampling of staff, and engage in other activities designed to obtain a detailed picture of ECS's performance. The results of such evaluation shall be presented to the Board by the Principal of the School and shall be used by the School's Board of Trustees in determining whether to renew this Agreement. A term sheet setting forth the performance evaluation measures and timelines related to evaluating ECS is attached hereto as Exhibit A.
- c. Additional Services. ECS may, but is not obligated to, provide additional services to the School upon request. ECS and the School agree to negotiate in good faith additional compensation for such additional services. The proposed budget prepared by ECS each year for review and approval by the Board shall contain details regarding the costs and expenses related to any such requested additional services. Such additional services may include, but are not limited to, special education management, tutoring program support and facilities management. ECS may perform functions off-site, except as prohibited by applicable law. ECS may utilize web-based systems to provide support and counsel to the School. ECS will bill the School for additional services by an invoice which details each additional service, the amount billed for each additional service, and the basis for the amount billed, i.e., hourly rate, or other basis for determining the amount billed. Such invoices will be available for review by representatives of the Nevada's State Public Charter School Authority.
 - d. Compliance with Nevada Education Statutes. The Board and ECS shall ensure compliance with Nevada's public charter school law and all Nevada and federal education laws that apply.
 - e. Students with Special Needs., The School recognizes its obligation to provide an appropriate education to all students enrolled in the School, regardless of special need, in accordance with the requirements of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. As required by law, the School shall be open to individuals with special needs. ECS may, on behalf of the School, subcontract, as necessary and

appropriate, to a municipal, public or private contractor or otherwise for the provision of special education services, subject to approval by the School, which approval shall not be unreasonably withheld. Any cost, fee or expense associated with such subcontract shall be paid by the School.

6. FEES

- a. In consideration for the Services provided by ECS to the School, ECS shall be paid a management fee equal to nine and one half percent (9.5%) of Gross Revenues (the "Management Fee"). For the avoidance of doubt, all Gross Revenues received by the School that are earmarked for a particular purpose (e.g. Special Education Funding) shall be used by the School solely for such purpose. The amount of such earmarked Gross Revenues shall be used solely for the purpose of calculating the amount of the Service Fee. By way of example, if the total Gross Revenues received by the School for a particular month is \$50,000, of which \$10,000 is Special Education Funding, the amount of the Service Fee owed by the School to ECS would be \$4,750 (i.e., 9.5% of \$50,000). However, the School would have access to, and the right to utilize, the entire \$10,000 in Special Education Funding it received solely for the School's special education needs. For purposes of this section the following definitions shall apply:
- i "E-Rate Funding" means the funding and discounts provided to the School under the Schools and Libraries Program of the Universal Service Fund, administered by the Universal Services Administration Company under the direction of the Federal Communications Commission.
 - ii "Gross Revenues" shall mean an amount equal to the sum of (i) per pupil revenue distributed by Nevada, plus (ii) Title Funds, plus (iii) E-Rate Funding, plus (iv) Special Education Funding plus (v) all other public entitlement funding from a Public Source, excluding in-kind contributions (e.g. transportation services, food services), start-up funding (e.g. Federal Public Charter School Planning and Implementation Grant), funding for School meals and funding for competitive grants.
 - iii "Public Source" means any federal, State or local government, or political subdivision thereof, or any federal, State or local authority, agency or commission.
 - iv "Special Education Funding" means the funding provided by any Public Source to the School for full-time and part-time special education services, including, but not limited to, funds granted to the School pursuant to the Individual with Disability Education Act of 2004, as amended.
 - v "Title Funds" means the funding granted to the School by the federal government pursuant to the Elementary and Secondary Education Act of 1965, as amended.
 - vi The Management Fee shall be calculated at end of every month and shall be payable via "net 15" terms. (i.e., the Management Fee for the proceeding month is due the 15th of the current month).

- 7. PROPRIETARY WORKS.** The School acknowledges that ECS owns and shall own all existing, and hereafter created, copyrights and other intellectual property rights with respect to all works of authorship, inventions and work product including, instructional materials, training materials, curriculum and lesson plans, and any other materials, teaching methodologies, school management methodologies, and all improvements, modifications, and derivative works thereof that are created, invented or developed by (i) ECS, its employees, agents or subcontractors, or (ii) an individual employed or retained by the School within the scope of such employment or retention utilizing ideas or products developed by ECS (collectively, the "Proprietary Works"). ECS hereby grants the School, solely as may reasonably be required in connection with the performance of this Agreement, a non-exclusive, non-sublicensable, non-transferable, royalty-free license to use Proprietary Works as necessary or desirable to operate the School during the Term of this Agreement. The School shall cause all persons who create, invent or develop Proprietary Works for the School to assign to ECS in writing their intellectual property rights in such works. Upon ECS's reasonable request, the School will provide ECS with a copy of all Proprietary Works. This Section 7 shall survive termination of this Agreement.

- 8. USE OF NAME.** ECS hereby grants the School, solely as may reasonably be required in connection with the performance of this Agreement, a non-exclusive, non-sublicensable, non-transferable, royalty-free license to use the names and trademarks "Eagle Charter" and "Eagle Charter Schools" and any logos provided to the School by ECS (the "Trademarks") in connection with the operation of the School and all promotional activities in connection therewith, subject to the following conditions. The School agrees that it will (i) not use or register any domain name containing "Eagle Charter" or "Eagle Charter Schools"; (ii) cooperate to use any website, social, wireless, mobile or other media network or application provided by ECS for the School's use; (iii) not set up its own official site, page or venue in any social media or user-generated content media (including Facebook, Twitter and Youtube) without prior written consent of ECS; (iv) use the Trademarks in

compliance with all reasonable notices and guidelines provided by ECS; or (v) use the Trademarks in a dignified manner in accordance with reputable trademark practices. The School shall acquire no rights in the Trademarks, and all goodwill of the Trademarks shall inure to the benefit of and remain with ECS. ECS shall have pre-approval rights for each form and manner of public display of the Trademarks. The School agrees to use the Trademarks only in connection with high-quality educational services reflecting favorably on the reputation and goodwill of ECS and, at ECS's request, to provide ECS with representative samples of materials used by the school bearing the Trademarks. If ECS objects to any such materials for not properly using the Trademarks or for not being of sufficient quality, the School will promptly make all appropriate corrections. Should this Agreement be terminated or not renewed for any reason, the School shall, as soon as practicable but not later than the end of the school year in which this Agreement may be terminated or not renewed, petition to the Authorizer to revise its Charter to formally change the name of the School to remove any reference to ECS and diligently follow such petition through to its completion. Upon the effectiveness of such revision and removal, the School will cease all further use of the Trademarks and return all materials promptly to ECS. This Section 8 shall survive the termination of this Agreement.

9. INDEMNIFICATION

- a. Indemnification. The School and ECS do hereby agree that each Party shall be solely responsible for each Party's own acts and omissions as well as the acts and omissions of each Party's own board of directors or trustees, partners, officers, employees, agents, and representatives. Each Party to this Agreement (acting as Indemnitor) does hereby indemnify and hold harmless the other, and its respective board of directors or trustees, partners, officers, employees, agents, representatives, and attorneys (acting as Indemnified Persons), from and against any and all claims, actions, damages, liabilities, penalties, fines, expenses, losses or awards ("Claim"), plus reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, which arise out of (i) the negligence of the Indemnitor, (ii) any action taken or not taken by the Indemnitor or (iii) any noncompliance or breach by the Indemnitor of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. Such indemnification may be achieved by the purchase of general liability and property insurance policies, in accordance with Article 10 or by such other means as the parties may mutually agree.
- b. Notice and Defense. The Party to be indemnified (Indemnitee) shall give the Party from whom indemnification is sought (Indemnitor) prompt written notice of any Claim for which indemnification is sought. Failure to give notice shall not affect the Indemnitor's duty or obligations under this Agreement except to the extent the Indemnitor is prejudiced thereby. The Indemnitor may undertake the defense of any third party claim by representatives chosen by it. If the Indemnitor undertakes the defense of a Claim, then the Indemnitor shall be deemed to accept that it has an indemnification obligation under this Section 9 with respect to such Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such third party claim. The Indemnitee shall make available to the Indemnitor or its representatives all records and other materials required by them and in the possession or under the control of the Indemnitee, for the use of the Indemnitor and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense. If there is a reasonable probability that a Claim may materially and adversely affect the Indemnitee other than as a result of money damages or other money payments, (i) the Indemnitee shall have the right to defend, compromise or settle such Claim and (ii) the Indemnitor shall not, without the written consent of the Indemnitee, settle or compromise any Claim which does not include as an unconditional term thereof the giving by the claimant to the Indemnitee a release from all liability in respect of such Claim.
- c. Failure to Defend. If the Indemnitor, within thirty (45) days after notice of any such Claim, fails to dispute the obligation of the Indemnitee with respect to such Claim or fails to defend such Claim actively and in good faith, then the Indemnitee will (upon written notice to the Indemnitor) have the right to undertake the defense, compromise or settlement of such Claim or consent to the entry of a judgment with respect to such Claim, on behalf of and for the account and risk of the Indemnitor, and the Indemnitor shall thereafter have no right to challenge the Indemnitee's defense, compromise, settlement or consent to judgment therein.

10. INSURANCE

- a. Insurance Coverage. At all times during the Term of this Agreement, the School shall at a minimum maintain at its sole cost and expense in full force and effect insurance coverage, as reasonably requested by ECS, substantially similar to other charter schools operating in Clark County, Nevada. The School shall also maintain such workers compensation and disability insurance as required by State law and school leaders/errors and omissions insurance. ECS

shall maintain at its sole cost and expense such insurance as it shall reasonably deem necessary under this Agreement, including general liability insurance of \$1 million per occurrence/\$3 million aggregate, an umbrella policy, directors and officers liability insurance, employment practices liability insurance, automobile insurance and workers compensation and disability insurance as required by State law. Each Party shall name the other as an additional insured on their commercial general liability, automobile liability and crime insurance policies and the School shall name ECS as an additional insured on its employment practices liability insurance policy and school leaders/errors and omissions insurance policy.

- b. Subcontractors. ECS shall require that its subcontractors, if any, shall maintain insurance commercially standard insurance policies (including but not limited to general liability, automotive, directors and officers, workers compensation and disability insurance) and that such subcontractors name ECS and the School as additional insureds (except on workers compensation and disability policies, which is not permitted by law).
- c. Contractors. The School shall require that its contractors, if any, shall name ECS and the School as additional insureds under their respective commercial general liability and automobile liability insurance policies for personal injury and property damage.
- d. Notice of Change. The insurance policies maintained by each Party pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced, in coverage or limits, except after thirty (30) days prior written notice to ECS and the School. The Parties shall furnish one another certified copies of the insurance policies or Certificates of Insurance that demonstrate compliance with this Agreement. Each Party shall comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

11. TERMINATION

- a. Termination by School. The School may terminate this Agreement for cause prior to the end of the Term for any of the reasons set forth in subparagraphs (i) and (ii) below:
 - i if ECS materially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within 45 days after receipt of written notice of such breach from the School, unless such breach is incapable of being reasonably cured within 45 days in which case this Agreement may be terminated if ECS fails to initiate and continue a cure for such breach within 45 days after receipt of such written notice; or
 - ii if there occurs an enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, results in a final judgment or finding that this Agreement or the operation of the School in conformity with this Agreement, would violate the School's responsibilities, duties or obligations under the State or federal constitutions, statutes, laws, rules or regulations; or
 - iii if the School does not achieve a performance rating of at least 3 stars for consecutive years.
- b. Termination by ECS. ECS may terminate this Agreement for cause prior to the end of the Term for any of the reasons set forth in subparagraphs (i), (ii), (iii) or below:
 - i If the School fails to pay when due any monetary obligation of the School as required by the provisions of this Agreement, and such obligation remains unpaid for a period of forty-five (45) days after receiving written notice of the delinquent payment from ECS; or
 - ii If the School materially breaches any of the material non-monetary provisions of this Agreement and fails to remedy such breach within 45 days after receipt of written notice of such breach from ECS, unless such breach is incapable of being cured within 45 days in which case this Agreement may be terminated if the School fails to initiate and continue a cure for such breach within 45 days after receipt of such written notice; or
 - iii enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which has a material adverse effect on ECS's ability to provide Services to the School in accordance with its budget, this Agreement or the ECS School Model or if the Authorizer revokes the School's Charter.
- c. Termination Upon Agreement of the Parties. This Agreement may be terminated upon written

agreement of the Parties; provided, however, that each Party shall use its good faith best efforts to avoid a termination of this Agreement that becomes effective during the school year because of the disruption of such termination to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual circumstances, the termination will not become effective until the end of the school year.

- d. Procedures upon Expiration or Termination. Upon expiration or termination of this Agreement for any reason, the Parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, it being the intention of both Parties that the School shall remain open and operating in its normal course in the event of such expiration or termination of this Agreement, in accordance with the following rights and obligations of the Parties:
 - i. The School shall pay ECS any previously unpaid portion of the Management Fee for services performed by ECS until the time of termination, and (b) ECS shall pay to the School any outstanding money raised specifically for the School.
 - ii. The School shall have the right to use ECS's Proprietary Works, as defined under Section 7 hereof, then currently in use by the School (including but not limited to the Trademarks), until the last day of the then current school year.
 - iii. ECS shall provide the Board with all copies and originals of all student records, financial reports, employee records, and other School data in ECS's possession and not currently in the possession by the Board.
 - iv. ECS shall provide the School with reasonable educational and operational transition assistance for a period of sixty (60) days after the termination of this Agreement, provided that the School shall pay to ECS all fees, expenses and other costs of ECS consultants and agents who may, from time to time, upon mutual agreement of the parties, provide assistance to the School or its students.

12. DISPUTE RESOLUTION. As a condition precedent to any other legal recourse (unless such legal recourse seeks injunctive relief), the resolution of disputes that arise under this Agreement shall be submitted to mediation. An initial meeting to resolve the dispute shall be conducted by the parties at a meeting to be held at the School's offices within fourteen (14) working days of a written request, which request shall specify in reasonable detail the nature of the dispute to be resolved at such meeting. The meeting shall be attended by representatives of the Parties and any other person that may be affected in any material respect by the resolution of such disputes. Such representatives shall have authority to settle the dispute and shall attempt in good faith to resolve the dispute. Should the parties be unable to informally resolve a dispute, the Parties agree to submit any dispute to the American Arbitration Association (the "AAA"), to be adjudicated in accordance with AAA's expedited procedures.

13. MISCELLANEOUS PROVISIONS

- a. No Partnership. This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties. No agent, employee, or servant of ECS shall be deemed to be the employee, agent or servant of the School except as expressly acknowledged in writing by ECS.
- b. Force Majeure. Neither Party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either Party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

- c. Notices. All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either Party may designate from time to time.

If to the School, to:
Eagle Charter Schools of Nevada, Inc
<Board Chairman>
<Address to be provided once the Committee to Form transitions to the Governing Board>

If to ECS:
Eagle Charter Schools, Inc
400 Virginia Avenue SW
Washington, DC 20024

- d. Governing Law. The rights and remedies of either Party under this Agreement shall be cumulative and in addition to any other rights given to either Party by law and the exercise of any rights or remedy shall not impair either Party's right to any other remedy. This Agreement shall be governed by and construed and enforced in accordance with the internal laws of the District of Columbia.
- e. Enforceability and Validity of Certain Provisions. If any provisions of this Agreement shall be held, or deemed to be, or shall, in fact, be inoperative or unenforceable as applied in any particular situation, such circumstances shall not have the effect of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or paragraphs herein contained shall not affect the remaining portions of this Agreement or any part hereof. Any amendment to this Agreement shall be in writing and signed by the parties, subject to the prior approval of the Authorizer.
- f. Section Headings. The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.
- g. Conflict with Charter. To the extent there are any conflicts between the terms of the Charter and the terms of this Agreement, the terms of the Charter shall control.
- h. Entire Agreement. This Agreement shall not be changed, modified, or amended nor shall a waiver of its terms or conditions be deemed effective except by writing signed by both Parties. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersedes all other prior agreement, understandings, statements, representations, and warranties, oral or written, express or implied, between the parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.
- i. Waiver. The failure of either Party hereto to insist upon or to enforce its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such Party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power, or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power, or remedy by any such Party preclude any other or further exercise thereof or the exercise of any other right, power, or remedy. No waiver by any Party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.
- j. Succession. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors, and permitted assigns of the respective parties hereto.
- k. Assignment. This Agreement may not be assigned by either Party without the prior written consent of the other Party. Both Parties acknowledge that an assignment of this Agreement by either Party may constitute a material change to the Charter and may require approval by the

Authorizer.

- l. Form of Execution. This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be an original, but all of which shall together constitute one and the same instrument.
- m. Further Actions. Each Party hereto shall, at all times, cooperate in taking such actions and doing or causing to be done all things necessary, proper, or advisable or reasonably requested by the other Party hereto effect the intent and purpose of this Agreement and implement the transactions contemplated hereby.
- n. Survival. The provisions of Sections 6, 7, 8, 11, this Section 12, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; provided that any provisions that is stated to extend for a specific period of time shall survive only for such specified period of time.
- o. Specific Performance. In addition to all of the remedies otherwise available to ECS, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of Sections 7 and 8, ECS shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of Sections 7 or 8. All of ECS's remedies for breach of Sections 7 and 8 shall be cumulative and the pursuant of one remedy shall not be deemed to exclude any other remedies. The School acknowledges and agrees that ECS's rights under Sections 7 and 8 are special and unique and that ECS would not adequately be compensated by money damages if the event of a violation of Sections 7 or 8 by the School.

[SIGNATURES ON THE FOLLOWING PAGE]

In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives on the date first written above.

EAGLE CHARTER SCHOOLS, INCORPORATED

By: _____

Name:

Title:

EAGLE CHARTER SCHOOLS OF NEVADA, INCORPORATED

By: _____

Name:

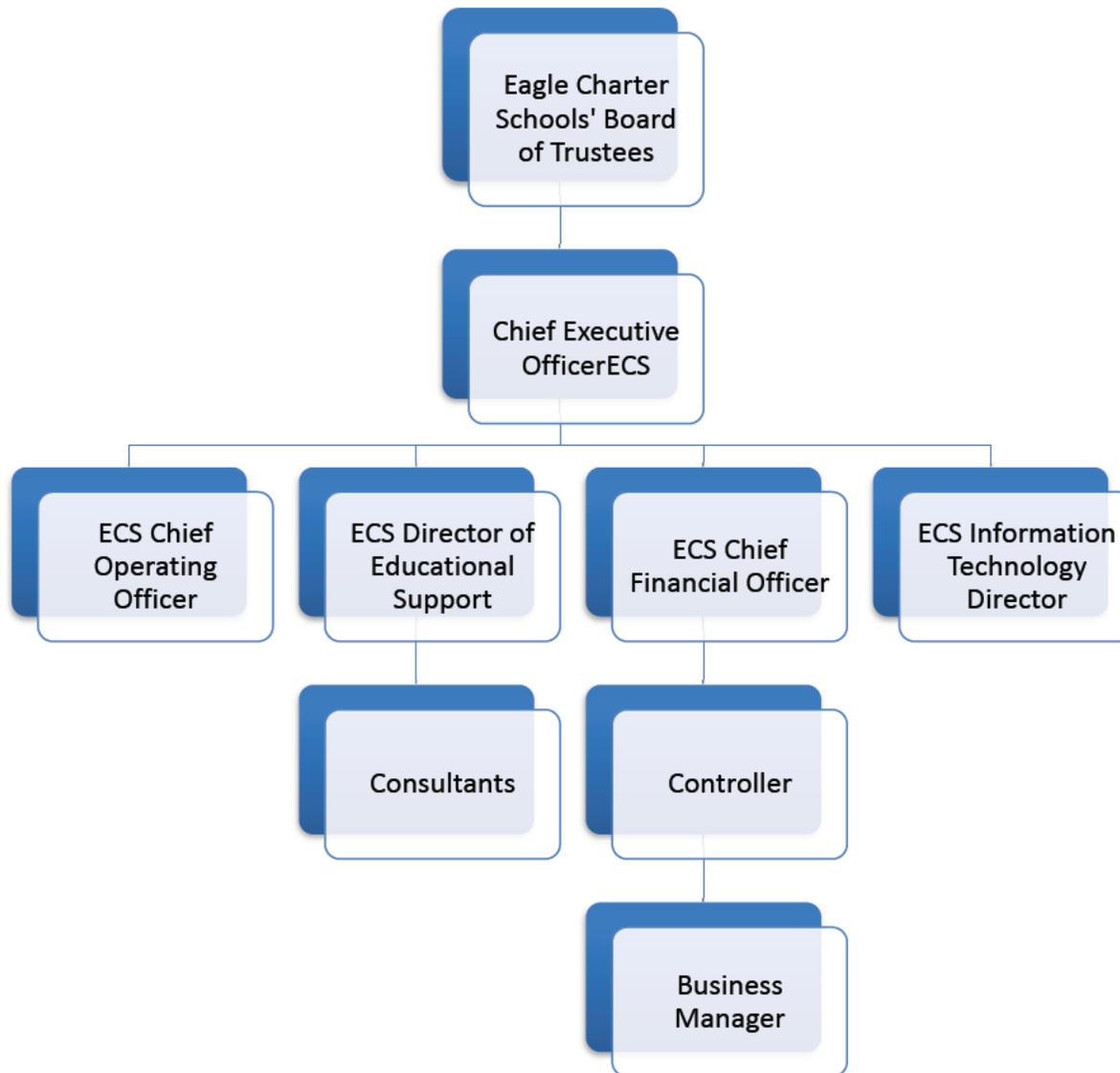
Title:

Exhibit A - Performance Evaluation Criteria of CMO

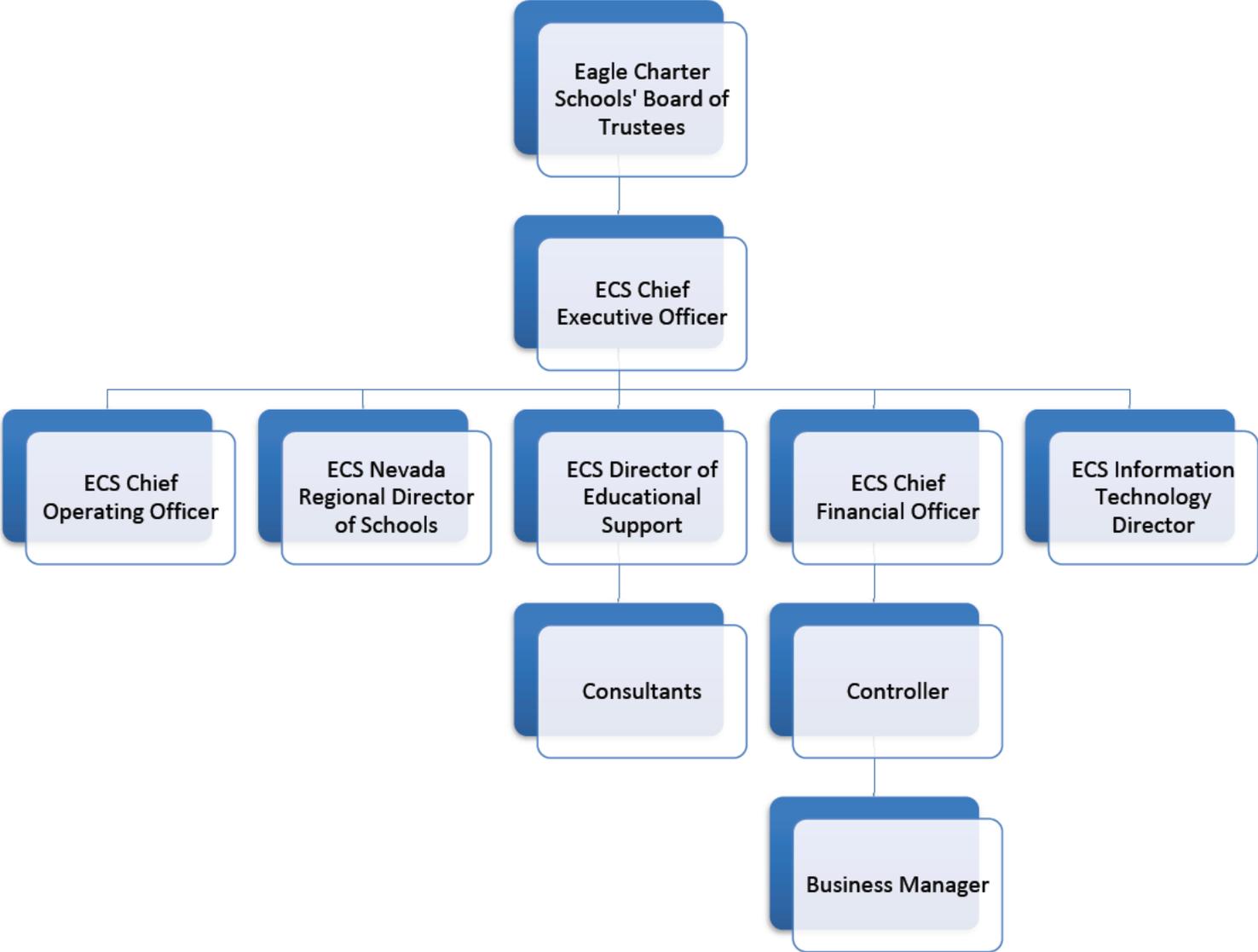
Goal	Board's Evaluation Tool	ECS' responsibility
<p>Academic - ELA performance 60%/70%/80% of students enrolled for 1/2/3+ years will meet or exceed the grade level specific benchmarks on NWEA-MAP or show the equivalent of 1.5 years of growth.</p>	<p>annual end-of-year NWEA-MAP assessment</p>	<p>Ensure curriculum, instruction, student support, professional development, and administrative leadership are effecting and working in concert to achieve these goals</p>
<p>Academic - Math performance 60%/70%/80% of students enrolled for 1/2/3+ years will meet or exceed the grade level specific benchmarks on NWEA-MAP or show the equivalent of 1.5 years of growth.</p>		
<p>Academic - ELA Performance Students enrolled for three or more years at Eagle will achieve proficient or advanced levels on the ELA SBAC at a rate at least 20% greater than CCSD students at the same grade level.</p>	<p>Annual SBAC</p>	
<p>Academic - Math Performance Students enrolled for three or more years at Eagle will achieve proficient or advanced levels on the Math SBAC at a rate at least 20% greater than CCSD students at the same grade level.</p>		
<p>Academic - Subgroup performance Typically at-risk subgroups of students will be independent tracked as a cohort and held to the same academic goals as above. This includes, but it not limited to, ELL students, students with Special Needs, Low income students, and minority students.</p>	<p>Annual NWEA-MAP and SBAC.</p>	
<p>Social Emotional - Discipline During its second year of operation and beyond, the percentage of serious discipline incidents at Eagle will be at least 25% less than the percentage of serious discipline incidents at CCSD.</p>	<p>Annual state reporting of Discipline incidents</p>	<p>SEL curriculum, implementation of PRIDE room, Professional development on PBIS and restorative justice</p>

CFO/Bookkeeping Duties All Board requested and legally required reports will be delivered as expected and on time.	Reports are delivered per regular reporting schedule as dictated by the Board and Nevada law.	Complete CFO and Bookkeeping responsibilities.
	Annual audit is completed on time and without significant findings.	Cooperation with annual audit; oversight of process to ensure independent auditor executes per agreement.
Stakeholders - Parent involvement At least 80% of parents will attend 3+ optional school meetings/events/functions.	Annual stakeholder surveys and attendance documentation from events.	Consult with Principal to ensure Eagle is providing families with support and sufficient opportunities for involvement
Student Enrollment Eagle will meet/exceed the annual student enrollment targets as determined by the Governing Board and included in the budget projections.	Student enrollment reports per Board's regular reporting schedule	Oversee marketing and recruitment efforts
Operational - Reporting, Policies, and Procedures All requested documentation, forms, policies, and procedures are properly adopted by the Governing Board and the School itself.	3rd party audit/review of school; general observations	Provide drafts of most deliverables; oversee proper creation and implementation of all reports, policies, and procedures.

Eagle Charter Schools
Organizational Chart (Years 1-3)



Eagle Charter Schools
Organization Chart with multiple campuses (Year 6)



July 14, 2020

VIA EMAIL

Eagle Charter Schools, Inc.
400 Virginia Avenue, SW, Suite 710
Washington, DC 20024
Attn: Joe M. Smith

Justin Yourko

Associate
202.857.6329 DIRECT
202.857.6395 FAX
justin.yourko@arentfox.com

Re: Status of Formation of Eagle Charter Schools, Inc.

Dear Mr. Smith:

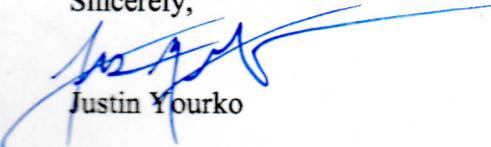
As you know, we serve as counsel for the formation of Eagle Charter Schools, Inc., a District of Columbia nonprofit corporation (the "**Corporation**"). This letter is in connection with the status of the formation of the Corporation.

On Friday, June 26, 2020, the Corporation's Articles of Incorporation attached hereto as Exhibit A (the "**Articles**") were delivered and submitted to the Department of Consumer and Regulatory Affairs Corporations Division of the District of Columbia ("**DCRA**"). Per DCRA's instructions due to the COVID-19 pandemic, the Articles were sent to a Wells Fargo lockbox instead of DCRA's office. Attached hereto as Exhibit B is UPS's shipment detail (Tracking No. 1Z30033V0114427248) showing that the Articles were delivered to the Wells Fargo lockbox. As of the date of this letter, we have not received a Certificate of Incorporation from DCRA evidencing the formation of the Corporation. In our experience, and as DCRA expressed, the corporate filing and formation process with DCRA is considerably delayed due to the COVID-19 pandemic.

Once DCRA issues the Corporation's Certificate of Incorporation, we will promptly file the Form SS-4 (Application for Employer Identification Number) with the Internal Revenue Service (the "**IRS**") to obtain the Corporation's employer identification number. Thereafter, we will promptly file the Form 1023 (Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code) attached hereto as Exhibit C with the IRS to obtain the Corporation's 501(c)(3) tax-exempt status.

Please let me know if you have any questions and/or need anything further regarding this matter.

Sincerely,



Justin Yourko

AFDOCS/22499950

Smart In
Your World

1717 K Street, NW / Washington, DC 20006-5344 / arentfox.com

Exhibit A

Articles of Incorporation

[see attached]

**ARTICLES OF INCORPORATION
OF
EAGLE CHARTER SCHOOLS, INC.**

Eagle Charter Schools, Inc. (the “Corporation”) is incorporated as a nonprofit corporation under the District of Columbia Nonprofit Corporation Act of 2010 (the “Nonprofit Act”), Title 29, Ch. 4.

FIRST: The name of the Corporation is Eagle Charter Schools, Inc.

SECOND: The period of duration of the Corporation is perpetual.

THIRD: The purposes for which the Corporation is organized are as follows:

A. The Corporation is organized and shall be operated exclusively for educational and charitable purposes within the meaning of § 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the “Code”), including but not limited to, instructing and/or training individuals for the purpose of improving the educational achievement of students enrolled in the Corporation’s affiliated Public Charter Schools by providing staffing, teacher training, administrator training, curriculum and curriculum development;

B. To write charter applications for the Corporation’s affiliated Public Charter Schools;

C. To help select and educate the Corporation’s affiliated Public Charter School board members;

D. To provide start-up funding and provide grant writers to obtain state and federal start-up funding for the Corporation’s affiliated Public Charter Schools;

E. To establish policies and procedures that the Corporation’s affiliated Public Charter Schools need to operate;

F. To provide curriculum, materials and framework for the educational programs of the Corporation’s affiliated Public Charter School to operate;

G. To manage the budgets of the Corporation’s affiliated Public Charter Schools, including but not limited to, ordering the educational materials needed by the Corporation’s affiliated Public Charter Schools and monitoring the use and replacement of educational materials;

H. To hire and supervise staff to be employed by the Corporation’s affiliated Public Charter Schools;

I. To receive funds from the Corporation's affiliated Public Charter Schools and manage financial operations of the Corporation's affiliated Public Charter Schools;

J. To assist the Corporation's affiliated Public Charter Schools in achieving a financial surplus each year;

K. To assist the Corporation's affiliated Public Charter Schools to demonstrate quality education for their students and satisfy both charter authorizer requirements and state requirements;

L. To provide technical support to the Corporation's affiliated Public Charter Schools:

1. Monitor student learning and provide feedback to boards and employees on student progress;
2. Provide HR services, including in connection with hiring staff to ensuring appropriate benefits;
3. Monitor facility issues and assist in optimizing building efficiency;
4. Evaluate staff for boards and recommend employment actions; and
5. Provide advice on growth and development;

M. To provide resources to expand the Corporation's affiliated Public Charter Schools to educate more children;

N. To provide other supporting services for the Corporation's affiliated Public Charter Schools;

O. To solicit, maintain and fund reserves to be used to support the Corporation and its affiliated Public Charter Schools; and

P. To engage in any other educational or charitable activities within the meaning of § 501(c)(3) of the Code or corresponding section of any future federal tax code, and regulations thereunder.

In furtherance thereof, the Corporation may receive property by gift, devise or bequest, invest and reinvest the same, and apply the income and principal thereof, as the Board of Directors may from time to time determine, either directly or through contributions to any charitable organization or organizations, exclusively for educational or charitable purposes, and engage in any lawful act or activity for which corporations may be organized under the Nonprofit Act.

In furtherance of its exclusively educational and charitable corporate purposes, the Corporation shall have all the general powers enumerated in § 29-505 of the Nonprofit Act as now in effect or as may hereafter be amended, including the power to solicit grants and contributions for such purposes.

FOURTH: The Corporation shall not have the authority to issue capital stock.

FIFTH: The Corporation shall not have members.

SIXTH: The number, term and selection of the Board of Directors shall be provided for in the Bylaws of the Corporation, but the number of Directors shall not be less than three (3).

SEVENTH: The internal affairs of the Corporation shall be regulated by the Bylaws, and the Board of Directors shall supervise the management of the business and affairs of the Corporation in accordance with the Bylaws. The initial Bylaws shall be adopted by the Board of Directors, and the power to amend or repeal the Bylaws shall be provided for in the Bylaws and shall be subject to the following:

A. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, any Director or officer of the Corporation, or any other private person, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered to or for the Corporation and to make payments and distributions in furtherance of the purposes set forth in Article THIRD hereof.

B. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise permitted by § 501(h) of the Code, and in any corresponding laws of the District of Columbia), and the Corporation shall not participate in or intervene (including the publishing or distribution of statements concerning) any political campaign on behalf of (or in opposition to) any candidate for public office.

C. During any period, or periods, of time as the Corporation is treated as a “private foundation” pursuant to § 509(a) of the Code, the Directors will distribute the Corporation’s income at such time and in such manner so as not to subject the Corporation to tax under § 4942 of the Code, and the Corporation will not engage in any act of self-dealing (as defined in § 4941(d) of the Code), will not retain any excess business holdings (as defined in § 4943(c) of the Code) which would subject the Corporation to tax under § 4943 of the Code, will not make any investments or otherwise acquire assets in such manner so as to subject the Corporation to tax under § 4944 of the Code, or retain any assets which would subject the Corporation to tax under § 4944 of the Code if the Directors have acquired such assets, or make any taxable expenditures (as defined in § 4945(d) of the Code).

D. Notwithstanding any other provisions of these Articles of Incorporation, the Corporation shall not directly or indirectly carry on any activity which would (i) prevent it from obtaining exemption from Federal income taxation as a corporation described in § 501(c)(3) of the Code or regulations thereunder, or (ii) cause it to lose such exempt status, or carry on any

activity not permitted to be carried on by a corporation contributions to which are deductible under § 170(c)(2) of the Code and regulations thereunder.

E. At no time shall the Corporation engage in any activities that are unlawful under the laws of the United States, the District of Columbia, or any other jurisdiction where its activities are carried on.

F. In furtherance of the foregoing, and subject to the limitations otherwise set forth in these Articles of Incorporation, the Corporation shall have and may exercise all the powers conferred on a nonprofit corporation by the laws of the District of Columbia, including all powers necessary and convenient to effect any or all of the aforesaid purposes, and shall have and may exercise additional powers which may be conferred by the Nonprofit Act to an organization organized and operated exclusively for educational and charitable purposes, as such terms are defined under § 501(c)(3) of the Code and the regulations thereunder, including, but not limited to, the authority to:

1. Accept donations of money or property, whether real or personal, or any interest therein, wherever situated;
2. Maintain control and discretion over the use of funds received by the Corporation;
3. Monitor the use of funds made available by the Corporation to assure that the funds are used in conformity with the intended purposes; and
4. Enter into contracts with public and private entities.

EIGHTH: Except as required by law, the incorporators, Directors and officers of the Corporation shall not be liable for any debt, liability or obligation of the Corporation. All persons or other entities extending credit to, contracting with, or having a claim against, the Corporation may only look to the funds and property of the Corporation for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree, or for any money that may otherwise become due or payable to them from the Corporation.

NINTH: The Corporation shall indemnify any Director or officer, or former Director or officer, of the Corporation as provided in the Bylaws. In no case, however, shall the Corporation indemnify or reimburse any person for any federal excise taxes imposed on such individual under Chapter 42 of the Code.

TENTH: The Corporation reserves the right to amend, change or repeal any provision contained in these Articles of Incorporation or to merge or consolidate the Corporation with any other nonprofit corporation in the manner now or hereafter prescribed by statute, provided that any such action shall be undertaken exclusively to carry out the objects and purposes for which the Corporation is formed, and is carried out in a manner consistent with the requirements of § 501(c)(3) of the Code.

ELEVENTH: The address, including street and number, of the initial registered office of the Corporation is 1015 15th Street, NW, Washington, DC 20005, and the name of its initial registered agent at such address is CT Corporation System.

TWELFTH: The number of Directors constituting the initial Board of Directors is three (3), and the names and addresses including street and number, of the persons who are to as the initial Directors until the first annual meeting or until their successors are elected and qualify are as follows:

Joe Smith	400 Virginia Avenue, SW, Suite 710, Washington, DC 20024
Shan Wu	400 Virginia Avenue, SW, Suite 710, Washington, DC 20024
Song Pak	400 Virginia Avenue, SW, Suite 710, Washington, DC 20024

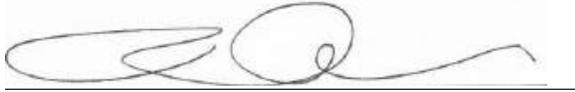
THIRTEENTH: The name and address, including street and number, of each incorporator is as follows:

Richard A. Newman	1717 K Street, NW, Washington, DC 20006
Thomas R. Castiello	1717 K Street, NW, Washington, DC 20006
Justin M. Yourko	1717 K Street, NW, Washington, DC 20006

[Signature Page Follows]

IN WITNESS WHEREOF, the incorporators have signed these Articles of Incorporation of Eagle Charter Schools, Inc. as of this 24th day of June, 2020.

Name of Incorporator
Richard A. Newman
Signature of Incorporator



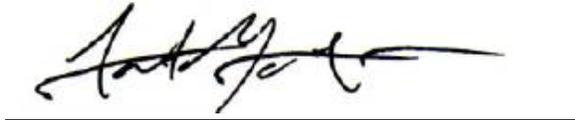
Address
1717 K Street, NW
Washington, DC 20006

Name of Incorporator
Thomas R. Castiello
Signature of Incorporator



Address
1717 K Street, NW
Washington, DC 20006

Name of Incorporator
Justin M. Yourko
Signature of Incorporator



Address
1717 K Street, NW
Washington, DC 20006

Exhibit B

UPS's Shipment Detail



Locations United States - English Sign up / Log in Search or Track

Quick Start Tracking Shipping Services [Customer Support](#)

1Z30033V0114427248 Updated: 07/13/2020 1:21 P.M. EST

Delivered



Delivered On **Friday 06/26/2020** Delivery Time **at 9:51 A.M.**

[Send Updates](#)

Delivered To
COLUMBIA, MD, US

Left At: Front Desk
Received By: JACOB
[Proof of Delivery](#)

We care about the security of your package. [Log in](#) to get more details about your delivery.

Shipment Progress ^

[Overview](#) [Detailed View](#)

	Date	Location	Activity
✓	Delivered 06/26/2020 9:51 A.M.	COLUMBIA, MD, US	DELIVERED Proof of Delivery
✓	Out for Delivery	Laurel, MD, United States	Out For Delivery Today
	06/26/2020 8:14 A.M.	Laurel, MD, United States	Loaded on Delivery Vehicle
	06/26/2020 7:00 A.M.	Laurel, MD, United States	An emergency situation or severe weather condition has delayed delivery. / Your shipment is scheduled to arrive today after the delivery commitment time.
	06/26/2020 6:00 A.M.	Laurel, MD, United States	Destination Scan
	06/25/2020 7:41 P.M.	Landover, MD, United States	Origin Scan
✓	Shipped	Landover, MD, United States	Pickup Scan
✓	Label Created	United States	Order Processed: Ready for UPS

Shipment Details ^

Service
[UPS Next Day Air®](#)

Weight
0.00 LBS

[Show More +](#)

Track [Help](#)

[Track](#)

Exhibit C

1023 Application

[see attached]

**Application for Recognition of Exemption
 Under Section 501(c)(3) of the Internal Revenue Code**

▶ **Do not enter social security numbers on this form as it may be made public.**
 ▶ **Go to www.irs.gov/Form1023 for instructions and the latest information.**

OMB No. 545-0056
Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I – XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 Chief Executive Name (if applicable)	
Eagle Charter Schools, Inc.			
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	
400 Virginia Avenue, SW, Suite 710		[]	
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 – 12)	
Washington, DC 20024		12	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: (202) 459 6807	
a Name:		c Fax: (optional)	
Joe M. Smith, PHD			
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative, offered, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website: N/A			
b Organization's email: (optional)			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exempt status, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) / /			
12 Were you formed under the laws of a foreign country ?		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If "Yes," state the country.			

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. See instructions. **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. **Yes** **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language.
Location of Purpose Clause (Page, Article, and Paragraph): **Articles of Incorporation: Page 1, Article Third**
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provisions, do not check the box on line 2a and go to line 2c.
- b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. **Bylaws: Page 8, Article V, Section 5.04(d)**
- c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provisions and indicate the state:

Part IV Narrative Description of Your Activities See Attachment 1

Using an attachment, describe your past, present, and planned activities in a narrative. If you believe that you have a ready provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state the total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Joe Smith	Director, President and CEO	400 Virginia Avenue, SW, Suite 710 Washington, DC 20024	\$0.00
Shan Wu	Director and Treasurer	400 Virginia Avenue, SW, Suite 710 Washington, DC 20024	\$0.00
Song Pak	Director and Secretary	400 Virginia Avenue, SW, Suite 710 Washington, DC 20024	\$0.00

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

The following "Yes" or "No" questions relate to past, present, or planned relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship. Yes No

b Do you have a business relationship with any of your officers, directors, or trustees other than through the position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed in 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in 1a, 1b, or 1c, attach a statement showing the name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d Do you or w you record n wrt ng the dec s on made by each nd v dua who dec ded or voted on Yes No
compensat on arrangements?
- e Do you or w you approve compensat on arrangements based on nformat on about compensat on pa d by Yes No
similarly situated taxab e or tax-exempt organ zat ons for s m ar serv ces, current compensat on surveys comp ed by ndependent frms, or actua wrtten offers from s m ar y s tuated organ zat ons? Refer to the nstruct ons for Part V, nes 1a, 1b, and 1c, for nformat on on what to nc ude as compensat on.
- f Do you or w you record n wrt ng both the nformat on on wh ch you re ed to base your dec s on and ts Yes No
source?
- g If you answered "No" to any tem on nes 4a through 4f, descr be how you set compensat on that s **reasonable** for your off cers, d rectors, trustees, h ghest compensated emp oyees, and h ghest compensated ndependent contractors sted n Part V, nes 1a, 1b, and 1c.

- 5a Have you adopted a **conflict of interest policy** consist nt w th the samp e conf ct of nterest po cy n Yes No
Append x A to the nstruct ons? If "Yes," prov de a copy of the po cy and exp a n how the po cy has been adopted, such as by reso ut on of your govern ng board. If "No," answer nes 5b and 5c. See Attachment 2
- b What procedures w you fo ow to assure that persons who have a conf ct of nterest w not have nf uence over you for sett ng the r own compensat on?
- c What procedures w you fo ow to assure that persons who have a conf ct of nterest w not have nf uence over you regard ng bus ness dea s w th themse ves?
Note: A conf ct of nterest po cy s recommended though t s not required to obta n exempt on. Hosp ta s, see Schedu e C, Sect on I, ne 14.

- 6a Do you or w you compensate any of your off cers, d rectors, trustees, h ghest compensated emp oyees, and h ghest compensated ndependent contractors sted n nes 1a, 1b, or 1c through **non-fixed payments**, such as d scret onary bonuses or revenue-based payments? f "Yes," descr be a non-f xed compensat on arrangements, nc ud ng how the amounts are determ ned, who s e g b e for such arrangements, whether you p ace a m tat on on tota compensat on, and how you determ ne or w determ ne that you pay no more than reasonab e compensat on for serv ces. Refer to the nstruct ons for Part V, nes 1a, 1b, and 1c, for nformat on on what to nc ude as compensat on. Yes No
- b Do you or w you compensate any of your emp oyees, other than your off cers, d rectors, trustees, or your f ve h ghest compensated emp oyees who rece ve or w rece ve compensat on of more than \$50,000 per year, through non-f xed payments, such as d scret onary bonuses or revenue-based payments? If "Yes," descr be a non-f xed compensat on arrangements, nc ud ng how the amounts are or w be determ ned, who s or w be e g b e for such arrangements, whether you p ace or w p ace a m tat on on tota compensat on, and how you determ ne or w determ ne that you pay no more than reasonab e compensat on for serv ces. Refer to the nstruct ons for Part V, nes 1a, 1b, and 1c, for nformat on on what to nc ude as compensat on. Yes No

- 7a Do you or w you purchase any goods, serv ces, or assets from any of your off cers, d rectors, trustees, h ghest compensated emp oyees, or h ghest compensated ndependent contractors sted n nes 1a, 1b, or 1c? f "Yes," descr be any such purchase that you made or ntend to make, from whom you make or w make such purchases, how the terms are or w be negot ated at **arm's length**, and exp a n how you determ ne or w determ ne that you pay no more than **fair market value**. Attach cop es of any wrtten contracts or other agreements re at ng to such purchases. Yes No
- b Do you or w you se any goods, serv ces, or assets to any of your off cers, d rectors, trustees, h ghest compensated emp oyees, or h ghest compensated ndependent contractors sted n nes 1a, 1b, or 1c? f "Yes," descr be any such sa es that you made or ntend to make, to whom you make or w make such sa es, how the terms are or w be negot ated at arm's ength, and exp a n how you determ ne or w determ ne you are or w be pa d at east fa r market va ue. Attach cop es of any wrtten contracts or other agreements re at ng to such sa es. Yes No

- 8a Do you or w you have any eases, contracts, oans, or other agreements w th your off cers, d rectors, trustees, h ghest compensated emp oyees, or h ghest compensated ndependent contractors sted n nes 1a, 1b, or 1c? If "Yes," prov de the nformat on requested n nes 8b through 8f. Yes No
- b Descr be any wrtten or ora arrangements that you made or ntend to make.
- c Ident fy w th whom you have or w have such arrangements.
- d Exp a n how the terms are or w be negot ated at arm's ength.
- e Exp a n how you determ ne you pay no more than fa r market va ue or you are pa d at east fa r market va ue.
- f Attach cop es of any s gned eases, contracts, oans, or other agreements re at ng to such arrangements.

- 9a Do you or w you have any eases, contracts, oans, or other agreements w th any organ zat on n wh ch any of your off cers, d rectors, or trustees are a so off cers, d rectors, or trustees, or n wh ch any nd v dua off cer, d rector, or trustee owns more than a 35% nterest? If "Yes," prov de the nformat on requested n nes 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, leases, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. See instructions.

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
See Attachment 3
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. See instructions.

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. See instructions.

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislators on and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was a ready filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislators are a substantial part of your activities. Include the time and money spent on your attempts to influence legislators as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and state a revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo. Yes No

Part VIII Your Specific Activities (Continued)

4a Do you or w you undertake **fundraising**? If "Yes," check a the fundra s ng programs you do or w **Yes** **No**
conduct. See nstruct ons.

- ma so c tat ons
- ema so c tat ons
- persona so c tat ons
- veh c e, boat, pane, or s m ar donat ons
- foundat on grant so c tat ons
- phone so c tat ons
- accept donat ons on your webs te
- rece ve donat ons from another organ zat on's webs te
- government grant so c tat ons
- Other

See Attachment 4

Attach a descr pt on of each fundra s ng program.

b Do you or w you have wrtten or ora contracts w th any nd v dua s or organ zat ons to ra se funds for **Yes** **No**
you? If "Yes," descr be these act v t es. Incude a revenue and expenses from these act v t es and state who conducts them. Revenue and expenses shou d be prov ded for the t me per ods spec f ed n Part IX, F nanc a Data. A so, attach a copy of any contracts or agreements.

c Do you or w you engage n fundra s ng act v t es for other organ zat ons? If "Yes," descr be these **Yes** **No**
arrangements. Incude a descr pt on of the organ zat ons for wh ch you ra se funds and attach cop es of a contracts or agreements.

d L st a states and oca jur sd ct ons n wh ch you conduct fundra s ng. For each state or oca jur sd ct on **Yes** **No**
sted, spec fy whether you fundra se for your own organ zat on, you fundra se for another organ zat on, or another organ zat on fundra ses for you. See Attachment 4

e Do you or w you ma nta n separate accounts for any contr butor under wh ch the contr butor has the **Yes** **No**
r ght to adv se on the use or d str but on of funds? Answer "Yes" f the donor may prov de adv ce on the types of nv estments, d str but ons from the types of nv estments, or the d str but on from the donor's contr but on account. If "Yes," descr be th s program, nc ud ng the type of adv ce that may be prov ded and subm t cop es of any wrtten mater a s prov ded to donors.

5 Are you **affiliated** w th a governmenta unt? If "Yes," exp a n. **Yes** **No**

6a Do you or w you engage n **economic development**? If "Yes," descr be your program. **Yes** **No**

b Descr be n fu who benef ts from your econom c deve opment act v t es and how the act v t es promote exempt purposes.

7a Do or w persons other than your emp oyees or vo unteers **develop** your fac t es? If "Yes," descr be **Yes** **No**
each fac ty, the ro e of the deve oper, and any bus ness or fam y relat onsh p(s) between the deve oper and your off cers, d rectors, or trustees.

b Do or w persons other than your emp oyees or vo unteers **manage** your act v t es or fac t es? If "Yes," **Yes** **No**
descr be each act v ty and fac ty, the ro e of the manager, and any bus ness or fam y relat onsh p(s) between the manager and your off cers, d rectors, or trustees.

c If there s a bus ness or fam y relat onsh p between any manager or deve oper and your off cers, d rectors, or trustees, dent fy the nd v dua s, exp a n the relat onsh p, descr be how contracts are negot ated at arm's engh so that you pay no more than fa r market va ue, and subm t a copy of any contracts or other agreements.

8 Do you or w you enter nto **joint ventures**, nc ud ng partnersh ps or **limited liability companies** **Yes** **No**
treated as partnersh ps, n wh ch you share prof ts and osses w th partners other than sect on 501(c)(3) organ zat ons? If "Yes," descr be the act v t es of these jo nt ventures n wh ch you part c pate.

9a Are you app y ng for exempt on as a ch dcare organ zat on under sect on 501(k)? If "Yes," answer nes **Yes** **No**
9b through 9d. If "No," go to ne 10.

b Do you prov de ch dcare so that parents or caretakers of ch dren you care for can be **gainfully employed** (see nstruct ons)? If "No," exp a n how you qua fy as a ch dcare organ zat on descr bed n **Yes** **No**
sect on 501(k).

c Of the ch dren for whom you prov de ch dcare, are 85% or more of them cared for by you to enab e the r **Yes** **No**
parents or caretakers to be ga nfu y emp oyed (see nstruct ons)? If "No," exp a n how you qua fy as a ch dcare organ zat on descr bed n sect on 501(k).

d Are your serv ces ava ble to the genera pub c? If "No," descr be the spec f c group of peop e for whom **Yes** **No**
your act v t es are ava ble. A so, see the nstruct ons and exp a n how you qua fy as a ch dcare organ zat on descr bed n sect on 501(k).

10 Do you or w you pub sh, own, or have r ghts n mus c, terature, tapes, artworks, choreography, **Yes** **No**
sc ent f c d scover es, or other **intellectual property**? If "Yes," exp a n. Descr be who owns or w own any copyrights, patents, or trademarks, whether fees are or w be charged, how the fees are **See Attachment 5**
determ ned, and how any tems are or w be produced, d str buted, and marketed.

Part VIII Your Specific Activities (Continued)

- 11** Do you or w you accept contr but ons of: rea property; conservat on easements; cose y he d secur t es; nte ectua property such as patents, trademarks, and copyr ghts; works of musc or art; censes; royat es; automob es, boats, planes, or other veh ces; or co ect bes of any type? If “Yes,” descr be each type of contr but on, any cond t ons mposed by the donor on the contr but on, and any agreements w th the donor regard ng the contr but on. Yes No
-
- 12a** Do you or w you operate n a **foreign country** or **countries**? If “Yes,” answer nes 12b through 12d. If “No,” go to ne 13a. Yes No
- b** Name the fore gn countr es and reg ons w th n the countr es n wh ch you operate.
- c** Descr be your operat ons n each country and reg on n wh ch you operate.
- d** Descr be how your operat ons n each country and reg on further your exempt purposes.
-
- 13a** Do you or w you make grants, oans, or other d str but ons to organ zat on(s)? If “Yes,” answer nes 13b through 13g. If “No,” go to ne 14a. Yes No
- b** Descr be how your grants, oans, or other d str but ons to organ zat ons further your exempt purposes.
- c** Do you have wr tten contracts w th each of these organ zat ons? If “Yes,” attach a copy of each contract. Yes No
- d** Ident fy each rec p ent organ zat on and any **relationship** between you and the rec p ent organ zat on.
- e** Descr be the records you keep w th respect to the grants, oans, or other d str but ons you make.
- f** Descr be your se ect on process, nc ud ng whether you do any of the fo ow ng.
- (i)** Do you requ re an app cat on form? If “Yes,” attach a copy of the form. Yes No
- (ii)** Do you requ re a grant proposa? If “Yes,” descr be whether the grant proposa spec fes your respons b tes and those of the grantee, ob gates the grantee to use the grant funds on y for the purposes for wh ch the grant was made, prov des for per od c wr tten reports concern ng the use of grant funds, requ res a f na wr tten report and an account ng of how grant funds were used, and acknow edges your author ty to w thho d and/or recover grant funds n case such funds are, or appear to be, m sused. Yes No
- g** Descr be your procedures for overs ght of d str but ons that assure you the resources are used to further your exempt purposes, nc ud ng whether you requ re per od c and f na reports on the use of resources.
-
- 14a** Do you or w you make grants, oans, or other d str but ons to fore gn organ zat ons? If “Yes,” answer nes 14b through 14f. If “No,” go to ne 15. Yes No
- b** Prov de the name of each fore gn organ zat on, the country and reg ons w th n a country n wh ch each fore gn organ zat on operates, and descr be any re at onsh p you have w th each fore gn organ zat on.
- c** Does any fore gn organ zat on sted n ne 14b accept contr but ons earmarked for a spec f c country or spec f c organ zat on? If “Yes,” st a earmarked organ zat ons or countr es. Yes No
- d** Do your contr butors know that you have u tmate author ty to use contr but ons made to you at your d scret on for purposes cons stent w th your exempt purposes? If “Yes,” descr be how you re ay ths nformat on to contr butors. Yes No
- e** Do you or w you make pre-grant nqu res about the rec p ent organ zat on? If “Yes,” descr be these nqu res, nc ud ng whether you nqu re about the rec p ent’s f nanc a status, ts tax-exempt status under the Interna Revenue Code, ts ab ty to accomp sh the purpose for wh ch the resources are prov ded, and other re evant nformat on. Yes No
- f** Do you or w you use any add tona procedures to ensure that your d str but ons to fore gn organ zat ons are used n furtherance of your exempt purposes? If “Yes,” descr be these procedures, nc ud ng ste vs ts by your emp oyes or comp ance checks by mpart a experts, to ver fy that grant funds are be ng used approp ate y. Yes No

Part VIII Your Specific Activities (Continued)

- | | | | |
|-----------|--|--|---|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. See Attachment 6 | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
- Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years of existence refer to completed tax years.

1. If existence less than 5 years, complete the statement for each year of existence and provide projections of your key revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:
 - a. Three years of financial information if you have not completed one tax year, or
 - b. Four years of financial information if you have completed one tax year. See instructions.
2. If existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX has not been updated to provide for a 5th year. See instructions.

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
		(a) From 1/2020 To 12/2020	(b) From 1/2021 To 12/2021	(c) From 1/2022 To 12/2022	(d) From ----- To -----	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	25,000	0	0	0	25,000
	2 Membership fees received	0	0	0	0	0
	3 Gross investment income	0	0	0	0	0
	4 Net unrelated business income	0	0	0	0	0
	5 Taxes levied for your benefit	0	0	0	0	0
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0	0	0	0	0
	7 Any revenue not otherwise listed above or lines 9-12 below (attach itemized list)	0	310,360	370,198	See Attachment 7	680,558
	8 Total of lines 1 through 7	25,000	310,360	370,198	0	705,558
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0	0	0	0	0
	10 Total of lines 8 and 9	25,000	310,360	370,198	0	705,558
11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0	0	0	0	0	
12 Unusual grants	0	0	0	0	0	
13 Total Revenue Add lines 10 through 12	25,000	310,360	370,198	0	705,558	
Expenses	14 Fundraising expenses	0	0	0	0	
	15 Contributions, gifts, grants, and similar amounts paid out (attach itemized list)	0	0	0	0	
	16 Disbursements to or for the benefit of members (attach itemized list)	0	0	0	0	
	17 Compensation of officers, directors, and trustees	0	3,000	3,500	0	
	18 Other salaries and wages	0	0	0	0	
	19 Interest expense	0	0	0	0	
	20 Occupancy (rent, utilities, etc.)	0	12,000	60,000	0	
	21 Depreciation and depletion	0	0	0	0	
	22 Professional fees	15,000	75,000	75,000	0	
	23 Any expense not otherwise classified, such as program services (attach itemized list)	0	0	0	0	
24 Total Expenses Add lines 14 through 23	15,000	90,000	138,500	0		

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

		Year End: 2020
		(Who e do ars)
Assets		
1	Cash	10,000
2	Accounts receivable, net	
3	Inventories	
4	Bonds and notes receivable (attach an itemized st)	
5	Corporate stocks (attach an itemized st)	
6	Loans receivable (attach an itemized st)	
7	Other investments (attach an itemized st)	
8	Depreciable and depreciable assets (attach an itemized st)	
9	Land	
10	Other assets (attach an itemized st)	
11	Total Assets (add lines 1 through 10)	10,000
Liabilities		
12	Accounts payable	
13	Contributions, gifts, grants, etc. payable	
14	Mortgages and notes payable (attach an itemized st)	
15	Other liabilities (attach an itemized st)	
16	Total Liabilities (add lines 12 through 15)	
Fund Balances or Net Assets		
17	Total fund balances or net assets	10,000
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	10,000
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. See instructions.

- 1 a** Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No
- b** As a private foundation, section 508(e) requires specific provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reference on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the specific provisions that need to be contained in your organizing document. Go to line 2.
- 2** Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3** Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4** Have you attached either (1) an affidavit or opinion of course, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are key to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5** If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
 The organization is not a private foundation because it is:
 - a** 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b** 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B.
 - c** 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d** 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, h, or i or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4) – an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(v) – an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(x) – an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.
- h 509(a)(1) and 170(b)(1)(A)(v) – an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- i 509(a)(2) – an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- j A publicly supported organization, but unsure if it is described in 5h or 5i. You would like the IRS to decide the correct status.

6 If you checked box h, i, or j in question 5 above, and you have been in existence more than 5 years, you must confirm your public support status. Answer line 6a if you checked box h in question 5 above. Answer line 6b if you checked box i or j in question 5 above. If you checked box j in question 5 above, answer both lines 6a and 6b.

- a (i) Enter 2% of line 8, column (e) on Part IX-A Statement of Revenues and Expenses _____
- (ii) Attach a statement showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," state this.
- b (i) For each year amounts are included on lines 1, 2, and 9 of Part IX-A Statement of Revenues and Expenses, attach a statement showing the name and amount received from each **disqualified person**. If the answer is "None," state this. None
- (ii) For each year amounts were included on line 9 of Part IX-A Statement of Revenues and Expenses, attach a statement showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of Line 10, Part IX-A Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," state this.

7 Did you receive any unusual grants during any of the years shown on Part IX-A Statement of Revenues and Expenses? If "Yes," attach a statement including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

Part XI User Fee Information and Signature

You must include the correct user fee payment with this application. If you do not submit the correct user fee, we will not process the application and we will return it to you. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "Exempt Organizations User Fee" in the search box, or call Customer Account Services at 1-877-829-5500 for current information.

Enter the amount of the user fee paid: \$600.00

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here

(Signature of Officer, Director, Trustee, or other authorized official)

Joe Smith
(Type or print name of signer)

(Date)

President and CEO
(Type or print title or authority of signer)

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Schedule A. Churches

1a	Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," attach copies of relevant documents.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you have a form of worship? If "Yes," describe your form of worship.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2a	Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you have a distinct religious history? If "Yes," describe your religious history.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c	Do you have a literature of your own? If "Yes," describe your literature.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3	Describe the organization's religious hierarchy or ecclesiastical government.		
4a	Do you have regularly scheduled religious services? If "Yes," describe the nature of the services and provide representative copies of relevant literature such as church bulletins.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	What is the average attendance at your regularly scheduled religious services?		
5a	Do you have an established place of worship? If "Yes," refer to the instructions for the information required.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you own the property where you have an established place of worship?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6	Do you have an established congregation or other regular membership group? If "No," refer to the instructions.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7	How many members do you have?		
8a	Do you have a process by which an individual becomes a member? If "Yes," describe the process and complete 8b–8d, below.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	If you have members, do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c	May your members be associated with another denomination or church?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d	Are any of your members part of the same family ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
9	Do you conduct baptisms, weddings, funerals, etc.?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10	Do you have a school for the religious instruction of the young?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11a	Do you have a minister or religious leader? If "Yes," describe this person's role and explain whether the minister or religious leader was ordained, commissioned, or licensed after a prescribed course of study.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you have schools for the preparation of your ordained ministers or religious leaders?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
12	Is your minister or religious leader a so one of your officers, directors, or trustees?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
13	Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or license.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
14	Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. Include the name of the group of churches.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
15	Do you issue church charters? If "Yes," describe the requirements for issuing a charter.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
16	Did you pay a fee for a church charter? If "Yes," attach a copy of the charter.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
17	Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regular enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. **Yes** **No**

b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. **Yes** **No**

2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. **Yes** **No**

b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. **Yes** **No**

3 In what public school district, county, and state are you located?

4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? **Yes** **No**

5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. **Yes** **No**

6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. **Yes** **No**

7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. **Yes** **No**

Note: Make sure your answers consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Yes** **No**

Note: Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answers consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by **Revenue Procedure 75-50.**

1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Pub. 557. **Yes** **No**

2 Do your brochures, application forms, advertisements, and catalogs dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? **Yes** **No**

a If "Yes," attach a representative sample of each document.

b If "No," by checking the box to the right you agree that a future printed materials, including website content, will contain the required nondiscriminatory policy statement. **Yes** **No**

3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves a racial segment of the community? See the instructions for specific requirements. If "No," explain. **Yes** **No**

4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. **Yes** **No**

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of and or buildings, whether individual or organizations.

b Do any of these individual or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. **Yes** **No**

8 Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain. See instructions. **Yes** **No**

Schedule C. Hospitals and Medical Research Organizations

Check the box if you are a **hospital**. See the instructions for a definition of the term "hospital," which includes an organization whose principal purpose or function is providing **hospital or medical care**. Complete Section I below.

Check the box if you are a **medical research organization** operated in conjunction with a hospital. See the instructions for a definition of the term "medical research organization," which refers to an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research in conjunction with a hospital. Complete Section II.

Section I Hospitals

- 1a Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected. **Yes** **No**

- 2a Do you or will you provide medical services to individuals in your community who can pay for themselves or have private health insurance? If "No," explain. **Yes** **No**
- b Do you or will you provide medical services to individuals in your community who participate in Medicare? If "No," explain. **Yes** **No**
- c Do you or will you provide medical services to individuals in your community who participate in Medicaid? If "No," explain. **Yes** **No**

- 3a Do you or will you require persons covered by Medicare or Medicaid to pay a deposit before receiving services? If "Yes," explain. **Yes** **No**
- b Does the same deposit requirement, if any, apply to all other patients? If "No," explain. **Yes** **No**

- 4a Do you or will you maintain a full-time emergency room? If "No," explain why you do not maintain a full-time emergency room. Also, describe any emergency services that you provide. **Yes** **No**
- b Do you have a policy on providing emergency services to persons without apparent means to pay? If "Yes," provide a copy of the policy. **Yes** **No**
- c Do you have any arrangements with police, fire, and voluntary ambulance services for the delivery or admission of emergency cases? If "Yes," describe the arrangements, including whether they are written or oral agreements. If written, submit copies of all such agreements. **Yes** **No**

- 5a Do you provide for a portion of your services and facilities to be used for charity patients? If "Yes," answer 5b through 5e. **Yes** **No**
- b Explain your policy regarding charity cases, including how you distinguish between charity care and bad debts. Submit a copy of your written policy.
- c Provide data on your past experience in admitting charity patients, including amounts you expend for treating charity care patients and types of services you provide to charity care patients.
- d Describe any arrangements you have with federal, state, or local governments or government agencies for paying for the cost of treating charity care patients. Submit copies of any written agreements.
- e Do you provide services on a sliding fee schedule depending on financial ability to pay? If "Yes," submit your sliding fee schedule. **Yes** **No**

- 6a Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs. **Yes** **No**
- b Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs. **Yes** **No**

- 7 Do you or will you provide office space to physicians carrying on their own medical practices? If "Yes," describe the criteria for who may use the space, explain the means used to determine that you are paid at least fair market value, and submit representative lease agreements. **Yes** **No**

- 8 Is your board of directors comprised of a majority of individuals who are representative of the community you serve? Include a list of each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. **Yes** **No**

- 9 Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, state your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are Section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all agreements. **Yes** **No**

Note: Make sure your answers consistent with the information provided in Part VIII, line 8.

Schedule C. Hospitals and Medical Research Organizations (Continued)

Section I Hospitals (Continued)

10 Do you or w you manage your act v t es or fac t es through your own emp oyees or vo unteers? If “No,” **Yes** **No**
 attach a statement descr b ng the act v t es that w be managed by others, the names of the persons or organ zat ons that manage or w manage your act v t es or fac t es, and how these managers were or w be se cted. A so, subm t cop es of any contracts, proposed contracts, or other agreements regard ng the prov s on of management serv ces for your act v t es or fac t es. Exp a n how the terms of any contracts or other agreements were or w be negot ated, and exp a n how you determ ne you w pay no more than fa r market va ue for serv ces.

Note: Answer “Yes” f you do manage or ntend to manage your programs through your own emp oyees or by us ng vo unteers. Answer “No” f you engage or ntend to engage a separate organ zat on or independent contractor. Make sure your answer s consistent w th the nformat on prov ded n Part VIII, ne 7b.

11 Do you or w you offer recru tment ncent ves to phys c ans? If “Yes,” descr be your recru tment ncent ves and attach cop es of a w rten recru tment ncent ve po ces. **Yes** **No**

12 Do you or w you ease equipment, assets, or off ce space from phys c ans who have a f nanc a or profess ona re at onsh p w th you? If “Yes,” exp a n how you estab sh a fa r market va ue for the ease. **Yes** **No**

13 Have you purchased med ca pract ces, ambu atory surgery centers, or other bus ness assets from phys c ans or other persons w th whom you have a bus ness re at onsh p, as de from the purchase? If “Yes,” subm t a copy of each purchase and sa es contract and descr be how you arr ved at fa r market va ue, nc ud ng cop es of appra sa s. **Yes** **No**

14 Have you adopted a **conflict of interest policy** consistent w th the samp e hea th care organ zat on conf ct of nterest po cy n Append x A of the nstruct ons? If “Yes,” subm t a copy of the po cy and exp a n how the po cy has been adopted, such as by reso ut on of your govern ng board. If “No,” exp a n how you w avo d any conf cts of nterest n your bus ness dea ngs. **Yes** **No**

Section II Medical Research Organizations

- 1** Name the hosp ta s w th wh ch you have a re at onsh p and descr be the re at onsh p. Attach cop es of w rten agreements w th each hosp ta that demonstrate cont nu ng re at onsh ps between you and the hosp ta (s).
- 2** Attach a schedu e descr b ng your present and proposed act v t es for the d rect conduct of med ca research; descr be the nature of the act v t es, and the amount of money that has been or w be spent n carry ng them out.
- 3** Attach a schedu e of assets show ng ther fa r market va ue and the port on of your assets d rect y devoted to med ca research.

Schedule D. Section 509(a)(3) Supporting Organizations

Section I Identifying Information About the Supported Organization(s)

1 State the names, addresses, and EINs of the supported organizations. If additional space is needed, attach a separate sheet.

Name	Address	EIN

2 Are all supported organizations listed in the 1 public charters under section 509(a)(1) or (2)? If "Yes," go to Section II. If "No," go to line 3. Yes No

3 Do the supported organizations have tax-exempt status under section 501(c)(4), 501(c)(5), or 501(c)(6)? Yes No

If "Yes," for each 501(c)(4), (5), or (6) organization supported, provide the following financial information.

- Part IX-A. Statement of Revenues and Expenses, lines 1–13, and
- Part X, lines 6b(), 6b(), and 7.

If "No," attach a statement describing how each organization you supports a public charity under section 509(a)(1) or (2).

Section II Relationship with Supported Organization(s)—Three Tests

To be classified as a supporting organization, an organization must meet one of three relationship tests.

Test 1: "Operated, supervised, or controlled by" one or more publicly supported organizations, or

Test 2: "Supervised or controlled in connection with" one or more publicly supported organizations, or

Test 3: "Operated in connection with" one or more publicly supported organizations.

1 Information to establish the "operated, supervised, or controlled by" relationship test (Test 1)
Is a majority of your governing board or officers elected or appointed by the supported organization(s)? Yes No
If "Yes," describe the process by which your governing board is appointed and elected; go to Section III.
If "No," continue to line 2.

2 Information to establish the "supervised or controlled in connection with" relationship test (Test 2)
Does a majority of your governing board consist of individuals who also serve on the governing board of the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," go to line 3. Yes No

3 Information to establish the "operated in connection with" responsiveness test (Test 3)
Are you a trust from which the named supported organization(s) can enforce and compel an accounting under state law? If "Yes," explain whether you advised the supported organization(s) in writing of these rights and provide a copy of the written communication documenting this; go to Section II, line 5. If "No," go to line 4a. Yes No

4 Information to establish the alternative "operated in connection with" responsiveness test (Test 3)

a Do the officers, directors, trustees, or members of the supported organization(s) elect or appoint one or more of your officers, directors, or trustees? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4b. Yes No

b Do one or more members of the governing body of the supported organization(s) also serve as your officers, directors, or trustees or hold other important offices with respect to you? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4c. Yes No

c Do your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of the supported organization(s)? If "Yes," explain and provide documentation. Yes No

d Do the supported organization(s) have a significant voice in your investment policies, in the making and timing of grants, and in otherwise directing the use of your income or assets? If "Yes," explain and provide documentation. Yes No

e Describe and provide copies of written communications documenting how you made the supported organization(s) aware of your supporting activities. Yes No

5 Information to establish the "operated in connection with" integrated part test (Test 3)
Do you conduct activities that would otherwise be carried out by the supported organization(s)? If "Yes," explain and go to Section III. If "No," continue to line 6a. Yes No

Schedule D. Section 509(a)(3) Supporting Organizations (Continued)

Section II Relationship with Supported Organization(s)—Three Tests (Continued)

- 6** Information to establish the alternative "operated in connection with" integrated part test (Test 3)
- a** Do you distribute at least 85% of your annual **net income** to the supported organization(s)? If "Yes," go to line 6b. See instructions. **Yes** **No**
- If "No," state the percentage of your income that you distribute to each supported organization. Also explain how you ensure that the supported organization(s) are attentive to your operations.
- b** How much do you contribute annually to each supported organization? Attach a schedule.
- c** What is the total annual revenue of each supported organization? If you need additional space, attach a statement.
- d** Do you or the supported organization(s) **earmark** your funds for support of a particular program or activity? If "Yes," explain. **Yes** **No**
-
- 7a** Does your organizing document specify the supported organization(s) by name? If "Yes," state the article and paragraph number and go to Section III. If "No," answer line 7b. **Yes** **No**
- b** Attach a statement describing whether there has been an historic and continuing relationship between you and the supported organization(s).

Section III Organizational Test

- 1a** If you met relationship Test 1 or Test 2 in Section II, your organizing document must specify the supported organization(s) by name, or by naming a similar purpose or charitable class of beneficiaries. If your organizing document complies with this requirement, answer "Yes." If your organizing document does not comply with this requirement, answer "No," and see the instructions. **Yes** **No**
- b** If you met relationship Test 3 in Section II, your organizing document must generally specify the supported organization(s) by name. If your organizing document complies with this requirement, answer "Yes," and go to Section IV. If your organizing document does not comply with this requirement, answer "No," and see the instructions. **Yes** **No**

Section IV Disqualified Person Test

You do not qualify as a supporting organization if you are **controlled** directly or indirectly by one or more **disqualified persons** (as defined in section 4946) other than **foundation managers** or one or more organizations that you support. Foundation managers who are also disqualified persons for another reason are disqualified persons with respect to you.

- 1a** Do any persons who are disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how controls vested over your operations (including assets and activities) by persons other than disqualified persons. **Yes** **No**
- b** Do any persons who have a family or business relationship with any disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If "Yes," (1) describe the process by which individuals with a family or business relationship with disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons, the individuals with a family or business relationship with disqualified persons, and the foundation managers appointed, and (3) explain how controls vested over your operations (including assets and activities) in individuals other than disqualified persons. **Yes** **No**
- c** Do any persons who are disqualified persons, (except individuals who are disqualified persons only because they are foundation managers), have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how controls vested over your operations (including assets and activities) by individuals other than disqualified persons. **Yes** **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation

Schedule E is intended to determine whether you are eligible for tax exemption under section 501(c)(3) from the postmark date of your application or from your date of incorporation or formation, whichever is earlier.

- 1** Are you a church, association of churches, or integrated auxiliary of a church? If "Yes," complete Schedule A and stop here. Do not complete the remainder of Schedule E. **Yes** **No**
-
- 2a** Are you a public charity with annual **gross receipts** that are normally \$5,000 or less? If "Yes," stop here. Answer "No" if you are a private foundation, regardless of your gross receipts. **Yes** **No**
- b** If your gross receipts were normally more than \$5,000, are you filing this application within 90 days from the end of the tax year in which your gross receipts were normally more than \$5,000? If "Yes," stop here. **Yes** **No**
-
- 3a** Were you included as a subordinate in a group exemption application or letter? If "No," go to line 4. **Yes** **No**
- b** If you were included as a subordinate in a group exemption letter, are you filing this application within 27 months from the date you were notified by the organization holding the group exemption letter or the Internal Revenue Service that you cease to be covered by the group exemption letter? If "Yes," stop here. **Yes** **No**
- c** If you were included as a subordinate in a timely filed group exemption request that was denied, are you filing this application within 27 months from the postmark date of the Internal Revenue Service final adverse ruling letter? If "Yes," stop here. **Yes** **No**
-
- 4** Were you created on or before October 9, 1969? If "Yes," stop here. Do not complete the remainder of this schedule. **Yes** **No**
-
- 5** If you answered "No" to lines 1 through 4, we cannot recognize you as tax exempt from your date of formation unless you qualify for an extension of time to apply for exemption. Do you wish to request an extension of time to apply to be recognized as exempt from the date you were formed? If "Yes," attach a statement explaining why you did not file this application within the 27-month period. Do not answer lines 6 or 7. If "No," go to line 6a. **Yes** **No**
-
- 6a** If you answered "No" to line 5, you can only be exempt under section 501(c)(3) from the postmark date of this application. Therefore, do you want us to treat this application as a request for tax exemption from the postmark date? **Yes** **No**
- Note:** Be sure your ruling eligibility agrees with your answer to Part X, line 6.
- b** Do you anticipate significant changes in your sources of support in the future? If "Yes," complete line 7 **Yes** **No**
below.

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation (Continued)

7 Complete this statement if you answered "Yes" to line 6b. Include projected revenue for the first two full years following the current tax year.

Type of Revenue	Projected revenue for 2 years following current tax year		
	(a) From _____ To _____	(b) From _____ To _____	(c) Total
1 Gifts, grants, and contributions received (do not include unusual grants)			
2 Membership fees received			
3 Gross investment income			
4 Net unrelated business income			
5 Taxes levied for your benefit			
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)			
7 Any revenue not otherwise listed above or lines 9-12 below (attach an itemized list)			
8 Total of lines 1 through 7			
9 Gross receipts from admissions, merchandise sold, or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)			
10 Total of lines 8 and 9			
11 Net gain or loss on sale of capital assets (attach an itemized list)			
12 Unusual grants			
13 Total revenue. Add lines 10 through 12			

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing**Section I General Information About Your Housing**

1 Describe the type of housing you provide.

2 Provide copies of any application forms you use for admission.

3 Explain how the public is made aware of your facility.

4a Provide a description of each facility.

b What is the total number of residents each facility can accommodate?

c What is your current number of residents in each facility?

d Describe each facility in terms of whether residents rent or purchase housing from you.

5 Attach a sample copy of your residency or homeownership contract or agreement.

6 Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, state your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all joint venture agreements. Yes No

Note: Make sure your answers consistent with the information provided in Part VIII, line 8.

7 Do you or will you contract with another organization to develop, build, market, or finance your housing? If "Yes," explain how that entity is selected, explain how the terms of any contract(s) are negotiated at arm's length, and explain how you determine you will pay no more than fair market value for services. Yes No

Note: Make sure your answers consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

Note: Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answers consistent with the information provided in Part VIII, line 7b.

9 Do you participate in any government housing programs? If "Yes," describe these programs. Yes No

10a Do you own the facility? If "No," describe any enforceable rights you possess to purchase the facility in the future; go to line 10c. If "Yes," answer line 10b. Yes No

b How did you acquire the facility? For example, did you develop it yourself, purchase a project, etc. Attach all contracts, transfer agreements, or other documents connected with the acquisition of the facility.

c Do you lease the facility or the land on which it is located? If "Yes," describe the parties to the lease(s) and provide copies of all leases. Yes No

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing (Continued)

Section II Homes for the Elderly or Handicapped

- 1a Do you provide housing for the elderly? If "Yes," describe who qualifies for your housing in terms of age, infirmity, or other criteria and explain how you select persons for your housing. **Yes** **No**
- b Do you provide housing for the handicapped? If "Yes," describe who qualifies for your housing in terms of disability, income levels, or other criteria and explain how you select persons for your housing. **Yes** **No**

- 2a Do you charge an entrance or founder's fee? If "Yes," describe what this charge covers, whether it is a one-time fee, how the fee is determined, whether it is payable in a lump sum or on an installment basis, whether it is refundable, and the circumstances, if any, under which it may be waived. **Yes** **No**
- b Do you charge periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. **Yes** **No**
- c Is your housing affordable to a significant segment of the elderly or handicapped persons in the community? Identify your **community**. Also, if "Yes," explain how you determine your housing's affordability. **Yes** **No**

- 3a Do you have an established policy concerning residents who become unable to pay their regular charges? If "Yes," describe your established policy. **Yes** **No**
- b Do you have any arrangements with government welfare agencies or others to absorb all or part of the cost of maintaining residents who become unable to pay their regular charges? If "Yes," describe these arrangements. **Yes** **No**

- 4 Do you have arrangements for the healthcare needs of your residents? If "Yes," describe these arrangements. **Yes** **No**

- 5 Are your facilities designed to meet the physical, emotional, recreational, social, religious, and/or other special needs of the elderly or handicapped? If "Yes," describe these design features. **Yes** **No**

Section III Low-Income Housing

- 1 Do you provide low-income housing? If "Yes," describe who qualifies for your housing in terms of income levels or other criteria, and describe how you select persons for your housing. **Yes** **No**

- 2 In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. **Yes** **No**

- 3a Is your housing affordable to low-income residents? If "Yes," describe how your housing is made affordable to low-income residents.
Note: Revenue Procedure 96-32, 1996-1 C.B. 717, provides guidelines for providing low-income housing that will be treated as charitable. (At least 75% of the units are occupied by low-income tenants or 40% are occupied by tenants earning not more than 120% of the very low-income levels for the area.) **Yes** **No**
- b Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions. **Yes** **No**

- 4 Do you provide social services to residents? If "Yes," describe these services. **Yes** **No**

Schedule G. Successors to Other Organizations

1a Are you a **successor** to a **for-profit organization**? If "Yes," explain the relationship with the **predecessor** organization that resulted in your creation and completion. **Yes** **No**

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status.

2a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organization that resulted in your creation. **Yes** **No**

b Provide the tax status of the predecessor organization.

c Did you or did an organization to which you are a successor previously apply for tax exemption under section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved. **Yes** **No**

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption. **Yes** **No**

e Explain why you took over the activities or assets of another organization.

3 Provide the name, last address, and EIN of the predecessor organization and describe its activities.

Name: _____ **EIN:** _____

Address: _____

4 List the owners, partners, principal stockholders, officers, and governing board members of the predecessor organization. Attach a separate sheet if additional space is needed.

Name	Address	Share/Interest (if a for-profit)

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% interest. **Yes** **No**

6a Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof. **Yes** **No**

b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. **Yes** **No**

c Provide a copy of the agreement(s) of sale or transfer.

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability was owed. **Yes** **No**

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. **Yes** **No**

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. **Yes** **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures

Section I Names of individual recipients are not required to be listed in Schedule H.

Public charities and private foundations complete lines 1a through 7 of this section. See the instructions to Part X if you are not sure whether you are a public charity or a private foundation.

- 1 a Descr be the types of educat ona grants you prov de to nd v dua s, such as scho arsh ps, fe owsh ps, oans, etc.
 - 1 b Descr be the purpose and amount of your scho arsh ps, fe owsh ps, and other educat ona grants and oans that you award.
 - 1 c If you award educat ona oans, exp a n the terms of the oans (nterest rate, ength, forg veness, etc.).
 - 1 d Spec fy how your program s pub c zed.
 - 1 e Prov de cop es of any so c tat on or announcement mater a s.
 - 1 f Prov de a samp e copy of the app cat on used.

 - 2 Do you ma nta n case h stor es show ng rec p ents of your scho arsh ps, fe owsh ps, educat ona oans, or other educat ona grants, nc ud ng names, addresses, purposes of awards, amount of each grant, manner of se ect on, and re at onsh p (f any) to off cers, trustees, or donors of funds to you? If “No,” refer to the nstruct ons. Yes No

 - 3 Descr be the spec f c cr ter a you use to determ ne who s e g b e for your program. (For exampe, e g b ty se ect on cr ter a cou d cons st of graduat ng h gh schoo students from a part cu ar h gh schoo who w attend co ege, wr ters of scho ar y works about Amer can h story, etc.)

 - 4 a Descr be the spec f c cr ter a you use to se ect rec p ents. (For exampe, spec f c se ect on cr ter a cou d cons st of pr or academ c performance, f nanc a need, etc.)
 - 4 b Descr be how you determ ne the number of grants that w be made annua y.
 - 4 c Descr be how you determ ne the amount of each of your grants.
 - 4 d Descr be any requ rement or cond t on that you mpose on rec p ents to obta n, ma nta n, or qua fy for renewa of a grant. (For exampe, spec f c requ rements or cond t ons cou d cons st of attendance at a four-year co ege, ma nta ng a certa n grade po nt average, teach ng n pub c schoo after graduat on from co ege, etc.)

 - 5 Descr be your procedures for superv s ng the scho arsh ps, fe owsh ps, educat ona oans, or other educat ona grants. Descr be whether you obta n reports and grade transcr pts from rec p ents, or you pay grants d rect y to a schoo under an arrangement whereby the schoo w app y the grant funds on y for enro ed students who are n good stand ng. A so, descr be your procedures for tak ng act on f the terms of the award are v oated.

 - 6 Who s on the se ect on comm ttee for the awards made under your program, nc ud ng names of current comm ttee members, cr ter a for comm ttee membersh p, and the method of rep ac ng comm ttee members?

 - 7 Are re at ves of members of the se ect on comm ttee, or of your off cers, d rectors, or **substantial contributors** e g b e for awards made under your program? If “Yes,” what measures are taken to ensure unb ased se ect ons? Yes No
- Note:** If you are a pr vate foundat on, you are not perm tted to prov de educat ona grants to **disqualified persons**. Dsqua fed persons ncude your substant a contr butors and foundat on managers and certa n fam y members of d squa fed persons.

Section II Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.

- 1 a If we determ ne that you are a pr vate foundat on, do you want th s app cat on to be Yes No N/A cons dered as a request for advance approva of grant mak ng procedures?
- 1 b For wh ch sect on(s) do you w sh to be cons dered?
 - 4945(g)(1)—Scho arsh p or fe owsh p grant to an nd v dua for study at an educat ona nst tut on
 - 4945(g)(3)—Other grants, nc ud ng oans, to an nd v dua for trave , study, or other s m ar purposes, to enhance a part cu ar sk of the grantee or to produce a spec f c product

- 2 Do you represent that you w (1) arrange to rece ve and rev ew grantee reports annua y and upon comp et on of the purpose for wh ch the grant was awarded, (2) nvest gate d vers ons of funds from the r ntended purposes, and (3) take a reasonab e and appropriate steps to recover d verted funds, ensure other grant funds he d by a grantee are used for the r ntended purposes, and w thho d further payments to grantees unt you obta n grantees’ assurances that future d vers ons w not occur and that grantees w take extraord nary precaut ons to prevent future d vers ons from occurr ng? Yes No

- 3 Do you represent that you w ma nta n a records re at ng to nd v dua grants, nc ud ng nformat on obta ned to eva uate grantees, dent fy whether a grantee s a d squa fed person, estab sh the amount and purpose of each grant, and estab sh that you undertook the superv s on and nvest gat on of grants desc r bed n ne 2? Yes No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures (Continued)

Section II Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section. (Continued)

- 4a Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an *employee of a particular employer*? If "Yes," complete lines 4b through 4f. Yes No
- b Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? (See lines 4c, 4d, and 4e, regarding the percentage tests.) Yes No
- c Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? Yes No N/A
 If "Yes," will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? Yes No
- d Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? Yes No N/A
 If "Yes," will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? If "No," go to line 4e. Yes No
- e If you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer, will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? Yes No N/A
 If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution. If "No," go to line 4f.
Note: Statistical or sampling techniques are not acceptable. See Revenue Procedure 85-51, 1985-2 C.B. 717, for additional information.
- f If you provide scholarships, fellowships, or educational loans to attend an educational institution to *children of employees of a particular employer* without regard to either the 25% limitation described in line 4d, or the 10% limitation described in line 4e, will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances that you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test described in line 4d or the 10% test described in line 4e. Yes No

Form 1023 Checklist

(Revised December 2017)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note: Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- Assemble the application and materials in this order.
 - Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

- User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

- Employer Identification Number (EIN)

- Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
 - You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.

- Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A Yes ___ No

Schedule E Yes ___ No

Schedule B Yes ___ No

Schedule F Yes ___ No

Schedule C Yes ___ No

Schedule G Yes ___ No

Schedule D Yes ___ No

Schedule H Yes ___ No

- An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
 - Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) [Articles: P. 1, Art. Third](#)
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law [Bylaws: P. 8, Art. V, Sec 5.04d](#)

- Signature of an officer, director, trustee, or other official who is authorized to sign the application.
 - Signature at Part XI of Form 1023.

- Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
Attention: EO Determination Letters
Stop 31
P.O. Box 12192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
Attention: EO Determination Letters
Stop 31
201 West Rivercenter Boulevard
Covington, KY 41011

Eagle Charter Schools, Inc.
IRS Form 1023 Application - Attachments

Attachment 1: Part IV – Narrative Description of Activities

Eagle Charter Schools, Inc. (“ECS”) will engage in educational and charitable activities within the meaning of § 501(c)(3) of the U.S. Internal Revenue Code (the “Code”), including but not limited to, instructing and/or training individuals for the purpose of improving the educational achievement of students enrolled in ECS’s affiliated Public Charter Schools by providing staffing, teacher training, administrator training, curriculum and curriculum development.

Attachment 2: Part V, 5 – Conflicts of Interest Policy

ECS requires its directors and officers to acknowledge and agree to its Conflict of Interest Policy and Code of Ethics, which requires that they will not participate in the matter under consideration in which they have an actual or potential conflict. Officers and Directors are required to complete a Disclosure Statement to disclose actual or potential conflicts. Please see ECS’s Conflict of Interest Policy and Code of Ethics attached hereto as **Exhibit A**.

Attachment 3: Part VI, 1a – Services to Individuals

ECS will provide instruction and/or training services to Public Charter School teachers and administrators by engaging in educational and charitable activities to improve the educational achievement of students enrolled in Public Charter Schools.

Attachment 4: Part VIII, 4a and 4d - Fundraising Program Description

- 4a.** No specific fundraising program plans have been adopted.
- 4d.** Fundraising will be conducted in the District of Columbia.

Attachment 5: Part VIII, 10 – Intellectual Property

ECS will license certain educational intellectual property from Eagle Academy Public Charter School and then sub-license that intellectual property to other charter schools nationally. Fees will be charged for the licensing and sub-licensing of the educational intellectual property. The annual licensing and sublicensing fee is five percent (5%) of the licensee’s or sub-licensee’s annual gross revenues.

Attachment 6: Part VIII, 15 – Close Connections with Organizations

As mentioned in Attachment 5 above, ECS will license certain educational intellectual property from Eagle Academy Public Charter School and then sub-license that intellectual property to other Public Charter Schools nationally; there are expected to be some common Board Members among these entities.

Attachment 7: Part IX, A(7) – Statement of Revenues and Expenses (Other Revenues)

Other revenues include management fees for ECS’s services to Public Charter Schools.

EXHIBIT A

Conflicts of Interest Policy

EAGLE CHARTER SCHOOLS, INC. CONFLICT OF INTEREST POLICY AND CODE OF ETHICS

Directors, officers, committee members, staff, volunteers and others, while acting on behalf of Eagle Charter Schools, Inc. (“ECS”), should avoid conflicts of interest. Even the appearance of a conflict of interest should be avoided. All actions should be based solely on the best interest of ECS, in accordance with applicable state and federal laws and regulations. Actions should not be influenced by personal considerations.

A conflict of interest occurs whenever an individual has a direct or indirect interest, financial or otherwise, in the outcome of any transaction or matter involving ECS. A conflict of interest also occurs whenever an individual or his or her family members has a relationship with other parties to the transaction or matter such that the relationship might reasonably be expected to affect the judgment of the individual in the particular transaction or matter in a manner adverse to ECS.

If an individual has a conflict of interest or potential conflict of interest in connection with any transaction or matter pertaining to ECS, he or she must immediately notify the Chief Executive Officer of ECS, and disclose all the material facts concerning the actual or potential conflict of interest and his or her relationship to the transaction or matter at issue.

If the conflict of interest arises in connection with the activities of any deliberative body (*e.g.*, the Board of Directors or any Committee), the conflict must be disclosed to other members of the body and the individual may not participate in the consideration of the transaction or matter at issue.

Directors, officers, Committee members, staff, volunteers and others, while acting on behalf of ECS will not: divulge, or release proprietary or confidential information concerning ECS, deliberations, or similar matters without prior approval of ECS’s Chief Executive Officer; obtain personal advantage or benefit to his or her position; accept gifts with a value in excess of \$100 in connection with his or her position; or use ECS’s property or resources for personal benefit.

This Conflict of Interest Policy and Code of Ethics is to be acknowledged annually by all Directors, officers and senior staff of ECS.

Attachment: Form of Disclosure Statement/Acknowledgement

CONFLICT OF INTEREST
VOLUNTARY DISCLOSURE STATEMENT

I have read ECS's Conflict of Interest Policy and Code of Ethics.

I hereby certify that, to the best of my knowledge, I do not have any financial or other interest that raises an actual or potential conflict of interest with my activities on behalf of ECS, except that any actual or potential conflict of interest of which I am aware, as well as the financial or other interest upon which it is based, is described in the written statement I have attached to this form.

If an actual or potential conflict of interest develops, I will promptly submit an amended Voluntary Disclosure Statement to ECS Chief Executive Officer who will forward it to ECS's Board of Directors.

As directed and where appropriate, I will make disclosure of the conflict of interest to fellow members of the Board of Directors and other applicable deliberative bodies.

Signature

Date

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Financial Statements and Supplemental Schedules
Together with Reports of Independent
Public Accountants**

For the Years Ended June 30, 2019 and 2018



S B & COMPANY, LLC
KNOWLEDGE • QUALITY • CLIENT SERVICE

JUNE 30, 2019 AND 2018

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REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS

To the Board of Trustees
Eagle Academy Public Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Eagle Academy Public Charter School (the School), which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the auditing standards established pursuant to the District of Columbia School Reform Act, Public law No. 104-134, 110 Stat. 1321-121, 2204(C)(11)(B)(ix)(1996); D.C. Official Code 38-1802.04(ii)(B)(2001, as amended). Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal controls relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal controls. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information in the schedule of expenditures of Federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

The schedule of vendors contracted for services in excess of \$25,000, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information, although not a part of the basic financial statements, is required by the District of Columbia Public Charter School Board, and has not been subjected to the auditing procedures applied in the audits of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 2, 2019, on our consideration of the School's internal controls over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal controls over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal controls over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal controls over financial reporting and compliance.

Washington, DC
December 2, 2019

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Statements of Financial Position
As of June 30, 2019 and 2018**

	<u>2019</u>	<u>2018</u>
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 771,261	\$ 405,471
Restricted cash	873,775	4,405,183
Grants and accounts receivable, net	2,471,921	2,716,380
Employee loans	23,318	17,668
Prepaid expenses	234,777	60,908
Total Current Assets	<u>4,375,052</u>	<u>7,605,610</u>
Deposits	45,002	30,463
Property and equipment, net	26,195,022	22,294,821
Total Assets	<u>\$ 30,615,076</u>	<u>\$ 29,930,894</u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 1,967,645	\$ 1,385,888
Line of credit	1,000,000	500,000
Notes payable, current portion	537,469	918,691
Total Current Liabilities	<u>3,505,114</u>	<u>2,804,579</u>
Notes payable, net of current portion	18,733,331	19,250,097
Total Liabilities	<u>22,238,445</u>	<u>22,054,676</u>
Net Assets		
Net assets without donor restrictions	7,678,961	6,660,452
Net assets with donor restrictions	697,670	1,215,766
Total Net Assets	<u>8,376,631</u>	<u>7,876,218</u>
Total Liabilities and Net Assets	<u>\$ 30,615,076</u>	<u>\$ 29,930,894</u>

The accompanying notes are an integral part of these financial statements.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Statements of Activities and Changes in Net Assets
For the Years Ended June 30, 2019 and 2018**

	<u>2019</u>	<u>2018</u>
CHANGE IN NET ASSETS WITHOUT DONOR RESTRICTIONS		
Revenue and Support:		
Per pupil funding	\$ 15,195,234	\$ 15,872,364
DC facilities allowance	2,734,394	3,067,953
Federal grants	2,055,127	1,911,526
Federal entitlements	694,353	581,866
Grants and contributions	517,081	18,571
Before and after care	635,135	664,544
Student fees	1,118	103,492
Interest income	31,242	14,689
Other income	506,455	213,781
Satisfaction of restrictions	1,158,726	685,637
Total Revenue and Support	<u>23,528,865</u>	<u>23,134,423</u>
Expenses		
Program services	18,003,950	16,989,939
Supporting services:		
General and administrative	4,268,430	4,207,598
Fundraising	237,976	235,145
Total Supporting Services	<u>4,506,406</u>	<u>4,442,743</u>
Total Expenses	<u>22,510,356</u>	<u>21,432,682</u>
Change in Net Assets Without Donor Restrictions	<u>1,018,509</u>	<u>1,701,741</u>
CHANGE IN NET ASSETS WITH DONOR RESTRICTIONS		
Grants	640,630	661,262
Satisfaction of restrictions	(1,158,726)	(685,637)
Change in Net Assets with Donor Restrictions	<u>(518,096)</u>	<u>(24,375)</u>
Changes in net assets	500,413	1,677,366
Net assets, beginning of year	7,876,218	6,198,852
Net Assets, End of Year	<u>\$ 8,376,631</u>	<u>\$ 7,876,218</u>

The accompanying notes are an integral part of these financial statements.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Statement of Functional Expenses For the Year Ended June 30, 2019, with Comparative Totals for 2018

	2019				2018 Totals
	Program	General and Administrative	Fundraising	Total	
Personnel Expenses:					
Instructional staff	\$ 7,631,202	\$ -	\$ -	\$ 7,631,202	\$ 7,423,472
School administration	472,886	2,522,059	157,629	3,152,574	3,100,006
Support services	852,186	213,047	-	1,065,233	993,677
Employee benefits	1,579,159	482,251	27,793	2,089,203	2,024,572
Total Personnel Expenses:	10,535,433	3,217,357	185,422	13,938,212	13,541,727
Direct Student Costs:					
Food service	633,983	-	-	633,983	644,907
Contracted staff & consultants	2,112,351	-	-	2,112,351	1,482,423
Classroom furnishings and equipment	2,321	-	-	2,321	2,192
Technology, computers and materials	75,637	-	-	75,637	77,653
Library and media materials	6,735	-	-	6,735	589
Miscellaneous student costs	83,786	-	-	83,786	71,890
Student assessment materials	29,490	-	-	29,490	19,383
Summer school expenses	3,845	-	-	3,845	2,969
Student supplies and materials	129,166	-	-	129,166	92,265
Parent and staff programs	6,587	-	-	6,587	12,071
Textbooks and curriculum	19,619	-	-	19,619	35,515
Other	427	-	-	427	1,000
Depreciation expense	212,843	-	-	212,843	158,259
Total Direct Student Costs	3,316,790	-	-	3,316,790	2,601,116
Occupancy Expenses:					
Amortization	22,261	5,636	282	28,179	28,179
Mortgage interest expense	428,332	108,438	5,422	542,192	786,251
Contracted building services	412,628	104,463	5,223	522,314	454,733
Equipment rental and maintenance	43,435	10,996	550	54,981	28,592
Janitorial supplies	25,793	6,530	326	32,649	21,764
Maintenance and repairs	1,504	382	19	1,905	67,407
Miscellaneous occupancy expenses	1,298	329	16	1,643	27,629
Rent expense	273,646	69,277	3,464	346,387	446,781
Taxes	253,705	64,229	3,212	321,146	329,438
Utilities	297,743	75,378	3,769	376,890	322,954
Depreciation expense	467,493	118,353	5,918	591,764	581,932
Total Occupancy Expenses	2,227,838	564,011	28,201	2,820,050	3,095,660
General and Office Expenses:					
Professional services	657,698	166,506	8,325	832,529	852,265
Staff development	217,502	55,064	2,753	275,319	245,814
Administrative fees	178,000	45,063	2,253	225,316	210,144
Insurance	144,350	36,545	1,827	182,722	142,431
Credit card fees	3,952	1,001	50	5,003	23,984
Miscellaneous general services	80,690	20,427	1,021	102,138	111,098
Travel	171,239	43,352	2,168	216,759	153,760
Depreciation expense	8,178	2,070	104	10,352	8,102
Copying and printing	1,713	433	22	2,168	26,870
Equipment rental and maintenance	36,212	9,168	458	45,838	39,936
Marketing and advertising	247,904	62,761	3,138	313,803	226,415
Miscellaneous office expenses	7,733	1,958	98	9,789	5,915
Office furnishings and equipment	15,348	3,885	194	19,427	7,685
Postage and shipping	1,382	350	18	1,750	1,366
Supplies and materials	44,806	11,344	567	56,717	44,830
Telephone and communications	107,182	27,135	1,357	135,674	93,564
Total General and Office Expenses	1,923,889	487,062	24,353	2,435,304	2,194,179
Total Expenses	\$ 18,003,950	\$ 4,268,430	\$ 237,976	\$ 22,510,356	\$ 21,432,682

The accompanying notes are an integral part of this financial statement.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Statement of Functional Expenses For the Year Ended June 30, 2018

	Program	General and Administrative	Fundraising	Total
Personnel Expenses:				
Instructional staff	\$ 7,423,472	\$ -	\$ -	\$ 7,423,472
School administration	465,001	2,480,005	155,000	3,100,006
Support services	794,942	198,735	-	993,677
Employee benefits	1,526,436	470,889	27,247	2,024,572
Total Personnel Expenses:	<u>10,209,851</u>	<u>3,149,629</u>	<u>182,247</u>	<u>13,541,727</u>
Direct Student Costs:				
Food service	644,907	-	-	644,907
Contracted staff & consultants	1,482,423	-	-	1,482,423
Classroom furnishings and equipment	2,192	-	-	2,192
Technology, computers and materials	77,653	-	-	77,653
Library and media materials	589	-	-	589
Miscellaneous student costs	71,890	-	-	71,890
Student assessment materials	19,383	-	-	19,383
Summer school expenses	2,969	-	-	2,969
Student supplies and materials	92,265	-	-	92,265
Parent and staff programs	12,071	-	-	12,071
Textbooks and curriculum	35,515	-	-	35,515
Other	1,000	-	-	1,000
Depreciation expense	158,259	-	-	158,259
Total Direct Student Costs	<u>2,601,116</u>	<u>-</u>	<u>-</u>	<u>2,601,116</u>
Occupancy Expenses:				
Amortization	22,261	5,636	282	28,179
Mortgage interest expense	621,138	157,250	7,863	786,251
Contracted building services	359,239	90,947	4,547	454,733
Equipment rental and maintenance	22,587	5,719	286	28,592
Janitorial supplies	17,193	4,353	218	21,764
Maintenance and repairs	53,252	13,481	674	67,407
Miscellaneous occupancy expenses	21,827	5,526	276	27,629
Rent expense	352,957	89,356	4,468	446,781
Taxes	260,255	65,888	3,295	329,438
Utilities	255,133	64,591	3,230	322,954
Depreciation expense	459,726	116,387	5,819	581,932
Total Occupancy Expenses	<u>2,445,568</u>	<u>619,134</u>	<u>30,958</u>	<u>3,095,660</u>
General and Office Expenses:				
Professional services	673,289	170,453	8,523	852,265
Staff development	194,193	49,163	2,458	245,814
Administrative fees	166,014	42,029	2,101	210,144
Insurance	112,521	28,486	1,424	142,431
Credit card fees	18,947	4,797	240	23,984
Miscellaneous general services	87,768	22,219	1,111	111,098
Travel	121,470	30,752	1,538	153,760
Depreciation expense	6,402	1,620	80	8,102
Copying and printing	21,227	5,374	269	26,870
Equipment rental and maintenance	31,550	7,987	399	39,936
Marketing and advertising	178,868	45,283	2,264	226,415
Miscellaneous office expenses	4,673	1,183	59	5,915
Office furnishings and equipment	6,071	1,537	77	7,685
Postage and shipping	1,079	273	14	1,366
Supplies and materials	35,416	8,966	448	44,830
Telephone and communications	73,916	18,713	935	93,564
Total General and Office Expenses:	<u>1,733,404</u>	<u>438,835</u>	<u>21,940</u>	<u>2,194,179</u>
Total Expenses	<u>\$ 16,989,939</u>	<u>\$ 4,207,598</u>	<u>\$ 235,145</u>	<u>\$ 21,432,682</u>

The accompanying notes are an integral part of this financial statement.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Statements of Cash Flows
For the Years Ended June 30, 2019 and 2018**

	<u>2019</u>	<u>2018</u>
Cash Flows from Operating Activities		
Changes in net assets	\$ 500,413	\$ 1,677,366
Adjustments to reconcile changes in net assets to net cash from operating activities:		
Depreciation and amortization	843,138	776,472
Effect of changes in non-cash operating assets and liabilities:		
Grants and accounts receivable, net	244,459	(32,924)
Employee loans	(5,650)	(2,539)
Prepaid expenses	(173,869)	(27,203)
Deposits	(14,539)	41,977
Accounts payable and accrued expenses	581,757	(841,932)
Net Cash from Operating Activities	<u>1,975,709</u>	<u>1,591,217</u>
Cash Flows from Investing Activities		
Purchases of property and equipment	<u>(4,715,160)</u>	<u>(946,053)</u>
Net Cash from Investing Activities	<u>(4,715,160)</u>	<u>(946,053)</u>
Cash Flows from Financing Activities		
Proceeds from line of credit, net	500,000	500,000
Principal payments on notes payable	<u>(926,167)</u>	<u>(556,000)</u>
Net Cash from Financing Activities	<u>(426,167)</u>	<u>(56,000)</u>
Net change in cash and cash equivalents	(3,165,618)	589,164
Cash and cash equivalents, beginning of year	<u>4,810,654</u>	<u>4,221,490</u>
Cash and Cash Equivalents, End of Year	<u>\$ 1,645,036</u>	<u>\$ 4,810,654</u>
Supplemental Disclosure		
Cash paid during the year for interest	<u>\$ 755,164</u>	<u>\$ 810,235</u>
Reconciliation of cash and cash equivalents to statement of financial position		
Cash and cash equivalents	\$ 771,261	\$ 405,471
Restricted cash	<u>873,775</u>	<u>4,405,183</u>
Total Cash and Cash Equivalents	<u>\$ 1,645,036</u>	<u>\$ 4,810,654</u>

The accompanying notes are an integral part of these financial statements.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2019 and 2018

1. ORGANIZATION AND PROGRAM

Eagle Academy Public Charter School (the School), a nonprofit organization incorporated in the District of Columbia (the District), has been granted 501(c)(3) status by the Internal Revenue Service. On August 18, 2003, the School entered into a contract with the District of Columbia Public Charter School Board granting the School a charter for the establishment of a public charter school in the District, as authorized by the DC School Reform Act. The charter was renewed on July 1, 2018, for another fifteen years.

As a public charter school, the School has a funding stream from the District (uniform per pupil funding) and the U.S. Federal government (Federal grants for education and other programs) provided it meets certain compliance requirements. A public charter school is considered a Local Educational Agency (LEA) under Federal education guidelines. As such, the School enjoys significant freedom from the budget and operational restrictions placed on traditional public schools, allowing it to create a unique educational mission and approach.

The School provides educational opportunities to children from preschool to third grade in poverty-impacted households and economically distressed communities in the District. The School is the District's first exclusively early childhood specialty public school. It seeks to develop a solid academic foundation for each student, believing that through play, children will learn pre-reading and pre-math skills that will enable them to understand more complex skills. Educational goals include: (i) enabling each student to achieve grade-level maturity; (ii) encouraging parent participation regularly in school and home assigned activities in order to achieve a holistic academic environment, and (iii) establishing a solid community relationship so that children understand the importance of becoming a responsible member of their community.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements of the School have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities as of the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2019 and 2018

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Cash and Cash Equivalents

The School considers all cash in the bank and other short-term investments with original maturities of less than 90 days to be cash and cash equivalents. Cash equivalents as of June 30, 2019 and 2018, consisted of money market funds.

Restricted Cash

Escrow accounts were maintained associated with the bonds and notes payable. The balance in the escrow accounts was \$873,775 and \$4,405,183 as of June 30, 2019 and 2018, respectively.

Financial Instruments

Financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable and notes payable. The carrying value of the School's financial instruments in the accompanying statements of financial position approximated their respective fair values as of June 30, 2019 and 2018. Fair values are estimated based on current market rates, prices or liquidation value.

Grants and Accounts Receivable

Grants and accounts receivable represent revenue earned, but not collected as of the year end. Receivables are recorded at their net realizable value. The School provides an allowance for doubtful accounts equal to the estimated uncollectible accounts. The School's estimate is based on historical collection experience and a review of the current status of specific accounts and grants receivable. There was no allowance for doubtful accounts as of June 30, 2019 and 2018.

Deferred Financing Costs

Deferred financing costs consist of debt issuance costs, such as bank fees and legal costs, associated with obtaining its debt. During the year ended June 30, 2017 the School incurred loan financing costs of \$732,627. These deferred financing costs are being amortized over the life of the applicable debt using the effective interest rate method. Accounting principles generally accepted in the United States of America requires that debt issuance costs be presented in the statements of financial position as a direct deduction from the carrying value of the associated debt liability. Net deferred financing costs were \$676,269 and \$704,448, as June 30, 2019 and 2018, respectively. Amortization expense was \$28,179, for each of the years ended June 30, 2019 and 2018.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2019 and 2018

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Property and Equipment, net

Property and equipment valued in excess of \$1,000, with an estimated useful life of more than one year, are capitalized and recorded at cost if purchased or estimated fair market value as of the date of gift, if donated. Depreciation is recorded using the straight-line method over the estimated useful lives of the assets. The cost of maintenance and repairs is charged to expense as incurred.

Advertising Costs

The costs of advertising are expensed when the services are received. Advertising expense for the years ended June 30, 2019 and 2018, were \$313,803 and \$226,415, respectively.

Net Assets

Net assets without donor restrictions are assets and contributions that are not restricted by donors or for which restrictions have expired.

Net assets with donor restrictions are those whose use by the School has been limited by donors primarily for a specific time period or purpose. When a donor restriction is met, net assets with donor restrictions are reclassified to net assets without donor restrictions. If a donor restriction is met in the same reporting period in which the contribution is received, the contribution (to the extent that the restrictions have been met) is reported as net assets without donor restrictions. The net assets with donor restrictions was \$697,670 and \$1,215,766, as of June 30, 2019 and 2018, respectively, which are related to instruction program, nutrition program, facilities improvement program, and time restricted spending.

Net assets with donor restrictions are also those that are restricted by donors to be maintained by the School in perpetuity. There were no net assets with donor restrictions in perpetuity as of June 30, 2019 and 2018.

Revenue and Support

The School received a student allocation from the District as well as Federal funding to cover the cost of academic expenses. The student allocation is on a per pupil basis and includes the academic year funding, special education funding and a facilities allotment. The School recognizes this funding in the year in which the school term is conducted. The School also received revenue from the District Department of Health Care Finance (DHCF) related to Medicaid. DHCF revenue is recorded as the fee for service is earned and adjusted in the current year based on historical cost report audit results. Revenue from other sources is recognized as earned.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2019 and 2018

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Revenue and Support (continued)

Contributions and grants received are recorded as support without or with donor restrictions, depending on the existence and/or nature of any donor-imposed restrictions. Conditional contribution and grants, which depend on the occurrence of a specified future and uncertain event to bind the promisor, are recognized when the conditions on which they depend are substantially met, that is, when the conditional promise becomes unconditional.

Gifts of cash and other assets are reported as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when some stipulated time restriction ends or purpose of the restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the accompanying statements of activities and changes in net assets as net assets released from restrictions.

Revenue from other government sources is recognized as earned. In addition, the School recognizes revenue for student activities, such as field trips, as the activities take place.

Functional Expense Allocation

The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of activities and changes in net assets. Expenses are charged directly to program services, and fundraising based on specific identification, when determinable. Salaries and benefits are charged to programs based on time and effort. General and administrative expenses include those expenses that are not directly identified with any other specific function but provide for the overall support and direction of the School. The basis of the allocation for most costs is employee size, while direct student costs are 100% attributed to educational programs.

Income Taxes

The School is exempt from Federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3), as well as applicable the District tax laws.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2019 and 2018

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Income Taxes (continued)

Accounting principles generally accepted in the United States of America provide consistent guidance for the accounting for uncertainty in income taxes recognized in an entity's financial statements and prescribe a threshold of "more likely than not" for recognition of tax positions taken or expected to be taken in a tax return. The School performed an evaluation of uncertain tax positions as of June 30, 2019, and determined that there were no matters that would require recognition in the financial statements or which may have any effect on its tax-exempt status. As of June 30, 2019, the statute of limitations for fiscal years 2016 through 2019 remains open with the U.S. Federal jurisdiction or the various states and local jurisdictions in which the School files tax returns. It is the School's policy to recognize interest and/or penalties related to uncertain tax positions, if any, in income tax expense.

Accounting Pronouncements Implemented

In August 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. ASU No. 2016-14 provides updated guidance on the reporting model for not-for-profits and is effective for periods beginning after December 15, 2017. The School implemented ASU No. 2016-14 for the fiscal year 2019. Due to the adoption, the presentation of these financial statements and footnotes were updated accordingly.

Recent Accounting Pronouncements Not Yet Adopted

In February 2016, the FASB issued ASU No. 2016-02, *Leases*, which creates a singular reporting model for leases. This standard will require the entity to record changes to its statement of financial position to reflect balances for current leases that are not shown in the statement of financial position. In July 2018, the FASB issued ASU No. 2018-10, *Codification Improvements to Topic 842*, and ASU No. 2018-11, *Leases and Leases (Topic 842): Targeted Improvements*, which provide further clarity and transition options for adoption of FASB ASU No. 2016-02. These standards will be effective for periods beginning after December 15, 2019 and December 15, 2020.

In August 2016, the FASB issued ASU No. 2016-15, *Classification of Certain Cash Receipts and Cash Payments*. ASU No. 2016-15 provides guidance on the statement of cash flows and is effective for periods beginning after December 15, 2018.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2019 and 2018

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Recent Accounting Pronouncements (continued)

In June 2018, the FASB issued ASU No. 2018-08, *Not-for-Profit Entities (Topic 958): Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*, that improves the scope and accounting guidance around contributions of cash and other assets received and made by not-for-profit organizations and business enterprise. This standard is effective for periods beginning after December 15, 2019.

Management is evaluating the effects of these pronouncements on the financial statements and will implement these pronouncements by their effective dates. Management does not believe the adoption of these pronouncements will have a material effect on the financial statements.

Liquidity and Availability of Resources

The School regularly monitors liquidity required to meet its operating needs and other contractual commitments, while also striving to maximize the investment of its available funds. The School has a goal to maintain financial assets on hand to meet at least 45 days of operating expenses. Additionally, its current ratio goal (total current assets to current liabilities) is 1.0. To help manage unanticipated liquidity needs, the School has a line of credit in the amount of \$1,000,000, and as of June 30, 2019, there were no amounts available to be drawn upon.

In addition to financial assets available to meet general expenditures over the next 12 months, the School operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the School's cash.

As of June 30, 2019, the following table shows the amounts of those financial assets that could readily be made available within one year of the balance sheet date to meet general expenditures:

Financial assets to meet general expenditures over the next 12 months	
Cash and cash equivalents	\$ 771,261
Grants and accounts receivable, net	2,471,921
Total financial assets to meet general expenditures over the next 12 months	\$ 3,243,182

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2019 and 2018

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Subsequent Events

The School's management evaluated subsequent events and transactions through December 2, 2019, the date the financial statements were available for issue, and have determined that no material subsequent events have occurred that would affect the information presented in the accompanying financial statements or require additional disclosure.

3. PROPERTY AND EQUIPMENT

As of June 30, 2019 and 2018, property and equipment consisted of the following:

	<u>2019</u>	<u>2018</u>	<u>Estimated Useful Life</u>
Land	\$ 522,049	\$ 522,049	N/A
Building	20,788,668	22,925,035	39 years
Construction in progress	6,894,092	579,108	N/A
Building improvements	1,215,190	1,098,794	1 to 9 years
Playground	80,618	80,618	7 years
Computers	1,010,457	815,265	3 years
Equipment and furnishings	741,710	516,753	7 years
Vehicles	24,402	24,404	3 years
Total	<u>31,277,186</u>	<u>26,562,026</u>	
Less: accumulated depreciation	<u>5,082,164</u>	<u>4,267,205</u>	
Property and Equipment, Net	<u>\$ 26,195,022</u>	<u>\$ 22,294,821</u>	

Depreciation expense was \$814,959 and \$748,293, for the years ended June 30, 2019 and 2018, respectively.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2019 and 2018

4. NOTES PAYABLE

Notes payable consisted of the following as of June 30, 2019 and 2018:

	<u>2019</u>	<u>2018</u>
Note payable from District of Columbia Office of the State Superintendent of Education (DC OSSE) dated May 25, 2017, bearing interest of 4.50%, payable in quarterly payments in year 1 of \$22,500 and year 2 and onward of \$70,700, beginning on August 15, 2017, with a balloon payment of remaining principal and unpaid interest due on May 25, 2022.	\$ 1,946,073	\$ 2,000,000
Note payable from DC Revenue Bonds Series A dated May 25, 2017 for borrowings up to \$15,000,000, and Series B dated May 25, 2017 for borrowings up to \$3,500,000, for which John Marshall Bank is the banker and trustee. These notes bear interest at LIBOR plus 3.52%, payable in monthly payments beginning July 1, 2017. Principal is payable monthly and shall begin June 1, 2018. The bonds are to be paid on a monthly interest and principal basis based on a 26-year amortization schedule with a maturity date of May 1, 2043.	18,000,996	18,458,236
Notes payable to an employee included two loans: \$301,000 dated June 14, 2017 with interest payable on the unpaid principal at a rate of 4.00% per annum. The loan had a maturity date of July 14, 2017 and was repaid in fiscal year 2018. \$325,000 dated October 12, 2017 with interest payable on the unpaid principal at a rate of 4.00% per annum. The loan had a maturity date of July 16, 2018.	-	325,000
Notes payable to the Chief Executive Officer included two loans for: \$20,000 dated June 22, 2017 with interest payable on the unpaid principal at a rate of 4.00% per annum. The loan was due in full on July 24, 2017. \$125,000 dated October 12, 2016 with interest payable on the unpaid principal at a rate of 4.00% per annum. The loan was repaid	-	90,000
Total Notes Payable	<u>\$ 19,947,069</u>	<u>\$ 20,873,236</u>

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Notes to the Financial Statements
June 30, 2019 and 2018**

4. NOTES PAYABLE (continued)

Notes payable, net consisted of the following as of June 30,

	<u>2019</u>	<u>2018</u>
Principal amount	\$ 19,947,069	\$ 20,873,236
Less: unamortized debt issuance cost	676,269	704,448
Note payable, net	<u>\$ 19,270,800</u>	<u>\$ 20,168,788</u>

The future minimum payment on the notes payable as of June 30, 2019, were as follows:

<u>Years Ending June 30,</u>	<u>Interest</u>	<u>Principal</u>	<u>Total</u>
2020	\$ 713,003	\$ 537,469	\$ 1,250,472
2021	693,285	557,187	1,250,472
2022	672,839	577,633	1,250,472
2023	651,639	598,834	1,250,473
2024	629,655	620,817	1,250,472
2025 and thereafter	6,501,024	17,055,129	23,556,153
Total	<u>\$ 9,861,445</u>	<u>\$ 19,947,069</u>	<u>\$ 29,808,514</u>

The notes from DC OSSE and from the DC Revenue Bonds are collateralized by a general business security agreement. The DC OSSE note is subordinated to the DC Revenue Bonds Series A and Series B. Prepayments on these notes are not allowed without obtaining permission from the Bank. The DC OSSE note subjects the School to certain financial covenants and submission of the audited financial statements no later than December 1.

During fiscal year 2017, the School received \$18,500,000 in tax-exempt District of Columbia 501(c)3 Revenue bonds, along with \$2,000,000 in new funding for new building construction and planned improvements to the existing properties and closing costs for the new financing. Interest expense was \$736,514 and \$786,251, for the years ended June 30, 2019 and 2018, respectively.

During fiscal year 2018, the School repaid \$356,000, which it had borrowed in 2017 for operational activities from its CEO and one other employee. It also borrowed funds from a third party, Tropimac LLC. The amount owed totaled \$415,000 as of June 30, 2018. The School incurred interest expense \$22,000, on these borrowings for the year ended June 30, 2018. The total amount was paid in full during the year ended June 30, 2019.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2019 and 2018

5. LINE OF CREDIT

In October 2017, the School entered in an agreement with a financial institution under which it can borrow up to \$500,000. The agreement was amended on June 24, 2019, increasing the line of credit to \$1,000,000, which is set to expire on July 25, 2020. The balance on the line of credit was \$1,000,000 and \$500,000, as of June 30, 2019 and 2018. The line of credit bears interests at a rate per annum equal at all times to the rate of interest published daily in the Wall Street Journal as its prime interest rate, plus 1%. As of June 30, 2019, the rate was 6.5%. Interest expense on the line of credit was \$18,650 and \$1,984 for the years ended June 30, 2019 and 2018.

6. COMMITMENTS AND CONTINGENCIES

Operating Leases

The School has various non-cancellable operating leases for buildings and office equipment. The School leases a building located at 1017 New Jersey Avenue, SE, Washington, DC under a lease that expires on June 19, 2020. In 2019, the School entered into a lease agreement for its current office space, which expires in June 2025.

The future minimum lease payments required under the building leases as of June 30, 2019, were as follows:

<u>Years Ending June 30,</u>	<u>Amount</u>
2020	\$ 290,604
2021	179,961
2022	184,448
2023	189,052
2024	193,772
2025	198,609
Total	<u>\$ 1,236,446</u>

Lease expense under the operating leases totaled \$392,225 and \$486,718, for the years ended June 30, 2019 and 2018, respectively.

In addition, the School does not own the land at 3400 Wheeler Road, SE, Washington, DC. The School is leasing the land from the District for 25 years, with an option to renew up to two additional 25-year terms. The School does not pay rent under this lease.

Grants

The School receives financial assistance from Federal agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit. Any disallowed claims resulting from such audits could become a liability of the School.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2019 and 2018

6. COMMITMENTS AND CONTINGENCIES (continued)

Grants (continued)

As of June 30, 2019, cost reports for fiscal years 2018 and 2019 remain open, subject to audit by DHCF. Management periodically reviews and adjusts recorded amounts due to or from third-party payors. The School's management believes such disallowance, if any, would be immaterial. Laws and regulations governing the Medicaid programs are complex and subject to interpretation.

The School receives a substantial portion of its revenue from the Government of the District of Columbia. If a significant reduction in this revenue should occur, it may have an effect on the School's programs. During the years ended June 30, 2019 and 2018, the School earned revenue of \$21,837,834 and \$22,119,346, respectively, from the Government of the District of Columbia, which was 93% and 96%, respectively, of the total revenue and support. These amounts are reflected as per pupil funding, DC facilities allowance, Federal grants, and Federal entitlements in the accompanying statements of activities and changes in net assets.

Litigation

The School may be subject to various claims and legal proceedings covering a wide range of matters that may arise in the ordinary course of its activities. Management believes that any liability that may ultimately result from the resolution of these matters will not have a material adverse effect on the financial condition or results of operations of the School.

7. RELATED PARTIES TRANSACTIONS

As discussed in Note 4, the School executed notes with its CEO and one of its employees in the amount of \$771,000. During the years ended June 30, 2019 and 2018, the School made payments on the notes in the amount of \$415,000 and \$356,000. The notes payable to the CEO and the employee include 4% interest per annum, and payments are due in full on their maturity dates. Additionally, as of June 30, 2019 and 2018, there was \$0 and \$26,038, respectively, recorded as accounts payable to the CEO for reimbursable expenses paid by the CEO on behalf of the School.

As of July 31, 2018, the notes and accounts payable were repaid back to the CEO and the employee in full.

8. EMPLOYEE RETIREMENT PROFIT SHARING PLAN

The School has a qualified profit-sharing plan for all eligible employees. The plan provides that employees can elect to make contributions to the plan in accordance with the Internal Revenue Code. The School may, but is not required to, make discretionary matching or non-elective contributions to the plan. Discretionary matching contributions of \$76,065 and \$65,218, were made during the years ended June 30, 2019 and 2018, respectively.

SUPPLEMENTARY INFORMATION

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Schedule of Vendors Contracted for Services in Excess of \$25,000
For the Year Ended June 30, 2019**

(UNAUDITED)

Vendor Name	Services Provided	Contract Value or Payments	Related Party
Costello Construction	Construction	\$ 2,769,908	No
BenefitMall	Health Benefits	1,246,124	No
Educational Solutions, LLC	Contracted Student Services	608,315	No
Paradigm Investment Group Services L.P.	Building Lease	311,026	No
AlignStaffing	Temporary Staffing	287,826	No
Performance Foodservice	Food Supplies	260,512	No
Crystal Star Associates, LLC	Accounting Services	254,427	No
DC Public Charter School Board (DCPCSB)	Administrative fees	225,316	Yes
Lindamood-Bell Learning Processes	Contracted Student Services	218,550	No
Capitol Management Resources	Building Services	188,130	No
Regus Management Group, LL	Office Lease	151,087	No
Urban Teacher Center, Inc.	Contracted Student Services	150,000	No
C.J. Maintenance, Inc	Building Services	144,002	No
DC Treasurer-OSSE	Mortgage Payments	133,670	No
GCSS, LLC	Security Services	120,845	No
G. Cefalu & Bro., Inc.	Food Supplies	118,737	No
Springboard Collaborative	Contracted Student Services	108,900	No
Early Autism Solutions	Contracted Student Services	103,662	No
Office Depot	Office Supplies	101,289	No
Infinite Potential	Contracted Student Services	101,069	No
DC Treasurer	Naylor RD Taxes	98,851	No
Prime Permits	Building Permits	92,840	No
Cloverland Farms Dairy	Food Supplies	89,888	No
Advocate Staffing Inc.	Temporary Staffing	88,503	No
Youth Policy Institute, Inc	Contracted Student Services	88,380	No
Levick Strategic Communications	Marketing/PR Services	88,216	No
Trident, DMG	Marketing/PR Services	87,231	No
Hartford	Insurance	82,239	No
Wu, Grohovsky & Whipple PLLC	Legal Services	129,930	No
George Washington University	Contracted Student Services	62,458	No
VIKA Capitol, LLC	Construction	60,096	No
M.Russell & Associates	Contracted Student Services	60,000	No
Brustein & Manasevit, PLLC	Legal Services	57,801	No
Landscapers, LLC	Building Services	51,561	No
FPC Holdings, Inc.	Food Supplies	51,401	No
CDW-G	Technology	49,930	No
Keany Produce Company	Food Supplies	49,561	No
Clinton Learning Solutions,LLC	Technology	44,810	No
Wells Fargo	Financial Leasing	42,464	No
Heinemann	Textbooks	41,267	No
Clear Connection, Inc.	Technology	41,207	No

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Schedule of Vendors Contracted for Services in Excess of \$25,000 (continued)
For the Year Ended June 30, 2019**

(UNAUDITED)

Vendor Name	Services Provided	Contract Value or Payments	Related Party
All Seasons Transportation	Field Trips	\$ 40,375	No
Robyn Silbey	Contracted Student Services	40,000	No
TriMark Adams Burch	Food Supplies	39,092	No
Wells Fargo	Vendor Financial Services	38,967	No
BDO	Accounting Services	37,056	No
W.L. Gary Company, Inc	Janitorial Services	36,486	No
Jensen Learning Corporation	Contracted Student Services	35,500	No
Mouton Insurance Brokerage, Inc.	Insurance	35,429	No
Gander Publishing	Student Supplies and Materials	35,337	No
Houghton Mifflin Harcourt Publishing Co.	Student Supplies and Materials	33,494	No
Step By Step Therapy, LLC	Contracted Student Services	32,603	No
Hillis- Carnes Capitol Services, PLLS	Construction	32,501	No
Stinson, LLP	Legal Services	30,553	No
Erie Insurance Company	Insurance	30,303	No
400 Virginia Avenue, LLC	Office Lease	29,078	No
TT&T General Contractor, LLC	Building Services	28,802	No
Magnolia Plumbing, Inc.	Maintenance and Repairs	28,728	No
Susan Barnett	Contracted Student Services	27,873	No
Apple, Inc.	Technology	27,807	No
Page After Page	Marketing	27,183	No
Holland & Knight LLP	Construction	27,046	No
Aix Group	Insurance	26,689	No
Shanelle Moore	Contracted Student Services	26,250	No
Expedited Glass	Maintenance and Repairs	26,023	No
EdFuel	Marketing	25,975	No
Arent Fox, LLP	Legal Services	25,806	No
Conrad Lewis	Contracted Student Services	25,650	No
Discount School Supply	Student Supplies and Materials	25,056	No



**REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS ON INTERNAL CONTROLS
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Trustees
Eagle Academy Public Charter School

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Eagle Academy Public Charter School (the School), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 2, 2019.

Internal Controls over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal controls over financial reporting (internal controls) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal controls. Accordingly, we do not express an opinion on the effectiveness of the School's internal controls.

A deficiency in internal controls exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal controls, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal controls that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal controls was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal controls over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal controls that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School’s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal controls and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School’s internal controls or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School’s internal controls and compliance. Accordingly, this communication is not suitable for any other purpose.

Washington, DC
December 2, 2019

A handwritten signature in black ink that reads "SB & Company, LLC". The signature is written in a cursive, flowing style.



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**REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS ON COMPLIANCE
FOR EACH MAJOR FEDERAL PROGRAM AND ON INTERNAL CONTROLS
OVER COMPLIANCE IN ACCORDANCE WITH THE UNIFORM GUIDANCE**

To the Board of Trustees
Eagle Academy Public Charter School

Report on Compliance for Each Major Federal Program

We have audited Eagle Academy Public Charter School's (the School) compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major Federal programs for the year ended June 30, 2019. The School's major Federal program is identified in the summary of independent public accountants' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with Federal statutes, regulations, and the terms and conditions of its Federal awards applicable to its Federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major Federal program. However, our audit does not provide a legal determination of the School's compliance.



Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2019.

Report on Internal Controls over Compliance

Management of the School is responsible for establishing and maintaining effective internal controls over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal controls over compliance with the types of requirements that could have a direct and material effect on each major Federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal controls over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal controls over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal controls over compliance.

A deficiency in internal controls over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. *A material weakness in internal controls over compliance* is a deficiency, or combination of deficiencies, in internal controls over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal controls over compliance* is a deficiency, or a combination of deficiencies, in internal controls over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal controls over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal controls over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal controls over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal controls over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



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The purpose of this report on internal controls over compliance is solely to describe the scope of our testing of internal controls over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Washington, DC
December 2, 2019

SB & Company, LLC

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2019**

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Federal Expenditures	Pass Through to Subrecipients
U.S. Department of Health and Human Services				
<u>Pass-through DC Public Schools</u>				
21st Century Grant	84.287C	Unknown	\$ 498,965	-
Medicaid	93.778	Unknown	262,985	-
Total U.S. Department of Health and Human Services			<u>761,950</u>	<u>-</u>
U.S. Department of Education				
<u>Pass-through DC Public Schools</u>				
Title I Grants to Local Educational Agencies	84.010A	Unknown	431,555	-
Title II Grants to Local Educational Agencies	84.395A	Unknown	67,500	-
Title IV Grants to Local Educational Agencies	84.424A	Unknown	43,474	-
Special Education Cluster (IDEA)				
Grants to States (IDEA, Part B)	84.027	Unknown	145,790	-
Preschool Grants (IDEA Preschool)	84.173	Unknown	4,820	-
Total Special Education Cluster (IDEA)			<u>150,610</u>	<u>-</u>
Education Agency Grants - School Climate	84.184G	Unknown	338,935	-
Education Agency Grants - CSP CMO	84.282M	Unknown	274,791	-
SOAR IAQ GRANT 2014	84.370C	Unknown	42,500	-
SOAR IAQ-EC GRANT	84.370C	Unknown	17,427	-
SOAR IAQ-EC FY2018	84.370C	Unknown	269,143	-
SOAR FACILITIES	84.370C	Unknown	493,697	-
Total U.S. Department of Education			<u>2,129,632</u>	<u>-</u>
U.S. Department of Agriculture				
<u>Pass-through DC Public Schools</u>				
Child Nutrition Cluster				
National School Breakfast/ Lunch Program	10.555	Unknown	448,603	-
School Breakfast Program	10.553	Unknown	315,822	-
Total Child Nutrition Cluster			<u>764,425</u>	<u>-</u>
Fresh Fruit and Vegetable Program	10.582	Unknown	63,180	-
Child and Adult Care Food Program	10.558	Unknown	189,019	-
Total U.S. Department of Agriculture			<u>1,016,624</u>	<u>-</u>
TOTAL EXPENDITURES OF FEDERAL AWARDS			<u>\$ 3,908,206</u>	<u>\$ -</u>

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Schedule of Expenditures of Federal Awards June 30, 2019

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

All Federal grant operations of Eagle Academy Public Charter School (the School) are included in the scope of Title 2 U.S. Code of Federal Regulations part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the Single Audit). The Single Audit was performed in accordance with the provisions of the OMB Compliance Supplement (the Compliance Supplement). Compliance testing of all requirements, as described in the Compliance Supplement, was performed for the grant program noted below. This program represents Federal award programs for fiscal year 2019 cash and non-cash expenditures to ensure coverage of at least 20% of Federally granted funds. Actual coverage is 21% of total cash and non-cash Federal award program expenditures.

Expenditures reported on the Schedule of Expenditures of Federal Awards are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The School has elected not to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

<u>Major Program</u>	<u>Federal CFDA Number</u>	<u>Federal Expenditures</u>
SOAR IAQ GRANT 2014	84.370C	\$ 42,500
SOAR IAQ-EC GRANT	84.370C	17,427
SOAR IAQ-EC FY2018	84.370C	269,143
SOAR FACILITIES	84.370C	493,697
		<u>\$ 822,767</u>

2. BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards (the Schedule) includes the Federal award activity of the School under programs of the Federal government for the year ended June 30, 2019. The information in this Schedule is presented in accordance with the requirements of the Single Audit.

3. MEDICAID ADMINISTRATION SUPPORT PROGRAM

Medicaid expenditures of \$262,985 is not included in the threshold amount to require an entity to have a Single Audit because there is already separate and sufficient monitoring of this program being done. However, for the purposes of the schedule of expenditures of Federal awards reporting, the Medicaid payments must be reported.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2019**

Financial Statements

Type of Independent Public Accountants' Report issued	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	None Reported
Noncompliance material to financial statements noted?	No

Federal Awards

Type of Independent Public Accountants' Report issued on compliance for major programs	Unmodified
Internal control over major programs:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	None Reported
Audit findings disclosed that are required to be reported in accordance with Section 200.516 of Uniform Guidance?	No

Identification of Major Program:

Major Program	Federal CFDA Number	Federal Expenditures
SOAR IAQ GRANT 2014	84.370C	\$ 42,500
SOAR IAQ-EC GRANT	84.370C	17,427
SOAR IAQ-EC FY2018	84.370C	269,143
SOAR FACILITIES	84.370C	493,697
		\$ 822,767
Threshold used to distinguish between type A and type B programs		\$ 750,000
Auditee qualified as low-risk auditee?		Yes

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2019**

Section II –Financial Statement Findings

None noted.

Section III –Federal Award Findings

None noted.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Schedule of Prior Year Findings and Questioned Costs
For the Year Ended June 30, 2019**

There were no findings for the year ended June 30, 2018.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Financial Statements and Supplemental Schedules
Together with Reports of Independent
Public Accountants**

For the Years Ended June 30, 2018 and 2017



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JUNE 30, 2018 AND 2017

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REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS

To the Board of Trustees
Eagle Academy Public Charter School

Report on the Financial Statements

We have audited the accompanying statements of financial position of Eagle Academy Public Charter School (the School) as of June 30, 2018 and 2017, and the related statements of activities and changes in net assets, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the auditing standards established pursuant to the District of Columbia School Reform Act, Public law No. 104-134, 110 Stat. 1321-121, 2204(C)(11)(B)(ix)(1996); D.C. Official Code 38-1802.04(ii)(B)(2001, as amended). Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal controls relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal controls. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2018 and 2017, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audits were conducted for the purpose of forming an opinion on the financial statements as a whole. The supplemental schedules of functional expenses are presented for purposes of additional analysis as required by the District of Columbia Public Charter School and the accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information in the schedules of functional expenses and the Schedule of Expenditures of Federal Awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 30, 2018, on our consideration of the School's internal controls over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal controls over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal controls over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal controls over financial reporting and compliance.

Washington, DC
November 30, 2018

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Statements of Financial Position
As of June 30, 2018 and 2017**

	<u>2018</u>	<u>2017</u>
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 405,471	\$ 270,082
Restricted cash	4,405,183	3,951,408
Grants and accounts receivable, net	2,716,380	2,683,456
Employee loans	17,668	15,129
Prepaid expenses	60,908	33,705
Total Current Assets	<u>7,605,610</u>	<u>6,953,780</u>
Deposits	30,463	72,440
Property and equipment, net	22,294,821	22,097,061
Total Assets	<u>\$ 29,930,894</u>	<u>\$ 29,123,281</u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 1,385,888	\$ 2,227,820
Deferred revenue	-	-
Line of credit	500,000	-
Notes payable, current portion	918,691	538,069
Total Current Liabilities	<u>2,804,579</u>	<u>2,765,889</u>
Notes payable, net of current portion	19,250,097	20,158,540
Total Liabilities	<u>22,054,676</u>	<u>22,924,429</u>
Net Assets		
Unrestricted	6,660,452	4,958,711
Temporarily Restricted	1,215,766	1,240,141
Total Net Assets	<u>7,876,218</u>	<u>6,198,852</u>
Total Liabilities and Net Assets	<u>\$ 29,930,894</u>	<u>\$ 29,123,281</u>

The accompanying notes are an integral part of these financial statements.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Statements of Activities and Changes in Net Assets
For the Years Ended June 30, 2018 and 2017**

	<u>2018</u>	<u>2017</u>
CHANGE IN UNRESTRICTED NET ASSETS		
Revenue and Support:		
Per pupil funding	\$ 15,872,364	\$ 13,605,100
DC facilities allowance	3,067,953	2,742,869
Federal grants	1,911,526	2,166,139
Federal entitlements	581,866	584,600
Grants and contributions	18,571	23,353
Before and after care	664,544	627,160
Student fees	103,492	31,597
Interest income	14,689	1,765
Other income	213,781	351,619
Satisfaction of restrictions	685,637	-
Total Revenue and Support	<u>23,134,423</u>	<u>20,134,202</u>
Expenses		
Program services	16,989,939	17,049,834
Supporting services:		
General and administrative	4,207,598	3,818,574
Fundraising	235,145	203,897
Total Supporting Services	<u>4,442,743</u>	<u>4,022,471</u>
Total Expenses	<u>21,432,682</u>	<u>21,072,305</u>
Change in Unrestricted Net Assets	<u>1,701,741</u>	<u>(938,103)</u>
CHANGE IN TEMPORARILY RESTRICTED NET ASSETS		
Grants	661,262	1,240,141
Satisfaction of restrictions	(685,637)	-
Change in Temporarily Restricted Net Assets	<u>(24,375)</u>	<u>1,240,141</u>
Changes in net assets	1,677,366	302,038
Net assets, beginning of year	6,198,852	5,896,814
Net Assets, End of Year	<u>\$ 7,876,218</u>	<u>\$ 6,198,852</u>

The accompanying notes are an integral part of these financial statements.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Statements of Cash Flows For the Years Ended June 30, 2018 and 2017

	<u>2018</u>	<u>2017</u>
Cash Flows from Operating Activities		
Changes in net assets	\$ 1,677,366	\$ 302,038
Adjustments to reconcile changes in net assets to net cash from operating activities:		
Depreciation and amortization	776,472	769,038
Bad debt expense	-	562,024
Effect of changes in non-cash operating assets and liabilities:		
Grants and accounts receivable, net	(32,924)	(1,007,426)
Employee loans	(2,539)	6,795
Prepaid expenses	(27,203)	16,420
Deposits	41,977	-
Accounts payable and accrued expenses	(841,932)	715,942
Deferred revenue	-	(12,200)
Net Cash from Operating Activities	<u>1,591,217</u>	<u>1,352,631</u>
Cash Flows from Investing Activities		
Purchases of property and equipment	(946,053)	(2,894,766)
Net Cash from Investing Activities	<u>(946,053)</u>	<u>(2,894,766)</u>
Cash Flows from Financing Activities		
Payment of deferred financing costs	-	(732,627)
Proceeds from line of credit, net	500,000	-
Proceeds from issuance of notes payable	-	21,429,236
Principal payments on notes payable	(556,000)	(15,113,069)
Net Cash from Financing Activities	<u>(56,000)</u>	<u>5,583,540</u>
Net change in cash and cash equivalents	589,164	4,041,405
Cash and cash equivalents, beginning of year	4,221,490	180,085
Cash and Cash Equivalents, End of Year	<u>\$ 4,810,654</u>	<u>\$ 4,221,490</u>
Supplemental Disclosure		
Cash paid during the year for interest	<u>\$ 810,235</u>	<u>\$ 528,939</u>
Reconciliation of cash and cash equivalents to statement of financial position		
Cash and cash equivalents	\$ 405,471	\$ 270,082
Restricted cash	4,405,183	3,951,408
Total Cash and Cash Equivalents	<u>\$ 4,810,654</u>	<u>\$ 4,221,490</u>

The accompanying notes are an integral part of these financial statements.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2018 and 2017

1. ORGANIZATION AND PROGRAM

Eagle Academy Public Charter School (the School), a nonprofit organization incorporated in the District of Columbia, has been granted 501(c)(3) status by the Internal Revenue Service. On August 18, 2003, the School entered into a contract with the District of Columbia Board of Education granting the School a charter for the establishment of a public charter school in Washington, DC, as authorized by the DC School Reform Act. The charter was set to expire on August 18, 2018. In June 2018, the District of Columbia Public Charter School Board renewed the School's charter for another fifteen years.

As a DC public charter school, the School has a funding stream from the District of Columbia (uniform per pupil funding) and the U.S. Federal government (Federal grants for education and other programs) provided it meets certain compliance requirements. DC public charter schools are considered a Local Educational Agency (LEA) under Federal education guidelines. As a DC public charter school, the School enjoys significant freedom from the budget and operational restrictions placed on traditional public schools, allowing it to create a unique educational mission and approach.

The School provides educational opportunities to children from preschool to third grade in poverty-impacted households and economically distressed communities in the District of Columbia. The School is Washington DC's first exclusively early childhood specialty public school. It seeks to develop a solid academic foundation for each student, believing that through play, children will learn pre-reading and pre-math skills that will enable them to understand more complex skills. Educational goals include: (i) enabling each student to achieve grade-level maturity; (ii) encouraging parent participation regularly in school and home assigned activities in order to achieve a holistic academic environment, and (iii) establishing a solid community relationship so that children understand the importance of becoming a responsible member of their community.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements of the School have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities as of the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2018 and 2017

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Cash and Cash Equivalents

The School considers all cash in the bank and other short-term investments with original maturities of less than 90 days to be cash and cash equivalents. Cash equivalents as of June 30, 2018 and 2017, consisted of money market funds.

Restricted Cash

Escrow accounts were maintained associated with the bonds and notes payable. The balance in the escrow accounts was \$4,405,183 and \$3,951,408 as of June 30, 2018 and 2017, respectively.

Financial Instruments

Financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable and notes payable. The carrying value of the School's financial instruments in the accompanying statements of financial position approximated their respective fair values as of June 30, 2018 and 2017. Fair values are estimated based on current market rates, prices or liquidation value.

Grants and Accounts Receivable

Grants and accounts receivable represent revenue earned, but not collected as of the year end. Receivables are recorded at their net realizable value. The School provides an allowance for doubtful accounts equal to the estimated uncollectible accounts. The School's estimate is based on historical collection experience and a review of the current status of specific accounts and grants receivable. There was no allowance for doubtful accounts as of June 30, 2018 and 2017.

Deferred Financing Costs

Deferred financing costs consist of debt issuance costs, such as bank fees and legal costs, associated with obtaining its debt. During the year ended June 30, 2017 the School incurred loan financing costs of \$732,627. These deferred financing costs are being amortized over the life of the applicable debt using the effective interest rate method. Accounting principles generally accepted in the United States of America requires that debt issuance costs be presented in the statement of financial position as a direct deduction from the carrying value of the associated debt liability. Net deferred financing costs were \$704,448 and \$732,627, as June 30, 2018 and 2017, respectively. Amortization expense was \$28,179 and \$28,563, for the years ended June 30, 2018 and 2017, respectively.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2018 and 2017

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Property and Equipment, net

Property and equipment valued in excess of \$1,000, with an estimated useful life of more than one year, are capitalized and recorded at cost if purchased or estimated fair market value as of the date of gift, if donated. Depreciation is recorded using the straight line method over the estimated useful lives of the assets. The cost of maintenance and repairs is charged to expense as incurred.

Advertising Costs

The costs of advertising are expensed when the services are received. Advertising expense for the years ended June 30, 2018 and 2017, were \$226,415 and \$240,466, respectively.

Net Assets

Unrestricted net assets are assets and contributions that are not restricted by donors or for which restrictions have expired.

Temporarily restricted net assets are those whose use by the School has been limited by donors primarily for a specific time period or purpose. When a donor restriction is met, temporarily restricted net assets are reclassified to unrestricted net assets. If a donor restriction is met in the same reporting period in which the contribution is received, the contribution (to the extent that the restrictions have been met) is reported as unrestricted net assets. The temporarily restricted net assets was \$1,215,766 and \$1,240,141, as of June 30, 2018 and 2017, respectively, which are related to instruction program, nutrition program, facilities improvement program, and time restricted spending.

Permanently restricted net assets are those that are restricted by donors to be maintained by the School in perpetuity. There were no permanently restricted net assets as of June 30, 2018 and 2017.

Restricted and Unrestricted Revenue and Support

The School receives a student allocation from the District of Columbia as well as Federal funding to cover the cost of academic expenses. The student allocation is on a per pupil basis and includes the academic year funding, special education funding and a facilities allotment. The School recognizes this funding in the year in which the school term is conducted. The School also receives revenue from Department of Health Care Finance (DHCF) related to Medicaid. DHCF revenue is recorded using a percentage of the most recent closed cost report. Revenue from other sources is recognized as earned.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2018 and 2017

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Restricted and Unrestricted Revenue and Support (continued)

Contributions and grants received are recorded as unrestricted, temporarily restricted or permanently restricted support, depending on the existence and/or nature of any donor-imposed restrictions. Donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. Conditional contribution and grants, which depend on the occurrence of a specified future and uncertain event to bind the promisor, are recognized when the conditions on which they depend are substantially met, that is, when the conditional promise becomes unconditional. A conditional contribution or grant is considered unconditional if the possibility that the condition will not be met is remote.

Gifts of cash and other assets are reported as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when some stipulated time restriction ends or purpose of the restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the accompanying statements of activities and changes in net assets as net assets released from restrictions.

Revenue from other government sources is recognized as earned. In addition, the School recognizes revenue for student activities, such as field trips, as the activities take place.

Functional Expense Allocation

The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of activities and changes in net assets. Accordingly, certain costs have been allocated among the programs and supporting services that benefit from those costs. General and administrative expenses include those expenses that are not directly identified with any other specific function but provide for the overall support and direction of the School.

Income Taxes

The School is exempt from Federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3), as well as applicable District of Columbia tax laws.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2018 and 2017

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Income Taxes (continued)

Accounting principles generally accepted in the United States of America provide consistent guidance for the accounting for uncertainty in income taxes recognized in an entity's financial statements and prescribe a threshold of "more likely than not" for recognition of tax positions taken or expected to be taken in a tax return. The School performed an evaluation of uncertain tax positions as of June 30, 2018, and determined that there were no matters that would require recognition in the financial statements or which may have any effect on its tax-exempt status. As of June 30, 2018, the statute of limitations for fiscal years 2015 through 2018 remains open with the U.S. Federal jurisdiction or the various states and local jurisdictions in which the School files tax returns. It is the School's policy to recognize interest and/or penalties related to uncertain tax positions, if any, in income tax expense.

Recent Accounting Pronouncements

In February 2016, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2016-02, *Leases*, which creates a singular reporting model for leases. This standard will require the entity to record changes to its statement of financial position to reflect balances for current leases that are not shown in the statement of financial position. In July 2018, the FASB issued ASU No. 2018-10, *Codification Improvements to Topic 842, Leases and Leases (Topic 842): Targeted Improvements*, which provide further clarity and transition options for adoption of FASB ASU No. 2016-02. These standards will be effective for periods beginning after December 15, 2019.

In August 2016, the FASB issued ASU No. 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities* and ASU No. 2016-15, *Classification of Certain Cash Receipts and Cash Payments*. ASU No 2016-14 provides updated guidance on the reporting model for not-for-profits and is effective for periods beginning after December 15, 2017. ASU No. 2016-15 provides guidance on the statement of cash flows and is effective for periods beginning after December 15, 2018.

In September 2017, the FASB issued ASU No. 2017-13, *Revenue Recognition (Topic 605), Revenue from Contracts with Customers (Topic 606), Leases (Topic 840), and Leases (Topic 842)*, that provides clarification on certain topics related to these topics. These standards are effective when the related previous amended standards become effective.

In June 2018, the FASB issued ASU No. 2018-08, *Not-for-Profit Entities (Topic 958): Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*, that improves the scope and accounting guidance around contributions of cash and other assets received and made by not-for-profit organizations and business enterprise. This standard is effective for periods beginning after December 15, 2019.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2018 and 2017

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Recent Accounting Pronouncements (continued)

Management is evaluating the effects of these pronouncements on the financial statements, and will implement these pronouncements by their effective dates. Management does not believe the adoption of these pronouncements will have a material effect on the financial statements.

Subsequent Events

The School's management evaluated subsequent events and transactions through November 30, 2018, the date the financial statements were available for issue, and have determined that no material subsequent events have occurred, other than disclosed in Note 4 and Note 8, that would affect the information presented in the accompanying financial statements or require additional disclosure.

3. PROPERTY AND EQUIPMENT

As of June 30, 2018 and 2017, property and equipment consisted of the following:

	<u>2018</u>	<u>2017</u>	<u>Estimated Useful Life</u>
Land	\$ 522,049	\$ 522,049	N/A
Building	22,925,035	22,503,913	39 years
Construction in progress	579,108	420,668	N/A
Building improvements	1,098,794	910,009	1 to 9 years
Playground	80,618	80,618	7 years
Computers	815,265	674,907	3 years
Equipment and furnishings	516,753	492,989	7 years
Vehicles	24,404	10,820	3 years
Total	26,562,026	25,615,973	
Less: accumulated depreciation	<u>4,267,205</u>	<u>3,518,912</u>	
Property and Equipment, Net	<u>\$ 22,294,821</u>	<u>\$ 22,097,061</u>	

Depreciation expense was \$748,293 and \$740,475, for the years ended June 30, 2018 and 2017, respectively.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2018 and 2017

4. NOTES PAYABLE

Notes payable consisted of the following as of June 30, 2018 and 2017:

	<u>2018</u>	<u>2017</u>
Note payable from District of Columbia Office of the State Superintendent of Education (DC OSSE) dated May 25, 2017, bearing interest of 4.50%, payable in quarterly payments in year 1 of \$22,500 and year 2 and onward of \$70,700, beginning on August 15, 2017, with a balloon payment of remaining principal and unpaid interest due on May 25, 2022.	\$ 2,000,000	\$ 2,000,000
Note payable from DC Revenue Bonds Series A dated May 25, 2017 for borrowings up to \$15,000,000, and Series B dated May 25, 2017 for borrowings up to \$3,500,000, for which John Marshall Bank is the banker and trustee. These notes bear interest at LIBOR plus 3.52%, payable in monthly payments beginning July 1, 2017. Principal is payable monthly and shall begin June 1, 2018. The bonds are to be paid on a monthly interest and principal basis based on a 26-year amortization schedule with a maturity date of May 1, 2043.	18,458,236	18,458,236
Note payable from Tropimac, LLC. Dated June 23, 2017 for \$200,000. This note bore interest of 10% when due with a maturity date of July 24, 2017. The note was paid in full during the year ended June 30, 2018.	-	200,000
Notes payable to an employee include two loans: \$301,000 dated June 14, 2017 with interest payable on the unpaid principal at a rate of 4.00% per annum. The loan had a maturity date of July 14, 2017 and was repaid in fiscal year 2018. \$325,000 dated October 12, 2017 with interest payable on the unpaid principal at a rate of 4.00% per annum. The loan had a maturity date of July 16, 2018.	325,000	626,000
Notes payable to the Chief Executive Officer include two loans for: \$20,000 dated June 22, 2017 with interest payable on the unpaid principal at a rate of 4.00% per annum. The loan was due in full on July 24, 2017. \$125,000 dated October 12, 2016 with interest payable on the unpaid principal at a rate of 4.00% per annum. The loan was repaid in full on October 25, 2018.	90,000	145,000
Total Notes Payable	<u>\$ 20,873,236</u>	<u>\$ 21,429,236</u>

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Notes to the Financial Statements
June 30, 2018 and 2017**

4. NOTES PAYABLE (continued)

Notes payable, net consisted of the following as of June 30,

	<u>2018</u>	<u>2017</u>
Principal amount	\$ 20,873,236	\$ 21,429,236
Less: unamortized debt issuance cost	704,448	732,627
Note payable, net	<u>\$ 20,168,788</u>	<u>\$ 20,696,609</u>

The future minimum payment on the notes payable as of June 30, 2018, were as follows:

<u>Years Ending June 30,</u>	<u>Interest</u>	<u>Principal</u>	<u>Total</u>
2019	\$ 734,098	\$ 918,691	\$ 1,652,789
2020	713,003	537,469	1,250,472
2021	693,285	557,187	1,250,472
2022	672,839	577,633	1,250,472
2023	651,639	598,834	1,250,473
2024 and thereafter	13,870,490	17,683,422	31,553,912
Total	<u>\$ 17,335,354</u>	<u>\$ 20,873,236</u>	<u>\$ 38,208,590</u>

The notes from DC OSSE and from the DC Revenue Bonds are collateralized by a general business security agreement. The DC OSSE note is subordinated to the DC Revenue Bonds Series A and Series B. Prepayments on these notes are not allowed without obtaining permission from the Bank. The DC OSSE note subjects the School to certain financial covenants and submission of the audited financial statements no later than December 1.

During fiscal year 2017, the School refinanced its notes payable. The School received \$18,500,000 in tax-exempt District of Columbia 501(c)3 Revenue bonds, which was used to pay-off the existing notes payable, along with \$2,000,000 in new funding for new building construction and planned improvements to the existing properties and closing costs for the new financing. Interest expense was \$786,251 and \$496,826, for the years ended June 30, 2018 and 2017, respectively.

During fiscal year 2018, the School repaid \$356,000, which it had borrowed in 2017 for operational activities from its CEO and one other employee. It also borrowed funds from a third party, Tropimac LLC. The amount owed totaled \$415,000 and \$971,000 as of June 30, 2018 and 2017, respectively. The School incurred interest expense of \$22,000 and \$20,156 on these borrowings for the years ended June 30, 2018 and 2017, respectively.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2018 and 2017

5. LINE OF CREDIT

In October 2017, the School entered in an agreement with a financial institution under which it can borrow up to \$500,000. The line of credit bears interest at an interest rate per annum equal at all times to the rate of interest published daily in the Wall Street Journal as its prime interest rate, plus 1%. As of June 30, 2018, the rate was 6.0%. Interest expense on the line of credit was \$1,984 for the year ended June 30, 2018. The balance on the line of credit was \$500,000, as of June 30, 2018. The line of credit was set to expire on November 25, 2018, but was renewed through February 25, 2019.

6. COMMITMENTS AND CONTINGENCIES

Operating Leases

The School has various non-cancellable operating leases for buildings and office equipment. The School leases a building located at 1017 New Jersey Avenue, SE, Washington, DC under a lease that expires on August 14, 2019.

The future minimum lease payments required under the building leases as of June 30, 2018, were as follows:

<u>Years Ending June 30,</u>	<u>Amount</u>
2019	\$ 231,172
2020	54,282
Total	<u><u>\$ 285,454</u></u>

Lease expense under the operating leases totaled \$486,718 and \$503,897, for the years ended June 30, 2018 and 2017, respectively.

In addition, the School does not own the land at 3400 Wheeler Road, SE, Washington, DC. The School is leasing the land from the District of Columbia for 25 years, with an option to renew up to two additional 25-year terms. The School does not pay rent under this lease.

Grants

The School receives financial assistance from Federal agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit. Any disallowed claims resulting from such audits could become a liability of the School.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2018 and 2017

6. COMMITMENTS AND CONTINGENCIES (continued)

Grants (continued)

As of June 30, 2018, cost reports for fiscal years 2017 and 2018 remain open, subject to audit by DHCF. Management periodically reviews and adjusts recorded amounts due to or from third-party payors. The School's management believes such disallowance, if any, would be immaterial. Laws and regulations governing the Medicaid programs are complex and subject to interpretation. There is a reasonable possibility that estimates could change by material amounts.

The School receives a substantial portion of its revenue from the Government of the District of Columbia. If a significant reduction in this revenue should occur, it may have an effect on the School's programs. During the years ended June 30, 2018 and 2017, the School earned revenue of \$21,433,709 and \$19,098,708, respectively, from the Government of the District of Columbia, which was 92% and 95%, respectively, of the total revenue and support for both years. These amounts are reflected as per pupil funding, DC facilities allowance, Federal grants, and Federal entitlements in the accompanying statements of activities and changes in net assets.

Litigation

The School may be subject to various claims and legal proceedings covering a wide range of matters that may arise in the ordinary course of its activities. Management believes that any liability that may ultimately result from the resolution of these matters will not have a material adverse effect on the financial condition or results of operations of the School.

7. RELATED PARTIES TRANSACTIONS

As discussed in Note 4, the School executed notes with its CEO and one of its employees in the amount of \$771,000. During the year ended June 30, 2018, the School made payments on the notes in the amount of \$356,000. The notes payable to the CEO and the employee include 4% interest per annum, and payments are due in full on their maturity dates. Additionally, as of June 30, 2018 and 2017, there was \$26,038 and \$20,931, respectively, recorded as accounts payable to the CEO for reimbursable expenses paid by the CEO on behalf of the School.

As of July 31, 2018, the notes and accounts payable were repaid back to the CEO and the employee in full.

8. EMPLOYEE RETIREMENT PROFIT SHARING PLAN

The School has a qualified profit-sharing plan for all eligible employees. The plan provides that employees can elect to make contributions to the plan in accordance with the Internal Revenue Code. The School may, but is not required to, make discretionary matching or non-elective contributions to the plan. Discretionary matching contributions of \$65,218 and \$74,109, were made during the years ended June 30, 2018 and 2017, respectively.

SUPPLEMENTARY SCHEDULES

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Functional Expenses For the Year Ended June 30, 2018 with Comparative Totals for 2017

	2018				2017 Totals
	Program	General and Administrative	Fundraising	Total	
Personnel Expenses:					
Instructional staff	\$ 7,423,472	\$ -	\$ -	\$ 7,423,472	\$ 7,419,442
School administration	465,001	2,480,005	155,000	3,100,006	2,396,418
Support services	794,942	198,735	-	993,677	1,354,644
Employee benefits	1,526,436	470,889	27,247	2,024,572	2,134,457
Total Personnel Expenses:	10,209,851	3,149,629	182,247	13,541,727	13,304,961
Direct Student Costs:					
Food service	644,907	-	-	644,907	635,284
Contracted staff & consultants	456,740	-	-	456,740	289,998
Classroom furnishings and equipment	2,192	-	-	2,192	3,671
Technology, computers and materials	77,653	-	-	77,653	54,846
Contracted student services	1,025,683	-	-	1,025,683	850,744
Library and media materials	589	-	-	589	715
Miscellaneous student costs	71,890	-	-	71,890	61,554
Student assessment materials	19,383	-	-	19,383	1,970
Summer school expenses	2,969	-	-	2,969	127
Student supplies and materials	92,265	-	-	92,265	102,399
Parent and staff programs	12,071	-	-	12,071	6,189
Textbooks and curriculum	35,515	-	-	35,515	10,718
Other	1,000	-	-	1,000	1,500
Depreciation expense	158,259	-	-	158,259	137,319
Total Direct Student Costs	2,601,116	-	-	2,601,116	2,157,034
Occupancy Expenses:					
Amortization	22,261	5,636	282	28,179	28,563
Mortgage interest expense	621,138	157,250	7,863	786,251	496,826
Contracted building services	359,239	90,947	4,547	454,733	408,326
Equipment rental and maintenance	22,587	5,719	286	28,592	8,582
Janitorial supplies	17,193	4,353	218	21,764	20,451
Maintenance and repairs	53,252	13,481	674	67,407	18,232
Miscellaneous occupancy expenses	21,827	5,526	276	27,629	264
Rent expense	352,957	89,356	4,468	446,781	436,768
Taxes	260,255	65,888	3,295	329,438	255,634
Utilities	255,133	64,591	3,230	322,954	347,898
Depreciation expense	459,726	116,387	5,819	581,932	594,198
Total Occupancy Expenses	2,445,568	619,134	30,958	3,095,660	2,615,742
General and Office Expenses:					
Professional services	673,289	170,453	8,523	852,265	930,313
Staff development	194,193	49,163	2,458	245,814	335,420
Administrative fees	166,014	42,029	2,101	210,144	198,918
Insurance	112,521	28,486	1,424	142,431	135,297
Credit card fees	18,947	4,797	240	23,984	-
Bad debt expense	-	-	-	-	562,025
Miscellaneous general services	87,768	22,219	1,111	111,098	188,597
Travel	121,470	30,752	1,538	153,760	76,886
Depreciation expense	6,402	1,620	80	8,102	8,958
Copying and printing	21,227	5,374	269	26,870	40,526
Equipment rental and maintenance	31,550	7,987	399	39,936	67,129
Marketing and advertising	178,868	45,283	2,264	226,415	240,466
Miscellaneous office expenses	4,673	1,183	59	5,915	37,501
Office furnishings and equipment	6,071	1,537	77	7,685	1,678
Postage and shipping	1,079	273	14	1,366	2,152
Supplies and materials	35,416	8,966	448	44,830	58,774
Telephone and communications	73,916	18,713	935	93,564	109,928
Total General and Office Expenses	1,733,404	438,835	21,940	2,194,179	2,994,568
Total Expenses	\$ 16,989,939	\$ 4,207,598	\$ 235,145	\$ 21,432,682	\$ 21,072,305

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Functional Expenses For the Year Ended June 30, 2017

	Program	General and Administrative	Fundraising	Total
Personnel Expenses:				
Instructional staff	\$ 7,419,442	\$ -	\$ -	\$ 7,419,442
School administration	359,463	1,910,505	126,450	2,396,418
Support services	1,151,447	203,197	-	1,354,644
Employee benefits	1,664,876	448,236	21,345	2,134,457
Total Personnel Expenses:	<u>10,595,228</u>	<u>2,561,938</u>	<u>147,795</u>	<u>13,304,961</u>
Direct Student Costs:				
Food service	635,284	-	-	635,284
Contracted staff & consultants	289,998	-	-	289,998
Classroom furnishings and equipment	3,671	-	-	3,671
Technology, computers and materials	54,846	-	-	54,846
Contracted student services	850,744	-	-	850,744
Library and media materials	715	-	-	715
Miscellaneous student costs	61,554	-	-	61,554
Student assessment materials	1,970	-	-	1,970
Summer school expenses	127	-	-	127
Student supplies and materials	102,399	-	-	102,399
Parent and staff programs	6,189	-	-	6,189
Textbooks and curriculum	10,718	-	-	10,718
Other	1,500	-	-	1,500
Depreciation expense	137,319	-	-	137,319
Total Direct Student Costs	<u>2,157,034</u>	<u>-</u>	<u>-</u>	<u>2,157,034</u>
Occupancy Expenses:				
Amortization	21,423	6,855	285	28,563
Mortgage interest expense	372,620	119,238	4,968	496,826
Contracted building services	306,245	97,998	4,083	408,326
Equipment rental and maintenance	6,436	2,060	86	8,582
Janitorial supplies	15,338	4,908	205	20,451
Maintenance and repairs	13,674	4,376	182	18,232
Miscellaneous occupancy expenses	198	63	3	264
Rent expense	327,576	104,824	4,368	436,768
Taxes	191,725	61,352	2,557	255,634
Utilities	260,923	83,496	3,479	347,898
Depreciation expense	445,648	142,608	5,942	594,198
Total Occupancy Expenses	<u>1,961,806</u>	<u>627,778</u>	<u>26,158</u>	<u>2,615,742</u>
General and Office Expenses:				
Professional services	725,644	195,366	9,303	930,313
Staff development	261,628	70,438	3,354	335,420
Administrative fees	155,156	41,773	1,989	198,918
Insurance	105,532	28,412	1,353	135,297
Bad debt expense	438,380	118,025	5,620	562,025
Miscellaneous general services	147,106	39,605	1,886	188,597
Travel	59,971	16,146	769	76,886
Depreciation expense	6,988	1,881	89	8,958
Copying and printing	31,611	8,510	405	40,526
Equipment rental and maintenance	52,361	14,097	671	67,129
Marketing and advertising	187,563	50,498	2,405	240,466
Miscellaneous office expenses	29,251	7,875	375	37,501
Office furnishings and equipment	1,309	352	17	1,678
Postage and shipping	1,678	452	22	2,152
Supplies and materials	45,843	12,343	588	58,774
Telephone and communications	85,745	23,085	1,098	109,928
Total General and Office Expenses:	<u>2,335,766</u>	<u>628,858</u>	<u>29,944</u>	<u>2,994,568</u>
Total Expenses	<u>\$ 17,049,834</u>	<u>\$ 3,818,574</u>	<u>\$ 203,897</u>	<u>\$ 21,072,305</u>

SUPPLEMENTARY INFORMATION



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**REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS ON INTERNAL CONTROLS
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Trustees
Eagle Academy Public Charter School

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Eagle Academy Public Charter School (the School), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities and changes in net assets and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated November 30, 2018.

Internal Controls over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal controls) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal controls. Accordingly, we do not express an opinion on the effectiveness of the School's internal controls.

A deficiency in internal controls exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal controls, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal controls that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal controls was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal controls over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal controls that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal controls and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal controls or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal controls and compliance. Accordingly, this communication is not suitable for any other purpose.

Washington, DC
November 30, 2018



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**REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS ON COMPLIANCE
FOR EACH MAJOR FEDERAL PROGRAM AND ON INTERNAL CONTROLS
OVER COMPLIANCE IN ACCORDANCE WITH THE UNIFORM GUIDANCE**

To the Board of Trustees
Eagle Academy Public Charter School

Report on Compliance for Each Major Federal Program

We have audited the Eagle Academy Public Charter School's (the School) compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Compliance Supplement* that could have a direct and material effect on each of the School's major Federal programs for the year ended June 30, 2018. The School's major Federal programs are identified in the summary of independent public accountants' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its Federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of The School's major Federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about The School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major Federal program. However, our audit does not provide a legal determination of The School's compliance.



Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2018.

Report on Internal Controls over Compliance

Management of the School is responsible for establishing and maintaining effective internal controls over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered The School's internal controls over compliance with the types of requirements that could have a direct and material effect on each major Federal program as a basis for designing auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major Federal program and to test and report on internal controls over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal controls over compliance. Accordingly, we do not express an opinion on the effectiveness of The School's internal controls over compliance.

A deficiency in internal controls over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a Federal program on a timely basis. *A material weakness in internal controls over compliance* is a deficiency, or combination of deficiencies, in internal controls over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal controls over compliance* is a deficiency, or a combination of deficiencies, in internal controls over compliance with a type of compliance requirement of a Federal program that is less severe than a material weakness in internal controls over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal controls over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal controls over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal controls over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



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The purpose of this report on internal controls over compliance is solely to describe the scope of our testing of internal controls over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Washington, DC
November 30, 2018

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2018**

Federal Grantor/Pass-through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Federal Expenditures	Pass Through to Subrecipients
U.S. Department of Health and Human Services				
<u>Pass-through DC Public Schools</u>				
Temporary Assistance for Needy Families	93.558	Unknown	\$ 50,161	\$ -
21st Century Grant	84.287C	Unknown	251,007	-
Medicaid	93.778	Unknown	197,416	-
Total U.S. Department of Health and Human Services			<u>498,584</u>	<u>-</u>
U.S. Department of Education				
<u>Pass-through DC Public Schools</u>				
Title I Grants to Local Educational Agencies	84.010A	Unknown	368,266	-
Title II Grants to Local Educational Agencies	84.395A	Unknown	78,068	-
Title IV Grants to Local Educational Agencies	84.424A	Unknown	14,707	-
Special Education Cluster (IDEA)				
Grants to States (IDEA, Part B)	84.027	Unknown	4,857	-
Grants to States (IDEA, Part B)	84.027	Unknown	116,229	-
Preschool Grants (IDEA Preschool)	84.173	Unknown	1,358	-
Preschool Grants (IDEA Preschool)	84.173	Unknown	4,596	-
Total Special Education Cluster (IDEA)			<u>127,040</u>	<u>-</u>
Education Agency Grants - School Climate	84.184G	Unknown	275,217	-
Education Agency Grants - CSP CMO	84.282M	Unknown	100,628	-
SOAR IAQ GRANT	84.370C	Unknown	47,500	-
SOAR IAQ GRANT	84.370C	Unknown	142,500	-
SOAR IAQ-EC GRANT	84.370C	Unknown	242,858	-
SOAR FACILITIES	84.370C	Unknown	78,000	-
SPED Enhancement Formula Grant	N/A	Unknown	31,491	-
<u>Pass-through Office of State of Superintendent of Education</u>				
School Technology Fund	84.Unknown	Unknown	19,665	-
Total U.S. Department of Education			<u>1,525,940</u>	<u>-</u>
U.S. Department of Agriculture				
<u>Pass-through DC Public Schools</u>				
Child Nutrition Cluster				
National School Breakfast/ Lunch Program	10.555	Unknown	515,191	-
School Breakfast Program	10.553	Unknown	349,068	-
			<u>864,259</u>	<u>-</u>
Fresh Fruit and Vegetable Program	10.582	Unknown	65,055	-
Child and Adult Care Food Program	10.558	Unknown	183,000	-
USDA Food and Nutrition Service	10.575	Unknown	42,191	-
Total U.S. Department of Agriculture			<u>1,154,505</u>	<u>-</u>
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ 3,179,029	\$ -

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Notes to the Schedule of Expenditures of Federal Awards
June 30, 2018**

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

All Federal grant operations of Eagle Academy Public Charter School (the School) are included in the scope of Title 2 U.S. Code of Federal Regulations part 200, Uniform Administration Requirement, Cost Principles, and Audit Requirements for Federal Awards (the Single Audit). The Single Audit was performed in accordance with the provisions of the OMB Compliance Supplement (the Compliance Supplement). Compliance testing of all requirements, as described in the Compliance Supplement, was performed for the grant program noted below. This program represents Federal award programs for fiscal year 2018 cash and non-cash expenditures to ensure coverage of at least 20% of Federally granted funds. Actual coverage is 27% of total cash and non-cash Federal award program expenditures.

Expenditures reported on the Schedule of Expenditures of Federal Awards are reported on the accrual basis of accounting. Such expenditures are recognized following, as applicable, either the cost principles in OMB Circular A-122, *Cost Principles for Non-Profit Organizations*, or the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The School has elected not to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

<u>Major Program</u>	<u>Federal CFDA Number</u>	<u>Federal Expenditures</u>
Child Nutrition Cluster:		
National School Breakfast/ Lunch Program	10.555	\$ 515,191
School Breakfast Program	10.553	<u>349,068</u>
		<u>\$ 864,259</u>

2. BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards (the Schedule) includes the Federal award activity of the School under programs of the Federal government for the year ended June 30, 2018. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. Because the Schedule of Expenditures of Federal Awards presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Notes to the Schedule of Expenditures of Federal Awards
June 30, 2018**

3. MEDICAID ADMINISTRATION SUPPORT PROGRAM

Medicaid expenditure of \$197,416 is not included in the threshold amount to require an entity to have a Single Audit because there is already separate and sufficient monitoring of this program being done. However, for the purposes of the schedule of expenditures of Federal awards reporting, the Medicaid payments must be reported.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2018**

Financial Statements

Type of Independent Public Accountants' Report issued	Unmodified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	None Reported
Noncompliance material to financial statements noted?	No

Federal Awards

Type of Independent Public Accountants' Report issued on compliance for major programs	Unmodified
Internal control over major programs:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	None Reported
Audit findings disclosed that are required to be reported in accordance with Section 200.516 of Uniform Guidance?	No

Identification of Major Programs

Major Program	Federal CFDA Number	Federal Expenditures
Child Nutrition Cluster:		
National School Breakfast/ Lunch Program	10.555	\$ 515,191
School Breakfast Program	10.553	349,068
		\$ 864,259
Threshold used to distinguish between type A and type B programs		\$ 750,000
Auditee qualified as low-risk auditee?		Yes

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2018**

Section II –Financial Statement Findings

None noted.

Section III –Federal Award Findings

None noted.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Schedule of Prior Year Findings and Questioned Costs
For the Year Ended June 30, 2018**

There were no findings for the year ended June 30, 2017.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Financial Statements and Supplemental Schedules
Together with Reports of Independent
Public Accountants**

For the Years Ended June 30, 2017 and 2016



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JUNE 30, 2017 AND 2016

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REPORT OF INDEPENDENT PUBLIC ACCOUNTANTS

The Board of Trustees
Eagle Academy Public Charter School

Report on the Financial Statements

We have audited the accompanying statements of financial position of Eagle Academy Public Charter School (the School) as of June 30, 2017 and 2016, and the related statements of activities and changes in net assets and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the auditing standards established pursuant to the District of Columbia School Reform Act, Public law No. 104-134, 110 Stat. 1321-121, 2204(C)(11)(B)(ix)(1996); D.C. Official Code 38-1802.04(ii)(B)(2001, as amended). Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.



Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2017 and 2016, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audits were conducted for the purpose of forming an opinion on the basic financial statements as a whole. The supplemental schedules of functional expenses are presented for purposes of additional analysis as required by the District of Columbia Public Charter School Board and are not a required part of the basic financial statements. The information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audits of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information in the accompanying statements of functional expenses is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 6, 2017, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Washington, DC
December 6, 2017

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Statements of Financial Position
As of June 30, 2017 and 2016**

	<u>2017</u>	<u>2016</u>
ASSETS		
Current Assets		
Cash and cash equivalents	\$ 270,082	\$ 180,085
Restricted cash	3,951,408	-
Grants and accounts receivable, net	2,683,456	2,238,054
Employee loans	15,129	21,924
Prepaid expenses	33,705	50,125
Total Current Assets	<u>6,953,780</u>	<u>2,490,188</u>
Deposits	72,440	72,440
Property and equipment, net	22,097,061	19,942,770
Total Assets	<u>\$ 29,123,281</u>	<u>\$ 22,505,398</u>
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued expenses	\$ 2,255,762	\$ 1,511,878
Deferred revenue	-	12,200
Notes payable, current portion	538,069	15,084,506
Total Current Liabilities	<u>2,793,831</u>	<u>16,608,584</u>
Notes payable, net of current portion	20,130,598	-
Total Liabilities	<u>22,924,429</u>	<u>16,608,584</u>
Net Assets		
Unrestricted	4,958,711	5,896,814
Temporarily Restricted	1,240,141	-
Total Net Assets	<u>6,198,852</u>	<u>5,896,814</u>
Total Liabilities and Net Assets	<u>\$ 29,123,281</u>	<u>\$ 22,505,398</u>

The accompanying notes are an integral part of these financial statements.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Statements of Activities and Changes in Net Assets
For the Years Ended June 30, 2017 and 2016**

	<u>2017</u>	<u>2016</u>
CHANGE IN UNRESTRICTED NET ASSETS		
Revenue and Support:		
Per pupil funding	\$ 13,605,100	\$ 14,128,083
DC facilities allowance	2,742,869	2,874,080
Federal grants	2,166,139	3,069,158
Federal entitlements	584,600	501,146
Grants and contributions	23,353	43,541
Before and after care	627,160	162,712
Student fees	31,597	4,663
Interest income	1,765	845
Other income	351,619	375,328
Total Revenue and Support	<u>20,134,202</u>	<u>21,159,556</u>
 Expenses		
Program Services	17,049,834	16,322,248
Supporting Services:		
General and administrative	3,818,574	3,906,444
Fundraising	203,897	121,892
Total Supporting Services	<u>4,022,471</u>	<u>4,028,336</u>
Total Expenses	<u>21,072,305</u>	<u>20,350,584</u>
Change in Unrestricted Net Assets	<u>(938,103)</u>	<u>808,972</u>
 Temporarily Restricted Net Assets		
Grants	<u>1,240,141</u>	<u>-</u>
 Changes in net assets	302,038	808,972
Net assets, beginning of year	5,896,814	5,087,842
Net Assets, End of Year	<u>\$ 6,198,852</u>	<u>\$ 5,896,814</u>

The accompanying notes are an integral part of these financial statements.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Statements of Cash Flows
For the Years Ended June 30, 2017 and 2016**

	<u>2017</u>	<u>2016</u>
Cash Flows from Operating Activities		
Change in net assets	\$ 302,038	\$ 808,972
Adjustments to reconcile changes in net assets to net cash from operating activities:		
Depreciation and amortization	769,038	805,222
Write-off of grants and accounts receivable	562,024	66,595
Forgiveness of capital lease obligations	-	(39,808)
Effect of changes in non-cash operating assets and liabilities:		
Grants and accounts receivable, net	(1,007,426)	(1,020,873)
Employee loans	6,795	8,987
Prepaid expenses	16,420	(13,010)
Deposits	-	(18,745)
Accounts payable and accrued expenses	743,884	(220,534)
Deferred revenue	(12,200)	10,069
Net Cash from Operating Activities	<u>1,380,573</u>	<u>386,875</u>
Cash Flows from Investing Activities		
Purchases of property and equipment	(2,894,766)	(1,159,519)
Net Cash from Investing Activities	<u>(2,894,766)</u>	<u>(1,159,519)</u>
Cash Flows from Financing Activities		
Payment of deferred financing cost	(760,569)	-
Proceeds from issuance of notes payable	21,429,236	-
Principal payments on notes payable	(15,113,069)	(1,229,773)
Net Cash from Financing Activities	<u>5,555,598</u>	<u>(1,229,773)</u>
Net change in cash and cash equivalents	4,041,405	(2,002,417)
Cash and cash equivalents, beginning of year	180,085	2,182,502
Cash and Cash Equivalents, End of Year	<u>\$ 4,221,490</u>	<u>\$ 180,085</u>
Supplemental Disclosure		
Cash paid during the year for interest	<u>\$ 528,939</u>	<u>\$ 484,796</u>

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements

June 30, 2017 and 2016

1. ORGANIZATION AND PROGRAM

Eagle Academy Public Charter School (the School), a nonprofit organization incorporated in the District of Columbia, has been granted 501(c)(3) status by the Internal Revenue Service. On August 18, 2003, the School entered into a contract with the District of Columbia Board of Education granting the School a charter for the establishment of a public charter school in Washington, DC, as authorized by the DC School Reform Act. The charter expires on August 18, 2018. The District of Columbia transferred regulatory oversight of all public charter schools chartered by the Board of Education to the District of Columbia Public Charter School Board on July 1, 2007.

As a DC public charter school, the School has a funding stream from the District of Columbia (uniform per pupil funding) and the U.S. Federal government (Federal grants for education and other programs) provided it meets certain compliance requirements. DC public charter schools are considered a Local Educational Agency (LEA) under Federal education guidelines. As a DC public charter school, the School enjoys significant freedom from the budget and operational restrictions placed on traditional public schools, allowing it to create a unique educational mission and approach.

The School provides educational opportunities to children from preschool to third grade in poverty-impacted households and economically distressed communities in the District of Columbia. The School is Washington DC's first exclusively early childhood specialty public school. It seeks to develop a solid academic foundation for each student, believing that through play, children will learn pre-reading and pre-math skills that will enable them to understand more complex skills. Educational goals include: (i) enabling each student to achieve grade-level maturity; (ii) encouraging parent participation regularly in school and home assigned activities in order to achieve a holistic academic environment, and (iii) establishing a solid community relationship so that children understand the importance of becoming a responsible member of their community.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The accompanying financial statements of the School have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities as of the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2017 and 2016

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Cash and Cash Equivalents

The School considers all cash in the bank and other short-term investments with original maturities of less than 90 days to be cash and cash equivalents. Cash equivalents as of June 30, 2017 and 2016, consisted of money market funds.

Restricted Cash

Escrow accounts were maintained associated with the bonds and notes payable. The balance on the escrow accounts were \$3,951,408 as of June 30, 2017.

Financial Instruments

Financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable and notes payable. The carrying value of the School's financial instruments in the accompanying statements of financial position approximated their respective fair values as of June 30, 2017 and 2016. Fair values are estimated based on current market rates, prices or liquidation value.

Grants and Accounts Receivable

Grants and accounts receivable represent revenue earned, but not collected as of the year end. Receivables are recorded at their net realizable value. The School provides an allowance for doubtful accounts equal to the estimated uncollectible accounts. The School's estimate is based on historical collection experience and a review of the current status of specific accounts and grants receivable. There was an allowance for doubtful accounts of \$224,971, as of June 30, 2016. There was no allowance for doubtful accounts as of June 30, 2017.

Deferred Financing Costs

Deferred financing costs consist of debt issuance costs, such as bank fees and legal costs, associated with obtaining debt from BB&T, Building Hope, the DC Office of Public Chartered Schools, and DC Revenue Bonds. During the year ended June 30, 2017, the School incurred loan financing cost of \$760,569. These deferred financing costs are being amortized over the life of the loan using the straight line method, which approximates the effective interest rate method. Accounting principles generally accepted in the United States of America requires that debt issuance costs be presented in the balance sheet as a direct deduction from the carrying value of the associated debt liability. Net deferred financing costs were \$760,569 and \$28,563, as of June 30, 2017 and 2016, respectively. Amortization expense was \$28,563 and \$48,960, for the years ended June 30, 2017 and June 30, 2016, respectively.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2017 and 2016

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Property and Equipment

Property and equipment valued in excess of \$1,000, with an estimated useful life of more than one year, are capitalized and recorded at cost if purchased or estimated fair market value as of the date of gift, if donated. Depreciation is recorded using the straight line method over the estimated useful lives of the assets. The cost of maintenance and repairs is charged to expense as incurred.

Deferred Revenue

Deferred revenue consists of payments received in advance for summer camp. Deferred revenue was \$12,200, as of June 30, 2016.

Advertising Costs

The costs of advertising are expensed when the services are received. Advertising expense for the years ended June 30, 2017 and 2016, were \$240,466 and \$193,628, respectively.

Net Assets

Unrestricted net assets are assets and contributions that are not restricted by donors or for which restrictions have expired.

Temporarily restricted net assets are those whose use by the School has been limited by donors primarily for a specific time period or purpose. When a donor restriction is met, temporarily restricted net assets are reclassified to unrestricted net assets. If a donor restriction is met in the same reporting period in which the contribution is received, the contribution (to the extent that the restrictions have been met) is reported as unrestricted net assets. The temporarily restricted net assets was \$1,240,141, as of June 30, 2017, which are related to instruction program, nutrition program, facilities improvement program, and time restricted spending. There were no temporarily restricted net assets as of June 30, 2016.

Permanently restricted net assets are those that are restricted by donors to be maintained by the School in perpetuity. There were no permanently restricted net assets as of June 30, 2017 and 2016.

Restricted and Unrestricted Revenue and Support

The School receives a student allocation from the District of Columbia as well as Federal funding to cover the cost of academic expenses. The student allocation is on a per pupil basis and includes the academic year funding, special education funding and a facilities allotment. The School recognizes this funding in the year in which the school term is conducted. Revenue from other sources is recognized as earned.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2017 and 2016

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Restricted and Unrestricted Revenue and Support (continued)

Contributions and grants received are recorded as unrestricted, temporarily restricted or permanently restricted support, depending on the existence and/or nature of any donor-imposed restrictions. Donor-restricted support is reported as an increase in temporarily or permanently restricted net assets, depending on the nature of the restriction. Conditional contribution and grants, which depend on the occurrence of a specified future and uncertain event to bind the promisor, are recognized when the conditions on which they depend are substantially met, that is, when the conditional promise becomes unconditional. A conditional contributions or grants are considered unconditional if the possibility that the condition will not be met is remote.

Gifts of cash and other assets are reported as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when some stipulated time restriction ends or purpose of the restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the accompanying statements of activities and changes in net assets as net assets released from restrictions.

Revenue from other government sources is recognized as earned. In addition, the School recognizes revenue for student activities, such as field trips, as the activities take place.

Functional Expense Allocation

The costs of providing the various programs and other activities have been summarized on a functional basis in the statements of activities and changes in net assets. Accordingly, certain costs have been allocated among the programs and supporting services that benefit from those costs. General and administrative expenses include those expenses that are not directly identified with any other specific function but provide for the overall support and direction of the School.

Income Taxes

The School is exempt from Federal income taxes under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3), as well as applicable District of Columbia tax laws.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2017 and 2016

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Income Taxes (continued)

Accounting principles generally accepted in the United States of America provide consistent guidance for the accounting for uncertainty in income taxes recognized in an entity's financial statements and prescribe a threshold of "more likely than not" for recognition of tax positions taken or expected to be taken in a tax return. The School performed an evaluation of uncertain tax positions for the year ended June 30, 2017, and determined that there were no matters that would require recognition in the financial statements or which may have any effect on its tax-exempt status. For the year ended June 30, 2017, the statute of limitations for fiscal years 2015 through 2017 remains open with the U.S. Federal jurisdiction or the various states and local jurisdictions in which the School files tax returns. It is the School's policy to recognize interest and/or penalties related to uncertain tax positions, if any, in income tax expense.

Recent Accounting Pronouncements

In April 2015, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2015-03, *Interest - Imputation of Interest (Subtopic 835-30), Simplifying the Presentation of Debt Issuance Costs* (ASU 2015-03). ASU 2015-03 requires that debt issuance costs be presented in the balance sheet as a direct deduction from the carrying value of the associated debt liability. The recognition and measurement of debt issuance costs are not affected by the new guidance. ASU 2015-03 was effective for fiscal years beginning after December 15, 2015. ASU 2015-03 was adopted for the year ended June 30, 2017. The adoption of ASU 2015-03 did not have a material impact on the School's financial statements.

In August 2014, the FASB issued ASU No. 2014-15, *Presentation of Financial Statements – Going Concern (Subtopic 205-40): Disclosure of Uncertainties about an Entity's Ability to Continue as a Going Concern*. ASU 2014-15 requires management to assess an entity's ability to continue as a going concern. Management should evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern within one year after the date that the financial statements are issued. This pronouncement was effective for the annual reporting periods ending after 15, 2016, and was effective for the fiscal year ended June 30, 2017.

In August 2016, FASB issued ASU No. 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities* and ASU 2016-15, *Classification of Certain Cash Receipts and Cash Payments*, that provides updated guidance on the reporting model for not-for-profits and the statement of cash flows. These standards are effective for periods beginning after December 15, 2017 and December 15, 2018, respectively. Management is evaluating the effects of these pronouncements on the financial statements, and will implement these pronouncements by their effective dates. Management does not believe the adoption of these pronouncements will have a material effect on the financial statements.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2017 and 2016

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

Subsequent Events

The School's management evaluated subsequent events and transactions through December 6, 2017, the date the financial statements were available for issue, and have determined that no material subsequent events have occurred, except as disclosed in Note 8, that would affect the information presented in the accompanying financial statements or require additional disclosure.

3. PROPERTY AND EQUIPMENT

As of June 30, 2017 and 2016, property and equipment consisted of the following:

	<u>2017</u>	<u>2016</u>	<u>Estimated Useful Life</u>
Land	\$ 522,049	\$ 276,301	N/A
Building	22,503,913	20,771,292	39 years
Construction in progress	420,668	32,292	N/A
Building improvements	910,009	729,595	1 to 9 years
Playground	80,618	63,756	7 years
Computers	674,907	512,804	3 years
Classroom furnishings	83,059	83,059	7 years
Office equipment and furnishings	136,813	132,793	7 years
Instructional equipment	273,117	108,305	7 years
Vehicles	10,820	10,820	3 years
Assets under capital leases	-	403,433	3 years
Total	<u>25,615,973</u>	<u>23,124,450</u>	
Less: accumulated depreciation	<u>3,518,912</u>	<u>3,181,680</u>	
Property and Equipment, Net	<u>\$ 22,097,061</u>	<u>\$ 19,942,770</u>	

Depreciation and amortization was \$740,475 and \$756,260, for the years ended June 30, 2017 and 2016, respectively.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2017 and 2016

4. NOTES PAYABLE

Notes payable consisted of the following as of June 30, 2017 and 2016:

	<u>2017</u>	<u>2016</u>
Note payable from District of Columbia Office of the State Superintendent of Education dated May 25, 2017, bearing interest of 4.50%, payable in quarterly payments in year 1 of \$22,500 and year 2 and onward of \$70,700, beginning on August 15, 2017, with a balloon payment of remaining principal and unpaid interest due on May 25, 2022.	\$ 2,000,000	\$ -
Note payable from DC Revenue Bonds Series A dated May 25, 2017 for borrowings up to \$15,000,000, and Series B dated May 25, 2017 for borrowings up to \$3,500,000, for which John Marshall Bank is the banker and trustee. These notes bear interest at LIBOR plus 3.52%, payable in monthly payments beginning June 1, 2017. Principal is payable monthly and shall begin June 1, 2018. The bonds are to be paid on a monthly interest and principal basis based on a 26-year amortization schedule with a maturity date of May 1, 2043.	18,458,236	-
Note payable from Tropimac, LLC. Dated June 23, 2017 for \$200,000. This note bears interest of 10% when due with a maturity date of July 24, 2017.	200,000	-
Notes payable to an employee include two loans: \$301,000 dated June 14, 2017 with interest payable on the unpaid principal at a rate of 4.00% per annum. The loan has a maturity date of July 14th, 2017. 325,000 dated October 12, 2017 with interest payable on the unpaid principal at a rate of 4.00% per annum. The loan has a maturity date of July 16th, 2018.	626,000	-
Note payable to the Chief Executive Officer include three loans for: \$20,000 dated June 22, 2017 with interest payable on the unpaid principal at a rate of 4.00% per annum. The loan is due in full on July 24th, 2017. \$125,000 dated October 12, 2016 with interest payable on the unpaid principal at a rate of 4.00% per annum. The loan is due in full on October 25th, 2018.	145,000	-

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

**Notes to the Financial Statements
June 30, 2017 and 2016**

4. NOTES PAYABLE (continued)

Notes payable consisted of the following as of June 30, 2017 and 2016: (continued)

Note payable from BB&T Bank dated February 22, 2012, for borrowings up to \$15,825,000. This note bears interest at LIBOR plus 2.75%, payable in monthly payments and began in March 2012. Principal is payable monthly and began in February 2014, with a balloon payment of remaining accrued and unpaid interest and principal due on February 22, 2017. This note has an option to renew for an additional 15 years at a re-negotiated rate of interest.

\$ - \$ 14,478,383

Note payable from Building Hope dated February 22, 2012. This note bears interest at 6.00%, payable in monthly payments of \$6,250 and began in March 2012. Principal is payable monthly and began in August 2013. The monthly payment, including interest, is \$33,070, with a balloon payment of remaining accrued and unpaid interest and principal due on February 22, 2017.

- 258,707

Note payable from DC Office of Public Chartered Schools dated February 22, 2012, bearing interest of 4.00%, payable in quarterly payments of \$12,500 beginning in May 2012. The quarterly payment, including interest, is \$96,126, with a balloon payment of remaining principal and unpaid interest due on February 22, 2017.

- 375,979

Total Notes Payable

	-	
	\$ 21,429,236	\$ 15,113,069

The payable consists of following as of June 30,

	2017	2016
Principal amount	\$ 21,429,236	\$ 15,113,069
Less: unamortized debt issuance cost	760,569	28,563
Note payable, net	\$ 20,668,667	\$ 15,084,506

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2017 and 2016

4. NOTES PAYABLE (continued)

The future minimum payment on the notes payable as of June 30, 2017, were as follows:

<u>Years Ending June 30,</u>	<u>Interest</u>	<u>Principal</u>	<u>Total</u>
2018	\$ 779,702	\$ 538,069	\$ 1,317,771
2019	734,098	956,907	1,691,005
2020	713,003	537,469	1,250,472
2021	693,285	557,187	1,250,472
2022	672,839	577,633	1,250,472
2023 and thereafter	7,782,318	18,261,971	26,044,289
Total	<u>\$ 11,375,245</u>	<u>\$ 21,429,236</u>	<u>\$ 32,804,481</u>

Interest expense was \$496,826 and \$498,852, for the years ended June 30, 2017 and 2016, respectively.

The notes from DC Office of Public Chartered Schools and from DC Revenue Bonds are collateralized by a general business security agreement. The Building Hope and DC Office of Public Chartered Schools notes are subordinated to the BB&T note. Prepayments on the District of Columbia and Building Hope notes are not allowed without obtaining permission from BB&T. The BB&T note subjects the School to certain financial covenants and is subject to a prepayment penalty based on the date of prepayment.

The School refinanced its notes payable with BB&T. In August 2016, the DC Office of Public Chartered Schools and Building Hope notes were paid off and assumed by BB&T. The School received \$18,500,000 in a tax-exempt District of Columbia 501(c)3 Revenue bonds, which was used to pay-off the existing notes payable, along with \$2,000,000 in new funding for planned improvements to the existing property, and closing costs for the new financing.

During fiscal year 2017, the School borrowed certain amounts for operational activities from its CEO and one other employee. It also borrowed funds from a third party. The amount owed totaled \$971,000 as of June 30, 2017. The School incurred interest of \$20,156 on these borrowings for the year ended June 30, 2017.

5. EMPLOYEE RETIREMENT PROFIT SHARING PLAN

The School has a qualified profit sharing plan for all eligible employees. The plan provides that employees can elect to make contributions to the plan in accordance with the Internal Revenue Code. The School may, but is not required to, make discretionary matching or non-elective contributions to the plan. Discretionary matching contributions of \$74,109 and \$21,607, were made during the years ended June 30, 2017 and 2016, respectively.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2017 and 2016

6. COMMITMENTS AND CONTINGENCIES

Operating Leases

The School has various non-cancellable operating leases for buildings and office equipment. The School leases a building located at 475 School Street, S.W., Washington, DC under a lease that expires on September 30, 2016. The School also leases a building located at 1017 New Jersey Avenue, SE, Washington, DC under a lease that expires on August 14, 2018.

The future minimum lease payments required under the building leases as of June 30, 2017, were as follows:

<u>Years Ending June 30,</u>	<u>Amount</u>
2018	\$ 396,303
2019	231,172
2020	54,282
Total	\$ 681,757

The School leases certain office equipment under non-cancellable operating lease agreements. The leases expire at various dates through 2019, with certain leases containing options to renew. The future minimum lease payments required under the office equipment leases, as of June 30, 2017, were 49,618 for the year ending June 30, 2018.

Lease expense under the operating leases totaled \$503,897 and \$448,299, for the years ended June 30, 2017 and 2016, respectively.

In addition, the School does not own the land at 3400 Wheeler Road, SE, Washington, DC. The School is leasing the land from the District of Columbia for 25 years, with an option to renew up to two additional 25-year terms. The School does not pay rent under this lease.

Grants

The School receives financial assistance from Federal agencies in the form of grants. The disbursement of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and are subject to audit. Any disallowed claims resulting from such audits could become a liability of the School. Laws and regulations governing the Medicaid programs are complex and subject to interpretation. There is a reasonable possibility that estimates could change by material amounts. As of June 30, 2017, cost reports for fiscal years 2016 and 2017 remain open, subject to audit by the Department of Health Care Finance (DHCF). Management periodically reviews and adjusts recorded amounts due to or from third-party payors. The School's management believes such disallowance, if any, would be immaterial.

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Notes to the Financial Statements June 30, 2017 and 2016

6. COMMITMENTS AND CONTINGENCIES (continued)

The School receives a substantial portion of its revenue from the Government of the District of Columbia. If a significant reduction in this revenue should occur, it may have an effect on the School's programs. During the years ended June 30, 2017 and 2016, the School earned revenue of \$19,099,045 and \$20,572,467, respectively, from the Government of the District of Columbia, which was 95% and 97%, respectively, of the total revenue and support. These amounts are reflected as per pupil funding, DC facilities allowance, Federal grants, and Federal entitlements in the accompanying statements of activities and changes in net assets.

Litigation

The School may be subject to various claims and legal proceedings covering a wide range of matters that may arise in the ordinary course of its activities. Management believes that any liability that may ultimately result from the resolution of these matters will not have a material adverse effect on the financial condition or results of operations of the School.

7. RELATED PARTIES TRANSACTIONS

During fiscal year 2017, the School borrowed \$626,000 from one of its employee and \$145,000 from its CEO. These notes payable had a term with 4% interest per annum, and payments are due in full on their maturity dates.

During year ended June 30, 2017, the CEO received payment for expenses previously paid for under a demand note totaling \$53,000. Additionally, the School owes \$20,000 to the CEO related to expenses paid for by CEO as of June 30, 2017.

8. SUBSEQUENT EVENTS

In September 2017, the offices of the Deputy Mayor of Education (DME) and the State Superintendent of Education (OSSE) notified all charter school leaders of a tentative approved contract with the Washington Teacher's Union (WTU). Upon approval of the contract by the City Council and Mayor of the District of Columbia (DC), it is expected that OSSE will provide additional funding to all DC Public and Charter Schools through an increase in the per pupil allocation (Uniform per Student Funding Formula (UPSFF)), which will be applied retroactive for fiscal 2017 and to future years. All public charter schools are expected to receive a one-time payment to reflect the increase in the fiscal year 2017 UPSFF base rate, which will be calculated based on the final enrollment audit count from fiscal year 2017, supplemental payments and extended school year (ESY) funding. Based on the School's final enrollment count and the \$203 rate increase expected to the fiscal year 2017 UPSFF base rate, the School anticipates receiving approximately \$277,000 in retroactive per pupil allocation revenue, which will be recognized and reported in the School's fiscal year 2018 financial statements.

In October 2017, the School entered into a line of credit of \$500,000, with a bank at a variable interest rate equal to the prime rate plus 1%. The line of credit expires November 25, 2018.

SUPPLEMENTARY INFORMATION

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Functional Expenses For the Year Ended June 30, 2017 with Comparative Totals for 2016

	2017				2016 Totals
	Program	General and Administrative	Fundraising	Total	
Personnel Expenses:					
Instructional staff	\$ 7,419,442	\$ -	\$ -	\$ 7,419,442	\$ 7,143,196
School administration	359,463	1,910,505	126,450	2,396,418	2,773,897
Support services	1,151,447	203,197	-	1,354,644	1,260,035
Employee benefits	1,664,876	448,236	21,345	2,134,457	2,180,822
Total Personnel Expenses:	10,595,228	2,561,938	147,795	13,304,961	13,357,950
Direct Student Costs:					
Food service	635,284	-	-	635,284	725,026
Contracted staff & consultants	289,998	-	-	289,998	119,570
Classroom furnishings and equipment	3,671	-	-	3,671	8,516
Technology, computers and materials	54,846	-	-	54,846	148,413
Contracted student services	850,744	-	-	850,744	908,261
Library and media materials	715	-	-	715	12,698
Miscellaneous student costs	61,554	-	-	61,554	91,205
Student assessment materials	1,970	-	-	1,970	19,470
Summer school expenses	127	-	-	127	3,117
Student supplies and materials	102,399	-	-	102,399	195,821
Parent and staff programs	6,189	-	-	6,189	3,760
Textbooks and curriculum	10,718	-	-	10,718	52,364
Other	1,500	-	-	1,500	-
Depreciation expense	137,319	-	-	137,319	86,702
Total Direct Student Costs	2,157,034	-	-	2,157,034	2,374,923
Occupancy Expenses:					
Amortization	21,423	6,855	285	28,563	48,962
Mortgage interest expense	372,620	119,238	4,968	496,826	498,852
Contracted building services	306,245	97,998	4,083	408,326	279,422
Equipment rental and maintenance	6,436	2,060	86	8,582	17,151
Janitorial supplies	15,338	4,908	205	20,451	34,744
Maintenance and repairs	13,674	4,376	182	18,232	38,388
Miscellaneous occupancy expenses	198	63	3	264	-
Rent expense	327,576	104,824	4,368	436,768	385,152
Taxes	191,725	61,352	2,557	255,634	192,433
Utilities	260,923	83,496	3,479	347,898	257,082
Depreciation expense	445,648	142,608	5,942	594,198	654,777
Total Occupancy Expenses	1,961,806	627,778	26,158	2,615,742	2,406,963
General and Office Expenses:					
Professional services	725,644	195,366	9,303	930,313	575,683
Staff development	261,628	70,438	3,354	335,420	331,016
Administrative fees	155,156	41,773	1,989	198,918	197,941
Insurance	105,532	28,412	1,353	135,297	171,294
Credit card fees	-	-	-	-	109
Bad debt expense	438,380	118,025	5,620	562,025	156,675
Miscellaneous general services	147,106	39,605	1,886	188,597	93,332
Travel	59,971	16,146	769	76,886	96,175
Depreciation expense	6,988	1,881	89	8,958	14,781
Copying and printing	31,611	8,510	405	40,526	48,579
Equipment rental and maintenance	52,361	14,097	671	67,129	63,147
Marketing and advertising	187,563	50,498	2,405	240,466	202,417
Miscellaneous office expenses	29,251	7,875	375	37,501	8,911
Office furnishings and equipment	1,309	352	17	1,678	3,827
Postage and shipping	1,678	452	22	2,152	3,343
Supplies and materials	45,843	12,343	588	58,774	85,205
Telephone and communications	85,745	23,085	1,098	109,928	158,313
Total General and Office Expenses	2,335,766	628,858	29,944	2,994,568	2,210,748
Total Expenses	\$ 17,049,834	\$ 3,818,574	\$ 203,897	\$ 21,072,305	\$ 20,350,584

EAGLE ACADEMY PUBLIC CHARTER SCHOOL

Schedule of Functional Expenses For the Year Ended June 30, 2016

	2016			Total
	Program	General and Administrative	Fundraising	
Personnel Expenses:				
Instructional staff	\$ 7,143,196	\$ -	\$ -	\$ 7,143,196
School administration	665,735	2,052,684	55,478	2,773,897
Support services	1,071,030	189,005	-	1,260,035
Employee benefits	1,701,041	457,973	21,808	2,180,822
Total Personnel Expenses:	10,581,002	2,699,662	77,286	13,357,950
Direct Student Costs:				
Food service	725,026	-	-	725,026
Contracted staff & consultants	119,570	-	-	119,570
Classroom furnishings and equipment	8,516	-	-	8,516
Technology, computers and materials	148,413	-	-	148,413
Contracted student services	908,261	-	-	908,261
Library and media materials	12,698	-	-	12,698
Miscellaneous student costs	91,205	-	-	91,205
Student assessment materials	19,470	-	-	19,470
Summer school expenses	3,117	-	-	3,117
Student supplies and materials	195,821	-	-	195,821
Parent and staff programs	3,760	-	-	3,760
Textbooks and curriculum	52,364	-	-	52,364
Depreciation expense	86,702	-	-	86,702
Total Direct Student Costs	2,374,923	-	-	2,374,923
Occupancy Expenses:				
Amortization	36,722	11,751	489	48,962
Mortgage interest expense	374,139	119,724	4,989	498,852
Contracted building services	209,567	67,061	2,794	279,422
Equipment rental and maintenance	12,863	4,116	172	17,151
Janitorial supplies	26,058	8,339	347	34,744
Maintenance and repairs	28,791	9,213	384	38,388
Rent expense	288,864	92,436	3,852	385,152
Taxes	144,325	46,184	1,924	192,433
Utilities	192,811	61,700	2,571	257,082
Depreciation expense	491,083	157,146	6,548	654,777
Total Occupancy Expenses	1,805,223	577,670	24,070	2,406,963
General and Office Expenses:				
Professional services	437,519	132,407	5,757	575,683
Staff development	251,572	76,134	3,310	331,016
Administrative fees	150,436	45,526	1,979	197,941
Insurance	130,183	39,398	1,713	171,294
Interest expense	84	25	-	109
Bad debt expense	-	156,675	-	156,675
Miscellaneous general services	70,933	21,466	933	93,332
Travel	73,093	22,120	962	96,175
Depreciation expense	11,234	3,400	147	14,781
Copying and printing	36,921	11,173	485	48,579
Equipment rental and maintenance	47,992	14,524	631	63,147
Marketing and advertising	153,837	46,556	2,024	202,417
Miscellaneous office expenses	6,772	2,050	89	8,911
Office furnishings and equipment	2,909	880	38	3,827
Postage and shipping	2,541	769	33	3,343
Supplies and materials	64,756	19,597	852	85,205
Telephone and communications	120,318	36,412	1,583	158,313
Total General and Office Expenses:	1,561,100	629,112	20,536	2,210,748
Total Expenses	\$ 16,322,248	\$ 3,906,444	\$ 121,892	\$ 20,350,584



**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

The Board of Trustees
Eagle Academy Public Charter School

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Eagle Academy Public Charter School (the School), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and changes in net assets and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 6, 2017.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



SB & COMPANY, LLC
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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Washington, DC
December 6, 2017

A handwritten signature in black ink that reads "SB & Company, LLC".